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Putting Best Practices Into Practice: Implementing Change One Step at a Time

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CLEA Newsletter

PRESIDENT'S MESSAGE

It has been a wonderful, hectic, energizing eight months (wow, eight months already?) serving as the 17th President of the Clinical Legal Education Association. The summer passed swiftly, but CLEA work continued. I would like to tell you about a few highlights, including the updated mission statement, work on advocacy standards, plans for the CLEA website, and other projects.

First, a special committee worked on an updated CLEA Mission Statement that you can read elsewhere in this newsletter and on the CLEA website. As we settle into our 2009 updated mission statement which reflects input from the members on the membership survey and the work of the May 2009 CLEA Board Retreat, we are convening a **Strategic Planning Committee** to develop “next steps” toward implementation of the mission. Please be in touch if you are willing to service on this important committee.

CLEA’s advocacy work monitoring and participating in ABA Section on Legal Education and Admission to the Bar continues and is more important than ever. Our Outcome Measures Committee is tracking and participating in the work of the ABA’s Standards Review Committee (see <http://www.abanet.org/legaled/committees/comstandards.html>) as it considers outcome-based standards. Our Security of Position Committee is tracking and participating in the work of the ABA’s Standards Review Committee (*id.*) as it moves forward reconsidering its approach to security of position in the ABA accreditation standards. Standards advocacy and working closely with the ABA Section on Legal Education and Admissions to the Bar and other affiliated organizations is a crucial part of what CLEA stands for, and we welcome anyone interested in participating more fully in these efforts.

Meanwhile, our Communications and Website Committee has signed a contract for an exciting new CLEA website that will be up and running this fall! The new website promises to be significantly more user-friendly and offer the kind of timely/in-depth information that our membership has asked for in the Spring 2009 survey.

We have other committees at work on many other issues. For example, there are committees currently working on elections and membership. Please consider nominating worthy folks (including you, perhaps?) for service on the board. Likewise, please remind your colleagues who are not yet CLEA



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members or who have let memberships lapse how important our work is and how membership support helps with the Clinical Law Review and vital standards advocacy. We continue to have a wonderful Best Practices Project Implementation Committee that reports much of its work through the Best Practices Blog at <http://bestpracticeslegaled.albanylawblogs.org/>. Look to hear from the newly reconstituted CLEA Creative Writing (and associated) awards soon! Likewise, later in the fall you will be hearing about our promised logo contest where we will either choose a new logo or recommit to the original. THANKS to the CLEA Board and other existing committee members for their work on various CLEA projects. If you are interested in any of these efforts please get in touch.

Now that the semester has begun anew, I will recommence sending “CLEA Currents” emails to keep you briefly up-to-date between issues of this wonderful newsletter (high five to editor Larry Spain for his continued commitment to this important service). And I hope you will be in touch with me or other board members on anything you think CLEA can be doing to help the cause of clinical legal education.

In closing, I came across some words this month that really spoke to me regarding our shared endeavor as members and friends of CLEA. The words come from a Tomorrow’s Professor Blog and Listserv (see <http://ctl.stanford.edu/Tomprof/index.shtml>) report on a Carnegie Foundation Perspectives (<http://www.carnegiefoundation.org/perspectives/>) piece by Senior Scholars Anne Colby and William M. Sullivan. In that piece, Colby and Sullivan write “[a]nalytical thinking is an incomplete educational agenda in part because it disconnects rationality from purpose, and academic understanding from practical understanding or judgment. In order to prepare for decision and action in the world, students need to develop not only facility with concepts and critical analysis but also judgment about real situations in all their particularity, ambiguity, uncertainty, and complexity. They need to develop practical reasoning.” May we all have success this semester in helping connect our students with the real world in all its messiness and wonder!

Kim Diana Connolly

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Updated and Revised CLEA Mission Statement and Seeking Volunteers for Strategic Planning

At its May 2009 Retreat in Cleveland, Ohio, the CLEA Board of Directors took all answers to the membership survey from Spring 2009 and developed concepts for an updated CLEA mission statement. Those concepts were delegated to a drafting committee for wordsmithing work, then circulated to all former CLEA Presidents for input as well. Thereafter, the CLEA Board had a vigorous e-discussion about the statement, and ultimately approved it wholeheartedly. The 2009 revised mission statement reads as follows:

The Clinical Legal Education Association exists to advocate for clinical legal education as fundamental to the education of lawyers. CLEA and its members seek to:

- *foster excellent teaching and scholarship by clinical educators;*
- *integrate clinical teaching and extend its methods into the legal education program of every law school;*
- *reform legal education so as to prepare law students for excellent and reflective law practice;*
- *advance regulation of legal education that insures the continued vitality of clinical education in law schools; and*
- *pursue and promote justice and diversity as core values of the legal profession.*

Clinical Legal Education Association Mission Statement Updated Based on Membership Input Summer 2009 (Approved by the CLEA Board August 2009)

As part of the work on this project, the current board and former presidents agreed that we needed to convene a committee to **develop a strategic plan** to implement CLEA's Updated Mission Statement, and part of that plan should be considering a strategy for ensuring that all law students have access to clinics. **If you are interested in serving on such a committee** please contact **Kim Diana Connolly** at connolly@sc.edu.

Appreciation goes to the drafting committee: **Claudia Angelos, Liz Ryan Cole, Kim Diana Connolly, Carolyn Grose, Renée Hutchins, Jeff Pokorak, Jenny Roberts, and Alex Scherr**. Appreciation also goes to the membership for input and the current board and former presidents for a lively discussion and great ideas.

COMMITTEE REPORTS

CLEA Best Practices Implementation Committee

Spotlight on Best Practices

The CLEA Best Practices Implementation Committee is pleased to present the inaugural newsletter column “Spotlight on Best Practices.” These columns will explore the use of *Best Practices in Legal Education* in a variety of contexts. For more information and discussion about the implementation of *Best Practices in Legal Education*, visit the **Best Practices Blog** at <http://bestpracticeslegaled.albanylawblogs.org/>

Putting Best Practices Into Practice: Implementing Change One Step at a Time

Lisa Radtke Bliss (Georgia State)

In 2007, CLEA published *Best Practices for Legal Education*, which articulated ways to effectively educate law students to leave law school better prepared to practice law responsibly, effectively and ethically. Since, then, *Best Practices* has been part of the collective conversation about reform in legal education, a conversation evidenced by list serve discussion, recent and upcoming conferences, and the larger curriculum reform discussions and innovations happening around the country.

Reviewing *Best Practices* can be satisfying when one finds that one is already implementing its ideals in the classroom or clinic. In fact, much of what is there looks familiar, especially to clinicians. On the other hand, it can be daunting to see a list of practices that are not part of one’s plan for instruction. Viewing the book as a resource for new ideas, however, allows one to experiment with different practices, and to incorporate changes over time. This column describes a few ways that the book has proved to be useful to a clinical legal educator.

Improving Peer Feedback Skills

Teaching students to perform tasks that lawyers perform, and allowing them to inhabit the role of the lawyer is central to the clinical teaching method. The giving and receiving of feedback on student performance of lawyering tasks is one of the ways that students learn how to learn from their experience. Frequently, the classroom critique of students’ performance takes place in the beginning of the course, when students are learning interviewing skills in preparation for meeting their first clients. Clinic students must not only understand the effectiveness of their role performance, but they must be able to internalize what they have learned in order to continue developing their skills.

For a number of years, I gave students brief, general guidelines for giving in-class critiques of role-play performances. In an effort to be more intentional about this aspect of my teaching and in hopes of improving the quality of student learning, I consulted *Best Practices*. There, I found a list of guidelines for training students to perform effective critiques, and guidelines for students who are receive critique in Chapter 5 under “Best Practices for Experiential Courses.”

Rather than learning simple, general principles of critique, such as “identify some positive aspects of the performance,” and “be specific,” my students now are being trained to employ best practices in giving feedback, as suggested in Chapter 5. Following these explicit guidelines for training has resulted in an im-

provement in the quality and care given to the critiques. It has also increased the ability of students to listen to peer feedback and find something to take away. Adopting and teaching these guidelines required that I devote more class time to training students to give and receive feedback. This time commitment, and more depth of instruction about feedback techniques, emphasize to students the importance of self and peer analysis as a learning tool. Thus, consulting *Best Practices* helped me re-think and improve upon something that I was already doing in the classroom. With a small investment of time, I was able to enhance the quality of the peer feedback and the receptiveness of students hearing it.

Refreshing Course Content

Best Practices has also served as a catalyst for small, but important, changes in the content of my course. For example, the comments in Chapter 5 under “In-house clinical courses” restate some of the key values of the profession and some of the desirable outcomes for legal education. One of those values is “the importance of seeking justice and providing access to justice.” Another is helping students “to deal sensitively and effectively with clients, colleagues and others from a range of social, economic, and ethnic backgrounds, identifying and responding positively and appropriately to issues of culture and disability that might affect communication techniques and influence a client’s objectives.” This chapter also includes identifies best practices for using simulations.

Reading the comments on values prompted me to consider a unique, but important aspect of our clinic’s practice as part of a medical-legal partnership in which the medical partner is a children’s hospital. Every low-income client that is referred to the clinic for legal has a child that has been diagnosed with a serious illness or disease. This family condition is something that students must understand and respond to, because it can impact client communication and decision making, and create competing priorities.

To help students gain this understanding of our clients and their unique circumstances, I developed role plays that incorporated the sick child, the medical diagnosis and treatment, and the family dynamic surrounding those issues as a backdrop to legal issues that must be resolved. These details help students learn how to be sensitive to their client’s individual situations and consider how such a health crisis impacts the lawyer’s ability to serve the client. Helping students explore what it means to deal sensitively with a client who is living in substandard housing and has a child with a life-threatening disease and a suppressed immune system gives students the opportunity to develop their capacity to deal sensitively and effectively with clients in crisis.

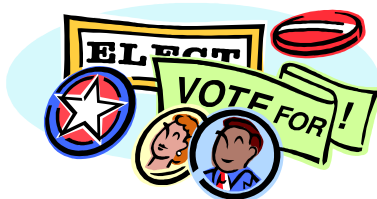
Adopting New Methods of Assessment

Another recommendation in *Best Practices* that I may not have considered on my own was the suggestion in Chapter 7, “Best Practices for Assessing Student Learning,” which states, “Require Students to Compile Educational Portfolios.” I have experimented with different methods of assessment in the clinic, but had never required the compilation of a portfolio. I now require students to maintain a portfolio of their written work. This compilation can be used to track development of skills over time and the contents can be shared with potential employers to demonstrate a student’s abilities.

Introducing the concept of keeping a portfolio has communicated to students that they will be creating a significant body of work during their time in the clinic. It requires students to take responsibility for their own learning and to evaluate their progress toward their learning objectives. Students have responded positively to this new requirement. It forces them to collect their work in one place and gives them something tangible to

A review of *Best Practices* presents an opportunity to reconsider what we do in the classroom and in our clinics to achieve the desirable outcomes the book espouses. The principles articulated in the book, and the explanatory comments that follow, provide well-researched guidance on how to deliver instruction in traditional courses as well as clinical courses. These guidelines are helpful for new teachers, but can also prove useful to experienced teachers interested in improving their teaching. Almost every time I pick up the book, I am prompted to consider some way that I can improve as a legal educator and better prepare my students to be ethical, effective and responsible lawyers.

CLEA Elections Committee



CLEA Board Elections

The CLEA Elections Committee is soliciting nominations through **October 1, 2009** of individuals to serve on the CLEA Board starting in January, 2010. There are a total of six open positions: five members of the CLEA Board of Directors and the position of CLEA Vice-President. All nominations must be received by October 1, 2009. All CLEA members are encouraged to nominate themselves or another CLEA member. Both persons making nominations and persons being nominated must be current CLEA members.

The Vice-President of CLEA automatically becomes the President of CLEA after one year of service as Vice-President. Thus, the person elected to become Vice-President for 2010 will become President in 2011, and Immediate Past President in 2012, a three-year term. The responsibilities of the Vice-President during the first year include assisting the President in the management of CLEA, taking the role of President when the President is absent or unable to act, and filling in as chair of board meetings in the absence or incapacity of the President.

Additional description of the duties of the officers and members of the Board can be found in the By-laws on the CLEA website at www.cleaweb.org/about/bylaw.html.

Nominate yourself or someone else by contacting any of the members of the Elections Committee: **Christine Cimini**, Chairperson (ccimini@law.du.edu); **Binny Miller** (bmiller@wcl.american.edu), **Alex Scherr** (scherr@uga.edu); or **Kate Kruse** (kate.kruse@unlv.edu). If you are nominating yourself, please include a paragraph or two about why you are running, which will be included with the election materials to be sent out later in the fall. If you are nominating another CLEA member, there is no need to include such a paragraph; the Elections Committee will contact the nominee for further information to be included in the election materials.

In order to be eligible to VOTE in CLEA's elections, you need to have sent us your dues for 2009 by NO LATER THAN OCTOBER 1, 2009. Your check must be postmarked no later than that day. You can get a membership form at: <http://www.cleaweb.org/documents/2009CLEAMembershipForm.pdf>

If do not know whether you have paid your dues, you can check on your status at the Gateway to Clinical Legal Education at: http://cgi2.www.law.umich.edu/_GCLE/Index.asp

We will send out ballots no later than November 1, 2009 and we will only send them to those who have paid their dues by the October 1st deadline.

CLEA Ethics Committee

Thinking About Ethics

The CLEA Legal Ethics Committee is pleased to present the third newsletter column of "*Doing the Right Thing: An Analytical Model Examining the Interplay between Ethical Professional Conduct, Morality, and Justice*," by **Paul Cain**, Managing Attorney, Northern Illinois University College of Law. We hope future columns will address some of the ethical issues we all confront in clinical legal education such as conflicts of interest, confidentiality, and competence. If you would like to suggest a topic or write a short column, please contact Professor **Faith Mullen**, Co-Chair CLEA Ethics Committee, at mullen@law.cua.edu.

DOING THE RIGHT THING: AN ANALYTICAL MODEL EXAMINING THE INTERPLAY BETWEEN ETHICAL PROFESSIONAL CONDUCT, MORALITY, AND JUSTICE

Paul J. Cain*

*"We cannot seek or attain health, wealth, learning, justice[,] or kindness in general. Action is always specific, concrete, individualized, [and] unique."*¹

John Dewey

This article summarizes an article that I had published at 10 T.M. COOLEY J. PRAC. & CLINICAL L. 149 (August 2008).² The article explores the interplay between competing obligations and the difficulty in deciding the right thing to do.³ I propose an analytical model to help resolve these often difficult questions. The model uses a series of questions and related issues to determine the right decision in a methodical, well-reasoned manner. In my article I apply the model to three scenarios in which difficult ethical and moral decisions had to be made in representing clients. The scenarios and the application of the model to them will not be discussed in this short article.

The first scenario discusses whether testifying before a grand jury and disclosing my deceased client's confidences was the right thing to do. The second scenario involves law students, whom I supervised, representing an elderly Middle-Eastern woman in political-asylum removal proceedings whose story did not seem credible but who was likely to be arrested and put to death if she was forced to return to her country. Students had to decide about evidence to present to the immigration court. The third scenario discusses a prosecutor's decision to deceive a murder suspect to get him to surrender to police. My article describes the analytical model, its components, and then discusses how the model's application would affect each decision when applied to each scenario.

The article starts with the premise that most attorneys and law students want to do the right thing. Contrary to our public image,⁴ and perhaps even our self-image within the legal community, most attorneys are not primarily interested in earning big bucks and trampling over adversaries. Like most people, we are generally

good people. The practice of law sometimes requires attorneys and law students who are practicing under a student-practice rule⁵ to make extremely difficult decisions in some situations. The right decision is subjective. People, including attorneys, may decide differently based upon a number of factors. Sometimes doing the right thing requires the attorney to balance conflicting beliefs. Doing the right thing may require violating a professional obligation and accepting the consequences for a perceived greater good. Accredited law schools teach students the ABA Model Rules of Professional Conduct (Model Rules)⁶ in preparation for the Multistate Professional Responsibility Exam.⁷

We are governed by moral code. A moral code is derived from beliefs about right and wrong. A moral code may be secular, philosophical, or religious in nature. We may be secular and adhere to the teaching of philosophers like Plato or Aristotle.⁸ We may have religious beliefs and follow the teachings of the Bible, the Koran, or the Torah. In addition, we are governed by our sense of justice: we desire both society and the parties to be served in a just manner with a just result.

Attorneys are governed primarily by the Model Rules⁹ or the Model Code¹⁰ of Professional Responsibility. They guide our legal ethical obligation to both our client and to the legal system. They recognize the interplay between the Rules and our moral governance in reaching ethical decisions.¹²

The Analytical Model

The analytical model is comprised of a series of questions with related issues as a subset of the questions.¹² Applying each question to the action will guide attorneys and law students in the decision-making process. The analytical model is not a mathematical equation that formulates an absolute, correct answer. It helps attorneys and law students reach decisions based on carefully thought-out methods, instead of gut reactions, feelings, instincts, or blind adherence to the rules. The questions are derived from my own experience. I asked myself these questions as I struggled to make the right decision. Additionally, these questions arose in the law school clinical setting where law students struggled to decide how they should represent their client. These questions also arose during my research for the article.

Each individual must weigh the importance of the questions as they relate to each other. One attorney may decide that the consequences of his or her actions are too costly while another attorney may not. One attorney may decide that the obligation under the Model Rules outweighs the obligation under his or her moral code. Another attorney may conclude that the obligation under his or her moral code outweighs the obligation under the Model Rules.

The questions and subsets are as follows:

1. The Model Rules.

What do the Model Rules say about your proposed action?¹³

- a. Is the rule imperative or permissive in nature?¹⁴
- b. What do the Comments to the Rules state?
- c. How have the courts interpreted the Rules?
- d. What do secondary sources say about the Rules?¹⁵

2. Belief System/Moral Code.

What does your belief system or moral code say about your proposed action?

- a. Would your action be a major or minor violation of your beliefs and morals?
- b. Does your belief system or moral code allow for extenuating or mitigating

circumstances in applying those beliefs?

3. Consequences.

What are the consequences of your action?

a. to the client;

i. Will the client be harmed by your action and, if so, how?

b. to you;

i. Civil litigation

ii. Disciplinary

1. reprimand to disbarment

iii. Pecuniary

1. loss of business or income

iv. Reputation

1. within the legal community

2. within the community at large

3. among your family and friends

c. to the legal system?

i. Will justice be served?

ii. to the perception of the legal profession

Alternatives.

What are your alternatives?

a. Do nothing

b. Restructure the situation or theory to avoid conflicts

c. Withdraw

CONCLUSION

Lawyers make decisions every day about what actions to take or not to take. For the most part, these decisions are fairly routine or, even if complex, do not pose severe ethical, moral, or justice dilemmas. However, almost every lawyer, at some time, in his or her career will face a difficult decision involving an ethical and moral conundrum that challenges the lawyer's sense of justice. While perhaps infrequent, these decisions are powerful and may have far reaching effects and consequences. Most states have ethics hotlines or opinions available online, but the information provided through those mediums only address professional ethical obligations.¹⁶ So how do lawyers decide what the right decision is while there is very little guidance in the literature? Hopefully, my article will provide a valuable tool for assisting the difficult decision-making process.

The model gives lawyers a tool to use in making difficult decisions about what action to take, or to not take, by incorporating ethical obligations under professional codes of conduct and a lawyer's moral reasoning and values. It allows lawyers to decide in a reasoned, methodical manner. At times, lawyers may be faced with exigent circumstances that do not allow for extensive reflective thought and consideration. However, lawyers do have time, in most instances, to make reasoned, reflective choices about the action they are considering taking. In most instances, lawyers will have time to utilize a model such as the one I propose in my article.

As illustrated by the three scenarios presented in my article, the correct ethical choice may be clear under the applicable professional and ethical rules; however, the right choice is not nearly so clear. While you may not agree with the actions taken by the law students, D.A. Pautler, or myself, the model does provide a

structured, reasoned approach to make these decisions.

*Managing Attorney, Northern Illinois University College of Law, Zeke Giorgi Legal Clinic. I want to thank all of those who provided valuable comments and suggestions at the “Work-in-Progress” presentation at the AALS Workshop on Clinical Legal Education (April–May 2005). In addition, I want to thank the group at the 2006 Clinical Law Review Writer’s Workshop for their helpful and thoughtful suggestions and comments, including Jane Aiken, Isabel Gunning, Lauren Carasik, Mary Hanna, and Spencer Rand. Finally, I especially want to thank Faith Mullen of Columbus School of Law, Catholic University of America for her extensive, valuable comments and time, as well as her encouragement.

¹JOHN DEWEY, RECONSTRUCTION IN PHILOSOPHY 166-67 (The Beacon Press 1948) (1920).

²The article may be viewed and downloaded at <http://ssrn.com/author=612337> or http://works.bepress.com/paul_cain/

³An act may be one of commission or omission, but a decision is still made. Therefore, “to do” refers to an act of commission or omission.

⁴See THE GALLUP ORGANIZATION, THE GALLUP POLL: PUBLIC OPINION 519 (Alec M. Gallup and Frank Newport eds., 2007) (stating a Gallup Poll in December 2006 found that only 18% of the American public rated the honesty and ethical standards of lawyers as ‘high’ or ‘very high’), available at <http://www.gallup.com/poll/1654/Honesty-Ethics-Professions.aspx>.

⁵Ill. Sup. Ct. R. 711 (stating the student practice rule, which allows students to practice law under the supervision of a licensed attorney, is usually restricted to the setting of a law school clinic or externship).

⁶Discussions about justice or morality do occur. But, they are not usually a discussion’s primary focus. Every accredited law school teaches the Model Rules of Professional Conduct. Few law schools offer law and morality classes. However, some law schools, particularly those with a religious affiliation, do offer law and morality classes.

⁷National Conference of Bar Examiners: MPRE, <http://ncbex.org/multistatetests/mpre/> (last visited May 13, 2008) (“The Multistate Professional Responsibility Examination (MPRE) is required for admission to the bars of all but three U.S. jurisdictions.”); See also National Conference of Bar Examiners: MPRE, <http://ncbex.org/multistate-tests/mpre/mpre-faqs/discription0/> (last visited May 14, 2008) (“The MPRE is based on the law governing the conduct of lawyers including the disciplinary rules of professional conduct currently articulated in the [ABA] Model Rules of Professional Conduct and the ABA Code of Judicial Conduct.” It is also based on “controlling constitutional decisions and generally accepted principles established in leading federal and state cases and in procedural and evidentiary rules.”).

⁸See generally The Stanford Encyclopedia of Philosophy, Plato’s Ethics: An Overview, <http://plato.stanford.edu/entries/plato-ethics/> (last visited May 23, 2008) (describing Plato’s philosophical views); The Stanford Encyclopedia of Philosophy, Aristotle’s Ethics, <http://plato.stanford.edu/entries/aristotle-ethics/> (last visited May 23, 2008) (describing Aristotle’s philosophical views).

⁹MODEL RULES OF PROF’L CONDUCT Preface (1992) (“The Model Rules were adopted by the House of Delegates of the American Bar Association on August 2, 1983. As of June 2007, forty-six states, the District of Columbia, and the Virgin Islands have adopted the Model Rules.”).

¹⁰*Id.* (“The Model Code was adopted by the House of Delegates [of the American Bar Association] on August 12, 1969, and subsequently by the vast majority of state and federal jurisdictions.”).

¹¹See *infra* The Analytical Model section p. 6.

¹²ABA JOINT COMM. ON PROF’L SANCTIONS, STANDARDS FOR IMPOSING LAWYER SANCTIONS 5 (1991) (stating that the analytical model is similar in its theoretical framework to the “ABA Standards for Imposing Lawyer Sanctions” (“Standards”) adopted by the American Bar Association. The model provided by the Standards requires courts imposing sanctions to answer four questions: (1) What ethical duty did the lawyer violate? . . . (2) What was the lawyer’s mental state? . . . (3) What was the extent of the actual or potential injury caused by the lawyer’s misconduct? . . . (4) Are there any aggravating or mitigating circumstances?”).

¹³I am referring only to the Model Rules since most states have adopted the Model Rules rather than the old Canons of Professional Responsibility.

¹⁴THOMAS D. MORGAN & RONALD D. ROTUNDA, SELECTED STANDARDS ON PROFESSIONAL RESPONSIBILITY 5 (1991) (“The Rules of Professional Conduct are rules of reason. They should be interpreted with reference to the purposes of legal representation and of the law itself. Some of the Rules are imperatives, cast in the terms “shall” or “shall not.” These define proper conduct for purposes of professional discipline. Others, generally cast in the term “may” are permissive and define areas under the Rules in which the lawyer has discretion to exercise professional judgment. No disciplinary action should be taken when the lawyer chooses not to act or acts within the bounds of such discretion. Other Rules define the nature of relationships between the lawyer and others. The Rules are thus partly obligatory and disciplinary and partly constitutive and descriptive in that they define a lawyer’s professional role. Many of the Comments use the term “should.” Comments do not add obligations to the Rules but provide guidance for practicing in compliance with the Rules.”).

¹⁵See, e.g., RESTATEMENT (THIRD) OF THE LAW GOVERNING LAWYERS (2000).

¹⁶Illinois State Bar Association provides, ISBA Ethics opinions home page, available at <http://www.isba.org/EthicsOpinions> (last visited May 23, 2008).

AALS Section on Clinical Legal Education Awards Committee

William Pincus Award Nominations

The Awards Committee for the AALS Section on Clinical Legal Education is now accepting nominations through **12:00 p.m. EST, Friday, October 16, 2009**, for the **2009 William Pincus Award for Outstanding Service and Commitment to Clinical Legal Education**. The Award, which the Section presents at the January AALS annual meeting, honors one or more individuals or institutions of clinical legal education for his/her/their/its (1) service, (2) scholarship, (3) program design and implementation, or (4) other activity beneficial to clinical education or to the advancement of justice.

Past recipients include:

- 1981 David Barnhizer (Cleveland State)
- 1982 Hon. Neil Smith (D. IA)
- 1983 William Greenhalgh (Georgetown)
- 1984 Robert McKay
- 1985 Dean Hill Rivkin (Tenn.)
- 1986 Tony Amsterdam (NYU)
- 1987 Gary Bellow (Harvard)
- 1988 William Pincus
- 1989 Gary Palm (Chicago)
- 1990 Bea Moulton (Hastings)
- 1991 Sue Bryant (CUNY)
- 1992 Elliott Milstein (American)
- 1993 Roy Stuckey (S. Carolina)
- 1994 Harriet Rabb (Columbia)
- 1995 Clinical Law Review
- 1996 Wally Mlyniec (Georgetown)
- 1997 Edgar Cahn (DC School of Law) and Jean Cahn (Antioch, posthumously)
- 1998 Steve Wizner (Yale)
- 1999 Katherine Shelton Broderick (U.D.C. School of Law)
- 2000 E. Clinton Bamberger (U. of Maryland, Emeritus)
- 2001 Peter A. Joy (Washington U. at St. Louis)
- 2002 Louise Trubek (Wisconsin) and Bernida Reagan (East Bay Community Law Center/Boalt Hall)
- 2003 Sandy Ogilvy (Catholic)
- 2004 Randy Hertz (NYU)
- 2005 J. Michael Norwood (New Mexico)
- 2006 David Binder (UCLA)
- 2007 Anthony V. Alfieri (Miami)
- 2008 John Elson (Northwestern)
- 2009 Margaret Martin Barry (Catholic)

NOMINATIONS GUIDELINES: To ensure that the Awards Committee has uniformity in what it is considering in support of each candidate, the Committee requests that nominations adhere to the following guidelines:

1) To nominate someone, send the name of the nominee and a nominating statement setting forth why the Section should honor the individual, specifically referencing the award criteria outlined above where relevant. The Committee strongly encourages nominators to obtain some supporting letters for the candidate, given that its

deliberations are assisted immensely by a variety of voices speaking about a particular nominee. Please note that there is a limit on the amount of supporting material that will be considered. Supporting materials for nominations include:

- nominating statement of no more than five pages in length (required);
- a copy of the nominee's resume (required);
- a list of any scholarship, but not copies of the scholarship (required, but do not duplicate this if it is in the nominee's resume);
- no more than five letters or e-mails in support (no letter or e-mail should be more than four single-spaced pages long, exclusive of signatures, which may be multiple); and --no more than five pages of any other materials.

The nomination and documentary support must be submitted via e-mail either in Word or pdf files. Any nominators who want to submit supporting materials that they have in hard copy are responsible for converting them into portable document format or scanning them, cleaning the files, and submitting the materials via pdf files attached to e-mail.

2) Members of the clinical community who have nominated a person or institution previously are encouraged to re-nominate that person or institution for this year's award. The selection of one nominee over other nominees should not be viewed as a statement against those not selected. A person or institution not selected one year might be selected the next.

3) The Committee's deliberations are assisted immensely by a variety of voices speaking about a particular nominee. Nominators are strongly encouraged to seek letters in support of the nominee from colleagues. Such letters may also include letters of support from students whom the candidate has supervised in a clinical setting.

*Please send your nominations by e-mail no later than 12:00 p.m. EST, October 16, 2009, to BOTH of the following emails: clinicawards@yahoo.com AND joy@wulaw.wustl.edu Thank you!

The Nominating Committee

Gordon Beggs, Cleveland State University
Deborah Epstein, Georgetown University
Miye Goishi, Hastings
Zelda Harris, University of Arizona
Peter Joy, Awards Committee Chair, Washington University in St. Louis

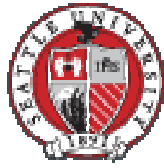
CONFERENCES

Interdisciplinary Collaborative Education: Partnerships Between Law Schools and the Health Professions.

**September 24-25, 2009
Georgia State University.**

http://law.gsu.edu/clhs/index/news_and_events/law_health_conference

2nd Biennial Workshop on Promoting Diversity in Law School Leadership Workshop



**September 25-26, 2009
Seattle, Washington**

On September 25-26, 2009, Seattle University School of Law, through its Korematsu Center for Law and Equality and the Society of American Law Teachers (SALT), will hold the 2nd Biennial Workshop on Promoting Diversity in Law School Leadership.

The Workshop will be of particular interest to those who are considering seeking a deanship or other leadership positions within the legal academy. The program is designed to assist you in:

- Determining whether you want to be a dean and finding the right time and place to pursue a deanship;
- Understanding the nuts and bolts of the dean's role;
- Preparing yourself to be a successful dean candidate;
- Learning how to negotiate the terms of your appointment and ensure a successful transition to the decanal role; and
- Determining what other forms of university and law school leadership roles may be right for you.

The Workshop may also be of interest to those on search committees involved in active searches to fill decanal positions. You'll find a draft of the workshop schedule below, and registration, hotel, and other information may be accessed through the following link:

http://www.law.seattleu.edu/Centers_and_Institutes/Korematsu_Center/Deanship_Workshop.xml

*Experience inspired intuition and thoughtful empirical research
may achieve what advocacy alone cannot. Learn how you can use them
to help your clients and change the law.*

Introduction to

EMPIRICAL RESEARCH:

October 2-3, 2009

Penn Law | Philadelphia, PA

Registration will be limited to enhance the small group workshops.

Early Registration Fee: \$175

(must be received by September 14, 2009)

Registration Fee: \$195



Empirical research is a powerful tool that can increase knowledge and provide the foundation for change in your area of practice. Law school clinical faculty and public interest lawyers will find this two-day workshop immensely valuable.

Meeting primarily in small group sessions, led by experienced clinicians and social scientists, workshop participants will be exposed to the entire research process, from finding research partners to formulating research questions, to understanding and selecting the right research method, through utilizing the research results. Groups will be structured to address participant interests in substantive areas and different research methods and levels of research knowledge.

This conference is not intended to transform lawyers into sophisticated empirical researchers – rather, it is intended to encourage empirical research by increasing your understanding, appreciation, and comfort using empirical research tools to address the issues facing your clients and their communities.

For further information and registration, go to

<http://www.law.upenn.edu/clinic/empiricalresearch/registration.html>



Conference presented by the Gittis Center for Clinical Legal Studies, University of Pennsylvania Law School, AALS Committee on Lawyering in the Public Interest, and Bellow Scholars Group

Access to Justice Symposium

October 2, 2009

University of Maine School of Law

The University of Maine School of Law is hosting the first *Maine Access to Justice Symposium*, an event co-sponsored by the Maine Justice Action Group (JAG). JAG is an organization of leaders from the bench, the bar, state government, and legal services providers, committed to the continuing provision of quality legal aid for low-income Mainers. The one-day Symposium, entitled "*Expanding Justice in Maine: Upstream Solutions to Downstream Problems*," will be held on October 2, 2009, from 8:30 am to 3:30 pm, on the University of Southern Maine campus in Portland.

Our keynote speaker is Professor Peter Edelman of the Georgetown University Law Center, who has been a national leader on access to justice issues for more than forty years and currently chairs the District of Columbia Access to Justice Commission. Other presenters include Professor Susan Bryant of CUNY Law School and Camille Holmes Wood of the National Legal Aid and Defender Association, who will jointly present on "Bringing Racial and Cultural Equity to Access to Justice Initiatives." The Symposium will feature workshops with interdisciplinary panels examining innovative upstream initiatives through medical-legal partnerships, foreclosure diversion, affordable housing, and outreach to low-wage workers.

To obtain more information about or to register for the Symposium, or to download a brochure, please visit the Symposium website: www.mainelaw.maine.edu/news/conferences/justice. You may also contact Deirdre M. Smith, Associate Professor and Director of the Cumberland Legal Aid Clinic (desmith@usm.maine.edu).

One Book, One Community
24th Midwest Clinical Law Teachers Conference
Wayne State University Law School
Detroit, Michigan
October 9-11, 2009

Wayne State University Law School will be hosting the **24th Midwest Clinical Law Teachers Conference** in Detroit, Michigan October 9-11. The Conference will be modeled on "one book, one community" projects that have been organized in towns and on campuses across the nation in the past decade. These projects encourage members of a community to read a thought-provoking book of common interest, and to discuss that book with other members of their community. These projects give participants a fuller appreciation of a book, and build community by giving participants an opportunity to learn from and about each other.

Kevin Boyle's award-winning book, *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*, will be the "one book" at the heart of the Conference. *Arc of Justice* recounts the tale of Ossian Sweet, an African American doctor who was prosecuted for murder after defending his home against a mob determined to drive him from an all-white, working-class neighborhood on Detroit's east side. *Arc of Justice* is rich with material for members of the clinical community to discuss, including the history of residential segregation in the Midwest, trial testimony of dubious veracity, critical strategic decisions made without client consultation, extensive trial excerpts of Clarence Darrow in action, and the creation of the NAACP Legal Defense and Educational Fund. Clinical law teachers who plan to attend the Conference are strongly encouraged to add *Arc of Justice* to their summer reading lists, and to consider the following question after reading the book: Was Ossian Sweet right in exercising his rights?

The Conference will be preceded by parallel pre-conference workshops for clinicians with scholarly or curricular works-in-progress. A *Clinical Writers Workshop* will give clinicians with scholarly works-in-progress an opportunity to share ideas with other clinicians who are writing on related topics. A *Clinical Design Workshop* will give clinicians who are developing new clinical courses, or substantially modifying existing ones, an opportunity to share ideas with other clinicians who are engaged in the clinical design process. Clinicians who wish to participate in one of these workshops should register for the Conference and send a one-page description of their work-in-progress to David Moss (david.moss@wayne.edu) by September 4. Workshop participants will be placed in small groups of approximately four clinicians, with an experienced clinical professor to facilitate discussion and generate additional ideas. Participants will be expected to submit a more detailed description or draft of their work-in-progress by October 2, 2009, and to read their colleagues' works-in-progress prior to attending the Conference.

The complete Conference brochure/registration packet is available online at: <http://law.wayne.edu/pdf/onebookonecommunity.pdf>

The Pedagogy of Interviewing and Counseling II

Continuing the Quest for Improved Methodology

October 16 & 17, 2009

UCLA School of Law. Los Angeles, CA

UCLA School of Law and Brigham Young University J. Reuben Clark Law School are very pleased to announce the second conference to focus on the pedagogy of Interviewing and Counseling. The conference will take place on Friday, October 16 and Saturday, October 17 at the UCLA School of Law.

Conference Overview

Building on themes established at the first UCLA/BYU conference, this conference will continue our exploration of ways to increase the effectiveness of teaching interviewing and counseling. Through a series of interactive panels, demonstrations and small group discussions, we will consider specific methods by which we can help our students retain what they learn in clinics, first and second year introductory skills courses and simulation courses when they enter practice.

Conference Topics

Conference panels will explore what is meant by teaching for retention; how teaching for retention enhances reflective lawyering; how teaching methods such as simulation and repeat experiences anchor student training; and what we can learn from other professional schools such as medicine about the use of simulation and live clinic to train students. Other panels will examine how recent cognitive science and neuroscience findings inform our understanding of the processes of interviewing and counseling skill development, reflective learning and retention.

On the second day of the conference, the Center for Computer-Assisted Legal Instruction (CALI) will lead a panel on how the web might be used to create a digital social media space for interviewing and counseling instructors who would like to share materials and insights. Other second day panels will discuss common interviewing and counseling contexts typically not discussed in texts on interviewing and counseling. Examples are counseling community groups, interviewing and counseling clients who are defendants in criminal matters, and counseling clients who seek vengeance.

For full information about the conference, including the conference program, registration, hotel and travel information, visit www.law.ucla.edu/home/index.asp?page=3119

For more information, contact **Susan Gillig**, Assistant Dean for Clinical Education, gillig@law.ucla.edu or Conference Administrator, **Summer Rose**, rose@law.ucla.edu

Save the date!

2010 Northern California Clinician's Conference

February 27, 2010

UC Hastings College of Law

UC Hastings College of the Law is proud to host the 2010 Northern California Clinicians' Conference on Saturday, February 27, 2010. Registration will be available soon. Once registration becomes available, we will post information on the national clinical listserv.

Should you have any questions, please contact **Gail Silverstein** at silverst@uchastings.edu.

Vulnerable Populations and Economic Realities: An Interdisciplinary Approach to Law Teaching

March 19-20, 2010

**Golden Gate University School of Law
San Francisco, California**

Golden Gate University School of Law and the **Society of American Law Teachers (SALT)** are presenting a two-day teaching conference in San Francisco on March 19/20, 2010.

This event will bring together new data and theories from the social sciences, communications and media, and legal education about our most vulnerable populations for use in law teaching across the curriculum. The conference will explore questions such as: how can law teachers integrate economic issues precipitated by class, race, and gender into a broad range of courses, including, for example, first-year Contracts or Professional Responsibility, Health or Environmental Law, Clinics and Externships? What types of nontraditional classes would most effectively focus student interest on the economic needs of vulnerable populations? How do law schools initiate and encourage collaborative alliances to broaden discussions and promote positive change?

The conference will consider these issues from the perspectives of interdisciplinary academics, practitioners, and activists. Persons interested in participating as speakers and/or in publishing a piece in a forthcoming academic press publication should submit an abstract of their proposed presentation or article to Professor **Michele Benedetto Neitz**, MBenedetto@ggu.edu, by **October 16, 2009**. Abstracts should be no longer than three pages. Presenters will be selected on or before December 15, 2009. Materials for distribution at the conference must be submitted by March 1, 2010, and will be available to conference participants and posted on the SALT website. Scholars and practitioners from all disciplines are welcome to contribute. Limited funds for travel expenses may be available to presenters

CALL FOR PAPERS AND WORKSHOP PROPOSALS

Third Annual Feminist Legal Theory Conference

University of Baltimore School of Law

Center on Applied Feminism and Marginalized Communities

The **University of Baltimore School of Law's Center on Applied Feminism** seeks submissions for its **Third Annual Feminist Legal Theory Conference**. This year's theme is: Applied Feminism and Marginalized Communities. This conference seeks to explore the following questions: What do we mean by marginalized communities and what purposes does that designation serve? How has feminist legal theory created or contributed to the understanding of who is or is not marginalized? How has feminist legal theory rendered women universal and marginal simultaneously? How has feminist legal theory contributed to the erasing, shifting and/or merging of boundaries and how does that affect how we think about marginalized communities? How does feminist legal theory intersect with other critical theories regarding marginalization? How can feminist legal theory work towards alleviating poverty and other barriers faced by marginalized communities? How has feminist legal theory addressed marginalization relating to such issues as housing, welfare, domestic violence, family composition, human rights, immigration, and religious freedom? And finally, how has feminist legal theory made (or not made) a difference for those who are portrayed as marginalized or see them-

selves as marginalized?

This conference will attempt to address these questions from the perspectives of activists, practitioners and academics. The conference will provide an opportunity for participants and audience members to exchange ideas about the current state of feminist legal theories and how those theories are being actualized to help women in marginalized communities. From the conference, we hope that a new discourse about applied feminist legal theory and marginalized communities will begin and that this discourse will shape policy and practice. In addition, the conference is designed to provide presenters with the opportunity to gain extensive feedback on their papers.

The conference will begin the evening of Thursday, March 4, 2010, with a workshop for conference participants. Building from last year's workshop, which addressed making space for feminist writing, this workshop will continue the tradition of involving all attendees to be participants in the interactive discussion and reflection. The workshop will be approximately one to two hours in length. On Friday, March 5, 2010, the conference will continue with a day of presentations by legal academics, practitioners and activists regarding current scholarship and/or legal work that explores the application of feminist legal theory and marginalized communities. The conference will be open to the public and will feature a keynote speaker Friday evening. Past keynote speakers have included Dr. Maya Angelou and Gloria Steinem. The requirements for paper and workshop proposals are detailed below. To be considered for the workshop presentation, please submit a workshop proposal by 5 p.m. on **October 16, 2009** to Professor **Margaret E. Johnson** (majohnson@ubalt.edu).

The proposed workshop need not focus exclusively on the theme of this year's feminist legal theory conference, but should focus on the general area of feminist legal theory and other critical theories. A workshop proposal should detail the topic of the workshop, your approach for conducting the workshop, and the activities or other methods that you will employ to make the session interactive. The proposal should also identify how long the workshop will last and any technology or other materials required. Due to the limited time available during the conference, we will only be able to select one of the proposals for the Thursday, March 4, 2010, evening workshop. We will notify the selectee by November 13, 2009. To submit a paper proposal, please submit an abstract by 5 p.m. on October 16, 2009 to Professor Margaret E. Johnson (majohnson@ubalt.edu). Abstracts should be no longer than one page. Practitioners' and activists' papers need not follow a strictly academic format but all paper proposals should address the conference theme. We will notify presenters of selected papers by November 13, 2009. We anticipate being able to have twelve paper presenters during the conference on Friday, March 5, 2010. Working drafts of papers, which can include works-in-progress, completed drafts, and papers already scheduled for publication elsewhere, are due no later than February 12, 2010. All abstracts and working drafts will be posted on the Center on Applied Feminism's conference website to be shared with other participants and attendees. Finally, please note that a limited amount of money may be available to presenters for travel expenses.

CALL FOR PROPOSALS

Externships 5: Externships in Changing Times

March 4-6, 2010

University of Miami School of Law, Coral Gables, Florida

The University of Miami and the conference organizing committee invite your proposals for presenta-

tions for the Fifth National Conference on Legal Externships. Externships 5 will explore how externships respond to and advance changes in the legal profession, legal education, and the economy B changes both past and future. The questions to explore include:

- How can externship clinics advance the promise of Carnegie and Best Practices?
- How should changes in our students' career prospects affect our programs?
- How might changing roles for lawyers affect our teaching and clinical supervision?
- How might new ABA Standards affect the externship community?

We encourage you to come forward with any topic that will challenge us to reflect on how we foster our students= professional development through clinical teaching in externships. We also encourage proposals designed to address clinicians new to the externship model of teaching.

We seek presentations in several different formats. We solicit proposals for concurrent sessions in longer (75 min.) and shorter (60 min.) formats. We also encourage workshop/discussion proposals for those who would like to meet by region, by subject matter (e.g. prosecutorial externships), or by experience (e.g. new externship clinicians). We welcome proposals to present scholarly works-in-progress. Finally, we hope to offer several short, quick "great idea" presentations of between 10 - 20 minutes.

The conference will begin with a reception on Thursday evening, will include plenary, concurrent, and workshop sessions on Friday and Saturday, and will conclude with a summary of the challenges we face. We are exploring outings to the Everglades and sailing, and of course, Miami offers much to do.

For general information about the conference, contact **Jennifer Zawid** at jzawid@law.miami.edu

Deadlines and Instructions:

Please submit proposals with cover sheet by **Oct 1, 2009**, to: **Harriet Katz**, at hkatz@camden.rutgers.edu, AND **Alex Scherr**, at scherr@uga.edu.

We will advise of acceptances by Nov. 1, and may contact you sooner to discuss modifications or to suggest collaborations. We especially encourage new presenters B note that mentoring will be eagerly provided as needed.

Any member of the planning group is open to talk with you about your ideas. Come join us next March in Miami! We look forward to your proposals.

Jennifer Zawid, jzawid@law.miami.edu

Sande Buhai, sande.buhai@lls.edu

Liz Ryan Cole, lcoble@vermontlaw.edu

Eden Harrington, EHarrington@law.utexas.edu

Avis Sanders, alsander@wcl.american.edu

Harriet Katz, hkatz@camlaw.rutgers.edu

Robert Parker, rparker@pacific.edu

Alex Scherr, scherr@uga.edu

Peggy Maisel, maiselp@fiu.edu

Cover Sheet for Proposals -- Externships 5

Send this cover sheet and proposal via e-mail by October 1, 2009 to: **Harriet Katz**, hnkatz@camden.rutgers.edu AND **Alex Scherr**, scherr@uga.edu

We will use the information on this cover sheet both to review proposals and to prepare the conference brochure. Please include a contact person and the name of all known presenters. We will correspond only with the contact person. Make sure that the information about presenters is complete and accurate.

Please note: Presenters must pay the same conference registration fee as participants.

Program Title:

Contact Person:

School (as listed in the AALS Directory):

Address:

E-mail:

Voice: () Fax: ()

Others Presenters and Schools (as listed in AALS Directory):

Type of proposal:

- concurrent session
- workshop/discussion by geographic region (New England, Northwest..)
- workshop/discussion by topic or practice area (judicial, criminal defense, etc.)
- short presentation of a "great idea"
- presentation of a scholarly work-in-progress

Length of program:

- 75 minute (concurrent / workshop)
- 60 minute (concurrent / workshop)
- 20 minute (work-in-progress)
- 10-20 minute ("great idea")

Will you prepare a paper based on your presentation? Yes No

Would you like assistance in preparing your presentation? Yes No

Format for Proposal for Externships 5

Title:

Abstract of your presentation (describe the content of your presentation):

Method of presentation (describe how you propose to deliver the content of your presentation):

NOTICES



AS CSALE MARKS ITS SECOND ANNIVERSARY, IT NEEDS OUR SUPPORT

This summer the **Center for the Study of Applied Legal Education (CSALE)** marked its second anniversary in the midst of heavy demand for the data it collects. Formed in 2007 with a grant from the AALS Clinical Section, CSALE's mission is simple: to gather and disseminate empirically sound data on the growth and development of applied legal education, its diverse substantive foci, its methodologies, its instructors, and its integration into the American legal academy.

CSALE does this by gathering data in a national survey every three years. CSALE completed its first survey in the winter of 2008, with just over 77% of all ABA accredited law schools participating. The results represent the first statistically sound empirical look at clinical legal education in the last twenty years. Since making the results public, CSALE has prepared nearly 100 customized reports from the data for over 70 law schools. Faculty and administrators have used these reports when considering changes in program design, pedagogical methods and clinical employment and retention policies. Many clinical programs and clinicians have made great strides forward in their institutions with the aid of these data – from my own personal experience, the data collected by CSALE appeared to be the single most important and persuasive factor in my law school's decision to provide clinical and legal writing faculty with increased faculty voting rights. Scholars are also increasingly relying on the data in their endeavors. To get a better sense of the data and how you can use it, do as more than 1,000 others have and download the report summarizing the findings at www.CSALE.org.

CSALE will conduct a second survey starting in the fall of 2010. Refreshing the data every three years will ensure its vitality and impact as a tool for change. It also will facilitate an accurate historical trending of the development of clinical education and its integration in the academy.

CSALE provides its services to the legal academy at no charge, but we in the clinical community need to provide financial support to ensure its continued existence. CSALE works on a tight budget, and it's in our collective interest to make sure that CSALE continues to do the important work it has been doing. Please make a contribution individually, and/or encourage your law school to do this. To make a tax deductible donation, follow the instruction on CSALE's website, or send a check to the Center for the Study of Applied Legal Education, University of Michigan Law School, 363 L.R. Building, 801 Monroe Street, Ann Arbor, MI 48109-1215.



BEST PRACTICES Book Still Available

Do you have new faculty? Due to a second printing, hard copies of Roy Stuckey and Others, BEST PRACTICES FOR LEGAL EDUCATION (2007) are still available. There is no charge for copies of the book, but postage or shipping (e.g., FedEx, UPS) must be paid in advance. No credit cards or invoices.

To request copies for new members of your faculty or for other people who might find the book useful, contact **Roy Stuckey** at stuckeyroy@gmail.com. The books are stored at the University of South Carolina School of Law and will be shipped from there. There is no "handling" charge, just postage/shipping.

CLINICAL THEORY WORKSHOPS

New York Law School

The Clinical Theory Workshops at New York Law School will meet 7 times during the 2009-10 school year, and all clinicians are invited to join them, either in person or just by receiving the workshop papers by e-mail. (Sorry, we don't currently videoconference the sessions, partly for reasons of logistics and partly so that no one at the workshops feels constrained by being broadcast!) Here's the schedule for the year:

October 23, 2009: **Ann Juergens (William Mitchell)**, "*Desegregating Ethics, Practice, and Cognition in Legal Education: Notes from the Field*"

November 13, 2009: **Ian Weinstein, (Fordham)**, "*Teaching the Whole Person, Reaching the Whole Class: Multiple Intelligences, Deliberate Practice and the Education of the Reflective Professional*"

December 4, 2009: **Richard A. Matasar (New York Law School)**, "*Clinicians, Law Schools, and the Market for Lawyers*"

February 5, 2010: **Eduardo Capulong, (Montana)**, "*Client Activism in Progressive Lawyering Theory*"

February 26, 2010: **Scott Cummings (UCLA)**, "*Managing Pro Bono: Doing Well by Doing Better*"

March 19, 2010: **William Wesley Patton (Whittier)**, "*The Advantages of a Clientless Policy Clinic in Teaching Interdisciplinary Advocacy*"

April 16, 2010: **Laura Cohen (Rutgers-Newark)**, “*Clinical Collaborations with Public Interest Organizations*”

If you’re not now on the e-mail distribution list, and would like to receive future papers, please contact **Steve Ellmann**, who chairs the workshops, at stephen.ellmann@nyls.edu.

Society of American Law Teachers—SALT

WHAT’S NEW ON THE SALT WEBSITE? EVERYTHING!

The new SALTLAW.org website has been launched. Take a look and let us know what you think. Parts are still under construction. Remember that SALT members can post their publications, interviews, and accomplishments by sending that information to **Elizabeth Luzzi** at ELuzzi@saltlaw.org.

IT’S TIME TO RENEW YOUR SALT MEMBERSHIP

SALT dues are paid on an academic year calendar so dues expired on August 31, 2009, unless you took advantage of our spring sale.

LOGGING INTO THE NEW SALT WEBSITE IS EASY:

For those of you who had previously registered at the old SALT website, go to “login” on the top menu, then just use your *email address as your user name* and your old password. If you have forgotten your password, click to get a new one emailed to you. Then go to “membership” and you will see if your membership dues have expired. If they have, just renew your membership for this year.

For those of you who never logged in previously, go to “sign up” on the top menu to register. Remember, *your email address is your username* and create at least a six character log in password. You will need to fill in all of the information requested in order to complete registration.

Then renew your membership for 2009-2010.

Notice two new features. One, we have made it easy to make a donation to SALT while renewing a membership. And if you prefer to send a check, you can renew your membership and note that a check will be forthcoming.

HAVING A TEACH-IN?

SALT is collecting materials from teach-ins that might be conducted this year on health care, accountability for torture, immigration, and the return to the rule of law. Send your materials so that we can post them on the SALT website—under Resources-- to help organize other campuses.

CALENDAR OF EVENTS

The new Event Calendar offers a visually easy way to browse through national conferences, workshops, and symposia. Just scroll down the list to find an event of interest and click to read more. Upcoming events in September include:

September 23: SALT Board of Governors’ Retreat and Meeting, Seattle, WA

[September 24-25: Promoting Diversity in Law School Leadership Conference, Seattle WA](#)

[October 1-2: SALT-LatCrit Junior Faculty Development Workshop, Bethesda, MD](#)

[October 1-4: LatCrit Fourteenth Annual Conference, Bethesda, MD](#)

[October 1-3: 2009 LSAC Diversity Pipeline Models Workshop, Columbus, OH](#)

[October 2-3: Introduction to Empirical Research: For Clinicians and Public Interest Lawyers, Philadelphia, PA](#)

[CALLS FOR PROPOSALS](#)

This section just got much easier to navigate. Notice that today is the last day for two calls: [AALS Section on Contracts](#) and the [AALS SOGII](#). There is still time to respond to several calls with deadlines in October, including the Golden Gate-SALT Poverty Law Conference. Browse through and find a good match for your interests.

[JOBS AND VISITORSHIPS](#)

This section, too, is easy to read. So be sure to send in any announcements from your law school.

[SALT MEMBERS' PUBLICATIONS](#)

Over the summer SALT members have been busy publishing op eds and scholarship. Check out the SALT Members' Publications with new works by Olympia Duhart, Kathleen Clark, Paul Butler, Constance de la Vega, and Doug Colbert.

[SALT MEMBERS IN THE NEWS](#)

Interviews by SALT members Ben Davis and Tayyab Mahmud are available.

Service Day in New Orleans SALT & Poverty Law Teachers January 7, 2010

On Thursday, January 7, SALT and the Poverty Law Teachers are co-sponsoring a Day of Service in New Orleans to coincide with the AALS Annual Meeting. The day begins at 9:00 A.M. with volunteer service coordinated by the Lower Ninth Ward Center for Sustainable Engagement and Development, the New Orleans Group of the Sierra Club, and other local organizations. Immediately following will be a lunchtime session during which local providers and advocates will educate law school participants about needs in the Gulf Coast region and work with us to devise creative responses to the continuing calls for law-related assistance. Buses will be provided to transport participants to and from the Annual Meeting Hotel site.

Participation in the event is limited. Advance registration is required. The cost for the event is \$60.00, which covers bus transportation to and from the hotel, lunch, and a contribution to the host service providers. Registration is through the SALT website (www.saltlaw.org) and begins October 1.

Please note that the AALS has scheduled afternoon bus trips through affected areas of New Orleans, with host faculty from Louisiana law schools serving as guides. These bus tours are not directly connected with this service event. Registration for any AALS sponsored field trip must be done separately.

For more information about the service day program, contact **Nancy Cook** at nlcook@umn.edu or **Lisa Martin** at MartinL@law.edu.

Mid-Atlantic Clinical Theory and Practice Workshops

If you happen to be in the Mid-Atlantic region this academic year, please join us at one of our regular Mid-Atlantic Clinical Theory and Practice Workshops. We tend to discuss works-in-progress at a relatively early stage in the development process. There is no charge and the refreshments and social interaction alone make a cross-country flight worthwhile.

The first workshop of the 2009-2010 academic year will take place on Friday, **October 9**, from 3:30 to 5:30 p.m. at the Washington College of Law, American University. **Jayesh Rathoud (American University)** will present his work-in-progress “*Bilingual Pedagogy: Preparing Law Students for Multilingual Legal Practice*.” Jayesh is working on an article about the role of bilingual education in U.S. law schools. A handful of law schools teach foreign and comparative law in Spanish and other languages. Most schools, through their clinical programs, teach students about working with interpreters and translators.

Jayesh’s particular inquiry differs from both of these and relates to how law schools can be more rigorous in preparing students who already have some language ability to practice law with non-English-speaking clients and co-counsel. This project stems from his own experiments with bilingual pedagogy as a clinical and doctrinal instructor. The article seeks to untangle the bundle of skills and values needed for effective lawyering in languages other than English.

The second workshop will take place on Friday, **November 13**, at the Georgetown Law Center. **Adrienne Lockie (American University)** will present her work-in-progress “*Encouraging Reflection on and Involving Students in the Decision to Begin Representation*.” In this piece Adrienne argues that clinical supervisors should encourage student reflection on the decision to begin representation to highlight the complexities of the attorney-client relationship, to teach core principles the teacher wishes to impart, and to provide experience in decision-making that will aid students in their future law practice. The client selection process, she believes, provides unparalleled opportunities to engage students in meaningful reflection about the attorney-client relationship and essential lawyering choices and roles.

Presenters during the rest of the academic year include **James Stark (Connecticut)** and **Doug Frenkel (Pennsylvania)**; **Erika Woods (Baltimore)**; and **Tanya Cooper (District of Columbia)**.

ABA Criminal Justice Section Academics Committee

The ABA Criminal Justice Section has established an Academics Committee. The committee will be chaired by Professor **Lisa Smith**, Brooklyn Law School; Professor **Roger Fairfax**, George Washington University School of Law; and Professor **Cecelia Klingele**, University of Wisconsin Law.

The Committee's mission is to strengthen the Section's service to academics working in the field of criminal justice and to enhance the Section's ability to draw on relevant empirical studies and other scholarship in its development of policy, programs, publications, and other work. Toward these ends, the committee will identify scholarship that may be relevant to the Section's current work and work with other committees to develop new Section initiatives, programs, and policies based on current academic scholarship; identify how the Section and its committees can broaden their contributions to the work of academics; encourage broader academic involvement in the Section's work; and develop writings to identify academic work of potential interest and utility to the Section and its members.

We hope you will join us in this new endeavor.

To join, please visit <http://www.abanet.org/dch/committee.cfm?com=CR666666>. You will need your ABA ID# and password. If you don't have this information, please call 1-800-285-2221.



NEW CLINICIANS



Trinia Arellano (Kansas), a May 2009 graduate of the University of Kansas School of Law has been selected as the inaugural **Fellow** for the school's **Family Health Care Legal Services Clinic**. She will serve in that capacity for 11 months through a postgraduate fellowship program established with a three-year grant from the Sunflower Foundation of Topeka. The grant seeks to enable the law school to participate in efforts to expand and enhance the medical-legal partnership model in Kansas.

Medical-legal partnerships aim to improve the health and well-being of individuals, children and families by integrating legal assistance into the medical setting. KU Law launched its Family Health Care Legal Services Clinic in January 2008 in partnership with Southwest Boulevard Family Health Care in Kansas City, Kan. Working under faculty and clinic staff supervision, law students provide legal assistance to clients referred to them through the medical clinic, engaging in interviewing, counseling, negotiation and other aspects of the legal process.

Arellano will represent clients and supervise students in the Family Health Care Legal Services Clinic. She will also assist Elizabeth Weeks Leonard, Associate Professor of Law and Clinic Director, in maintaining and developing relationships with other medical-legal partnerships, legal services providers, health care providers and funders. In addition, Arellano will research and write an article on how attorneys with health care backgrounds can play an important part in advancing the medical-legal partnership model.

Arellano earned her bachelor's in nursing from Texas Christian University, where she was an active member of Army ROTC, the Mortar Board Honor Society and Sigma Theta Tau Nursing Honor Society. After graduation, she was an Army Nurse Corps Officer, gaining clinical and managerial nursing experience, and a legal nurse consultant with Fulbright & Jaworski in its San Antonio office. In law school, Arellano was president of the Black Law Students Association and received the Equal Access to Justice Scholarship. She worked as an extern at KU Medical School in the Office of the Assistant Vice Chancellor of Compliance and, last

spring, partnered with Leonard to give a presentation on the law school's medical-legal clinic at a conference on medical-legal partnerships.



David Bailey (Arkansas-Fayetteville) has been appointed a **Visiting Professor** at the University of Arkansas-Fayetteville and will be teaching courses in Solo Practice and Interviewing and Counseling as well as supervising the Judicial Externship Program. He will be speaking to the new lawyers at this year's Bridging the Gap CLE in Little Rock, AR, on October 1st. He will be speaking on Solo Practice Planning.

Vanessa Batters (George Washington) will serve as a **Friedman Clinical Fellow** for 2009-2011 in the **Civil and Family Litigation Clinic**, helping students represent indigent clients facing divorce and child custody proceedings.

Avidan Y. Cover (Seton Hall) joined Seton Hall University School of Law, Center for Social Justice in August 2009 as a **Practitioner-in-Residence for the Urban Revitalization Project**. A graduate of Cornell Law School, Mr. Cover comes to the Center for Social Justice after finishing two years as a John J. Gibbons Fellow in Public Interest and Constitutional Law at Gibbons P.C. in Newark, New Jersey, where he focused on a range of issues including education finance, capital punishment, and civil rights litigation. Prior to his fellowship, Mr. Cover worked as Senior Counsel for the Human Rights First Law and Security Program focusing on human rights and counterterrorism. He also worked as an Assistant Corporation Counsel in the NYC Law Department's World Trade Center Unit and was a member of the New York City Bar Association International Human Rights Committee.



M. Chris Fabricant (Pace) joins Pace Law School as a **Visiting Professor** during the 2009-2010 academic year. Chris will be teaching the **Barbara C. Salken Criminal Defense Clinic** and supervising Pace Students in the Bronx Criminal Court. Most recently Chris was an advanced felony trial attorney at the Bronx Defenders – a small public defender office in the Bronx. Prior to that, he was appellate counsel at Appellate Advocates, where he litigated in federal district court, the New York State Court of Appeals, and the Appellate Division, and a pro se law clerk in the Southern District of New York, where he contributed to and edited the *Overview of Pro Se Litigation for District Court Law Clerks*. He is the author of the book *BUSTED!* (HarperCollins, 2005). Chris received his JD with Honors and a Corpus Juris Secundum distinction in criminal law from George Washington University. He often comments on legal matters in newsprint and TV.



Sarah Jane Forman (Washington U) will join Washington University as its first **Clinic Faculty Fellow** teaching the *Criminal Justice Clinic* in spring 2010. The new clinic fellowship is designed to train talented law graduates for success in the entry-level law teaching market, including in clinical education. Fellows

work closely with the school's faculty mentors as they develop their teaching and research. Sarah Jane came to the fellowship having worked in criminal defense in private practice and as a public defender. She also was a law clerk for both the Environmental Protection Agency and The Nature Conservancy, an intern with the Massachusetts Office of the Attorney General, and a legal assistant for The Rainforest Alliance. She received her bachelor's degree from the University of Michigan and JD from Boston College. Her research interests relate to the role of punitive police presence in urban public schools that both undermines faith in the criminal justice system and fuels the school to prison pipeline.

Jason Huber (Charlotte) joins Charlotte School of Law after a two year clinical teaching fellowship at the University of Chicago Law Schools Edwin F. Mandel Legal Aid Clinic. Prior to his fellowship, Jason practiced at Forman & Huber, L.C. in Charleston, West Virginia with an emphasis on public interest and civil rights litigation. During this time he and his clients obtained multiple published opinions concerning conditions of confinement and due process rights for prisoners, 42 U.S.C. Section 1983 claims, the West Virginia Freedom of Information Act and the constitutional rights of juveniles. Jason earned his undergraduate degree from Marshall University in West Virginia and his J.D. from West Virginia University College of Law. Currently, Jason is teaching Civil Procedure I and a civil rights litigation seminar and is **charged with developing the school's first in-house clinic.**



Jackie Gaithe (Arkansas-Fayetteville) joins the University of Arkansas-Fayetteville School of Law as a **Visiting Professor** where she will teach the Civil Clinic Course during the Fall and Spring semesters, along with Pre-Trial Civil Practice during the spring semester. She is the faculty supervisor for the Board of Advocates and the competitions the BOA sponsors, which includes supervising the Trial Competition Program.

Eunice Lee (Harvard), formerly an Equal Justice Works fellow at the ACLU Immigrants' Rights Project, has joined the Harvard Immigration and Refugee Clinic as the **Albert M. Sacks Clinical & Advocacy Fellow**. She received her B.A. from Stanford University with honors and distinction, and her J.D. from Yale Law School, where she was named the 2006 Reinhardt Scholar for Public Interest Law. Prior to working for the ACLU, Eunice clerked for the Honorable Carlos F. Lucero of the Tenth Circuit Court of Appeals.

Kevin Leske (Harvard) has joined Harvard's Environmental Law & Policy as a **Clinical Fellow**. The Clinic is directed by Wendy Jacobs, Assistant Clinical Professor of Law.



Karen Pita Loor (Florida International), an Assistant Professor at Florida International University is the new **Clinic Supervisor of the Florida Immigrant Children's Justice Clinic**. Karen is supervising seven student attorneys as they represent undocumented immigrant children who have been neglected, abandoned or abused by their parents and as a result, cannot return to the dangerous living situations they escaped in their home countries.

Karen brings a history of public service to her clinical work. In 2003, after five years in practice in the District of Columbia, Karen returned to Miami, her initial home in the United States, to begin her teaching ca-

reer. As an assistant professor in the FIU Legal Skills and Value Program, Karen taught legal research, writing and other lawyering skills to beginning law students. Before her time at FIU, Karen began her legal career at the Florida Immigrant Advocacy Center, where she represented homeless immigrants seeking public benefits. Subsequently, Karen represented indigent children and adults charged with serious crimes at the District of Columbia Public Defender Service. She gained extensive trial and appellate experience by defending her clients in major felony cases. Karen is truly excited to now have the opportunity to both combine the teaching skills she has acquired at the FIU College of Law and to return to her public interest practice roots while at the Immigrant Children's Justice Clinic. She hopes to instill in her students the same work ethic and the same commitment to public service that she felt as a beginning lawyer.



Dana Malkus (Saint Louis), has joined the **Clinic Faculty** at Saint Louis University School of Law. She previously served as an associate at the law firm of Lewis Rice Fingersh after clerking for a federal district court judge. She will be starting a new **Community and Economic Development Clinic**.



Melanie McMenamin (Penn), an alum of the Entrepreneurship Legal Clinic (ELC) at Penn Law School joins Faculty as a **Clinical Supervisor** and **Lecturer** in the **Entrepreneurship Legal Clinic**. Melanie comes to the Clinic from Dechert LLP where she was an associate in the Finance and Real Estate Group. She has over seven years of experience negotiating and executing complex corporate and real estate finance transactions. Melanie is looking forward to supervising and mentoring students as they provide counsel to for-profit and nonprofit entrepreneurs in start-up and transactional matters. She also will share with her students her experiences representing nonprofits *pro bono* while in private practice and advocating for financial justice and a legal regime that supports the creation and protection of wealth in low-income communities. Her scholarly interests include community economic development, social entrepreneurship, and the intersections of law, business and the public interest. Melanie lives in Center City Philadelphia with her husband, Rob, and 1 year-old daughter, Olwyn.



Jessica Miles (Seton Hall) joined Seton Hall University School of Law, Center for Social Justice in June 2009 as a **Visiting Assistant Clinical Professor** for the **Family Law Clinic**. A graduate of New York University School of Law, Professor Miles comes to the Center for Social Justice from the Crime Victims Law Project in Pennsylvania, where she represented victims of sexual assault and stalking in protection order, child support, and custody matters. She also worked as a Director of Legal Services with the Sexual Assault/Spouse Abuse Resource Center in Maryland, and served on the Domestic Violence Coordinating Committee, the Lawyer's Advisory Committee, and the Pro Bono Advisory Committee while in Maryland.



Elan Stavos Nichols (Michigan State) has joined the Michigan State University (MSU) College of Law **Rental Housing Clinic** as a **Staff Attorney**. She was a student clinician in the Law College's inaugural clinic at its MSU Campus, the Rental Housing Clinic, in 1999. Professor Nichols previously represented property rights advocacy groups in trial litigation and amicus appeals, as well as individuals and organizations consisting of landlords, builders, and realtors. She also clerked for the Michigan appeals courts, including former Michigan Supreme Court Chief Justice Clifford W. Taylor. Professor Nichols has published articles in several local and state legal and trade publications.

John Pantazis (U of Washington) joins that **Innocence Project Northwest Clinic** as a **Visiting Staff Attorney** for the 2009-2010 academic year. Mr. Pantazis is a second-year litigation associate at Ropes & Gray LLP in Boston. He graduated at the top of his class from the University of Iowa College of Law and clerked for the United States Court of Appeals for the Second Circuit before entering private practice in Boston. Ropes & Gray LLP recently implemented a “new alternatives” program for associates, where it pays qualified associates a stipend for engaging in pro bono work. Mr. Pantazis has participated in multiple pro bono initiatives at Ropes & Gray LLP, including representation of an asylum seeker in removal proceedings, helping low-income clients in person at a lawyer-for-the-day program, and providing free income tax preparation to low-income households. We are delighted to welcome John Pantazis to Seattle and to the IPNW Clinic.



Ed Pekarek (Pace) joins Pace Law School as its first **Clinical Law Fellow**. Ed has just completed a two-year clerkship with Magistrate Judge Kevin Fox in the Southern District of New York. Ed has a J.D. *magna cum laude* from Cleveland-Marshall College of Law, where he was Editor-in-Chief of THE CLEVELAND-MARSHALL JOURNAL OF LAW & HEALTH, and an L.L.M. *cum laude* in Banking, Corporate and Finance Law from Fordham Law School, where he was a member of the FORDHAM JOURNAL OF CORPORATE & FINANCIAL LAW. Ed will work closely with Jill Gross, Director of the Pace Investor Rights Clinic.



Jason Schultz (Berkeley) was appointed an **Associate Clinical Professor of Law** and **Co-Director of the Samuelson Law, Technology and Public Policy Clinic**. Jason comes to Berkeley from the Electronic Frontier Foundation where he litigated cutting-edge public interest digital civil liberties cases.

Annie Smith (George Washington) joins George Washington University Law School as a **Friedman Fellow** for 2009-2011 working with the **Public Justice Advocacy Clinic** on employment law issues and our International Human Rights Clinic on human trafficking issues. She comes to GW from Legal Services of New Jersey.



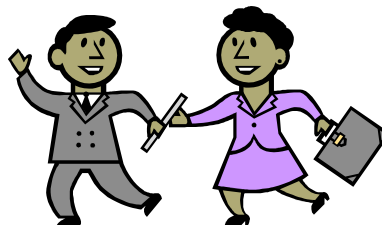
Scott Stevenson (Lewis & Clark) joins Lewis & Clark Law School's **Small Business Legal Clinic** as its new **Clinical Law Professor**. Scott began his career as an associate with Alston & Bird in business transactional law, focusing on mergers and acquisitions, securities law, commercial contracts and general corporate law. He then pursued a degree in civil engineering and worked as a engineering consultant with CH2M Hill, where he counseled clients on environmental compliance and permitting issues. Scott returned to the legal field to join Bodker, Ramsey & Andrews as a senior associate, where he focused on commercial, corporate, real estate and financial transactions, primarily for privately-held businesses. He next served as Senior Corporate Counsel for ADP, Inc., where he provided counsel on a variety of issues including licensing, data privacy and security, contract negotiation and enforcement, regulatory compliance, and strategic acquisitions.

Mitch Stromberg (Harvard), a 2009 graduate of Harvard Law School where he was a member of the Harvard Legal Aid Bureau (HLAB) for two years, will return to HLAB this year in a **fellowship** position under Ropes & Gray's New Alternatives Program, which funds current and incoming associates in public interest positions.

Debra Strump (Harvard) has joined Harvard's **Environmental Law & Policy Clinic** as a **Research Fellow**.

Jessie Warner (Berkeley) was hired to direct **East Bay Community Law Center's Clean Slate Clinic**, a re-entry practice assisting people with criminal records to overcome barriers to employment, housing, education and civic participation. Jessie joins EBCLC from the National Employment Law Project where she worked to advance the employment rights of people with criminal records. She previously worked at the Berkeley Center on Criminal Justice and the Contra Costa County Public Defender's Office.

TRANSITIONS



Tigran Eldred (Hofstra) is a **Visiting Assistant Clinical Professor of Law** at Hofstra Law School this year teaching the **Criminal Justice Clinic**. He began his teaching career at New York University School of Law, where he served first as a Mentor/Lecturer in the Criminal Appeals Clinic and then as an Acting Assistant Professor in the Lawyering Program. For the last three years, Professor Eldred has been a Clinical Professor in the Legal Clinic at Lewis and Clark Law School. In this capacity, he has been teaching a seminar and supervising students in their representation of clients in administrative hearings and state court litigation.



T. Keith Fogg (Villanova), Director of the Federal Tax Clinic at Villanova Law School, has transitioned from **Visiting Professor to Associate Professor of Law**.

Bassina Farbenblum, former Practitioner-in-Residence for the International Human Rights/Rule of Law Project at the Center for Social Justice at **Seton Hall University School of Law**, has a new position directing the **Asia Pacific human rights project at the University of New South Wales, Australia**.

Chinh Le, former Practitioner-in-Residence for the Urban Revitalization Project at the Center for Social Justice at **Seton Hall University School of Law**, accepted a new position as **Director of the New Jersey Division of Civil Rights** in August, 2009.



Jack Lerner (USC), who has been visiting at USC for the past 2 years, has been appointed **Clinical Assistant Professor of Law** and **Director of the USC Intellectual Property and Technology Law Clinic**, replacing Jennifer Urban. Professor Lerner leads students in the Clinic as they counsel and represent policy-makers, artists, innovators, and nonprofit organizations regarding a range of IP and technology issues.

Professor Lerner received a B.A., with distinction, in English from the University of Kansas and a J.D. from Harvard Law School. He clerked for Judge Fred I. Parker on the U.S. Court of Appeals for the Second Circuit and Judge G. Thomas Van Bebber in the U.S. District Court for the District of Kansas. He practiced IP law with the Palo Alto, Calif., firm Wilson Sonsini Goodrich & Rosati, P.C. and in 2004 was a research fellow with the Berkman Center for Internet & Society at Harvard Law School. Before joining USC, Professor Lerner was Clinic Fellow at the Samuelson Law, Technology, and Public Policy Clinic at UC-Berkeley School of Law from 2005-2007.



Brendan Roediger (Saint Louis), who most recently served as an instructor at Washington University's Civil Justice Clinic and prior to that was a legal aid attorney, will supervise students in the **Litigation Clinic** at Saint Louis University School of Law..



Jennifer Urban (Berkeley), who had been directing the USC Intellectual Property and Technology Clinic, has moved to Berkeley to **co-direct the Samuelson Law, Technology, and Public Policy Clinic** along with Jason Schultz.

HONORS, AWARDS & PROMOTIONS



Margaret Drew (Cincinnati), Director of Clinics and Experiential Learning Director, has been **promoted** from Associate to **Professor of Clinical Law**, effective September 1.



Douglas N. Frenkel (Penn) has been appointed to the first chaired professorship specifically identified for a clinical faculty member, the **Morris Shuster Practice Professor of Law**. Doug is the architect of Penn Law's nationally renowned clinical program and led our clinic for 28 years, prior to his recent retirement as director of the Gittis Center for Clinical Legal Studies. Doug continues to teach in the clinic, however, and his just-published multi-media book on mediation skills and ethics, *The Practice of Mediation: A Video-Integrated Text* (with James Stark), is the first work of its kind to integrate text and video.



Alex Hurder (Vanderbilt) has been reappointed **Chair of the American Bar Association Commission on Mental & Physical Disability** for 2009-2010 by ABA president Carolyn Lamm.



Joan Meier (George Washington) was selected by the **ABA Commission on Domestic Violence** to receive their inaugural **Sharon Corbitt Award**. The Award was created to recognize those who were providing exemplary legal services to victims of domestic violence, sexual assault, and stalking. On July 30, 2009, Fred Lawrence, the Dean of GW Law School, accepted the award on Joan's behalf at the ABA's Annual Meeting in Chicago.



Mark Need (Indiana-Bloomington), Clinical Associate Professor and Director of the Elmore Entrepreneurship Law Clinic, received a **Trustees Award** recognizing excellence in teaching.



Dveera Segal (Villanova) has been named the **Clinical Program Director** at Villanova Law School. Dveera is also the Director of the Civil Justice Clinic.



Carol [Quiche] Suzuki (New Mexico) has been awarded **tenure and promotion to full professor**.



Carwina Weng (Indiana-Bloomington), Clinical Professor of Law and Director of the Disability Law Clinic, received the **Leonard D. Fromm Faculty Public Interest Award** for her tireless work to help clients obtain Social Security and Medicaid benefits.



Leah Wortham (Catholic) has been reappointed for 2009-10 as a **Non-Residential International Scholar in the Academic Fellows Program of the Higher Education Support Program of the Open Society Institute**. She will be working with the Law Department of the American University of Central Asia in the Kyrgyz Republic.



From Clinical Programs



Center for Excellence in Law Teaching (CELT)

Albany Law School is proud to announce the creation of the new Center for Excellence in Law Teaching (CELT). Building on her experience as Editor of the Best Practices for Legal Education Blog (<http://bestpracticeslegaled.albanylawblogs.org>), Professor **Mary A. Lynch** will serve as Director of the CELT. The Center intends to have a national presence particularly through its web site www.teachinglawstudents.com, and to serve as a clearinghouse for the legal education reform movement and legal pedagogy.

As a complement to The Best Practices Blog, CELT will collect, house and distribute new and revised materials triggered by the Carnegie Foundation's EDUCATING LAWYERS and by Professor Roy Stuckey's Best Practices book. In addition, it will follow the progress of the LEARN group, who is working with Carnegie, as well as the work being done by the ABA on outcome measures and curricular reform.

The Center also plans to complement the current work of the Institute for Law Teaching and Learning and to work closely with those involved in the annual CROSSROADS symposia. In-house, CELT will be sponsoring symposia, conducting teaching workshops, facilitating dialogue and providing support to faculty.

The CELT's mission is to provide legal educators with the resources to provide a pedagogically sound and innovative program of instruction to meet the changing needs of law students and legal educators, as well as the clients lawyers ultimately serve.



The UA School of Law will host a Juvenile Law Symposium on September 25, 2009. The program, planned by **Professor D'lorah L. Hughes**, will cover various topics in Delinquency and Dependency including Juvenile Drug Courts, the use of mediation in Juvenile Court, and a 2009 legislative update. Presenters include six juvenile judges from around the state, staff from the Administrative Office of the Courts, School of Law faculty as well as representatives from statewide agencies. Details and a full brochure available at: http://www.arkbar.com/cle/cle_index.html



Professor D'lorah Hughes provided expert commentary to an Associated Press story, "[Parents' role in Alamo case a tricky question](#)", that appeared in late summer. The story was covered by dozens of media outlets, including the New York Times, the L.A. Times, and Yahoo! News.

Congratulations to **Jessica Kelly** on her recent promotion to full-time administrative specialist in the Clinic. Jessica has been with the Clinic for over two years as both a work study and a part time administrative person. We are excited to have her as a full-time part of the program!!!

Susan Williams, Assistant Director/ Pro Bono Coordinator, received a Certificate of Achievement, in recognition of her achievement of International Member of Excellence from IAAP (International Association of Administrative Professionals), Razorback Chapter. She also received a Certificate of Appreciation, for her service to the chapter.



University of Baltimore School of Law, Center for Families, Children and the Courts Undertakes Major Initiatives

The University of Baltimore School of Law Center for Families, Children and the Courts (CFCC) is rolling out its Truancy Court Program replication initiative this Fall. In addition, CFCC is planning its second Urban Child Symposium, with a plan to focus on children's health issues.

CFCC received \$500,000 from the FY 2009 Omnibus Appropriations Act to replicate its successful Truancy Court Program (TCP) in the five largest Maryland jurisdictions. CFCC has planned to operate the TCP in eight public middle and high schools in Baltimore City beginning in September and to develop and implement the program in eight additional schools throughout Maryland over the next year. Working in partnership with district and circuit courts, law students are involved actively in the TCP as part of the CFCC Student Fellows Program.

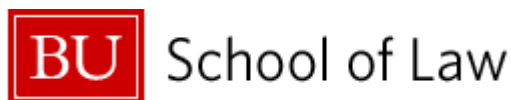
CFCC is planning its second Urban Child Symposium, scheduled for April 1, 2010. The symposium focuses on the health of the urban children. Panelists are slated to discuss mental health, substance abuse, nutrition, sexual behavior, and access to health issues, among others.

Professor **Barbara A. Babb**, CFCC's director, recently spoke at the Louisiana Judicial College about Unified Family Courts (UFC). Professor Babb provided information and guidance on the theoretical foundation and a blueprint for a UFC, as well as developments around the country and how a particular jurisdiction can capitalize on judicial leadership to establish a UFC.

In other news, CFCC published the Spring 2009 issue of the *Unified Family Court Connection*, its nationally recognized quarterly newsletter devoted to Unified Family Courts. Articles covered family court-related programs and initiatives to help families in crisis, the use of mediation in child protection cases, and a therapist's and a client's perspective on the court's role in helping children in crisis, among others subjects.

CFCC will shortly publish the Fall 2009 issue of the *Unified Family Court Connection*, including articles on international family justice system reform efforts.

For further information about CFCC and any of its initiatives, or if you would like to receive the *Unified Family Court Connection*, please contact Professor Barbara A. Babb at 410-837-5661, bbabb@ubalt.edu, or consult CFCC's Web site at: www.law.ubalt.edu/cfcc/



BU Law Announces New Employment Rights Clinic for Academic Year 2009-2010

In a year when the American worker is in plight, Boston University School of Law will train the next generation of skilled employment lawyers while offering pro bono services to clients in need. BU Law is proud to announce a new clinical program that will focus on employment rights. The one-semester Employment Rights Clinic, which began Fall 2009, will educate aspiring lawyers about the legal problems arising from employment-related issues through hands-on experience.

Adding to the rich array of clinical programs available at BU Law, the Employment Rights Clinic developed out of the Boston University Civil Litigation Program's 40-year relationship with Greater Boston Legal Services (GBLS) and its partnership with the GBLS Employment Unit. BU Law's new clinic will benefit from the teaching and trial expertise of its faculty: Professor **Lois Knight**, Professor **Robert Burdick**, director of the Civil Litigation Program, Professor **Constance Browne** and Professor **Mary Connaughton**, all of whom have worked on employment cases at GBLS and taught in the Civil Litigation Program for many years.

In the classroom, students will start with a lawyering skills "boot camp" and continue with skills training throughout the semester. This will include simulations on fact investigation, counseling, negotiation, evidentiary hearings and trials. In the field, students will gain experience at the administrative, state and federal court levels, arguing motions, negotiating settlements or conducting evidentiary hearings or trials. Case examples include claims concerning unpaid wages, unemployment benefits, nurse aide certifications, family medical leave and employment discrimination. Interested students may also become involved in legislative campaigns in the Massachusetts legislature or work on community lawyering initiatives.

Boston University School of Law Creates Africa i-Parliaments Clinic Law Students Will Assist African Parliaments

Boston University School of Law announces its newest clinical program, the Africa i-Parliaments Clinic. Launching in the Fall 2009 semester, the clinic is designed to assist African parliaments draft and enact more effective legislation.

Adding to BU Law's already strong lineup of clinical learning opportunities in the legislation drafting process, the Africa i-Parliaments Clinic is the result of a growing partnership between BU Law and the African Parliamentary Knowledge Network (APKN). The APKN was formally established at the International Confer-

ence on *Africa Parliamentary Knowledge Network*, which took place in Cairo, Egypt, in June 2008 and was endorsed by the Pan African Parliament and the leaders of several African Parliaments. The APKN is supported by the “Africa i-Parliament Action Plan,” an initiative of the United Nations Department of Economic and Social Affairs (UN/DESA). It seeks to promote and enhance the sharing of ideas, experiences and good practices among African parliamentary administrations in the areas of legislation, information, research and documentation.

From the classroom, clinic students will research and analyze social problems on behalf of their client—either a national or regional African parliament—and propose legislative language to address these problems. Students will also research recently passed African statutes and governmental reform for publication on the APKN’s Web-based Africa Parliamentary Information Exchange. They then have the opportunity to discuss their ideas and findings to other members of the APKN and post their work on the APKN Web site to better stimulate debate on specific issues and to promote the use of evidence-based legislative drafting.

Boston University offers a wealth of African learning resources for students to draw upon. These include one of the largest African Studies Centers in the United States, extensive library holdings of African materials and the African Presidential Archives and Research Center. The Center hosts former heads of African nations as scholars in residence, archives African public records and provides a forum on political and economic developments in Sub-Saharan Africa.

In addition to conducting fieldwork, students will take a weekly seminar regarding the nature of African government structures, the use of legislation to create social change and sound legislative drafting techniques. Seminar Professors **Robert Seidman**, **Ann Seidman** and **Sean Kealy** have extensive knowledge of African legislation. The Seidmans have taught at universities in Ghana, Zambia, Zimbabwe and South Africa and are the editors of *Africa’s Challenge: Using Law For Good Governance & Development* (Africa World Press, 2007). In March, Professor Kealy spoke on evidence-based legislation at an APKN conference held in Kigali, Rwanda.



The Death Penalty Clinic submitted comments criticizing several aspects of the lethal injection procedures proposed by prison officials in California and Maryland. The Clinic’s analysis revealed egregious omissions and deficiencies in both states’ procedures, including the continued insistence on paralyzing inmates before executing them, and inadequate reporting of the fiscal cost of implementing the execution procedures.

California: <http://www.law.berkeley.edu/files/2009.06.26DPCcommentfinal.pdf>; Maryland: <http://www.law.berkeley.edu/files/2009.08.28.BerkeleyDPCcomment.pdf>

Death Penalty Clinic Director **Elisabeth Semel** argued in a recent op-ed in the Sacramento Bee, “Can Californians afford to keep the death penalty,” that politicians in California should follow the lead of their counterparts in other states who have questioned whether capital punishment is worth its enormous cost. “For decades, Democratic and Republican candidates for governor in California have stepped over each other to prove their capital punishment credentials,” Semel writes. “But public support for the death penalty has dropped dramatically in this state. When money is in short supply here, we would be well served if courage and leadership were not.” (<http://www.sacbee.com/opinion/story/1866190.html>)

Death Penalty Clinic Associate Director **Ty Alper** recently published an op-ed in the San Jose Mercury News, “California’s lethal-injection plan is proved to be inhumane,” in which he pointed out that the procedures California intends to use for lethal injections would be illegal to use in animal euthanasia in this state. “If this method of killing is unconscionable for animals,” Alper asked in the op-ed, “why does California insist on using it to execute people?” (http://www.mercurynews.com/opinion/ci_12700611?nclick_check=1)

The East Bay Community Law Center’s (EBCLC) work to protect tenants in foreclosed properties has been featured in a number of media during the last few months, including KQED’s “California Report”

(<http://www.californiareport.org/archive/R906110850/b>) and Berkeley Law's "Transcript" (http://www.ebclc.org/documents/transcript_2009.pdf).

Jason Schultz and **Jennifer Urban** were appointed as Associate Clinical Professors of Law and Co-Directors of the Samuelson Law, Technology and Public Policy Clinic. Jason comes to us from the Electronic Frontier Foundation where he litigated cutting-edge public interest digital civil liberties cases. Jennifer joined us from the University of Southern California's Gould School of Law, where she founded and directed the Intellectual Property and Technology Law Clinic.

David Oppenheimer was appointed as a Clinical Professor of Law and the first Director of Professional Skills. In response to MacCrate, Carnegie, Best Practices, etc., David will lead the effort to integrate skills and professional development horizontally across the first-year curriculum and vertically with the second and third years. David joins us after 18 years at Golden Gate University School of Law and 25 years of teaching skills, clinical and doctrinal courses. (<http://www.law.berkeley.edu/6067.htm>)

Bob Solomon is visiting this fall from Yale. This is the first of what we hope will become more frequent exchanges with clinicians from other programs. Bob is teaching a course on Community Economic Development Financial Institutions.

More information about the Berkeley Law Clinical Program can be found on its website: <http://www.law.berkeley.edu/clinics.htm>.

University of Colorado at Boulder

Professor **Jill Tompkins** was awarded a \$4,000 Outreach Grant for a community education and foster home recruitment trip to the Northern Cheyenne Tribe in Southeastern Montana. Professor Tompkins' project is called "Stopping the Loss of Tribal Children: Indian Child Welfare Act Community Training." Professor Tompkins' clinic students will take the lead in the training, which will focus on the federal law seeking to preserve the possibilities of Native American children remaining with Native American families.



Massachusetts Parole Board Grants Parole to Openly Gay Inmate After New Hearing **Major Victory for Columbia Law School's Sexuality and Gender Law Clinic**

The Massachusetts Parole Board granted parole to Bruce Wilborn, an openly gay inmate who had previously sued the board for harassing him and treating his parole application skeptically because he is gay. Mr. Wilborn settled his lawsuit last April in exchange for a new parole hearing, which took place in May.

In October of 2008, Federal District Court Judge Patti Saris rejected the parole board's effort to dismiss Mr. Wilborn's sexual orientation discrimination claims. That decision, in turn, adopted a federal magistrate's ruling, which held that "federal anti-discrimination guarantees apply to parole decisions." **Columbia Law School's Sexuality and Gender Law Clinic** and the law firm McDermott Will & Emery LLP serve as counsel for Mr. Wilborn.

Mr. Wilborn is expected to return to his family in the fall.

Mr. Wilborn is represented by Neal Minahan and Lisa Linsky of McDermott Will & Emery LLP. Clinic students Mollie Kornreich '09, Keren Zwick '09, Abram Seaman '10, Adam Pulver '08, Amos Blackman '08, Simrin Parmar '08, and Katherine Harris '09 have all worked on the case. Ms. Kornreich and Ms. Zwick argued against the dismissal of Mr. Wilborn's case before Judge Saris, and Mr. Pulver argued against dismissal before Magistrate Judge Judith Dein.

NY Family Law Experts Urge Review of Custody and Visitation Conflict

Dozens of family law professors from every law school in New York joined a brief filed July 31, 2009 by the **Columbia Law School Sexuality & Gender Law Clinic** urging the New York Court of Appeals to grant review in a co-parent custody and visitation case.

The issue in the case (*Debra H. v. Janice R.*) is whether a woman who was parenting a child with her former partner can be denied standing to seek custody and visitation because she is not the child's biological or adoptive parent.

"It may sound like a simple proposition that family law should protect the relationships of children and the adults who parent them, but New York's law does not do that," said Professor **Suzanne B. Goldberg**, Director of the Sexuality & Gender Law Clinic. "New York's law is out of step with current realities and with the law in many other states. The New York Court of Appeals can correct this problem by granting review in this case and ensuring that the law provides meaningful protection to families in the state."

The case challenges a much-condemned 1991 ruling by the New York high court (*Alison D. v. Virginia M.*) in which the court held that a woman was a "legal stranger" to her son, despite having planned the child's conception with her former partner and having raised him together since birth.

The Court of Appeals is expected to decide whether it will grant review in the *Debra H.* case in September or October.

LANDMARK HUMAN RIGHTS LAW BRIEF FILED AGAINST THE DOMINICAN REPUBLIC BEFORE INTER-AMERICAN COMMISSION ON HUMAN RIGHTS

In April, the **Columbia Law School Human Rights Clinic**, the Center for Justice and International Law (CEJIL), the Movement of Dominican-Haitian Women (MUDHA), and the Haitian Support Group for Refugees and Repatriated Persons (GARR) jointly filed a landmark human rights law brief against the Dominican Republic on behalf of twenty-eight Haitians and Dominicans of Haitian descent. They charge the Dominican Republic with violating international human rights law through its policy of mass expulsions, and seek an end to routine deportations without notice or a fair hearing by Dominican immigration authorities. The brief was filed before the Inter-American Commission on Human Rights (IACHR), in Washington, D.C.

In 2000, the Inter-American Court of Human Rights issued provisional measures to protect the petitioners, who are victims of mass expulsions from the Dominican Republic conducted by Dominican authorities in 1999 and 2000. They were deported without notice, fair hearing, or opportunity to collect belongings and contact their families. In some cases, Dominican officials tore their birth certificates to pieces while yelling racial slurs. The petitioners, whose names are withheld for confidentiality purposes, now live in the Dominican Republic and Haiti under the temporary protective measures ordered by the Inter-American Court of Human Rights.

The provisional measures have been updated six times to expand the scope of protection, most recently in 2006. The measures require the Dominican government to permit the petitioners to return to and travel freely throughout the Dominican Republic, and order the Dominican government to take steps to protect the petitioners and their local representatives.

The government has consistently failed to comply with its legal obligations under the measures. Continuing patterns of abuse include the destruction by border guards of identity documents created under the protective measures and the refusal of the government to replace the documents, leaving the petitioners without the ability to enter the Dominican Republic. Reentry rights are part of the explicit order of the court.

The IACHR and the Inter-American Court are the organs of the Organization of American States that are responsible for monitoring and promoting human rights in the Western Hemisphere. Five cases have been brought against the Dominican Republic in the Inter-American human rights system. The first case resulted in the landmark 2005 case of *Yean and Bosico vs. Dominican Republic*, in which the Inter-American Court of Human Rights found that the Dominican government had illegally denied citizenship—and the concomitant right to education—to Dominican-born children of Haitian descent. Another pending case concerns the Massacre of Guayubín, in which the Dominican military is accused of opening fire on a truck full of civilians, including many migrant workers from Haiti.

At the IACHR, seven international human rights experts will ultimately rule on the fundamental question in the case: whether the arbitrary deportation violated petitioners' rights to liberty, property, nationality, family unity, due process, and non-discrimination under the American Convention on Human Rights, a human rights treaty to which the Dominican Republic is party.

If the government flouts the Commission's recommendations, the Inter-American Court of Human Rights—whose decisions are binding and enforceable—may ultimately hear the case



University of Denver Environmental Law Clinic Secures Victories under the Endangered Species Act

Student attorneys in the DU environmental law clinic, under the supervision of Professor **Michael Ray Harris**, proved to be formidable advocates for wildlife protection this past Spring. In June, the clinic successfully represented Friends of Animals in a challenge of a U.S. Fish and Wildlife Service (“FWS”) ruling that exempted U.S.-based canned hunting ranches, located primarily in Texas, from rules protecting three endangered African antelope species under the Endangered Species Act (“ESA”). The scimitar-horned oryx, addax, and dama gazelle are extremely rare in the wild due to poaching. They are being raised on U.S. ranches, however, where they are offered for hunting within a confined area for a fee of up to \$8000. The U.S. District Court in Washington, D.C. held that the blanket exemption for these hunts violated Section 10 of the ESA.

In July students then scored another victory against the FWS, again on behalf of Friends of Animals, when FWS agreed that a petition to extend ESA protections to thirteen species of exotic Parrots, Macaws, and Cockatoos should be given further consideration. Likewise, in August, the FWS responded to a lawsuit brought by DU students, this time on behalf of the Center for Biological Diversity, to reconsider whether two rare plants found on the U.S. Virgin Islands should get endangered species protection. The plants are the *agave eggersiana* (uh-GAH'-vay egg-GUR'-see-AH'-nuh), native to the island of St. Croix, and the *solanum conocar-pum* (so-LAH'-num CON'-oh-KARP'-um), native to the island of St. John.

University of Denver Environmental Law Clinic Launches the Colorado Urban Project

Building on the success of the clinic's 15 years in protecting wildlife, this Fall Professor **Michael Ray Harris** launched *The Colorado Urban Project* (“CUP”). Starting this year, students enrolled in the environmental law clinic will select between two dockets – the wildlife track or the urban track. Students who select the CUP track will work to address the emerging environmental issues along Colorado's urban Front Range.

CUP students will utilize both federal and state laws to tackle these urban environmental issues, including the Federal Clean Air Act, Federal Clean Water Act, local land use planning, and environmental justice policies. The CUP will provide students with a mixture of litigation, regulatory, and policy experience. Coupled with this addition to the clinic, the school has added a seminar course to its curriculum focused on urban environmental law.

Christine Cimini was elected by her colleagues to **Chair the Tenure and Promotion Committee** at the University of Denver Sturm College of Law for the 2009-10 academic year.

EMORY UNIVERSITY SCHOOL OF LAW

Equal Justice Works Project Housed at Emory Law School

The **Barton Juvenile Defender Clinic** at the Emory University School of Law has expanded its juvenile delinquency focus with an Equal Justice Works project, A.P.P.E.A.L. for Youth (Alleviating the Prison Pipeline by Engaging Appellate Lawyers). Under the supervision of **Randee Waldman**, Clinic Director, Ford & Harrison LLP Equal Justice Works Fellow **Steve Reba** will direct the project, which seeks systemic reform in Georgia through the holistic appellate representation of youths who have been adjudicated delinquent. Before coming to Emory, Steve was a staff attorney for the Supreme Court of Georgia Committee on Justice for Children.

FLORIDA INTERNATIONAL

Florida International University Clinical Programs Continue to Expand

The clinical program at Florida International University College of Law continues to expand and provides a variety of quality legal services to South Florida's communities and individuals. The College of Law, now in its eighth year, has one of the largest in-house clinical programs in the state of Florida. FIU law offices, located on the ground floor of the FIU College of Law building, house five in-house clinics, an externship program and a community service office. The in-house clinics specialize in Community Development, Education Law, Immigration and Human Rights, Immigrant Children's Rights and Juvenile Justice. This year FIU opened a new Consumer Bankruptcy Externship Clinic and the Carlos A. Costa Immigrant and Human Rights Clinic and the Immigrant Children's Justice Clinic have undergone exciting changes mentioned below.

FIU Immigrant Children's Justice Clinic Hires New Supervisor

The Florida Immigrant Children's Justice Clinic is proud to have Assistant Professor **Karen Pita Loor** as the new Clinic Supervisor. Karen is supervising seven student attorneys as they represent undocumented immigrant children who have been neglected, abandoned or abused by their parents and as a result, cannot return to the dangerous living situations they escaped in their home countries. Clinic students have been overwhelmingly successful at getting their clients declared dependent, which entitles them to receive services from the court and allows most to become U.S. legal residents. Remembering the uncertainty she also felt as a child immigrating to the United States, Karen is very eager to help even more children, "While the Clinic has been able to help many children, we know that there are many who we will not reach in time and who are not aware of the work we are doing...[and] we hope to eventually have access to more resources that will enable us to reach more of these children."

Karen brings a history of public service to her clinical work. In 2003, after five years in practice in the District of Columbia, Karen returned to Miami, her initial home in the United States, to begin her teaching ca-

reer. As an assistant professor in the FIU Legal Skills and Value Program, Karen taught legal research, writing and other lawyering skills to beginning law students. Before her time at FIU, Karen began her legal career at the Florida Immigrant Advocacy Center, where she represented homeless immigrants seeking public benefits. Subsequently, Karen represented indigent children and adults charged with serious crimes at the District of Columbia Public Defender Service. She gained extensive trial and appellate experience by defending her clients in major felony cases. Karen is truly excited to now have the opportunity to both combine the teaching skills she has acquired at the FIU College of Law and to return to her public interest practice roots while at the Immigrant Children’s Justice Clinic. She hopes to instill in her students the same work ethic and the same commitment to public service that she felt as a beginning lawyer.

The Immigration and Human Rights Clinic Expands Services

The Carlos A. Costa Immigration & Human Rights Clinic (“IHR Clinic”) launched a significant international human rights practice this past year. Along with deportation defense, the IHR clinic now includes cases and projects in various venues: litigation before the human rights arm of the Organization of American States (“OAS”); litigation before foreign courts; litigation of human rights claims in U.S. federal courts; and project-based advocacy in the United States and abroad. This change represented the first time at FIU and, to our knowledge, in South Florida, that a live-client, in-house law school clinic has engaged in human rights advocacy on a sustained basis. Additionally, for the first time, Clinic Supervisor **Troy Elder**, working with adjunct **Jose Javier Rodriguez** of Florida Legal Services, is representing low-income immigrant workers defrauded or otherwise victimized by unscrupulous employers. This new practice seeks to allow students to gain an understanding of the multi-faceted immigrant representation that is a hallmark of clinical pedagogy and expands FIU’s impact on the South Florida immigrant community.

FIU Opens New Bankruptcy Clinic



FIU students at the Bankruptcy Clinic Seminar with Professor Corinne Aftimos (left) and Professor Scott Norberg (right)

Funded entirely by the Bankruptcy Bar Association, the **FIU Consumer Bankruptcy Externship Clinic** comes at a crucial time: bankruptcy rates are soaring and approximately 1.5 million families and individuals will file this year. The seven students enrolled in the two-semester clinic learn specialized legal skills, professional responsibility and ethics while representing indigent individuals in Federal Chapter Seven and Chapter Thirteen consumer bankruptcy proceedings. Clinic students either work under the supervision of a practicing bankruptcy attorney or adjunct FIU professors **Corinne Aftimos** of the Put Something Back Project and **Leyza Blanco** of Gray Robinson, P.A. Additionally, students are encouraged to attend CLE bankruptcy training programs. This student-professional interaction has proven successful. South Florida bankruptcy judges and attorneys have been very enthusiastic about the creation of the clinic and the opportunity to work closely with FIU students. Clinic student partners Nicole Grimal and Mohammad Siddiqi explain that, “Our experienced professors Scott Norberg, Leyza Blanco and Corinne Aftimos have greatly motivated us to put

what we have learned in the classroom to great use at a time where bankruptcy is incredibly relevant and very much needed by the South Florida community.” For the first time FIU Professor **Scott Norberg**, who teaches contracts, commercial and bankruptcy law, is working with a clinic. Scott has extensive bankruptcy experience, has published numerous articles, and recently completed a national empirical study of the consumer bankruptcy system funded by grants from the National Conference of Bankruptcy Judges and the American Bankruptcy Institute.

Georgetown Law

The **Georgetown Juvenile Justice Clinic** and the Inter-American Commission on Human rights recently sponsored a North American Consultation concerning the work of the IACHR Rapporteur on the Rights of the Child. Its purpose was to gather information on the current status of juvenile justice systems in the member states of the Organization of American States and to identify the advances, weaknesses, obstacles, and challenges involved in ensuring the respect for and the guarantee of the human rights of children and adolescents in conflict with the law. The information received will be analyzed and collated for use in preparing and publishing a Thematic Report on Juvenile Justice in the Americas. This process will make it possible for the IACHR to make specific recommendations to OAS member states to guide them in their efforts to comply with international obligations in the area of juvenile justice.

The conceptual frame of reference for the Consultation was the 2006 Report of the “*World Study on Violence against Children*,” prepared by Professor Paulo Sérgio Pinheiro, a United Nations Independent Expert, the study on “*Violence against Children in the Caribbean Region*,” and, the Manual for the Measurement of Juvenile Justice Indicators,” prepared by the United Nations Children’s Fund.

The Consultation process included key government officials from the U.S. and Canada, experts from civil society organizations, regional and international organizations, academic circles, and other stakeholders committed to promoting respect for and defense of the human rights of children and adolescents in the Hemisphere.

GEORGE WASHINGTON UNIVERSITY LAW SCHOOL

The Jacob Burns Community Legal Clinics

The new academic year has brought many new developments to George Washington’s Community Legal Clinics. Over the summer, the program expanded into a new clinic building, occupying not just 2000 G St. N.W. but 2002 G St. N.W. as well. We have new clinic offices, new student work areas, new computers, a new classroom, a new interview room, and other new meeting spaces. Our footprint is bigger than ever.

We took no time filling our new space. We are delighted to have Professor **Paula Williams** of the University of Tennessee College of Law visiting with us this year to teach in the **Small Business and Community Economic Development Clinic** while Professor **Susan Jones** is on sabbatical.

Thanks to the devoted efforts of our managing attorney, **Lisa Guffey**, and our administrative assistant, **Milagros Tudela**, we are using a new user-friendly case management system this year to track, monitor, and archive our cases. All the faculty and our new students are now being trained on the new software by our dedicated new clinic student director, Nate Marotta ‘10. Soon our clinics will be benefiting from the skills of a new group of paralegal interns from GW’s Paralegal Studies graduate program in the College of Professional Studies. And we are organizing our new Clinic Student Advisory Committee with representatives from each of our many clinics.

Our faculty and fellows have made many public appearances at various professional events in recent months. For example, Friedman Fellow **Jenelle Williams** co-taught classes on immigration issues with Professor **Alberto Benitez** at the GW Medical School and at a meeting of the Virginia Bar Association, taught an immigration class in GW's Paralegal Studies graduate program, and spoke on a panel at the University of the District of Columbia Law School on the subject of creating an immigration clinic. In April, 2009, Friedman Fellow **Anastasia Boutsis** assisted Professors **Carol Izumi** and **Roger Fairfax** in a presentation on criminal case mediation at the annual meeting of the ABA Section of Dispute Resolution in New York City. **Phyllis Goldfarb**, our Associate Dean for Clinical Affairs, presented papers at the May, 2009 Annual Meeting of the Law & Society Association in Denver, Colorado, and the July, 2009 Applied Storytelling Conference held at Lewis & Clark Law School in Portland, Oregon.

So much is new, yet so much remains the same. Our clinical faculty continues to make important professional contributions while teaching law students through the provision of legal services to those in need. We have just completed our cross-clinic orientation for this new semester with our new crop of students, who have the same look of anticipation and determination on their faces as we embark with them on the clinical journey of the new academic year.

HARVARD LAW SCHOOL

The **Harvard Immigration and Refugee Clinic (HIRC)** landed a significant victory in early September in federal court in Boston, successfully arguing in favor of political asylum status for a Latin American family targeted for death in their native land by a notorious street gang. **Jean C. Han**, an Albert M. Sacks Clinical & Advocacy Fellow, worked on the case for two years, assisted by HLS students Caroline Lents '10, Kimberly Sullivan '09, Juan Valdivieso '09, Meghan Maloney '09, Sydney Leavens '09, Albertina Antognini '08, and Melanie Conroy '08. The Harvard Immigration and Refugee Clinic is under the direction of **Debbie Anker**, Clinical Professor of Law.

The **Harvard Criminal Justice Institute** had a particularly successful few years, landing a significant number of not guilty verdicts for its indigent criminal clients. **Dehlia Umunna**, a former public defender, has achieved a notable seven straight not guilty verdicts with her students since she joined CJI as a clinical instructor in 2007, and students under other CJI instructors have also had similar results. CJI Director and Clinical Professor of Law **Ronald Sullivan**, who became director of the institute in 2007, says, "It demonstrates that hard work and dedication pays off for the benefit of our clients."

The Criminal Justice Institute is a curriculum-based legal clinic founded in 1990 by HLS Professor Charles Ogletree, in which third-year HLS students, under the supervision of clinical instructors, represent indigent criminal defendants and juveniles in Boston-area district and juvenile courts. While simultaneously enrolled in a clinical course, *Introduction to Advocacy: Criminal Justice*, CJI students are assigned five or six criminal cases each semester, and, under expert supervision by the clinical faculty, handle everything from arraignment through trial, including interviewing witnesses, investigation, motions practice, developing case theories, and preparing and conducting witness examinations and argument.

THROUGH THE HARVARD NEGOTIATION & MEDIATION CLINICAL PROGRAM STUDENTS TEST CLASSROOM EXPERIENCE IN THE REAL WORLD

By Elaine McArdle

Through participation in the **Harvard Negotiation and Mediation Clinic (HNMCP)**, nearly 30 Harvard Law School students have the opportunity to work on projects for real-world clients each year. Founded by Clinical Professor of Law **Robert Bordone** in 2006, it is the first legal clinic in the U.S. focusing on dispute systems design and conflict management.

Last year, several students were able to put what they learned in the classroom to work for a variety of

clients, including some in international settings.

Environmental Negotiation Project in China

Last March, two students enrolled in HNMCP spent a week in Chengdu, China to train a group of Chinese lawyers on effective interest-based strategies for resolving environmental disputes. The program was organized jointly by the National Resources Defense Council (NRDC) in Beijing, the Sichuan Provincial Lawyers Association, and the Environment & Resources Law Institute at Peking University, and was part of the NRDC's ongoing efforts to build the capacity of Chinese lawyers and activists to effectively contribute to the resolution of ever-growing numbers of environmental disputes associated with China's rapid development.



About 60 Chinese lawyers, activists and regulators involved with environmental issues attended a three-day training seminar presented by Brian Chernoff (HLS JD'10) and Maggie O'Grady (HLS JD'09) under the guidance of **Stephan Sonnenberg**, a Clinical Fellow and Lecturer on Law with HNMCP. Their program, which consisted of lectures, negotiation simulations, and breakout sessions, presented a range of dispute resolution tools.

"This was the best experience I had in law school," says O'Grady. "I feel really grateful for the opportunity." O'Grady and Chernoff began the year-long project last fall when they were enrolled in a class on Dispute Systems Design taught by Professor **Robert Bordone**. The students worked to develop the curriculum and materials for the seminar and tested their materials on fellow students before taking the program to China. "We did a lot of thinking about what parts of what we teach here would translate to a different culture, and a lot of it translated well," says O'Grady.

Chernoff is particularly interested in applying the negotiation and mediation skills he's learned in an international context. "I've always had an interest in negotiation in international settings, so I was really excited to have the opportunity to go to a place like China and experience what it was really like," he says. The Clinic is working with the NRDC on a follow-on project in China in the upcoming academic year, which will give students a chance to build upon previous work "and see real impact," says Bordone.

Land Dispute Project in North Carolina

Last March, two HLS students -- Jared Strumwasser (HLS JD'10) and Becky Jaffe (HLS JD'09) -- traveled to eastern North Carolina to work with a multi-generational African American family trying to decide the best use of 150 acres of farmland and woodland.

HNMCP's partner for this project was the Southern Coalition for Social Justice (SCSJ), an organization that combines the efforts of nonprofit organizations involved in litigation, advocacy, and scholarship to protect the low-wealth and minority owners of heirs' property against land loss. HNMCP was brought in to help the SCSJ establish best practices for organizing and conducting mediations of heirs' property disputes. Heirs' property is formed by generations dying without wills, which results in highly fractionated titles to land. In the Deep South, there are hundreds of large tracts of land that have passed down through generations of African American families without a formal will. Jointly owned by many family members, the land is often the source of serious family conflict, making it nearly impossible to achieve consensus on doing anything with it, including making improvements or divvying up the tax bill. As a result, over the past 100 years, many of these African American families have ended up losing the land to forced sales by the courts.

While the value of the land can be significant, the unwieldy ownership structure can render it nearly worthless for the families. "There's reduced incentive to improve the land," explains Jaffe. "If you're one of 15 owners, why put in 100 hours improving it if you only own a small percent?" While there are legal mechanisms that can help families maintain control over their land, just getting everyone to participate can be very

difficult.

This project was designed with two primary focuses. First, the students were working directly with one family to help the family resolve an ongoing heirs' property dispute. Second, learning from both their research and experiences working with the family, the students were asked to put together a presentation that could help teach members of the SCSJ how they can effectively organize and conduct future heirs' property mediations.

In the months before they flew to North Carolina, Strumwasser, Jaffe, and Jonathan Korin (HLS JD'10), who was also an integral part of the team but couldn't make the trip, conducted extensive phone interviews with all the members of the family to learn about their disputes and to gauge the family's willingness to resolve them. The students also spent a considerable amount of time doing background research to learn more about heirs' property and characteristics of the community in which they were working. In the weeks prior to their meeting with the family, the students, applying the knowledge and skills they had acquired through the negotiation, mediation, and dispute systems design courses they had completed, developed a mediation model for resolving heirs' property disputes.

When the students finally met family members at a local conference room, they were happy to see how receptive they were. "One of them said, 'This is an historic moment for our family,' and had brought a camera to the meeting," recalls Jaffe. She and Strumwasser set a positive tone for negotiations by asking everyone to discuss their favorite foods, moving from there to more difficult topics. The family was exceptionally gracious to the students, taking them on a tour of the property and inviting them to return as guests.

"Helping a family maintain their ancestral land was very rewarding," says Strumwasser. "At times it got very emotional. We uncovered some issues that are bound to exist in any family, and there were definitely moments when I feared we might have actually made this situation worse. But ultimately, we resolved all the tensions and there was nothing but smiles and backslaps, and promises that if I come back to North Carolina, they'd cook me barbeque."

Said Professor Bordone: "The student team did a terrific job translating some of the conflict-mapping and mediation tools we teach in the classroom to an entirely different and challenging context, one that provides a novel set of process options to address very important challenges facing African American families in the South."

Capacity Building Project in Nigeria



Last May, while their classmates were in Cambridge finishing finals and papers, two HLS students, Mohamed Faizal, (HLS LL.M'09) & Stephanie Early (HLS JD'09), enrolled in HNMCP spent five days in Lagos, Nigeria, helping develop a training program for village elders on how best to negotiate for more effective community development support with oil companies operating in the Niger Delta.

The project was part of an ongoing effort by the Consensus Building Institute of Cambridge, MA to design and institutionalize an innovative decision-making process by which Chevron representatives and Development Councils composed primarily of village elders from communities in the Niger Delta would jointly negotiate regional development strategies. These development plans would be funded by Chevron, and imple-

mented and supervised by the Development Councils. The hope was that this arrangement would enable local communities to have a greater say in their own development, while simultaneously improving the ratio of development assistance that actually reaches the communities in the Niger Delta, thereby hopefully diffusing some of the mounting tensions between local communities and foreign oil companies.

“In the past, Chevron or some other company might have said, for example, ‘we’ll build you a school,’ either in response to their own needs assessment or in response to some vocal advocates for certain types of development assistance. But oftentimes those ideas weren’t in line what the community thought it needed most, with the result that the process might actually disempower the community, or worse still fall victim to corruption” says **Stephan Sonnenberg**, who traveled to Lagos with the students. “Meanwhile, from the company’s perspective, it was spending millions of dollars on development that seemingly was making no real difference in the lives of people in the community,” Sonnenberg says. The starting premise of this project, therefore, was to build an institutional framework within which local stakeholders could first prioritize their development goals, and subsequently negotiate directly with Chevron and other potential aid donors to fund those priorities.

Part of the support CBI was providing included the development of a customized negotiation training – suited to the target audience of Nigerian village elders – to be used with members of the Development Councils. “Some of our standard simulations don’t necessarily click for a village elder,” explains Sonnenberg. “For example, the allocation of parking spaces at an office building might not be something a person from a remote village in the Niger Delta could empathize with.”

With this challenge in mind, the students worked with several village elders, as well as Chevron executives and facilitators with the New Nigeria Foundation to test new negotiation training modules that Early and Faizal had developed. For example, Faizal and Early, working with a Nigerian “Nollywood” film producer, created a series of videos to prepare participants for several mock negotiations, complete with instructions for the facilitators on how best to review those negotiations and elicit the participants’ insights about effective negotiation strategies.

“This project was exciting for a number of reasons,” says Bordone. “We’re working with a major multinational company, a Nigerian and an American NGO, and community representatives in an effort to improve their collective ability to bring some of the benefits of Nigeria’s considerable oil wealth to the communities sitting literally on top of that oil.”

INDIANA UNIVERSITY MAURER SCHOOL OF LAW

In May 2009, graduating law students Laura Howard and David Hutson were honored for their outstanding clinical work during law school with the Julia C. Lamber Law Clinics Award. This award was named for our departing Clinical Dean Julia C. Lamber.

Also in May 2009, graduating law students Laura E. Rogers and Elizabeth R. Sanders were honored with the Terry & Judy Albright *Pro Bono* & Public Interest Award for their dedication and extraordinary commitment to public interest service.

In September 2009, Kathleen Lee (Class of 2009), Matthew Wallace (Class of 2010), and Michelle Tanyhill (Class of 2011) were recognized as the students from each class last year who dedicated the largest number of hours to *pro bono* work during the year. Each of these students provided between 300 and 400 hours of *pro bono* service last year. This yearly recognition for students is part of the School of Law’s Access to Justice Program (AJP), which was formally adopted by our faculty in March 2009, and which includes an aspirational goal for our law students to volunteer a minimum of 60 hours of *pro bono* work, *i.e.*, law-related services without compensation (for neither income nor academic credit), during their three years of law school.

CUMBERLAND

Legal Aid Clinic

UNIVERSITY OF MAINE SCHOOL OF LAW

The University of Maine School of Law is the new home of the **New England Juvenile Defender Center (NEJDC)**, a regional affiliate of the National Juvenile Defender Center. The NEJDC's mission is to ensure excellence in juvenile defense and to promote justice for all children in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The NEJDC is dedicated to responding to the critical need to build the capacity of the juvenile defense bar and to improving access to counsel and the representation for children in the justice system. The NEJDC seeks to provide avenues for juvenile defenders to enhance their legal, political, organization, communication, and advocacy skills and to ensure that juvenile defenders have both the resources and the capacity to fully protect children's rights.

At the University of Maine School of Law, the NEJDC will be headquartered in the Cumberland Legal Aid Clinic. **Christopher Northrop**, Associate Clinical Professor and founder of Maine Law's Juvenile Justice Clinic, is the current president of the NEJDC board of directors. Working closely with Professor Northrop and the NEJDC will be Chris Henry, a recent graduate of Washington and Lee University School of Law. The law firm of Weil, Gotshal & Manges, Mr. Henry's future employer, encouraged and financially supported Mr. Henry's pursuit of a one-year fellowship with the NEJDC.

UNIVERSITY OF MIAMI SCHOOL OF LAW

Health & Elder Law Clinic

Students in the **Health & Elder Law Clinic** represent indigent clients who have been referred by our interdisciplinary partners at the University of Miami Medical School. The students provide holistic representation to clients that typically encompasses a wide variety of public benefit programs such as Medicaid, Food Stamps, Social Security disability, as well as health-related immigration, housing, consumer and employment matters. The Clinic also focuses on preparing permanency planning documents for clients including wills, living wills, durable power of attorney and designation of health care surrogate documents as well as funeral directions and pre-need guardianships.

Between January 2008 and January 2009, the Clinic has successfully managed approximately 183 open cases including 23 Medicaid cases, 54 Social Security Supplemental Income claims, 50 Immigration and Naturalization cases and 20 Permanency Planning cases. In the past academic year, Clinic students have successfully represented 8 clients at Social Security Disability hearings before Administrative Law Judges resulting in back pay for the clients and ongoing monthly benefit payments. Students have also assisted clients in discharging medical debt.

On the immigration front, students have successfully assisted 14 clients obtain United States citizenship through the disability waiver process, and 4 clients obtain legal permanent residency. In spring 2009 two Clinic Fellows, Jessica Melia '09 and Daniel Whyte '09, conducted an individual merits hearing in Immigration Court on behalf of a client who sought a social membership asylum claim based on his sexual orientation and HIV status. The case was continued until September 2009 for the purpose of adding live expert testimony.

Along with representing clients in federal and state administrative hearings and courts, Clinic students further extend their outreach into the community by conducting "Know Your Rights" presentations and by training health and elder care professionals and social workers about how health care professionals can make a difference in a client's legal case.

MICHIGAN STATE UNIVERSITY

COLLEGE OF LAW

Tax Clinic

The tax clinicians in **MSU College of Law's Tax Clinic** have enjoyed a high degree of success in garnering approval from the Internal Revenue Service for very low dollar Offers in Compromise for their indigent clients. Eligible clients have been able to have significant tax debt cancelled in its entirety in exchange for their agreements to pay as little as \$100. The IRS's willingness to accept such a small amount as full payment for significant tax, penalty, and interest liabilities (sometimes totaling as much as \$50,000) is indicative of the true economic hardships – unrelenting ones at that – suffered by these clients. Tax clinicians learn how to prepare persuasive narratives documenting their clients' difficult life and economic circumstances, and clients who benefit from the students' advocacy can rest at ease, knowing that they no longer will be subjected to collections activity for these debts.

Chance at Childhood Clinic

This academic year the **Chance at Childhood (CAC) Clinic** will host 22 students from the MSU College of Law and the MSU School of Social Work. This will be our largest class to date. The CAC staff has submitted a bid to the State of Michigan Governor's Task Force on Children's Justice regarding statewide training for mandated reporters of child abuse. This project includes training, a public awareness campaign, and formal evaluation elements. The staff has also assisted in the preparation of a federal grant application pursuant to the Violence Against Children Act to fund training activities for child welfare workers. Further, the CAC is working on a federal Safe Havens Grant to develop a Parenting Time Exchange Center to serve the greater Lansing, Michigan community.

The CAC staff has recently made a number of presentations on mandated reporting issues to Michigan Friend of the Court personnel throughout the state. The staff will also be present at a statewide FOC conference in October. Moreover, staff will present two Continuing Education seminars in September regarding kinship care legal issues.

The CAC staff regularly participates in Michigan's statewide Court Improvement Project Committee and the Foster Care Rules Revision Workgroup. We also distribute numerous mandated reported brochures to agencies throughout the state.

The CAC staff is currently collecting data from a survey of CAC alumni regarding the CAC program's effectiveness. We are also collecting data from a statewide survey measuring the effectiveness of the CAC's Mandated Reported Pamphlets.

Rental Housing Clinic

The **Michigan State University (MSU) College of Law Rental Housing Clinic** announces the arrival of a new Staff Attorney, Professor **Elan Stavros Nichols**, who was a student clinician in the Law College's inaugural clinic at its MSU Campus, the Rental Housing Clinic, in 1999. Professor Nichols previously represented property rights advocacy groups in trial litigation and amicus appeals, as well as individuals and organizations consisting of landlords, builders, and realtors. She also clerked for the Michigan appeals courts, including former Michigan Supreme Court Chief Justice Clifford W. Taylor. Professor Nichols has published articles in several local and state legal and trade publications.

The **MSU College of Law Clinical Programs**, including the MSU Chance at Childhood Clinic (CAC), will celebrate the tenth anniversary of its Law Clinics on October 30, 2009, with a reception for the legal community, donors, clinician alumni, faculty, students, and others. The MSU College of Law Rental Housing Clinic and the MSU Chance at Childhood Clinic were the inaugural law clinic for MSU School of Law during

the 1999 academic year. Within ten years, the MSU College of Law Clinical Programs has grown from one to four clinics, and is anticipating the addition of three to five new or expanded programs within the next two academic years.

The **MSU College of Law Small Business and Nonprofit Clinic** is undergoing significant changes in the size and scope of services it delivers this year. As a result of a generous grant from the Lansing, Michigan Capital Region Community Foundation, the Clinic will expand its outreach opportunities. The Clinic has entered into a relationship with the Michigan Junior Achievement program to provide student clinicians as volunteer instructors in delivering a business-associated curriculum to high school students. The program involves eight one-hour lessons that provide students with basic knowledge of entrepreneurship and financial literacy. In addition, the Clinic has taken the opportunity to create an outreach program that will assist businesses in becoming more ecologically minded through a “Go Green” initiative. Student clinicians will provide outreach programs and perform Green Audits for businesses in an effort to reduce waste and enhance the environment. The grant also will support an Inventors and Innovators program that will entail delivery of outreach programs to groups and legal business services that will build upon the ideas of these enterprising people. To meet the increasing obligations of the grant and to expand both the services of the Clinic and the practical educational opportunities of MSU College of Law students, we have more than doubled the number of student clinician positions available to second- and third-year students. The Clinic’s approach is to immerse each student clinician into a law firm environment with the opportunity to work with multiple clients with multiple issues, as well as to give them the opportunity to research and present business topics of interest to community groups and individual entrepreneurs and nonprofit organizations.

University of Nevada, Las Vegas

William S. Boyd School of Law

New Clinics at UNLV

UNLV's Thomas & Mack Legal Clinic is buzzing with new energy as it opens its doors to two new clinics this fall, taught by the two newest members of the law school faculty. These newest clinics—an **Appellate Clinic** and a **Family Justice Clinic**—build on UNLV’s establishment of an **Innocence Clinic** and a **Mediation Clinic** last year. These clinics add to the roster of longer-standing UNLV clinics in **Juvenile Justice, Education Advocacy** and **Immigration**, as well as the **Nevada Immigrant Resource Project** and **Kid’s Court** programs housed in the clinic.

UNLV launched an Appellate Clinic this fall, taught by **Anne Traum**, an experienced appellate litigator who joined the faculty last year. Traum, who also teaches Criminal Procedure and writes about the role of courts in protecting the availability of habeas corpus, inaugurated the Appellate Clinic with ten students in a year-long clinic representing clients on appeals in the Ninth Circuit. Among its first cases are two petitions for review of Board of Immigration Appeals decisions affirming removal based on commission of aggravated felonies. The clinic is also working closely with the Nevada Supreme Court to take on pro bono appeals and hopes to be first law school clinic to practice before the Nevada Supreme Court.

The school also began a Family Justice Clinic, taught by **Ann Cammett**, who also joined the UNLV faculty last year after teaching in the Domestic Violence Clinic at Georgetown University Law Center. Cammett’s scholarship grows out of her extensive policy and community work on prisoner re-entry issues, and explores issues at the intersection of race, class, gender, the family, and criminal law. The Family Justice Clinic provides a broad range of family law representation to low-income clients for whom access to justice is limited. The clinic has a particular focus on prisoners and their families, clients engaged with immigration issues, and those affected by the child welfare system and other forms of state intervention.

As these two newest clinics at UNLV opened their doors, two other clinics that began last year enrolled their second generation of students. The Innocence Clinic began last year as part of a multi-state collaboration with the Rocky Mountain Innocence Center and law schools in Nevada, Wyoming and Utah. The Innocence Clinic is taught by **Kate Kruse**, who has nearly two decades of clinical teaching experience in a wide range of criminal and juvenile justice clinics at the University of Wisconsin and American University, Washington College of Law before joining the UNLV faculty in 2002. In addition to her well-known scholarship on client-centered representation and legal ethics, Kruse has explored issues of systemic reform in the criminal justice and juvenile justice systems. Last year, the charter class of twelve Innocence Clinic students began investigations in six claims of wrongful conviction made by Nevada prisoners and successfully pursued two legislative reform projects. Due to these efforts, Nevada's postconviction DNA testing statute has now been expanded from capital cases to apply to all category A&B felonies; and a statute has been passed requiring the preservation of biological evidence in all A&B felony cases until the defendant's sentence has concluded.

UNLV's Saltman Center for Dispute Resolution also began its second run of a Mediation Clinic created last spring by Saltman Center's Associate Director **Ray Patterson**, a seasoned mediator with previous experience implementing and supervising New York City's citizen-police mediation program and mentoring mediation students at Cardozo Law School and NYU's School of Continuing and Professional Studies. Last spring, the clinic gave students the opportunity to mediate disputes in bankruptcy and small claims court. The clinic expands its reach this fall with a family court placement, in which students mediate all aspects of divorce cases.

Marty Geer did a joint presentation at the 5th Worldwide Conference of the Global Alliance for Justice Education in the Philippines last December with Dr. Ved Kumari from the University of Delhi, Delhi, India, on Women in Prison: Law School Responses.

Leticia Saucedo participated in Masculinities and the Law, a roundtable discussion at Emory Law School among legal scholars from all over the world of masculinities and their effects in several areas of society and the law.

David Thronson presented to the National Center for State Courts, Conference of Chief Justices on the topic of *Fairness and Access to Justice for All: Managing the Effects of Immigration and Diverse Cultures on the State Courts*, Santa Fe, NM, August 4, 2009.



Tamar Birckhead has made several presentations recently:

- Speaker, "Toward a Theory of Procedural Justice for Juveniles," Children and the Law Junior Faculty Workshop", Washington & Lee University School of Law, Lexington, VA., July 16-17, 2009 (selected through blind peer-review process)
- Invited Participant, Georgetown Summer Institute on Clinical Teaching, Georgetown University Law Center, Washington, D.C., June 22–25, 2009
- Speaker, "Toward a Theory of Procedural Justice for Juveniles," Faculty Workshop Series, UNC School of Law, June 11, 2009
- Panelist, "Toward a Theory of Procedural Justice for Juveniles," Law and Society Association Annual Meeting, Denver, Colo., May 29, 2009

BLUHM LEGAL CLINIC**Northwestern Law Helps Establish Guidelines for Securities Arbitration Clinics**

Guidelines for establishing a securities arbitration clinic have been published by Northwestern University School of Law in cooperation with the Financial Industry Regulatory Authority (FINRA). FINRA is the independent agency that manages the arbitration and mediation programs previously handled by the National Association of Securities Dealers, the New York Stock Exchange, and other stock exchanges.

The co-authors of *Guidelines for Establishing a Law School Investor Advocacy Clinic* are **J. Samuel Tenenbaum** and **THOMAS MORSCH**, both faculty members in Northwestern Law's Bluhm Legal Clinic. Professor Tenenbaum is the founder and director of **Northwestern's Investor Protection Clinic**. Professor Morsch is the founder and emeritus director of its Small Business Opportunity Center and an active commercial arbitrator.

The authors received valuable assistance in this effort from the professional staff of FINRA and from their colleague and former dean **David S. Ruder**, who served as chair of the U. S. Securities and Exchange Commission from 1987 to 1989. Sample syllabi and other helpful materials and information were furnished by other law school clinicians including **Barbara Black**, University of Cincinnati College of Law, **Jill Gross**, Pace University School of Law, **William Jacobson**, Cornell Law School, and **Alice Stewart**, Duquesne University School of Law.

Law schools interested in establishing investor protection clinics may wish to contact either of the authors or the FINRA Investor Education Foundation at www.FINRAFoundation.org for further information and suggestions regarding start-up funding.

Former Death Row Inmate, Ronald Kitchen, Released from Prison

After spending 21 years in prison, Ronald Kitchen was released on July 7, 2009. Faculty and students of the Bluhm Legal Clinic have represented Mr. Kitchen since 2000. More than 60 law students have worked on Kitchen's case. The students worked under the supervision of Professors **Thomas Geraghty** and **Carolyn Frazier**.

Kitchen's release was the result of the Illinois Attorney General's decision to dismiss the case, which rested on a coerced statement and the unreliable testimony of a jail-house snitch. A video of Kitchen's release and interviews with Kitchen and his lawyers can be found at <http://www.youtube.com/watch?v=HFSw5To3Qa0>

**Skadden, Arps Gives One Million Dollar Gift in Support
of Penn Law School's Transnational Legal Clinic**

Skadden, Arps, Slate, Meagher & Flom and its partners have given a generous, one million dollar gift to **Penn Law School's Transnational Legal Clinic** in honor of Robert C. Sheehan, Penn Law class of 1969, who recently ended his 15-year tenure as executive partner of the law firm. The gift will help support and en-

hance the important asylum and international human rights work of the Transnational Legal Clinic which is taught by **Sarah Paoletti**. Earlier this year, Sheehan received the Pro Bono Institute's Laurie D. Zelon Award from U.S. Supreme Court Justice Ruth Bader Ginsburg in recognition of his exemplary pro bono service.



A new Immigration Clinic has been established at Roger Williams University School of Law, which is directed by **Mary Patricia Holper**. The students participating in the clinic will be involved in the following activities:

- *Direct Client Representation*. Students will represent noncitizens (detained and non-detained) in their applications for relief from removal before the Immigration Court in Boston. They will argue bond motions for detained clients, conduct direct examination of witnesses, raise evidentiary objections and argue points of law.
- *Case Preparation*. Students will research and write motions and memoranda of law, gather documents in support of applications for relief from removal, interview witnesses, draft affidavits and research human rights issues in the countries of removal. Students also will prepare applications for benefits and represent non-citizens in their interviews for such benefits before the local U.S. Citizenship and Immigration Services (CIS) office.
- *Community Outreach*. Students will conduct "Know Your Rights" presentations for immigrant communities in Rhode Island and for noncitizens who are detained by the Immigration and Customs Enforcement (ICE) in the nearby Bristol County House of Corrections in North Dartmouth, Massachusetts.
- *Classroom Instruction*. Each week, students will participate in exercises designed to develop their lawyering and trial skills while enhancing their understanding of the lawyer's role in the process handling substantive, ethical and policy issues.

RUTGERS SCHOOL OF LAW-NEWARK

Big Attorneys' Fee Win for Rutgers-Newark Clinic

The Third Circuit Court of Appeals has upheld a substantial fee award for the **Constitutional Litigation Clinic** in a case in which the Clinic won only \$1 on its substantive federal RFRA claim. Jama v. Esmor Correctional Services, 2009WL2449604 (8/12/09).

Although the appellate court remanded the case to the District Court in Newark for a recalculation of the \$642,000 fee award, the 2-1 opinion upheld the authority of the Judge to base an award on the public importance of the case and the relationship of the facts involved in the RFRA claim to the independent state claim on which the plaintiff had been awarded \$100,000 in compensatory damages.

The majority rejected the defendants' claim that under the Supreme Court's 5-4 decision in Farrar v. Hobby a court could not award statutory fees where the plaintiff won only nominal damages. The majority relied on the concurring opinion of Justice Sandra Day O'Connor in Farrar.

The Circuit held that under O'Connor's opinion, the plaintiff's degree of success is measured not only by the damages awarded. It said the court "must also look to other factors in assessing success, including the significance of the legal issue decided and whether the decision accomplished some public good." On remand, the court said that the District Judge could also take into account whether the plaintiff's success on her state law claim "independently informed the degree of her success" on her federal claim.

In a footnote, the majority stated:

We do not agree with [the dissent] that a nominal award on a RFRA claim necessarily amounted to a technical and de minimis victory. The jury found that [the defendants] violated Jama's rights by substantially burdening her exercise of religion. The impact on such a violation in a victim may be uniquely difficult to express in monetary terms, but the significance of the right vindicated and the purpose served by the litigation cannot be overlooked and, especially in the prison setting, should not be diminished,.

Plaintiff's lead counsel, Clinical Professor **Penny Venetis**, had argued that the violation of the plaintiff's religious freedom had also infused her pendent state law claims on which she was awarded \$100,000 in damages. The other eight plaintiffs had settled their claims before the case went to the jury. The attorneys' fee award is to be shared by the Clinic and co-counsel volunteer attorneys from the law firm of Debevoise and Plimpton.



The Legal Clinic at Saint Louis University School of Law has expanded, both in physical space and in number of faculty. In January, the Clinic moved into its new addition which, when coupled with renovations to the existing facility, provides for a new student workroom, a conference room and new faculty offices. The Clinic also has all new student computers.

The new space was filled immediately with the hiring of two additional clinic faculty members. **Dana Malkus**, who served as an associate at the law firm of Lewis Rice Fingersh after clerking for a federal district court judge, is starting a new Community and Economic Development Clinic. **Brendan Roediger**, who most recently served as an instructor at Washington University's Civil Justice Clinic and prior to that was a legal aid attorney, will supervise students in the Litigation Clinic.



Students, faculty and staff of the Legal Clinic gather for the start of the fall semester outside the recently expanded and renovated Clinic at Saint Louis University School of Law

SETON HALL LAW

The **Center for Social Justice (Immigration & Human Rights Clinic)** has continued to secure victories for immigrant clients, including three recent cases involving women fleeing gender-based violence in various nations. The Center (Professors **Lori Nessel**, **Bryan Lonagan** and Fellow **Leena Khandwala**) secured asylum for a woman from the Democratic Republic of Congo who had been imprisoned, tortured, and raped by government-controlled militia. It also won asylum for a woman from Trinidad, who suffered horrible domestic violence for more than a decade by her common law husband in a nation that fails to protect victims of domestic violence. Most recently, the Center obtained affirmative asylum for a Gambian high profile member of the opposition United Democratic Party (UDP) who suffered extensive political oppression and abuse at the hands of the Gambian government.

In September 2008, the **Center for Social Justice at Seton Hall Law School (Civil Litigation Clinic)** filed *Colon v. Passaic County, et al.*, a putative class action brought on behalf of inmates at the Passaic County Jail (“PCJ”) in Paterson. The CSJ filed a complaint challenging unconstitutional conditions that have persisted at the jail for decades, including massive overcrowding, the lack of a fire suppression system, a pattern of beatings by correction officers, inadequate medical and mental health care, and inmates’ inability to practice their respective religions. In June 2009, the case was certified as a class action and the State defendant’s motion to dismiss was denied. The case has received significant media coverage, including Professor **Emily Goldberg**’s appearance on the NJN legal affairs television show, “Due Process.” In March 2009, Professor Goldberg received the ACLU-NJ’s inaugural “Legal Leadership Award” in recognition of her work on the PCJ case.

The **Family Law Clinic** obtained a favorable decision on behalf of a client in a matter involving the innocent taxpayer provisions of the Internal Revenue Code. The IRS attempted to collect back taxes from the client based on unreported income from her former husband during the years they filed jointly. Professor **Kevin Kelly** and the Clinic students filed a Petition for Innocent Spouse Relief with the IRS for 2004 and 2006. The Clinic provided evidence showing that both before and after her divorce, the client was continually harassed by her former husband, forcing her to move back and forth between a battered women’s shelter and various apartments while caring for her young son. In June 2009, the IRS issued a decision granting relief for the 2006 tax year. The 2004 application is still pending.

Clinical Teaching Fellow **Leena Khandwala** wrote an op-ed entitled *Stop Tearing Immigrant Mothers Away From the Their Children* to highlight the plight of immigrant Mothers, which was published on Mother’s Day 2009 in a wide range of online and print publications, including The Progressive, McClatchydc.com, USA Today and The Monitor (TX).

Former Practitioner-in-Residence, **Bassina Farbenblum** and Seton Hall Law students Jessica Jansyn (’10), Lauren Aach (’10), and Juanita Lasprilla (’08) wrote a report that was released in April 2009, entitled *Crossing the Line: Damaging Immigration and Enforcement Practices by New Jersey Police Following Attorney General Law Enforcement Directive 2007-3* for the International Human Rights/Rule of Law Project (IHR Project) (available at http://law.shu.edu/ProgramsCenters/PublicIntGovServ/upload/crossing_the_line.pdf). The N.J. Attorney General issued a directive in 2007 announcing a new immigration enforcement role for the State’s local, county and State police. The directive orders police to question individuals about their immigration status upon arrest for a serious crime. Police are required to refer the individuals to the Immigration and Customs Enforcement agency (“ICE”) if the officers have a “reason to believe” that the individuals may be undocumented immigrants. The directive was completely silent, however, as to whether police should question a person about her immigration status and refer her to ICE in other contexts such as traffic stops, or encounters on the street. The Attorney General was skeptical of criticism from immigrant advocates regarding the impact of the directive. This report presents testimony from 68 individuals referred to ICE when only a minor offense or no offense was charged to demonstrate to the Attorney General the deleterious impact of her directive. The report also makes recommendations for improving the law enforcement efforts to better protect the rights of all immigrants.



PA Innocence Project Launched at Temple Law School

Now in its first semester, the Temple Innocence Project Clinic gives law students the opportunity to review and investigate actual claims of innocence on behalf of Pennsylvania inmates, and where appropriate, pursue their exoneration and release from prison. Students review criminal files, work with investigators and other lawyers, interview clients and witnesses, and prepare documents and memoranda. The clinic's classroom component grounds students in the relevant substantive and procedural law including raising claims of innocence under Pennsylvania law, preserving claims for federal review, investigative techniques, DNA and other scientific evidence, the state and federal rules governing admissibility of such evidence, and the ethical issues common to this practice area.



Legal Director, **Marissa Boyers Bluestine**, will teach the clinic and supervise clinical students. As an Assistant Defender at the Defender Association of Philadelphia for more than ten years, Bluestine tried innumerable cases representing clients accused of crimes where eyewitness testimony was central to the evidence against them. She has also actively advocated for improved procedures to avoid wrongful convictions. A member of the Board of Directors for the Pennsylvania Association of Criminal Defense Lawyers, Bluestine lectures across the state on issues related to criminal defense.

Initiated last spring, the PA Innocence Project, housed at Temple University Beasley School of Law, works to identify, and then exonerate, Pennsylvania inmates who have been wrongfully convicted despite their actual innocence. It will also advocate for reforms of the criminal justice system and the adoption of best practices throughout the Commonwealth. The Project is the result of the combined efforts of the private bar and the local law schools as well as the contributions of the Pennsylvania Commission on Crime and Delinquency, the Independence Foundation and others. Pennsylvania joins more than 50 other innocence projects nationwide dedicated to securing freedom for persons imprisoned for crimes they did not commit.



Greetings from the foothills of the Great Smoky Mountains. We're hustling away here. First, with retirements and departures we will be hiring extensively in the next few years, with as many as three new folks coming on board in the next few years. We are on the market this Fall, so look for our announcement on the Clinic Listserve and contact **Ben Barton** (bbarton@utk.edu) if you or anyone you know might be interested. We are looking for laterals as well as newbies.

We are also starting up three new clinics this year, so the administrative issues have been quite daunting. First, thanks to a grant from the American College of Trusts and Estate Counsel we are starting up a

Wills Clinic for the first time this year. The Clinic is a joint project of our exceptional doctrinal colleague **Amy Hess**, **Paula Williams** and a great adjunct professor named **Barbara Johnson**. Amy and Barbara have long worked together on the regular updates to Bogert's *Law of Trusts and Trustees*, the leading treatise in the area.

The Clinic is basically Amy's baby. She worked with Ben Barton to ask ACTEC for the grant and she recruited Barbara to help. She and Barbara have been busily working away creating a forms manual, selecting cases and teaching the weekly class that goes with the casework. The response so far has been exceptional. We have a long list of potential clients and the clinic itself had a 12-person waiting list in its very first semester. We are extremely fortunate at Tennessee to work with doctrinal faculty members that share our passion for clinical teaching and our social justice mission.

The same is true of our new **Innocence Project/Wrongful Convictions Clinic**. Eight years ago we had a fully volunteer student organization called the Tennessee Innocence Project. For a while it flourished, but over time the demands of the casework coupled with the crippling volume of intake led to the collapse of the organization three years ago. Professor **Dwight Aarons** teaches criminal procedure and a death penalty seminar and he asked Ben Barton whether we could restart the Innocence Project.

Many meetings later we have a reformed project that will run as a clinic. Dwight is teaching a wrongful convictions seminar this semester and we have hired four local criminal attorneys – Wade Davies, Stephen Johnson, Gianna Maio and Rob Kurtz – to help with the casework. We are extremely fortunate to have gotten these adjuncts. They were all involved in the original project as students or volunteers and are among the very best criminal defense lawyers in the state of Tennessee. The students have an opening caseload of cases that they will be investigating and hopefully eventually filing post-conviction cases. Again, the response from the students and the local bar has been tremendous.

We are also thrilled to announce that **Dean Rivkin** is teaching a new year long class entitled "Public Interest Lawyering: An Education Law Practicum." The fieldwork/service learning component of the course focuses on issues related to what has been termed "The-School-To-Prison-Pipeline." These issues may include projects and cases related to truancy, alternative education, juvenile court-involved youth, youth in institutions, school discipline, school resource officers and special education matters, particularly the provision of appropriate services to students with mental and emotional disabilities. Dean also envisions opportunities to work with experienced area practitioners, including members of the College of Law's CAN-LEARN Project (Children's Advocacy Network--Lawyers Education Advocacy Resource Network.).

We are super proud of our colleague **Jerry Black**, who is President-Elect of the Tennessee Association of Criminal Defense Attorneys ("TACDL"). Jerry has been an active member of TACDL for years and is thrilled to have a chance to lead an organization that has done so much for the cause of justice in Tennessee over these years. It does mean more meetings for the poor guy, but it is well worth it!

Karla McKanders had another great summer. She and Dean Rivkin were part of a panel entitled "Coaching Millennials: Re-examining the Foundations and Future of Clinical Legal Education in Teaching to a New Generation" at the Clinic Conference in Cleveland. She led a CLE for local criminal defense attorneys entitled "Sixth Amendment or Not: Protecting Your Client from Deportation" here in Knoxville in May. She also presented her paper entitled "Immigration Fugitive and Federal Authority Over Mass Immigration Deportations" at the SEALS conference in August. Last, but not least, her article entitled "The Constitutionality of State and Local Laws Targeting Immigrants" came out in the Arkansas Little Rock Law Journal and she has another article circulating for publication. Whew! This is all on top of integrating an immigration caseload into our traditional civil and criminal cases here in the Advocacy Clinic. In short, Karla had a tremendous first year.

Dean Rivkin has been up to even more than his new Clinic. He moderated a panel entitled "New Visions and Voices: Pedagogical and Other Innovations" at the Southeastern Clinician's day of panels at the SEALS Conference this summer. He also had two law review articles accepted for publication this summer, "Strip-Mining and Grassroots Resistance in Appalachia: Community Lawyering For Environmental Justice," 1 Los Angeles Public Interest Law Journal vol. 2 (forthcoming 2009 – coauthored with Christopher Irwin and Anne Passino) and "Decriminalizing Students With Disabilities," 54 New York Law School Law Review ____

(forthcoming 2010). As per usual Dean serves as a model and a mentor for the rest of us.

We are missing **Paula Williams** as she visits up at George Washington. Nevertheless, Paula had a typically busy summer, speaking at SEALS on a panel entitled “New Visions and Voices: Pedagogical and Other Innovations” and preparing her cases for her year away. We were fortunate to attract **Brian Krumm**, a local practitioner and long time adjunct professor here at the law school to step in and cover Paula in the Business Clinic this year.

Becky Jacobs remains invaluable. She is teaching both mediation clinic and an environmental practicum next semester. She has taken over as the chair of the board for the Knox County Community Mediation Center. She spent a chunk of the summer teaching in UT’s Rio De Janeiro program (hardship posting, eh?) and moderated a panel on study abroad programs at this summer’s SEALS Conference. She’s Parliamentarian for the University of Tennessee’s Faculty Senate (which actually is a hardship!). Last but not least she placed “Often Wrong, Never in Doubt: How Expectancy Bias Against Arbitration May Limit Access to Justice,” *Me L. Rev.* ____ (2009). So, she’s got too many jobs, but is great at each of them.

Our longstanding colleague **Gary Anderson** retired this spring after more than forty years in clinical teaching. He’s coached our trial moot court teams, pursued dozens of high profile post-conviction cases, taught in every part of the clinic and most recently has run our prosecutorial and public defender externships. He’s been a model for all of us, and he will be dearly missed. Next year Dean (and old clinic hand) **Doug Blaze** will be taking over our externship programs, which will obviously be a boost to those programs and our clinical programs as a whole.

Ben Barton is entering his third year as director. With all of the new clinics and the turnover it has been a busy but exciting time for him and the program as a whole. This Summer Ben organized a substantial portion of the programming at the annual SEALS Conference. First, he and Mae Quinn organized the day long Southeastern Clinicians Conference, which was a tremendous success. An amazing list of presenters and moderators, including Kimberly Bart, Ben Barton, Doug Blaze, Tucker Carrington, Andrea Dennis, Michele Drumbl, Margareth Etienne, Kris Henning, Emily Hughes, Sue Kay, Kate Kruse, David Patton, Michael Pinar, Mae Quinn, Dean Rivkin, Leticia Saucedo, and Paula Williams all presented. Predictably with that group of folks, it was a tremendous success. Ben presented on a panel entitled “Taking it to Scale: Best Practices and Beyond in the 21st Century.” Ben is at it again for 2010 and is already putting together the panels for that conference.

Ben also worked on a full day of programming entitled “An Introduction to the Nuts & Bolts of Empirical Legal Research.” Ben organized four full “how to” empirical panels, moderated one of the panels and co-directed a workshop for empirical paper submissions with Lori Ringhand of Georgia.

We’re also pleased to note that Fall 2009 is the best semester in recent memory for Clinic registration. Including the summer clinic we have more than half of our graduating class taking a clinic or practicum this Fall. As such, we may be a few years early in our goal of having every graduating student take a Clinic. We’re working towards a full on Clinic requirement and we’ll keep you posted along the way.



A new clinic, the Family Alternative Dispute Resolution Clinic, co-directed by Kimberly Emery and Richard Balnave, has been established at the University of Virginia School of Law. Three students from UVA’s graduate program in Clinical Psychology will join students enrolled in the course.

Family Alternative Dispute Resolution Clinic-This yearlong clinical course is open to 2L and 3L students. The course will focus on two alternative dispute resolution methods used to resolve conflicts involving families and children – mediation and collaborative law practice.

The family disputes will include child custody, visitation, financial support, equitable distribution of property, and related issues. This clinic is particularly appropriate for students who like to problem solve and who would want to enhance their negotiation skills--skills which are critically important in a wide variety of substantive law areas. In traditional family law practice, lawyers represent their clients by negotiating issues or litigating the cases in court if negotiations fail. Court trials are adversarial, and the outcomes are decided by judges, rather than by the parties. The litigation model of resolving family disputes can be harmful to children and frequently lessens the parties' willingness to cooperate as parents. In response to the shortcomings of adversarial litigation, family disputes are increasingly resolved through alternative dispute resolution where the best interests of the child is the guiding focus of the parties and the process. In this clinic, law students will serve, not as attorneys representing clients, but as neutral facilitators assisting their clients to develop mutually agreeable resolutions to their disputes.

Students will complete a 20 hour Basic Mediation training program approved by the Supreme Court of Virginia. Students will have the opportunity to observe several family mediation sessions before serving as co-mediators with experienced, certified family mediators to help parties in conflict. The supervising attorney-mediators will prepare and accompany law students to all mediation sessions, however, students will be expected to work directly with their clients to brainstorm and problem-solve and to take the initiative and guide their clients through the mediation process. The clinic will partner with the local Juvenile and Domestic Relations Courts and the Mediation Center of Charlottesville to receive family mediation referrals. In the collaborative law practice cases, law students and their supervising attorneys will provide legal representation to clients wishing to use the collaborative process as a way to resolve their family law issues. Clients will be individuals of limited income, referred to the clinic by the Central Virginia Legal Aid Society.

The supervisor - law student team from the clinic will represent the referred spouse or parent while the adverse party will be represented by local pro bono collaborative counsel. The clients and their attorneys will commit to try to resolve the existing issues through cooperation, rather than through litigation and will sign a contract stipulating that the attorneys agree to withdraw and not to represent either party in subsequent litigation should the collaborative process fail. Supervision of students in both mediation and collaborative practice cases will be provided by Ms. Emery and Mr. Balnave during both the fall and spring semesters. In addition to the direct supervision of students involved in mediations or collaborative practice cases, instruction will be provided during a weekly clinical seminar during the fall semester.

Classroom sessions will address the concepts and values of mediation and collaborative practice including, the appropriateness of these ADR methods for cases involving issues of domestic violence; psychological issues involved in resolving family disputes; the ethical issues particular to alternative dispute resolution practices; the laws governing mediation or collaborative practice; as well as the substantive law of child custody, visitation, child and spousal support and equitable distribution of property. This clinic will provide students with the opportunity to learn and practice effective communication skills, including how to facilitate communication between adverse parties. They will improve their ability to listen non-judgmentally and to paraphrase and reframe information in a positive way. In addition, students will learn to be neutral problem-solvers who assist clients to understand their interests rather than their positions, to develop mutually agreeable alternatives, to assess proposed solutions, to provide legal information and evaluation when appropriate, and to draft agree

Wake Forest University
School of Law

Kate Mewhinney was invited by the United Nations to participate in its first Expert Group Meeting on the Rights of Older Persons, held in Bonn, Germany from May 4-8, 2009. For the meeting report, see www.un.org/esa/socdev/ageing/impl_map.html. In July, she gave a talk entitled "Guardianship and Pro-

Bate Mediation Before the Clerk of Court.” at the 30th Annual Estate Planning and Fiduciary Law Program of the N.C. Bar Association Estate Planning and Fiduciary Law Section. The program took place at Kiawah Island, South Carolina.



UW Clinics Celebrate 30 Years on February 5, 2010

In 1979, Professor **Charles Z. Smith** (now retired Justice of the Washington Supreme Court) launched the University District Defender Services, giving ten UWLS students valuable experience in criminal defense. Subsequently, Professor **Alan Kirtley** established the Clinical Law Program and over almost a quarter century expanded it into eleven clinics of diverse and interdisciplinary scope. Today more than 110 students per year enroll in clinics and nearly 60% of UWLS JD students have clinic experience upon graduation. Clinical education is now part of the curriculum and central to the School’s commitment to public service. On Friday, February 5, 2010, the Clinical Law Program celebrates these 30 years with a day of Continuing Legal Education (*Professionalism in Practice: Ethics in Action*) in William H. Gates Hall followed by a reception at the Burke Museum. Jenny Durkan will be the keynote speaker.

UW Children and Youth Advocacy Clinic’s Court Improvement Project Expands Website

The University of Washington Children and Youth Advocacy Clinic’s Court Improvement Training Academy (CITA) is collaborating with Dee Wilson at the University of Washington School of Social Work to provide “The Sounding Board Archives” on its website (www.uwcita.org). The Sounding Board Archives provides news and reviews of research on critical topics in Child Welfare, such as Domestic Violence, Drug Use, Out of Home Placement, and others.

Ninth Circuit Judge Betty Fletcher Keynotes UW Immigration Law Clinic’s 2008-2009 Celebration

Judge Betty Binns Fletcher of the U.S. Ninth Circuit Court of Appeals was the keynote speaker for the UW Immigration Law Clinic’s March 2009 annual reception celebrating the 2008-2009 clinic year. Judge Fletcher called the plight of immigrants “among the most tragic in our society” and applauded the work of the clinic in training future attorneys to work at the trial level, where cases are most often lost due to lack of (or poor) representation.

MacArthur Foundation Models for Change Grant Awarded to Ron Whitener, Director of the Tribal Court Public Defense Clinic at UWLS

Ron Whitener, Director of the Tribal Court Public Defense Clinic at UWLS, was awarded a MacArthur Foundation Models for Change grant to identify strong programs and areas of need for Washington State tribal juvenile justice programs. This project will assess tribal juvenile justice programs including identification of cutting edge projects being implemented and persistent areas of need in the areas of mental health and alternatives to incarceration. At the conclusion of this grant, projects will be identified and funding sought to implement new, research-guided tribal juvenile justice programs. The grant was guided by advisors from the Colville, Puyallup, and Tulalip Tribes and Washington State Legal Services.



Washington University School of Law Clinical Program

Another Clinic Victory for the Environment

The **Interdisciplinary Environmental Clinic** won another victory for the environment this summer when the 8th Circuit refused to allow a group of industrial companies to intervene in a Clean Water Act enforcement case where the companies were not interested in enforcement of the Act. Although many students and faculty worked on the case, IEC student Sarah B. Kovenock (JD 09) argued the matter, *United States v. Metropolitan St. Louis Sewer District*, the day before her graduation this past May.

The case began in 2007, when the Missouri Coalition for the Environment, represented by the IEC, gave notice of its intent to sue the Metropolitan St. Louis Sewer District, alleging numerous illegal discharges of untreated sewage into area rivers and streams. The St. Louis sewer system dates from the mid-1800s and many parts of the system are badly in need of repair and upgrades. The EPA and Missouri Department of Natural Resources then brought an enforcement action against MSD, joined by the Coalition, over these violations.

A group of local industrial corporations sought to intervene in the lawsuit, citing a fear that if the Clean Water Act were enforced, they might have to pay more for treatment of their sewage. The district court found that the companies lacked standing to sue in part because the companies claimed to be uninterested in the main issue in the lawsuit, the enforcement of the Clean Water Act. The Eighth Circuit Court of Appeals, at the urging of the EPA and the Coalition, affirmed this ruling.

Intellectual Property and Nonprofit Organizations Clinic

Another of the IPNO's clients, The Urban Studio Café, is open for business. Located in Old North St. Louis, in addition to serving coffee and baked goods, the café offers free wi-fi. And a place for group meetings and events. The Urban Studio Café is a non-profit venture through a local community organization called Grace Hill. Proceeds from coffee shop sales support after-school and summer arts programming. Urban Studio Café is a Skandalaris Center Social Entrepreneurship and Innovation Competition award recipient which led to a start-up grant from the Incarnate Word Foundation. For more information about the Café, visit its website at www.urbanstudiocafe.org or follow its blog at www.theurbanstudio.org.

New Directions in ADR and Clinical Education Scholarship Roundtable

Washington University Law's Clinical Education Program, Dispute Resolution Program, and Washington University Journal of Law & Policy are combining forces to organize and host another Scholarship roundtable on November 12-13, 2009. Authors include: Beryl Blaustone and Carmen Huertas (CUNY); Bob Dinerstein (American); Kimberly Emory (Virginia); Jeffrey (Griffith); Paul Holland (Seattle); John Hyman (Rutgers); Carol Izumi (George Washington); Peggy Maisel (Florida International); Bob Seibel (California Western); Eva Rodriguez (GAJE, El Salvador); James Stark (Connecticut); Doug Frenkel (U. Pennsylvania). Commentators will include Peter Joy, Bob Kuehn, Liz Hubertz, Mae Quinn, Rebecca Hollander-Blumoff, and Sarah Jane Forman.

Other Clinic Faculty Organizing Activities

Mae Quinn, along with her University of Tennessee colleague **Ben Barton**, brought together clinicians and non-clinicians from around the country for a revival of the southeastern clinician's regional work-

shop. Held as a day-long session at SEALS, the program featured four panels on a variety of cross-cutting topics. Emily Hughes participated in “Taking it to Scale: Best Practices and Beyond in the 21st Century,” a panel that explored teaching best practices in the 21st Century. Mae Quinn was part of a panel entitled “Juvenile Justice: A Plurality of Perspectives on Persistent Problems” that included clinicians and non-clinicians looking at the juvenile justice system from a variety of vantage points.

WESTERN STATE UNIVERSITY COLLEGE OF LAW

Terence Roberts, Director of the Western State University College of Law Civil Practice Clinic is pleased to announce that Western State University, College of Law (Fullerton, California) was granted full accreditation by the ABA at the annual meeting in August. After a monumental 12 year battle with accreditation, including a successful lawsuit against ABA, ten site visits (that’s right ten), we succeeded. We are very proud to join the ranks of the fully accredited.

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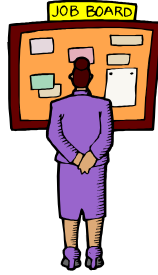


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POSITION ANNOUNCEMENTS



AMERICAN UNIVERSITY WASHINGTON COLLEGE OF LAW

Tenure-Track Clinical Faculty

American University Washington College of Law seeks applications for a tenure-track clinical faculty position. Washington College of Law's in-house, "live-client" Clinical Program is nationally recognized for its leadership in scholarship, development of clinical methodology, contributions to increasing access to justice for under-served clients and breadth of offerings. The Washington College of Law currently has nine live-client clinical offerings in the areas of community and economic development, criminal justice, disability, domestic violence, general practice, intellectual property, international human rights, taxation, and women and the law.

Minimum qualifications include a J.D. degree, three years' experience as a lawyer, a commitment to clinical teaching, and a demonstration of scholarly interest in one or more fields of law.

American University Washington College of Law is committed to a diverse faculty, staff and student body and encourages the applications of women and minorities. American University is an EEO/AA employer. Review of applications will begin shortly. Appointments will be for the 2010-2011 academic year.

All inquiries should be by mail; please do not contact committee members by phone. Although there is no formal deadline, we will begin interviewing candidates for tenure-track positions early in the fall, so interested persons are encouraged to apply as soon as possible. All applicants should submit a cover letter and resume to:

Professor Angela Davis
Chair, Faculty Appointments Committee
American University
Washington College of Law
4801 Massachusetts Avenue, N.W.
Washington, D.C. 20016

or send e-mail with cover letter, resume, and other supporting material as attachments to farhad@wcl.american.edu



Director, Immigrant Rights Clinic

THE UNIVERSITY OF BALTIMORE SCHOOL OF LAW seeks candidates with an interest in directing UB's Immigrant Rights Clinic. The position is tenured or tenure-track and would begin in the 2010-2011 academic year. We invite applications from candidates who have a distinguished academic background, a record of or the promise of both teaching excellence and scholarly distinction, and a commitment to service in the law school and the community.

Applicants are encouraged to apply as soon as possible to receive full consideration. In keeping with its commitment to a diverse faculty, the law school welcomes applications from all qualified candidates and encourages women and minorities to apply.

Contact Elizabeth J. Samuels, Chair, Faculty Appointments Committee, The University of Baltimore School of Law, 1420 North Charles Street, Baltimore, MD 21201-5779, esamuels@ubalt.edu.



Civil Litigation and Mediation Clinic

Case Western Reserve University School of Law Milton A. Kramer Law Clinic Center invites applications from entry-level and lateral candidates for at least one tenure-track or tenured faculty position teaching in the Civil Litigation and Mediation Clinic beginning in the 2010-2011 academic year. For tenure-track candidates, we seek individuals with distinguished academic records and at least 3 years of relevant practice experience (which can include practice in a clinical setting). The successful candidate preferably will have two years of teaching experience, as well as a strong commitment to clinical legal education and teaching. Areas of focus for this clinic will be defined, in part, by the interest of faculty joining our program. To be eligible for a tenured appointment, the candidate must have prior law school teaching experience and a distinguished record of scholarship and contributions to the profession consistent with the law school's established guidelines for tenure.

The Milton A. Kramer Law clinic Center currently includes the Civil Litigation and Mediation Clinic, Community Development Clinic, Criminal Justice Clinic and Health Law Clinic. The Clinic Center has eight faculty who co-teach in teams of two. Case Western Reserve University is an equal opportunity, affirmative action employer and encourages nominations of and applications from women and minority candidates. Interested candidates should send a CV and cover letter to Professor Michael Scharf, Chair of Appointments Committee, Case Western Reserve University School of Law, 11075 East Boulevard, Cleveland, OH 44106



Assistant/Associate Clinical Professor Intellectual and Entrepreneurship Law Clinic

The University of Connecticut School of Law solicits applications for an assistant/ associate clinical professor of law to serve as a supervising attorney in the Intellectual Property and Entrepreneurship Law Clinic beginning January 1, 2010. The position is subject to the Law School's policy on long-term renewable contracts for clinical faculty, which complies with ABA Standard 405(c).

An excellent academic record, significant law practice and/or clinical teaching experience, demonstrated research and writing ability, and membership in the Connecticut bar or the ability to become a member within one year of hire, are required. The ideal candidate will also have significant intellectual property experience, some transactional business-lawyering experience, and be a member of the Patent Bar. Salary and rank are commensurate with qualifications and experience.

Potential candidates with questions regarding the position itself, their qualifications, or any related matter are encouraged to contact Associate Professor Hillary Greene, Director of the Intellectual Property and Entrepreneurship Law Clinic at hillary.greene@law.uconn.edu, (860) 570-5211.

Applicants should send a letter of interest and resume to Ms. Kathleen Lombardi, Program Coordinator, Intellectual Property and Entrepreneurship Law Clinic, at kathleen.lombardi@law.uconn.edu, (860) 728-2104.

The University of Connecticut encourages applications from under-represented groups including minorities, women and people with disabilities.



TWO FULL TIME TENURE-TRACK CLINIC FACULTY

Criminal Defense Clinic

Transactional/Community Economic Development (CED) Clinic

The University of Denver Sturm College of Law is seeking applications for two tenure-track clinical positions to work in our Student Law Office – one in our criminal defense clinic and one in a newly established transactional/community economic development (CED) clinic in our Student Law Office. The Student Law Office currently houses five clinical programs including a Civil Rights Clinic, a Criminal Defense Clinic, a Mediation Clinic, a Community Law Clinic, and an Environmental Law Clinic. The Criminal Defense Clinician will collaborate with another faculty member and students to provide legal services to indigent clients charged with criminal offenses. The Transactional/CED Clinician, in collaboration with a transactional/CED fellow, will be responsible for designing, creating and implementing a new Transactional/CED Clinic. The

clinic may provide legal services for a variety of clients including non-profits, small businesses and other community groups. The duties of tenure-track faculty teaching in our clinics include collaboration with other faculty, direct supervision of second and third-year students as they represent clients and participate in community projects, as well as curriculum development, and classroom teaching.

For more information or to apply for these positions, visit the website <https://www.dujobs.org/>. If you have questions and/or would like to send a second copy of your materials, you can submit them to Catherine Smith, Chair, Appointments Committee, University of Denver Sturm College of Law, 2255 East Evans Avenue, Denver, Colorado, 80208. You may also contact Christine Cimini, Director of Clinical Programs, for more information about the positions at 303.871.6780 or ccimini@law.du.edu.

The University of Denver and Sturm College of Law are committed to enhancing the diversity of our faculty and staff. We are strongly dedicated to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, gender identity, sexual orientation, socioeconomic background, age, disability, national origin, religion and veteran status. DU is an EEO/AA employer.



Clinical Teaching Fellowship Professional Skills Program

Fordham Law is accepting applications for a Clinical Teaching Fellow to work closely with Professor Beth Schwartz, Director of Professional Skills, to improve the coordination and integration of our program of experiential education with the larger curriculum. Our Law School is committed to educating the "complete lawyer," offering a wide variety of courses in which students learn practical and professional skills, including our nationally recognized Clinical Education Program, an extensive Externship (field placement) Program, and a diverse array of simulation and other skills oriented courses as well as rich extra curricular opportunities for developing lawyering skills, such as Moot Court, the Dispute Resolution Society, and the Brendan Moore Trial Advocates and through a number of student-run organizations operating within Fordham's outstanding Public Interest Resource Center.

The Fellow's primary areas of responsibility will include coordination of the Externship Program, with the opportunity to teach a seminar in that area. The Fellow also will work with our Fundamental Lawyering Skills Program, in which students learn the skills of interviewing, client counseling, and negotiation and will participate in broader planning and curricular development.

We seek an attorney with a minimum of three years of experience who is interested in pursuing a career in clinical teaching. Experience with clinical legal education, as a student and/or teacher is highly desired, as is familiarity with public service and public interest legal practice in New York.

This is a two-year, full time, non-renewable faculty appointment. The fellow will be eligible for research support, and other career development opportunities.

Applications will be considered on a rolling basis.
Please send your resume and a letter of interest to:

Ms. Gayleem J. Aguilar
Legal Assistant
Fordham University School of Law
Clinical Education Program
33 W. 60th Street, 3rd Floor
New York, NY 10023 (212) 636-6342

GEORGETOWN LAW CENTER CLINICAL FELLOWSHIPS

The Georgetown University Law Center is pleased to announce the availability of 14 to 15 clinical graduate fellowships commencing in the summer of 2010. Unique in American legal education, Georgetown Clinical Graduate Teaching Fellowships offer new and experienced attorneys alike the opportunity to combine study with practice in the fields of clinical legal education and public interest advocacy. Each fellowship is associated with one of the Law Center's clinical programs, and each program varies in purpose, requirements, and duties. All of the clinical fellowships, however, share a common goal: to provide highly motivated lawyers the chance to develop skills as teachers and legal advocates within an exciting and supportive educational environment. Graduates of Georgetown's clinical fellowship program have gone on to prestigious positions in law teaching and public interest law settings. More than 100 Georgetown fellows are now teaching at law schools across the country, including five Deans of law schools and several more Associate Deans or Directors of clinical programs. Many others are leaders in public interest law, across a wide variety of subject areas.

Fellows enroll in a two-year program during which they are in residence at a Georgetown clinic. Fellows directly supervise J.D. students enrolled in the clinics, assist in teaching clinic seminars, and perform work on their own cases or other legal matters. Fellowships usually begin in the late summer, with an intensive orientation designed to introduce fellows to clinical teaching methods. The orientation is part of a year-long teacher training course, entitled Elements of Clinical Pedagogy. Upon completing the requirements for graduation, fellows are awarded the degree of Master of Laws (Advocacy). We are currently seeking fellows to work in the following areas: appellate litigation; communications law; criminal defense; domestic violence; environmental law; federal legislation, housing and community development; international women's human rights; juvenile delinquency, trade policy and health care policy; political asylum and street law.

The fellowship program currently offers an annual stipend of approximately \$51,000 (taxable), plus all tuition and fees in the LL.M. program. Health insurance and other benefits are also provided. As graduate students, fellows are eligible for deferment of their student loans during their two years in the fellowship. They may also be eligible for their law school's loan repayment assistance program.

With the exception of fellows in the Center for Applied Legal Studies and the Street Law Program, all fellows must be members of the D.C. bar. Fellowship applicants who are admitted to a bar elsewhere must apply to waive into the D.C. bar upon accepting their fellowship offer. The Law Center will reimburse the expense of waiving into the D.C. bar incurred by those fellows who have already taken the bar exam elsewhere prior to accepting their fellowship offer.

Applications must be sent directly to the director of the clinic or program in which the fellowship is sought and not to the Graduate Programs Admissions Office. Application deadlines vary by fellowship. For descriptions of each fellowship and a list of application deadlines, please visit our web site at <http://www.law.georgetown.edu/clinics/fellowships.html>, or request a brochure by e-mailing us at clincs@law.georgetown.edu or calling (202) 662-9100. Georgetown University is an Affirmative Action-/Equal Opportunity employer.

LSU LAW CENTER

Clinical Faculty

LOUISIANA STATE UNIVERSITY LAW CENTER seeks to hire faculty members to teach in the LSU Law Clinic. Clinical areas of particular interest to us are juvenile justice and general civil practice, but we welcome applications from clinicians interested in other practice areas. The Law Center particularly welcomes applications from candidates who will enhance the diversity of its faculty. Applicants should have superior academic credentials and publications or promise of productivity in scholarship. Contact: William R. Corbett, Chair of the Faculty Appointments Committee, LSU Law Center, Louisiana State University, Baton Rouge, LA 70803. The LSU Law Center is an Equal Opportunity/Equal Access Employer.

MICHIGAN STATE UNIVERSITY COLLEGE OF LAW

Director, Rental Housing Clinic

Michigan State University College of Law invites applications for the Director of its Rental Housing Clinic, a fixed-term faculty position, beginning in the 2010-2011 academic year. The Director will have primary responsibility for teaching and supervising second- and third-year law students enrolled in the Rental Housing Clinic, one of several clinical law programs at MSU College of Law. The Director will have general oversight of the day-to-day operations of the Clinic, including maintaining client caseloads, conducting case rounds and reviews with student clinicians, appearing with students in court and at administrative hearings, creating and participating in community outreach programs, developing and refining the program's curriculum, teaching in the clinic's classroom component, and supervising other clinical staff. In addition, the Director will have responsibility for transforming the Clinic beyond its current primary "rental housing" features into a "housing clinic" capable of taking on client representation in expanded areas incorporating a broad range of housing-type issues. The Director also will have responsibility for a variety of administrative functions correlative to the directorship position, including but not limited to creation and monitoring of the Clinic's budget, grant-writing, and grant reporting. Students in this Clinic as it is presently configured represent low-income tenants and landlords in matters ranging from eviction, nonpayment of rent, return of security deposit, and consultation relative to lease terms. Much of the practice centers on litigation in Michigan district courts in a three-county area proximate to East Lansing.

The Law College prefers applicants who have a background in housing law, and who have significant trial practice experience and proven managerial/supervisory skills. Applicants must have a J.D. degree from an ABA-accredited law school, be a member in good standing of the State Bar of Michigan (or must become licensed in Michigan by the time of appointment), and have at least 5 years experience in a legal services attorney position or equivalent experience. Candidates are expected to have a strong commitment to clinical legal education and teaching, experience in advocacy work on policy issues related to housing, a commitment to scholarship, and experience with budget development and management. The Law College also values excellent leadership, interpersonal, organizational, analytical, and communication skills. We expect to complete the interview process and extend an offer for this position by the end of Fall Semester 2009. Qualified candidates

should submit a cover letter, resume, references, and writing sample to:

Professor Brian Kalt
Chairperson, Appointments Committee
415 Law College Building
Michigan State University College of Law
East Lansing, MI 48824-1300



UNC
SCHOOL OF LAW

Civil Clinic Faculty

The University of North Carolina at Chapel Hill, School of Law invites applications for a full-time faculty position beginning Fall 2010 in the UNC Law School Clinical Programs. This position is available on a tenure-track or tenured appointment, or fixed-term contract basis depending on the candidate's experience. The primary clinic position we hope to fill is for our Civil Clinic. The position will require supervising students in our in-house civil clinic, working on further development of the civil clinical programs, teaching the Civil Lawyering Process class to clinic students, and may also teach additional courses in the Law School. Notwithstanding the primary subject areas listed, we invite outstanding applicants with expertise in other clinical subject areas to apply for consideration. Applicants must have at least 2 years of practice experience and must be a member of the NC State Bar or must attain membership by examination or comity by the start of the school year. Applicants should have distinguished academic records, relevant experience in the legal profession, and a record or the promise of achievement as a teacher.

Applications will be accepted until the positions are filled. The University of North Carolina at Chapel Hill is an Equal Opportunity Employer. Applications may be sent to Ms. Alice Girod by email at agirod@email.unc.edu or by mail to Ms. Alice Girod, UNC-CH School of Law, 160 Ridge Road, Campus Box #3380, Chapel Hill, NC 27599-3380. Applications should include: a cover letter identifying the subject area or areas of interest, a current curriculum vitae, and contact information for 4 references. Confidential inquiries are welcome. Such inquiries may be made to Professor Charles E. Daye, Faculty Appointments Committee Chair –by mail: UNC School of Law, 160 Ridge Road, Campus Box #3380, Chapel Hill, NC 27599-3380; –by phone: 919-962-7004 or –by email: cdaye@email.unc.edu. For more information about the UNC-CH School of Law, please visit our website: www.law.unc.edu

RUTGERS UNIVERSITY SCHOOL OF LAW-CAMDEN

Assistant/Associate Clinical Professor Child and Family Advocacy Clinic

Rutgers University School of Law - Camden solicits applications for an Assistant/Associate Clinical Professor of Law to serve as the supervising attorney in the Child and Family Advocacy Clinic, one of several clinics and externships which form the Rutgers Lawyering Programs, beginning July 1, 2010. The Clinical Professor will teach a seminar on child welfare law and will also supervise students representing children in child welfare proceedings of several kinds, including foster care, disability claims, and immigration. The position will be filled on the basis of renewable contracts for clinical faculty, in compliance with ABA Standard

405(c). Information about the Clinic may be viewed at <https://camlaw.rutgers.edu/child-and-family-advocacy> (From camlaw.rutgers.edu, follow links to Lawyering Programs, Clinics). Rutgers, The State University of New Jersey, has campuses in New Brunswick, Camden, and Newark. Its two law schools are on the Camden and Newark campuses.

A strong academic record, significant law practice and/or clinical teaching experience, demonstrated research and writing ability, knowledge of law and policy concerning children's welfare, and membership in the New Jersey bar or the ability to become a member by the time the position begins, are required. The ideal candidate will have significant practice experience in regard to children's issues, a strong commitment to teaching, grant-writing experience, and familiarity with applicable New Jersey law and practice. Potential candidates with questions regarding the position itself, their qualifications, or any related matter are encouraged to contact the chair of the appointments committee.

Applicants should send a letter of interest, resume, and list of references, by **October 15, 2009**, to Clin. Prof. Harriet N. Katz, Chair, Clinical Appointments Committee
hnkatz@camden.rutgers.edu Please send all materials electronically.

JACOB D. FUCHSBERG LAW CENTER TOURO COLLEGE

Director, Mortgage Foreclosure and Bankruptcy Clinic

The Jacob D. Fuchsberg Law Center of Touro College seeks applicants for the position of Director of a new Mortgage Foreclosure and Bankruptcy Clinic which will open in the Spring 2010 semester. The position will start during the Fall 2009 semester to permit the Director to plan and establish the Clinic's operation. The position is a Clinical Faculty appointment on an initial renewable annual contract. The position is funded for two years, with continuation dependant upon renewed funding.

The Mortgage Foreclosure and Bankruptcy Clinic will represent Long Island clients seeking bankruptcy protection and low to moderate income clients seeking to save a home from foreclosure. The Clinic Director will supervise up to ten (10) students each semester who will represent clients in these cases and in negotiations with lenders before the commencement of foreclosure proceedings. The Director will also teach a weekly seminar and may also teach an additional substantive course, available to all students, on Mortgages or Bankruptcy. The seminar will focus on the substantive law and procedures entailed in the clinic's work and the lawyering skills needed to successfully represent clients in these matters.

Additional responsibilities may include:

- Providing instruction and guidance on ethical and professional standards for law practice
- Developing the syllabus and teaching materials for the weekly seminar with the assistance of the Director of the Clinics
- Developing cooperative relationships with community agencies and the pro bono programs of the local bar associations
- Community education in areas of the Clinic's activities
- Developing and participating in CLE programs

Coordinating with agencies in Touro's Public Advocacy Center, a cooperative project with 13 pro bono organizations, housed at the Law Center

Minimum qualifications include a J.D. or L.L.M. from an accredited law school, admission to the New York State Bar or eligibility for admission, at least 5 years experience in bankruptcy practice or law practice related to mortgages or real estate financing, and interest in teaching and mentoring students. The ideal candidate will have experience in clinical teaching or supervising lawyers and involvement in community education. Salary is commensurate with experience.

To apply send a cover letter, resume, writing sample and the names of 3 references to:

Prof. Marianne Artusio at MarianneA@tourolaw.edu or

Prof. Marianne Artusio
Office of Clinical Programs
Touro Law Center
225 Eastview Drive
Central Islip, New York 11722

Electronic submission is preferred. Potential candidates with questions regarding the position itself, their qualifications, or any related matter are encouraged to contact Prof. Marianne Artusio, at MarianneA@tourolaw.edu or 631-761-7090.

Touro Law Center is an equal opportunity employer.

Director, Veterans and Servicemembers Rights Clinic

The Jacob D. Fuchsberg Law Center of Touro College seeks applicants for the position of Director of a new Veterans and Servicemembers Rights Clinic, which will open in the Spring 2010 semester. The position will start during the Fall 2009 semester to permit the Director to plan the Clinic's operation. The position is a Clinical Faculty appointment on an initial renewable annual contract. The position is funded for two years, with continuation dependant upon renewed funding.

The Veterans and Servicemembers Rights Clinic will represent veterans and servicemembers in civil claims such as regaining employment after deployment under the Uniformed Service Members Employment and Re-employment Act (USERA), obtaining relief available to civil defendants under the Servicemembers Relief Act (SMRA), expunging criminal records, housing and employment discrimination, obtaining accommodation for disabilities under federal and state laws, military discharge review and upgrade proceedings and representing veterans in minor criminal matters.

The Clinic Director will supervise up to ten (10) students, teach a weekly clinic seminar and may also teach an additional substantive course, available to all students. The seminar will focus on the substantive law and procedures involved in the clinic's work and the lawyering skills needed to successfully represent clients in these matters.

Additional responsibilities will include:

- Providing instruction and guidance on ethical and professional standards for law practice
- Developing the syllabus and teaching materials for the weekly seminar with the assistance of the Director of the Clinics
- Developing cooperative relationships with community agencies, veterans organizations and the pro bono programs of the local bar associations
- Community education in areas of the Clinic's activities
- Developing and participating in CLE programs

Coordinating with agencies in Touro's Public Advocacy Center, a cooperative project with 13 pro bono organizations, housed at the Law Center

Minimum qualifications include a J.D. or L.L.M. from an accredited law school, admission to the New York State Bar or eligibility for admission, at least 5 years law practice experience preferably on behalf of veterans or servicemembers, and interest in teaching and mentoring students. The ideal candidate will have experience in clinical teaching or supervising lawyers and involvement in community education. Salary is commensurate with experience.

To apply send a cover letter, resume, writing sample and the names of 3 references to:

Prof. Marianne Artusio at MarianneA@tourolaw.edu or

Prof. Marianne Artusio
Office of Clinical Programs
Touro Law Center

225 Eastview Drive
Central Islip, New York 11722

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Touro Law Center is an equal opportunity employer.

VERMONT LAW SCHOOL

Associate Dean of Experiential Programs

Vermont Law School seeks to fill the newly created position of Associate Dean of Experiential Programs. The Associate Dean will be a member of the faculty and report directly to the Vice Dean for Academic Affairs.

Vermont Law School is a young and vibrant school dedicated to providing students, faculty, and staff with an exceptional educational community that values individualism, ethics, personal engagement, and public citizenship. Located on the banks of the beautiful White River in South Royalton, VT, we embrace the values of environmentalism and public service in our actions as well as in our curriculum.

Key responsibilities of this position include designing and developing innovative student learning opportunities in the experiential setting, assessment of existing programs, advising and orienting students, overseeing and facilitating assignment to programs and offsite locations, maintaining regular communication with students and program heads, and budget management.

VLS provides an exceptional array of experiential educational programs that supplements and complements our strong core curriculum and environmental program. Through in-house clinics, full and part-time externships, and simulation programs, these experiential opportunities promote non-classroom learning and facilitate the transition of our students from law school to the work environment.

The Associate Dean will be supervise and administer all J.D. outplacement programs, including the Semester in Practice Program, Judicial Externships, J.D. Externships, and the Legislative Clinic.

The Associate Dean will also work closely with the Vice Dean for Academic Affairs to ensure close coordination among all experiential programs and between experiential programs and the Office of Career Services. This will include working with other faculty to create enhanced methods for effective counseling of students with regard to the role that experiential programs play in their legal education, professional development, and preparation for employment opportunities. In addition to the J.D. outplacement programs, the VLS experiential learning programs include the South Royalton Legal Clinic, the Environmental and Natural Resources Law Clinic, the General Practice Program, and the Mediation Clinic.

To ensure effective communication, both internally and externally, the Associate Dean will work with the Communications Office to develop a coordinated communications strategy regarding the strength of our experiential programs and the support services offered by our Career Services Office.

Qualifications include a JD degree and experience teaching in a law school experiential program, with experience in outplacement programs preferred. Candidates must possess excellent organization and interpersonal skills to interact effectively and professionally with the key stakeholders--students, faculty, alumni and employers. Experience in administration and/or management preferred along with a record of education development, innovation and leadership.

Interested candidates should send a resume and cover letter with salary requirements to Human Resources, Vermont Law School, P.O. Box 96, South Royalton, VT 05068 or to jobs@vermontlaw.edu. For more information on this and other positions, please visit our website at www.vermontlaw.edu.

Vermont Law School is an equal opportunity employer.

WAYNE STATE UNIVERSITY LAW SCHOOL

Clinical Faculty

Small Business Enterprises and Nonprofit Corporations Clinic

Wayne State University Law School is seeking candidates for a position as a clinical faculty member, beginning January or August 2010. Wayne Law currently has four live-client clinics (Child Advocacy, Criminal Appeals, Disability Law, and Small Business/Nonprofit Corporations), and will be starting two additional clinics in the near future (Asylum/Immigration and Environmental Law). We hope to find an individual to direct, teach, and supervise our Small Business Enterprises and Nonprofit Corporations Clinic, which assists micro and nonprofit entrepreneurs with business entity formation and corporate governance, leasing or purchase of commercial real estate, and trademark and copyright protection. However, we also will consider outstanding candidates in other fields that would diversify our clinical offerings and address the unmet legal needs of the surrounding urban community. Clinical faculty at Wayne hold three- or five-year contracts, and participate fully in faculty governance (other than the hiring and promotion of tenure-track faculty). Minimum qualifications for the position include a J.D. degree, three years of law-related employment after law school, and admission to the State Bar of Michigan (or eligibility for admission without examination). Preferred qualifications include three or more years of transactional practice and one or more year of experience as a clinical teacher, fellow, or staff attorney. Persons interested in applying should send a resume and cover letter to Professor David Moss, Director of Clinical Education, Wayne State University Law School, 471 W. Palmer, Detroit, Michigan 48202 (david.moss@wayne.edu).

UNIVERSITY OF WYOMING

Criminal Prosecution Clinic

The University of Wyoming College of Law invites applications for one full-time faculty position. The position will be tenured or tenure-track with duties commencing in the fall of 2010. The position will split duties between directing the College's criminal prosecution clinic and teaching in one or more areas of distinction. With respect to this position, the College is particularly interested in faculty members anchored in criminal practice, trial and appellate advocacy and skills courses. We welcome applications from entry-level and experienced clinicians and teachers. Candidates must have excellent academic credentials and demonstrate the potential for outstanding teaching and scholarship. We encourage applications from candidates who would enhance the diversity of our faculty. Contact: Professor James Delaney, Chair, Faculty Appointments Committee, University of Wyoming College of Law, Dept. 3035, 1000 E. University Ave., Laramie, WY 82071 (jdelaney@uwyo.edu).

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