
CLINICAL LEGAL EDUCATION ASSOCIATION

Newsletter

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December, 1994

* MESSAGE FROM THE PRESIDENT *

As I write this brief note, I cannot help but reflect on the recent congressional and state elections. If we do not act quickly, the elections may prove to be the end of DOE funding. Worse yet, it may portend some ominous possibilities for legal services. Last Spring, CLEA along with many others, warned of the danger of relying on one member of Congress to be the defender of continued DOE funding. As you recall, last year the Clinton Administration took the position that DOE funding for clinics was no longer necessary. In the end, DOE funding survived. The November elections raise the possibility once again that DOE funding is in serious jeopardy.

This is a time to avoid wallowing in sorrow about what has happened and to get to work to make things happen. To paraphrase Mark Heyrman in one of his internet messages, "there are a lot of Republican members of Congress who went to law school and can appreciate the importance of clinical education." I would add that our supporters who are now in the minority remain a powerful force in the Congress. Not as powerful, but certainly a formidable force. We must take a page out of the AMA handbook on legislative action and action and talk to each of our representatives. It doesn't matter whether you are receiving federal money.

The result of inaction or failure will be a devastating loss to clinical education. Most schools receive funding from DOE and in many places it may constitute at least a third of the clinic. The end result could be the loss of at least 25% from the clinical ranks. Think of what all of this will mean to our clients and students.

The election results that we saw in November are partially the result of disengagement. Those who cared enough, worked hard and rightfully won. Those who felt that it couldn't happen and as a result did not work hard enough, rightfully lost. In the end, if DOE and Legal Services funding is reduced or eliminated we will be the only ones to blame.

For anyone who is interested in helping, please don't hesitate to contact me.

Richard A. Boswell

JOINT COMMITTEE ON FUNDING TO MEET IN NEW ORLEANS

Late word indicates that there will be a meeting of the Joint CLEA/AALS Clinic Section Committee on funding at the AALS Annual Meeting in New Orleans next month. The meeting will occur after the general business meeting of the section on Thursday, January 5. The regular section business meeting starts at 5:30 pm, and the Funding Committee expects that its meeting will begin at about 7:30. If you are able to devote any time to efforts to secure funding, please hold this time available and attend this important meeting.

CLEA MEDIATION WORKSHOP

CLEA WILL SPONSOR A WORKSHOP ON MEDIATION CLINICS AND THE TEACHING OF MEDIATION IN ANY CLINIC. THE WORKSHOP WILL BE IN ST. LOUIS IMMEDIATELY AFTER THE AALS WORKSHOP IN MAY. PLAN TO STAY FOR AN EXTRA DAY.

LOOK FOR DETAILS INSIDE ON PAGE 10



Telephone: (607) 255-4196 / FAX: (607) 255-7193

TOP TEN WAYS TO GET AND KEEP YOUR DESK CLEAN

Jean Koh Peters

If your desk is as buried deep as mine is, this may be a timely column. By some estimates, three hundred pieces of paper come by the average work desk daily (and more comes into our homes as well); our law school/law office desks seem to get more than that. Here are some of the ideas we've collected to help get a fresh start with your year end desk:

10. TOUCH ONCE. As you sort your mail, resolve not to move it from one side of your desk to another--the first time you touch it, recycle it, answer it, reroute it, or file it. Resist the temptation to leave it on your desk so that you won't forget it; that means only that you will have to sort through it again, and work around it in the meantime. If you need to take care of it urgently, take care of it immediately or put it on your to do list so you won't forget; then file it. With three hundred pieces of paper a day, you obviously can't keep a large proportion of what you get. So,

9. BE RUTHLESS. There is no way to keep all mail that "might someday be useful;" make your standard "I will keep only what I can't absolutely live without." Here are a few ways to live without:

8. IS IT ON LEXIS OR WESTLAW, OR IN OUR LIBRARY? That interesting law review article which you should read someday doesn't have to sit in the middle of your daily work area. Note the name and author in an appropriate file ("Future class materials;" "Social Security Disability materials"), and recycle. Thanks to LEXIS, you never have to clip a recipe again.

7. RECYCLE. Since my recycling bin gets emptied less frequently than my

trash, I can recycle short term memos or items I might change my mind about, because I can still fish them out if I need them two days later. That gives me the courage to discard them (which is the critical moment, since most mail looks most attractive when you first receive it); I find that I rarely retrieve items.

6. REROUTE TO SOMEONE WHO DOES NEED IT. It's hard to throw out a document that looks like it could be of great use to someone else. If you're sure you know who desperately needs the item (and wasn't sent it from the same source who sent it to you), send it on. But apply a high standard of certainty of its utility to the third party; otherwise you are exporting your clutter to someone else's desk.

5. SAVE THE SOFT, NOT THE HARD, COPY. If your student wrote a particularly good brief, or a colleague wrote a particularly trenchant e-mail message, don't print it out to save it. Save it in your e-mail storage (check your local software or computer guru), on your hard drive, or to a floppy disk.

4. FILE WHAT YOU KEEP. Keep file folders handy, and have a way to organize the files while they proliferate (even if its a straight alphabetical system for the short run). Be ruthless again when you run into a file that shouldn't have been opened, and chuck the contents. Any file untouched after a year should be immediately suspect. If you can't bring yourself to throw it away, put it in a box in your closet; if you don't need it for another six months, then throw it away.

3. SET ASIDE TIME IN YOUR SCHEDULE FOR YOUR MAIL, EMAIL AND VOICEMAIL. A day with a court appearance, two meetings, and four supervisions back to back always leaves me unable to answer emergent phone, fax, and mail

messages (and worrying about what I'm missing). I'm convinced that even fifteen clear minutes in the morning and after lunch will keep you on top of incoming stuff and will save time and stress in the long run.

2. DO LESS. Critics like Juliet Schor (The Overworked American) worry that efficiency and time management strategies "blame the victim" by making us put pressure on ourselves to do more than we can do, by thinking that, if we were only more efficient, we could be on top of it all. At this point in the semester, our desks may well be overflowing because our slates are full, but the new demands on our time keep coming. Give yourself permission to say no to new things, even for a short while, while you catch up.

1. DON'T HOLD YOUR DESK HOSTAGE. I used to take papers I thought were important and plunk them in the middle of my desk so that I couldn't get anything else done until I dealt with those papers first. But if I can't get to them immediately, because I have a supervision or another pressing appointment, the sight of those other pressing documents lurking undone just stresses me out. Think of your desk, or whatever your daily work space is, as a place to nurture yourself during a hard day, as opposed to a place which will spur you to accelerated productivity through anxiety. I work much better with a clear space so that I can focus on one thing at a time, even if it means I just dumped the top of my desk into an "Urgent--to do" file and then removed items one at a time. If we're going to be working this hard, we might as well enjoy the space we do it in.

Good luck with the rest of the semester!

MIDWEST CLINICIANS CONFERENCE REPORT

By *Nina W. Tarr*

The Midwest Clinic Teachers' Conference was outstanding this year and we owe much thanks to David Gottlieb for a well thought through, and well executed meeting. I will give a brief report here.

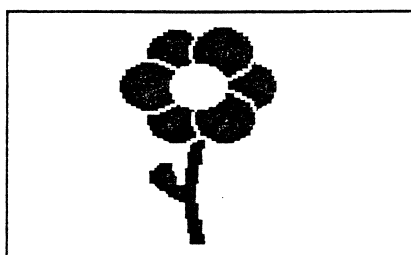
Friday morning we had a session facilitated by Prof. Joey Sprague who is a sociologist whose research focuses on feminist studies and methodologies. She posed the question of once we critique positivism and accept post-modernism, what are we left to build with? We discussed how our work in clinic programs was so contextual and provided a place to examine these theories in action. What Joey suggests is that we need to bring people back from the margins and create a sense of community and optimism that acknowledges differences, does not silence anyone, and betters the world.

The early afternoon on Friday was devoted to the Myers-Briggs test. Liz Ryan Cole arranged for many of us to be tested, explained the meaning of the test, and gave us an exercise to do that illustrated our various characters in action. It was thought provoking and fun.

Late on Friday we split into two groups to discuss status and fundraising. I attended the Fundraising. The Dean at KU challenged us all to look beyond traditional definitions of clinic and be more creative about funding sources which may not have guaranteed longevity such as foundations. John Irvine gave a wonderful presentation about his Student Legal Services Program and Barbara Schwartz gave what will go down in clinic history as

one of the great moments when she confessed to being a Grant Junkie. I cannot replicate her message or performance, but I think we can watch for the written form in some upcoming publication. Her message was profound and her performance hysterically funny.

Another bit of clinic history was made when the Dean invited us all to his house for dinner!!! Thanks!



Saturday morning we split into substantive areas and discussed specialized problems. I attended a session organized around family law and issues of violence against women. Bev Balos and Kim Dayton presented research growing out of real life observations. Bev has co-authored a book on Violence Against Women which is fascinating in its thesis and materials. (Carolina Press) Kim has been doing statistical research to see if the mandatory arrest laws are being implemented or effective.

Later that morning we had a presentation on the impact of having students with mental disabilities in the clinic. Peter Joy organized a panel with Lynette Petty, Rod Uphoff, Mary Wolf and Jean Scott. We were given an overview of the ADA and then presented with a number of issues which each of us must consider such as how do we select students, how do we supervise students, how do we protect our clients (if that is the right word), how do we assess students with disabilities, and what about recommendations for the bar. We only scratched

the surface of this topic that all of us are now confronting.

The late afternoon was devoted to MacCrate and Steve Befort discussed some schools' responses or lack thereof, Gary Laser described the program at Kent, and Mark Heyrman explained the activities of the joint task force. We discussed the task force statement of Goals. Gary Palm gave us an overview of developments with the Wahl Commission.

Dinner included some of the best clinic songs we have heard in years thanks to Marla Mitchell, Randy Schmidt and David Gottlieb's quick writing. The chorus added other voices. [Ed. note: the songs are reproduced elsewhere in this Newsletter]

Additional Midwest Murmurings

by *Loretta Moore*

Friday afternoon, I attended the workshop on "Clinical Status". We looked at ABA accreditation Standard 405(e) and Interpretations of the Standard in the context of the results of a report which concluded that 405(e) has not significantly improved the status of professional skills teachers. We provided input to Gary Palm on proposed changes to the text of 405(e) and its interpretation and a proposed new accreditation standard to promote an improved status for professional skills teachers.

On Saturday morning, I attended the ADR session. We had a very good discussion about the scope of clinical programs in ADR. Only 4 of us in the room had actually established any type of clinical programs in ADR. A good deal of the discussion centered

(continued next page...)

MIDWEST MURMURINGS

(contd.)

around the need to train clinical students in advocacy mediation, since it is likely that lawyers will serve in this role more often than as mediators. We also talked about the usefulness of self-awareness instruments, such as the Meyers Briggs test, in ADR training. I obtained good information about ADR clinical models and names of professors who are implementing innovative programs.

ABA Accreditation Changes in the Wind

by Roy Stuckey

There will probably be more changes made to the ABA accreditation standards during the next couple of years than at any other time in our lives. These changes could affect every law school and every teacher. Clinical teachers should make an effort to participate actively in the process.

Change will come from three sources: 1) the normal process of adoption and review of standards within the ABA Section of Legal Education and Admissions to the Bar (the Section); 2) a special project of the Section to reconsider the validity and reliability of all standards; and 3) a newly constituted commission of the Section which will independently review the substance and process of accreditation.

1) As part of the normal process, a new accreditation standard (§215) has been proposed which states "A law school shall publish basic consumer information. Any information released by a law school must be fairly and accurately presented." Although this standard was initially

proposed a few years ago, it appears likely that it will be submitted to the ABA House of Delegates for final approval at its February, 1995, meeting. Among the specific categories of information to be published is "curricular information." One impact §215 will be that law schools will be required to provide clear and accurate information to prospective students about the actual availability of clinical and other professional skills courses. The clinical community will have input into the specific information which must be published through the Skills Training Committee of the Section and, possibly, other avenues.

A top to bottom revision of the standards relating to law libraries is also underway. The Council of the Section is expected to announce its intention to promulgate the new standards at its December meeting. It will then invite comments and schedule public hearings.



2) The Standards Review Committee of the Section has completed its formal revision of the standards, and it has begun a substantive revision and recodification of each accreditation standard and interpretation. There is no sacred cow. Every standard is subject to review (yes, even §405(e) and Int. 2 of §306). The most difficult issues are expected to arise in connection with the 300 series (curriculum) and the 400 series (faculty). Clinical teachers with ideas as to how the standards and interpretations could be improved should communicate with Roy

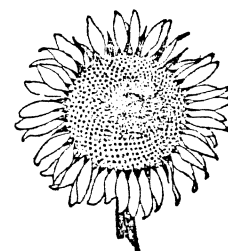
Stuckey at South Carolina, or Gary Palm at Chicago. Eventually, of course, there will be an opportunity for public review and comment, but the redrafting process has already begun.

3) The Section's Commission to Review the Substance and Process of the Accreditation of American Law Schools is chaired by Rosalie Wahl, a former clinical teacher and retired Justice of the Minnesota Supreme Court. The Commission is expected to issue its report by August, 1995. Two hearings have been scheduled; 1) during the AALS Annual Meeting in New Orleans (Friday, January 6, 2-5 p.m.); and 2) during the ABA Midwinter Meeting in Miami (Friday, February 10, 9:30-?; and Sunday, February 12, 1:30-5:00 p.m.). Clinical teachers with opinions about how to improve the accreditation of law schools should plan to speak at one of the hearings or should write to Justice Wahl at the following address:

Honorable Rosalie E. Wahl
Supreme Court of Minnesota
428 Minnesota Judicial Center
25 Constitution Avenue
St. Paul, MN 55155-6102

Be sure to send a copy to:

Dean James P. White
Consultant on Legal Education to
the ABA
550 West North Street, Suite 150
Indianapolis, IN 46202-3162



LAW SCHOOL CLINICAL TEACHERS

1993-94 SURVEY OF SALARIES

By Bob Seibel

I have closed the books on the collection of data for 1993-94 and this is an early report of some of the data. I will continue to work with the data and hopefully publish a fuller analysis in a law review article in 1995. I am also happy to comb the data for answers to specific questions, whether they be for research interests, or for specific salary or working condition discussions you may have with your dean.

This article is based on 432 survey responses, of which 406 indicated that they worked full time as teachers. Over 150 schools are represented. This is a significant increase (nearly 80%) in the number of responses received over prior years. There is no reliable source for the number of full time teachers currently spending most of their time in clinical education, but it seems likely the the 406 full time survey responses represent at least half; the AALS Clinic Section database has about 1400 names, but it includes everyone who ever joined the section and many people who attended workshops even if they did not join the section.

As a reminder, this data forms the basis for comparisons among clinical teachers. There are still significant issues relating to parity between clinical and non-clinical teachers that are beyond the scope of this discussion. Also the data is for last year so if you find yourself thinking about salaries for next year, remember to adjust accordingly.

The overall average salary for all 406 full time clinical teachers was \$67,220.08. Of the people who teach full time and indicated their status, the following shows a breakdown of the average salaries for each status category:

Number (percent)	Status	Average Salary
121 (30%)	Tenured	\$83,967
69 (18%)	Tenure Track	67,851
95 (23%)	Long Term Contract	65,393
119 (29%)	Short Term Contract	51,665

How well are clinic teaching salaries increasing over time? The following table shows the average salaries for 91-92 and 93-94 in each status category, and the percent change over the 2 year period:

Status	91-92 Average	93-94 Average	% Increase
Tenured	\$82,181	\$83,967	2.17%
Tenure Track	61,061	67,851	11.12%
Long Term Cont.	63,995	65,393	2.18%
Short Term Cont.	47,946	51,665	7.76%

It will be interesting to compare these rates of increase to the rate of increase of law faculty salaries generally. I will try to obtain that information from the ABA, but you can at least compare your increases to these national averages for other clinicians with similar status. I believe that law school tuitions have been rising at a faster rate than these salary increases, with the exception of the increase for tenure track positions.

Of the full time teaching respondents, 213 (52.5%) are women and 193 (47.5%) are men. This is almost exactly the same as in 2 of the 3 other years in which data was collected, though last year the percentages were reversed and only about 48% of the respondents were women. Of the part time teachers who responded and indicated their gender, over 80% are women.

(continued...)

Below I present data on salaries by gender and race in relation to years out of law school, since that allows comparison of somewhat equally experienced people, and years since receiving your first law school degree seems to be the most commonly used determinant in setting salaries. Later I will also look at status and years of teaching experience in connection with gender. See also the graph of this data:

Years Out	#	Total average	#	Men average	#	Women average
1-5	17	\$44,252.94	4	n/a	13	\$44,100.00
6-10	65	53,593.88	28	\$53,796.43	37	53,440.59
11-15	93	60,586.24	27	64,183.33	66	59,092.06
16-20	123	67,397.63	52	70,404.92	70	65,120.67
21-25	73	82,922.88	52	83,301.78	21	82,002.67
>25	35	88,808.82	29	91,432.14	6	76,566.67

This data strongly suggests that women are paid less than men of similar experience. In general, these results are consistent with results from prior years.

Of the full time teachers who indicated their race or ethnic background, 365 (90.4%) are white, while 39 (9.6%) are not. The percentage of non-white clinical teachers is down from 2 years ago when it was 10.4%, though the percentage is in line with results from 3 and 4 years ago.

The average salary for the 365 full time teachers who indicated that they are white was \$67,684. For the 39 who indicated that they were of a different background, the average salary was only \$61,613 (91% of whites').

In order to anticipate the suggestion that people of color have come more recently to teaching positions, I next looked at the groups that were out of law school for at least 10 years. There were 294 whites with an average salary of \$71,545, while there were 28 non-whites with an average of \$66,036 (92.3% of whites'). Then I looked at people who had been out for at least 15 years. There were 213 whites with an average of \$75,844; while the 16 people of color had an average of \$68,225 (90% of whites').

As indicated above, a total of 214 (53%) of the full time clinical teachers are on long or short term contracts. Of these, 118 (55%) indicated that they have no voting rights at faculty meetings. Only 22 (10%) reported that they had full voting rights, and 74 (35%) said they had partial voting rights. Further refining the look at voting rights, 33 of 95 (35%) long term contract teachers have no voting rights; but 85 of 119 (71%) of short term contract clinicians have no voting rights.

Full time clinical teachers still spend nearly all of their time on clinical teaching responsibilities, though just less than half spend all of their time doing clinic work--201 (49.5%) said they spend 100% of their work time on clinical courses and another 100 (25%) reported spending 75-99% of their time on clinic courses. Altogether, about 75% of us spend at least 75% of our time on clinic work.

This information is subject to refinement and further analysis, but I hope that it is helpful. My thanks to the many people who responded to the survey. If anyone needs more specific comparison information in connection with salary negotiations or other information relating to status and working conditions, please don't hesitate to call me or e-mail me (607 255 4196, seibel@law.mail.cornell.edu). Now that I have school names in the database, I can try to give you information from a group of peer schools that you might designate.

NOTES: 1. In 1991-92, the last time the survey was conducted, there were 241 responses which included 229 full time teachers. This is the first year that the survey has been sponsored by CLEA, and I want to thank both CLEA and Kate Mahern, editor of the AALS Section Newsletter, for their help in disseminating forms and encouraging responses.

2. All salary information presented here is based the reported base salary, and does not include research grants, private practice earnings and the like. I hope to take a closer look at that data later.

SPECIAL ENTERTAINMENT SECTION!

SONGS OF THE MIDWEST

PART 1

House of the Clinician
(to House of the Rising Sun)

There is a place in my law school,
where clinic teaching's done
& it's been the home of many a good soul
by God, I know I'm one

The Director, he's worked at LSC,
he told me I could teach, he said a job in his clinic,
it wasn't out of reach,

But the only thing, they'll let me do,
is help clients and supervise,
no vote, low pay, no tenure,
is my fate, now I realize.

And the faculty doesn't know me,
they don't care about my fate,
they've never seen a client,
they've never read MacCrate,

So clinicians teach your children,
not to do what I have done,
spend your life on soft money,
with a contract bout to run...

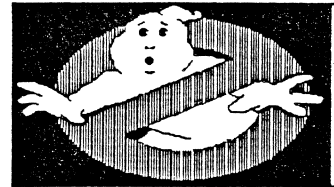
There is a place in my law school,
where clinic teaching's done
& it's been the home of many a good soul
by God, I know I'm one.

The Supervisor
(to The Gambler)

You have to know when to scold them,
know when to hold the,
don't forget the client,
Should our profession bar none?
Don't reduce student caseloads
When you haven't got a reason
There'll be time enough for reasons,
Before semester's done...

You have to know when to scold them,
know when to hold them,

know when to challenge fitness
know when there's none.
Don't ask any questions when
you're just getting started
there'll be time enough for accommodation,
before semester's done...



CLEA AND THE MOVIES

by Michele Goldfarb

"READY WHEN YOU ARE, C.B."

In the Civil Practice Clinic at Penn, we supplement many of our substantive seminars with clips from popular movies or television series which provide illustrations or jumping off points for the issues under discussion. The clips have several advantages (as well as some self-evident drawbacks). On the whole, they have better acting than we, as clinical supervisors, could muster (sometimes). (It might be easier on our students' aesthetic sensibilities to see Steve Martin and Lily Tomlin illustrate a point about gender stereotyping than to have Ron Krauss and myself play the same parts.) Often the movies sketches are familiar and far more entertaining than the usual canned fare from N.I.T.A. or other similar video mills. Often, too, the movie vignettes provoke a multi leveled discussion, some of which focuses on media images, misimpressions, and stereo-types of lawyers, clients and judges. The source of these preconceptions adds another aspect to the underlying issue under discussion.

(continued...)

SPECIAL ENTERTAINMENT SECTION!

CLEA at the movies contd.

For example, in our class devoted to issues regarding witness preparation, we show a clip from "The Verdict". In the clip James Mason and his team of about four thousand loyal associates are preparing a prestigious and quite formal, tightly wound Boston doctor to testify at a medical malpractice trial.

In the scene, Mason coaxes, cajoles, bullies, and pries out of the witness precisely the tone and attitude he wants the witness to portray to win the sympathies of the jury. We use the clip to spark a discussion about coaching/rehearsing witnesses, the line between what is required by effective advocacy and what amounts to misleading the factfinder. We discuss whether there ought to be limits on witness preparation and what they should be, etc.

In addition to issues of fairness and ethics, we use the tape to add to our discussion of what constitutes useful, effective methods of witness preparation, and the effect of preparation on spontaneity and genuineness, etc. As far as I can tell, the only drawback to the use of this quite short clip to introduce the topic of witness preparation is that Paul Newman isn't in it.

Another example would be a bit harder to find, I'm afraid. Ron Krauss taped a portion of "Rumpole of the Bailey" to illustrate the dreaded "one question too many" on cross-examination. In the segment, Rumpole's colleague scores an "own goal" (sorry for mixing movie and sports metaphors) by not leaving well enough alone and sitting down after getting a witness to admit to a helpful piece of speculation on the stand. It has the wonderful advantage of being British, wickedly funny and very realistic all at once. Maybe Ron can supply anyone interested with the necessary info to obtain it.

Finally, one more example for our inaugural movie column. We teach a seminar in Power and Intimidation and the class includes much discussion about gender stereotyping and its impact on a woman's ability effectively to advocate and negotiate on behalf of her client, etc. In wonderful movie called "All of Me", Lily Tomlin inhabits Steve Martin's body. The scene we show takes place in a courtroom where Steve Martin, the attorney who is about to start examining the witness, falls asleep. Lily Tomlin, who inhabits his head, tries unsuccessfully to wake him up, and then proceeds to conduct the examination for him. In it

Tomlin attempts to act as "male-like" as she can, all through Steve Martin's body. Whether you choose to use it in class or not, treat yourself to seeing it. The results are hilarious, provocative and usually generate a terrific discussion of gender stereotypes and the potentially different approaches men and women might have to ethical dilemmas and courtroom style.

Look for more "MOVIE NEWS" in our next CLEA newsletter including some excellent and CLASSIC examples of direct and cross examination and a clinical review of a holiday film. (Do n't get me started on Arnold Schwarzenegger).

MORE SONGS OF THE MIDWEST

Addicted to Grants
(more or less to Addicted to Love)

D O E
I O I T A
L S C
I make em pay
They fund my xerox
staff attorney
They buy my books
my salary,

I know I can't stop, I know I can't give it up
I've lost my way, it's time to say

Might as well say it, I'm addicted to grants
Might as well say it, I'm addicted to grants
Might as well say it, I'm addicted to grants
Might as well say it, I'm addicted to grants

I want to quit
get on hard dough
My school says tough
my dean says no
I called up Barb
Explained my trial
she called my junkie
said I was in denial,

I know I can't stop, I know I can't give it up
I've lost my way, it's time to say

Might as well say it, I'm addicted to grants
Might as well say it, I'm addicted to grants
Might as well say it, I'm addicted to grants
Might as well say it, I'm addicted to grants

SPECIAL ENTERTAINMENT SECTION!

**FINAL SONG OF
THE MIDWEST**

Myers Briggs Wizard
(A Tommy medley)

Myers can you sense me?
Myers can you feel me?

Ever since I was a young child
I guess I had it all
The preferences they scream out
And sometimes put up walls
Those alphabetic letter,
really do stand tall
That INTJ, sure thinks he knows
it all.

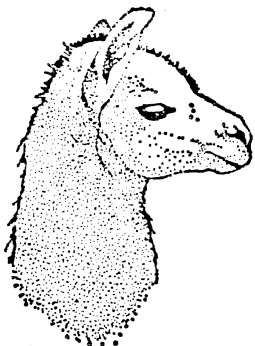
Those extroverts keep talking
The introverts are dull
Some intuiting, some sensing
Some make no sense at all
A feeler's pretty mindless
A thinker's got some gall,
and that shifty perceiver,
sure knows how to stall

Sense me, think me,
judge me, feel me,

etc.

CLEA'S DO IT YOURSELF

COLORING BOX



MEETINGS AND WORKSHOPS

CLEA ANNUAL MEETING IN NEW ORLEANS

The annual meeting of CLEA will be held in New Orleans on Friday, January 6 at 5:15 pm. The location will be announced later. There are several important things on the agenda, including the announcement of the election results, and the passing of the President's gavel from Richard Boswell to Jane Aiken.

THERE WILL BE AN EXECUTIVE BOARD BREAKFAST MEETING AT 7:30 AM ON JANUARY 6

(Watch for notice of the location)

CLEA TO CONSIDER GOALS FOR IMPLEMENTING MACCRATE AT MEMBERSHIP MEETING

The Joint Working Group on MacCrate Implementation, co-chaired by Minna Kotkin and Mark Heyrman, has drafted a list of goals for implementing the MacCrate Commission Report. The goals, which are set forth below, will be discussed and voted on at the CLEA membership meeting to be held at 5:15 p.m. on January 6, 1995 in New Orleans. All clinicians are encouraged to attend and participate.

1. Law schools shall provide every student with appropriate instruction in the values and skills reflected in the SSV through a combination of direct client representation clinical programs, simulation courses and classroom instruction.

2. Law schools shall provide every student with a faculty supervised, direct client representation clinical experience designed to provide instruction in those values and skills reflected in the SSV which are best taught through such an experience.

3. Law schools shall make available to those students who want this experience an in-house, faculty

supervised, direct client representation clinical program designed to provide instruction in the values and skills reflected in the SSV which are best taught through such an experience.

4. Law schools shall provide applicants with a copy of the SSV and advise them of the nature and availability of clinical programs and other programs for instructing students in the values and skills reflected in the SSV.

5. Law schools shall devote adequate resources toward ensuring that students fulfill their obligation to work towards enhancing the capacity of law and legal institutions to do justice.

6. Law schools shall provide every student with instruction in the skills and values necessary for the student to fulfill her obligation to provide legal services to those who cannot afford to pay for them.

CLEA MEDIATION WORKSHOP PLANNED FOR MAY

In May, CLEA will sponsor a one day workshop on Mediation in St. Louis. The workshop will take place after the AALS Workshop in May, and will begin on Saturday night (with appropriate festivities), May 6. It will end late on Sunday afternoon. The workshop will cover establishing and running a mediation clinic and also incorporating the teaching of mediation skills in any clinic.

The program chair is Lela Love at Cardozo Law School, assisted by Bob Seibel from Cornell. The program is being formulated and there is still time for suggestions. Please call either Lela (212 790 0365) or Bob (607 255 4196) if you have ideas that you would like incorporated in the program, or if you can volunteer to help organize the program.

AALS Clinical Workshop

The 1995 AALS Clinical Workshop entitled, "Evaluating Our Students, Ourselves, and Our Programs" will be in St. Louis from May 3 through May 6 at the Hyatt Regency located in the downtown historic Union Station.

The Planning Committee invites clinicians who plan to attend to send a video-tape of a supervision session to the AALS office so that it can be forwarded to small group leaders or mentors who will review the tape and provide feedback. We would like to encourage all attendees to provide a tape. Please mail your tape to:

AALS Clinical Workshop
1201 Connecticut Avenue NW
Suite 800
Washington D.C. 20036

If you are willing to review supervision tapes and to commit to providing feedback, please contact:

Antoinette Sedillo Lopez
University of New Mexico
1117 Stanford NE
Alb. NM 87131

E-Mail: Lopez@libra.unm.edu.
Phone: (505) 277-5256
FAX (505) 277-0068.

This is a great opportunity to learn about other clinicians' work and to help them improve their clinical teaching!

We are also planning to have a table of materials on student evaluation on display. Workshop attendees will be able review the material and to check it out and have it copied. We invite clinicians to bring their material to the conference where it will be displayed and shared. You can bring diskettes along with a hard copy of the material. This is an

(continued next page...)

(Meetings contd.)

opportunity to showcase and share your Clinic's manual and other material you use in evaluating your students. We think this will be especially beneficial for new clinicians.

Planning Committee:

Antoinette Sedillo Lopez, UNM, Chair
Bob Dinerstein, American
Leah Wortham, Catholic
Thomas F. Geraghty, Northwestern

AALS SECTION ACTIVITIES IN NEW ORLEANS

By Minna Kotkin

The Clinical Section Program, jointly sponsored by the Section on Professional Responsibility, is on Friday, January 6, from 9 am to 3:30 pm. This is a departure from our usual practice of having a full day program on the first day, when the mini workshops are held. We did this because this year the mini-workshop on Thursday -- somewhat obscurely entitled "Professors in the Profession: Skills and Values in Legal Education" -- is addressing many MacCrate related issues of interest to the clinical community. A number of the presenters are clinicians: Doug Frenkel, Antionette Sedillo Lopez, Jack Lee Sammons, Marty Guggenheim, Barbara Bezdek, Gary Blasi.

In other words, you can enjoy two full days of clinical entertainment in New Orleans, if you come for Thursday and Friday.

Please note that the Section lunch is scheduled for Thursday, at noon (so as not to conflict with Section on Minority Groups lunch on Friday). You should send me your check for \$20, payable to the AALS, immediately.

The Section reception and business meeting is on Thursday, at 5:30 pm. Following that, the Committee on Clinic Financial Resources will have a very important meeting to discuss Title IX issues.

The Clinicians of Color Caucus is planning at meeting on Thursday, 6-8 pm.

On Friday, at 3:30, the ADR Committee will meet, and at 5:00, the Committee on Ethics and Professionalism.

The Committee on Dealing with Difference will meet on Friday at 3:30 also.

Prof. Minna J. Kotkin
Brooklyn Law School
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kminna@brooklaw.mhs.compuserve.com

NATIONAL INSTITUTE FOR TRIAL ADVOCACY

ADVOCACY TEACHER TRAINING PROGRAM

Harvard Law School
Cambridge, Massachusetts

March 24 - 26, 1995

NITA's Advocacy Teacher Training Program is designed specifically for law professors and lawyers interested in learning and applying the NITA teaching method. During the three day course law school advocacy students perform exercises. The program participants critique and advise the students on how to improve their performance. These critiques are reviewed by NITA instructors who provide the teacher trainees suggestions for their own

improvement. The program also offers information on developing and implementing one's own advocacy program. The program features five intensive workshops, each focusing on a specific critiquing skill. You will learn to:

- *deliver specific and constructive critiques
- *effectively demonstrate key points of critique
- *teach the group while critiquing the individual
- *team teach and critique multiple performances
- *critique case analysis

MAJOR NEW PUBLICATION

You would think that Antoinette Sedillo Lopez has had her hands full with chairing the planning committee for the AALS Workshop, on top of all her other teaching and civic activities. But on top of all this, she has just completed a 6 volume anthology entitled Latinos in the U.S.: History, Law, and Perspective. Each volume contains an introduction, a section of further reading and an interdisciplinary selection of articles on issues of interest to Latino communities.

The six volumes are:

1. Historical Themes and Identity: Mestizaje and Labels;
2. Latina Issues: Fragments of Historia(ella) (Herstory);
3. Criminal Justice and Latino Communities;
4. Latino Employment, Labor Organizations and Immigration;
5. Latino Language and Education;
6. Land Grants, Housing and Political Power.

[Ed. note: any or all of the volumes can be purchased from Garland Press, (800) 627 6273, 1000A Sherman Avenue, Hamden, CT 06154. The prices range from \$60 to \$85 per volume.]

JOB LISTINGS (New!)

NEW LISTINGS

THE FLORIDA STATE UNIVERSITY COLLEGE OF LAW invites applications for a new tenure track position of director of skills training programs. The duties will include teaching responsibilities, as well as coordination of skills courses and the school's externship and in-house programs. The ideal candidate will have a significant background in legal education, a demonstrated commitment to scholarship, excellent administrative skills, and a vision for the role of skills training in the law school curriculum. The faculty seeks to foster and enhance intellectual diversity and encourages applications by underrepresented groups.

Contact: Professor Donna R. Christie, Chair, Appointments Committee, Florida State Univ. College of Law, Tallahassee, Florida 32303

THE AMERICAN UNIVERSITY, WASHINGTON College of Law, is interested in receiving applications for a tenure track position in its Clinical Program and for several visiting professor positions for the upcoming academic year, 1995-96. The tenure track position in the Appellate Clinic is subject to final budgetary approval. The number of visiting positions is subject to programmatic and budgetary considerations.

All of the clinical faculty at The American University are expected to teach in both the classroom and in individual student supervision settings, to contribute to the rich intellectual life of the clinic and of the whole faculty, and to produce scholarship. The American University is an EEO/AA employer committed to a diverse faculty, staff and student body. Minority and women candidates are encouraged to apply.

Applicants should submit a cover letter and a curriculum vitae to:

Professor Richard Wilson, Chair, Faculty Appointments Committee, c/o Office of the Dean, Washington College of Law The American University 4400 Massachusetts Avenue, N.W., Washington, D.C. 20016.

UNIVERSITY OF HOUSTON

The clinical director at the University of Houston is leaving and needs to be replaced. We have voted to make the position tenure-track and to increase available resources at least modestly to begin with. We are very interested in finding someone with ideas and experience to help us run this clinic; expand its resource base; and even possibly reshape it. If you are interested or wish to recommend someone to us, please contact a member of the Appointments Committee, Professor (and Director of the Library) Jon Schulz. His internet address is LAWQ@JETSON.UH.EDU. His phone is (713-743-2333). We are an equal opportunity/affirmative action employer.

PACE UNIVERSITY SCHOOL OF LAW hopes to raise funds to continue to support for its Criminal Defense Clinic next year. Because the position was filled this year at the last moment, without a national search, the Faculty Appointments Committee wishes to conduct a full-scale search in the event that it is possible to fund the position. Although Pace makes no distinction in perquisites between clinical and nonclinical teaching appointments, this may or may not be a tenure-track appointment, simply because initially at least it may be funded on soft money.

The Criminal Defense Clinic is a classic client representation program in which 8 third or fourth year students spend half their academic credits serving indigent criminal defendants in the Bronx criminal courts.

While all applications will be reviewed, significant experience in a major urban criminal justice system is required.

Pace is located in a genuinely bucolic setting in White Plains, New York, a half-hour from Grand Central Station by train. The faculty is lively, versatile, and highly receptive to the incorporation of clinical teaching techniques across the curriculum, as well as supportive of the client representation clinics. In addition to the Criminal Defense Clinic, our present intent is to continue offering a Prosecution of Domestic Violence Clinic, an Appellate Litigation Clinic, a Wills and Advance Medical Directives Clinic, and a Health Law/Civil Litigation Clinic.

Please contact:

Professor Janet Johnson
Chair, Faculty Appointments Comm.
Pace University School of Law
78 North Broadway
White Plains, NY 10603.

If you would like further specific information about the clinical program, contact Vanessa Merton, Associate Dean for Clinical Education, at the same address, or by telephone at (914) 422-4333; by fax at (914) 422-4391; or by E-mail at vmerton@genesis.law.Pace.edu.

PLEASE REFER TO THE SPECIAL JOBS ISSUE FROM LAST MONTH FOR ADDITIONAL LISTINGS

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CLINICAL LEGAL EDUCATION ASSOCIATION

Membership Renewal Form

1 9 9 5

NAME:

TELEPHONE:

LAW SCHOOL:

FAX:

INTERNET:

ADDRESS:

I wish to serve on the following committee(s):

Nominating

Status of Clinical
Teachers

Conferences

Funding of Clinical
Education

McCrate Implementation

Lawyering for Social Change

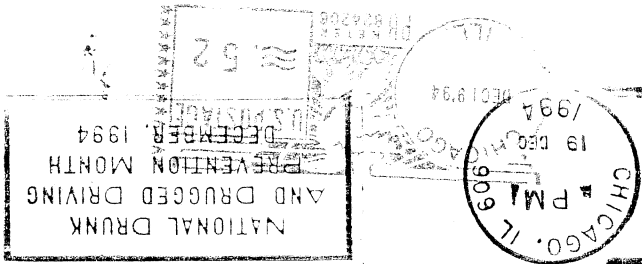
Please send an invitation to the following persons to join CLEA:

COMMENTS/SUGGESTIONS:

Please return this form and your check for \$30.00 made out to the
Clinical Legal Education Association to:

Clinical Legal Education Association
6020 South University Avenue
Chicago, Illinois 60637-2786
(312) 702-9611
(312) 702-2063 FAX

David Chavkin
 The Catholic University
 of America
 Columbus School of Law
 The Litigation Clinic
 Columbus Community Legal Services
 Cardinal Station
 Washington, D.C. 20064



Clinical Legal Education Association
 6020 South University Avenue
 Chicago, IL 60637-2786

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