

CLINICAL LEGAL EDUCATION ASSOCIATION

NEWSLETTER

VOLUME VI NO. 4

MAY, 1998

PRESIDENT'S MESSAGE



Susan J. Bryant
(CUNY)

Robert Seibel
(CUNY)

CO-PRESIDENTS

The AALS conference in Portland was a great success. The plenary and concurrent presentations were thought provoking and it was nice to have the small groups get back to teaching presentations and feedback. We enjoyed the opportunity to collaborate with other teachers about the preparation and execution of a specific class with some of the goals related to the values teaching issues that were the theme of the whole conference.

The discussions of various ways in which values related issues come up in our teaching reminded us of

the pervasive theme of choices in so much of what we do. Every day each of us faces many choices about what topics to address with students as we collaborate with them on cases or communicate with them about fieldwork experiences. Of course, we also make many choices about what to include in syllabi for our classes, and even how much of the responsibility for choices we should bear, and how much we should share.

In a fundamental way we have all made one choice that is the same--we have all chosen to be clinical teachers. There are some very important values that are attached to that choice. As clinical teachers we are constantly modeling the importance of a commitment to public interest and to access to justice for all segments of society. In many of our law schools the prevailing focus is on law as an abstract intellectual endeavor--students might learn that the intellectual puzzles of the law are the only important and worthwhile aspects of law. By our choice to be clinical teachers we are reminding students that people and human needs are the driving forces behind all aspects of

the law. We are putting the intellectual challenges of law in the context of understanding the impact of laws and legal events on people.

The decision to be a clinical teacher means that we have all chosen to stay in touch with the day to day realities of legal institutions and the norms of the profession. We have chosen a path that has substantial contact with individual students at its core, and this gives us power and responsibility in the way we interact with those students.

Our decision also often means that we have chosen to occupy positions of lower status in the academy. While we continue to work to change that lower status, we need to remember, and to remind others, that we have made this choice, that we have voluntarily accepted the burdens of lower status because there are rewards and values that justify that cost. We need to see through our occasional frustration with the problems of our status and revel in the rewards of our choice to assume this role.

CLEA COMMITTEE REPORTS

Conference Committee

Carrie Kaas (Quinnipiac)

The CLEA Committee met in Portland in May of 1998. Our current goals are: (1) to encourage clinicians to run small topic area conferences at their respective law schools, with CLEA technical and financial support; (2) to work with

the AALS Section on Clinical Legal Education to support regional conferences; and (3) to sponsor a conference every other year for New Clinicians. This newsletter contains the GUIDELINES for CLEA Conferences, adopted by the CLEA Board in January.

Here is the current status of emerging ideas for conferences, and the contact persons *if you want to be part of the planning committees, or to sponsor one of these conferences.* Note--these are not self-executing ideas, nor can the CLEA Conference Committee (i.e. Carrie) run conferences on all these ideas. However, if you get a few good people together who are excited about these ideas, CLEA will help you with suggestions, advice, and some money (see GUIDELINES ...)

New Clinicians Conference:

HELP NEEDED!!! The current plan is for CLEA (perhaps in coordination with the AALS Section) to sponsor a day-long conference for new clinicians every other year. The emerging consensus is to hold the conference on the day before or after the AALS

Section Clinical Workshops (the short ones, held in odd years) beginning next year, in May or June 1999. I will be organizing this event with Liz Cooper from Fordham. We need other people to assist us, and we welcome suggestions from new and experienced clinicians on content. (Note: as a long-term goal, CLEA may work with the AALS to encourage more discussion of clinical teaching and supervision methods at the annual New Teacher's Conference. For now, most of us think this conference should be an add-on to the Clinic Conference, to increase the likelihood that deans will send new clinicians to the Conferences. Contact Carrie Kaas (203) 287-3234; FAX: (203) 287-3237; kaas@quinnipiac.edu. **We also intend to put together a realistic suggested readings list for new clinicians. Send ideas to me.**

Supervision Workshops: Liz Ryan Cole (Vermont) has a ready-made conference available on Supervision and Feedback skills. It is designed for clinicians and field-work supervisors. Contact Liz if your law school would like to sponsor such an event. (802) 763-8303; lcole@vermontlaw.edu

Domestic Violence: A group is forming to explore whether we should hold a conference in the summer of 1999 to explore several emerging themes in the representation of domestic

violence victims. Preliminary ideas include an emphasis on inter-disciplinary responses to domestic violence. Contact Joan Meier (George Washington) : (202) 994-5794; joans@clinic.nlc.gwu.edu.

Health and/or Elder Law: The contact person for this group is Michael Bryce (St. John's) (718) 990-6689; FAX (718) 990-1961; Norm Fell (Cooley) is also involved, but he will be away for the next semester.

Skills Training: Several different people have suggested a conference on skills training although there are different interpretations of what the term means. One idea is to provide for a gathering of people who teach interviewing, counseling & negotiation courses, either in their clinics or as stand-alone simulation courses. This conference might serve as a means for the presentation and exchange of materials and critique of course design. *For the time being, I will serve as the contact person until I can get someone else to take it on. Volunteers?*

Ethical Issues in Criminal Law: The contact person is Laura Berend (University of San Diego) (619) 260-2345; lberend@acusd.edu.

Multi-disciplinary Approaches to Meeting Client's Needs: If you would like to talk about organizing a conference on

this topic, contact Jeff Selbin at Berkeley Community Law Center (510) 548-4040. NEXT CLEA SUPPORTED CONFERENCE: Lawyers and Community, June 26-28, 1998 at Yale University. Contact person is Nancy Cook at Cornell, (607) 255-4196; cook@law.mail.cornell.edu.

I am also looking for people to help me function as the "Clearinghouse" for technical support. I am due to receive a large box of stuff from Bob Seibel on past conferences and want help keeping track of who has what expertise. Volunteers needed!!!!

Carrie Kaas, Quinnipiac College School of Law, 275 Mt. Carmel Ave. Hamden, CT 06518; (203) 287-3234; FAX (203) 287-3237; kaas@quinnipiac.edu.

Externship Committee

Linda Morton (CalWestern)
&
Mary Jo Eyster (Brooklyn)

We had a meeting during the Portland conference, which was well-attended (considering that it overlapped with the beginning of the CLEA party, where a great time was had by all). At the meeting, we discussed the potential for another externship conference sometime in the next two years. Cindy Slane of Quinnipiac College School of Law and Marlana Valdez of American University both expressed interest in

hosting a conference. Others interested in sponsoring or working on such a conference may contact either of them or Linda Morton.

Since Bob Seibel is in the process of moving his base of operation from Cornell to CUNY the development of the CLEA website has been on hold. However, we are hopeful that the previously collected externship manuals will be available on the website soon. We will keep you posted on these developments. The current address is <http://www.clea.cornell.edu>; we are hopeful it will remain the same, despite Bob's move.

Jim Backman from Brigham Young University updated us on his proposal for reform of two ABA externship regulations pertaining to stipends and site visits. He will send out his proposal by e-mail on the clinic listserve. Those wishing to respond may respond through the chat room of the CLEA website, which is accessed as follows:

<Access the website through the CLEA address, <http://www.clea.cornell.edu> Arrow down to the CLEA chat area & click on the purple lettering. You will see a "WELCOME" sign; scroll down to "new users click here". Fill in your name and password, then call or e-mail Bob Seibel at CUNY.>

For those of you who are not members of the clinic

listserve, Jim's draft proposal is set forth below. You may respond directly to Jim at: Jim_backman@byu.edu Responses through the CLEA website will be available for others to review and comment on so please use this format if possible.

Proposed modifications of the current standards:

1) *The no compensation issue. I propose we add a provision stating:*

Standard 305, Interpretation 305-1: "Students may receive stipends from the field experience office or through their law schools to reimburse the students for documented, extraordinary expenses associated with travel, relocation, housing and basic living expenses in connection with an externship at a distant location.

2) *The on-site visit issue. I propose we add alternative means of fulfilling the oversight and quality control policies embodied in this standard:*

Standard 305, Interpretation 305-2(e)(3) and 305-2(h)(3): "Although site visits are preferred, the full-time faculty director may use a combination of e-mail correspondence, fax communication and telephone conversations with both the student and the field supervisor to assess the quality of the student's experience and to promote interaction by the full-time faculty member with the student and field supervisor. A law school may also utilize qualified externship faculty at other law schools to conduct site visits at distant locations."

As always, we welcome your thoughts, suggestions and comments.

International Law Committee
--

**Paula C. Johnson
(Syracuse) & Catherine
Klein (Catholic)**

The International Law Committee met at the AALS Clinical Conference in Portland, Oregon on May 6th. The co-chairpersons for the committee are Paula C. Johnson, Syracuse University, and Catherine Klein, Catholic University. The committee is a CLEA-AALS joint task force, with Isabelle Gunning, Southwestern University, and Roy Stuckey, University of South Carolina, serving as AALS Section co-chairpersons.

Enthusiasm for several task for activities emerged at the meeting. First, in order to maintain communication and to share information, techniques and resources with those who are involved in international clinical programs, we intend to establish a central mailing list and website as to members' activities. We are exploring the possibility of using the CLEA website for this purpose, in addition to combining mailing lists from related organizations such as CEELI and GAJE. We will further explore the possibility of enlisting student assistance to compile such a list an

anticipate requesting CLEA for funds to compensate a student for this work.

Second, we discussed plans to host an international clinical teachers conference within the next two years. We expect to invite instructors from a variety of international regions to discuss the theoretical, pragmatic and political dimensions of worldwide clinical programs. In addition, we discussed the possibility of co-sponsoring this conference with the Clinical Law Review, with papers and proceedings from the conference culminating in a symposium issue in the CLR.

Third, in order to extend our connections with those whose work and interests may coincide with ours, we committed to do outreach with colleagues in related fields, including international law, comparative law, human rights law, and other global law areas. In recognition of the fin de siecle, we plan to work closely with such groups on programs for the 2000 AALS Annual Meeting.

We will keep members informed as to our progress on these activities as well as ways in which members can participate and assist in these efforts. Feel free to contact your co-chairpersons with questions or suggestions about any of these plans.

LAWYERING FOR SOCIAL CHANGE COMMITTEE

Suzanne Levitt (Tulsa)

The Lawyering for Social Change Committee (sometimes known as the Political Interference Group ["PIG!"]) has been quite active lately. As was reported in the last CLEA newsletter, the committee wrote a brief to the Louisiana Supreme Court in response to recent attempts by local business groups to change the student practice rule in the state. The proposed changes would hinder the very effective work that the Tulane Environmental Law clinic has been doing. A brief opposing the proposed rule changes was also submitted by the AALS -- written by Peter Joy and Chuck Weisselberg. Significant portions of both briefs were published in the most recent issue of the Clinical Law Review. Our respective briefs must have been effective because a lengthy response to them was submitted to the Louisiana Supreme Court by a Louisiana Business umbrella group ("LABI") which is in favor of the proposed student practice rule changes. No decision has yet been made by the Louisiana Supreme Court, but the CLEA Lawyering for Social Change Committee has maintained involvement in the Tulane/Louisiana situation and is currently involved in writing a reply to the LABI submission.

A joint meeting with the CLEA Lawyering for Social Change Committee and its counterpart in the AALS was held during the Portland conference. Although I was not able to attend the Portland conference, Mark Aaronson and Annette Appell (who co-chair the AALS committee) held the meeting in Portland. In true clinical spirit, we are discussing ways in which our two committees can work together. I'd be happy to hear from anyone out there who has ideas and/or suggestions and/or opinions on where our committees should be heading or what they'd like to see our committees do.

Since our involvement in the Tulane situation, the CLEA committee has been very interested in hearing from clinics who have or are experiencing political interference with their work -- and from those who have historical memories of such happenings. We'd also like to hear any suggestions you may have on work in which you'd like to see us involved.

Finally, here's my time to send a pitch and important request: First the pitch -- Anyone who is not currently "on" the Lawyering for Social Change committee, but who would like to be involved, please contact me (with the information I request below) and I'll add you to the list. Now the request -- I'd very much appreciate it if everyone who is on the

committee could "re"-supply me with your current address, phone number, fax number and if you have one ñ email address. I'm getting a lot of returns on much of the mail and emails I send to you all. You can reach me many ways: by mail: Suzanne Levitt; University of Tulsa Legal Clinic, 408 South Harvard, Tulsa, OK 74112 or phone: 918-584-2751 or fax 918-584-2747 or email: Levittsj@centum.utulsa.edu. No cell phone number; there have to be some limits. . .

**CLEA LAWYERING FOR
SOCIAL CHANGE AND AALS
LAWYERING IN THE PUBLIC
INTEREST WORKING
TOGETHER: TWO
COMMITTEES WORKING
TOGETHER**

The CLEA Lawyering for Social Change and AALS Clinical Section Lawyering in the Public Interest Committees held a joint meeting in Portland at the Clinical Teaching Workshop. The committees decided to work together to (1) support teaching and faculty work promoting social change; (2) assist other groups in coordinating amicus briefs on involving access to justice and other issues affecting the public interest; and (3) work on establishing additional links to poverty and civil rights related information on the CLEA website.

With regard to (1), the committees agreed to submit a column highlighting public interest work in each newsletter of the Clinic Section and CLEA and to

encourage teaching conference organizers to include peer exchange programs regarding social change and public interest programs at clinical and other programs at law schools.

Anybody interested in joining the CLEA Lawyering for Social Change Committee should contact Suzanne Levitt, Chair of CLEA's committee :
University of Tulsa Legal Clinic, 408 South Harvard, Tulsa, OK 74112; phone 918-584-2747; email: Levittsj@centum.utulsa.edu; FAX: 918-584-2747. Anyone interested in joining the AALS committee should contact its Co-chairs: Mark Aaronson, UC Hastings (aaronson@uchastings.edu, (415) 557-7895) or Annette Appell at arappell@aol.com, (702) 895-3671.

TAKE THE CLEA CHALLENGE

**ONCE AGAIN, LOUDER AND
FUNNIER: PLEASE ANSWER
THE CLEA CHALLENGE!**

[The following was previously published in the CLEA Newsletter, but many reliable sources at the Portland conference swore they'd never seen it. In an effort to maximize the

chance to respond, and with the hope that this may be a more expansive time of the year than February, the CLEA Standards Committee again invites your quick, inelegant, unpolished -- forget complete sentences even -- ideas about what a great clinical program (of whatever stripe: clinic, externship, simulation course) ought to include. Please, if possible, submit (or indicate your intention to submit) your entries by July 15 (that would be 1998, yes).]

For a couple of years now, CLEA has been working on a project to devise guidelines for programs and courses that are viewed and described by their institutions as clinical legal education. In part, the purpose is to foster "truth in advertising" (as clinical programs and courses become increasingly popular marketing tools), and in part the hope is to develop some professional consensus about essential elements of courses and programs that seek to advance the educational goals that clinicians claim, at least, to serve. The "CLEA Standards Project," as it was initially dubbed, is not intended to produce a new basis for some sort of accreditation. However, clinicians might find useful a set of guidelines developed by the national organization of clinical educators when it's time to advocate for appropriate infrastructure -- physical

and academic -- to support the teaching of law and lawyering through experiential pedagogy (to cite one possible definition of "clinical legal education"). When we refer to a "clinical program," by the way, we mean not an individual clinical course but the overall program of clinical education (simulation courses, externships, clinics, etc.) offered at a particular school. We are interested in trying to define standards both for individual clinical courses and for clinical programs.

About 25 CLEA members have at various times worked on this project, but progress has been somewhat sporadic. Several members of the working group met at the AALS Clinical Legal Education conference in Portland to try to refine the project's objectives and move it forward. (This truly ad hoc Steering Committee consists of Stacy Caplow of Brooklyn, Bob Seibel of CUNY, Sally Frank of Drake, Bob Dinerstein of American, Carolyn Kaas of Quinnipiac, and Vanessa Merton from Pace (nominally the chair). Others who couldn't be at the Portland meeting are eagerly invited to participate.)

Obviously, a crucial first step in trying to build consensus about the components of a high quality clinical program is eliciting a broad array of ideas about what those components might be, in

classic "brainstorming" mode.

One part of the project's information-gathering stage is what we are calling the "The CLEA Challenge." We want to give every clinician who would like to contribute to this effort an opportunity to begin with the big picture rather than with the details, on as general a level as possible.

Here's the challenge: Assume that you arrive at a law school that has no history of anything but the most traditional, non-clinical curriculum. No other faculty have been designated or self-designated as clinical teachers. The institution has no major financial problems and some substantial resources that could become available for an attractive proposal. It has an average bar passage rate, average record of law-related employment after graduation, average level of applicants for admission, average tuition. It's been right in the middle of the U.S. News, etc. rankings for the last several years.

You have the go-ahead to design your ideal clinical program. What would it look like?

Please give us as much of a picture of your ideal program as you can do easily and quickly. We hope you can provide at least some highlights or a summary of the most important points. Brainstorm on paper and

send it off; grammar etc. doesn't count. Bullets, fragments, evocative phrases, all are welcome.

Some, obviously not all, of the issues to think about might be: Would the program have a dominant model (live-client, externship, simulation)? Would there be integration with non-clinical courses? How would the clinical program relate to the curriculum as a whole: what courses would you develop first -- next -- finally? What would be your criteria for prioritization? What would be your expectations of clinical faculty, in terms of qualifications, status, and how they spend their time? What proportion of the student body would you seek to reach, and would you target any subpopulation of students? How would you decide the mix of subjects and skills to be taught, and what would that mix look like? How would you evaluate a) the teaching, and b) the learning, that occurs in your program? What kind of space and facilities would you need? How, if at all, would you define and consider the "needs of the community" in designing your program? What would your mission statement say?

These are only a few possible topics. Pick one, a few, or pick your own. Tell us in 25 words or less, or 250 words or more, about an ideal program or an ideal course, or just a reasonably good piece of one. Perhaps you have struggled with one

of these issues in your real life. If so, would you be willing to share information about that experience? If not, would you be willing to fantasize? Either way, please send any thoughts -- however brief, however free-form -- to Vanessa Merton at Pace Law School. (Use any means of transmission you like: contact info follows.) Thanks very much for picking up the CLEA Challenge!

ps: We will also try to start a thread of discussion in the CLEA chat room for anyone who cares to join. Watch the CLEA HomePage for more info.

pps: There will definitely be prizes for the shortest, longest, funniest, saddest, etc. entries. We haven't figured out yet the categories, the criteria, or what the prizes will be. But probably at least one will involve lyrics by Bob Dinerstein . . .

SEND YOUR ENTRIES,
preferably by JULY 15, to:

Professor Vanessa Merton
Associate Dean for Clinical
Education
Pace University School of
Law
78 North Broadway
White Plains, NY 10603
vmerton@genesis.law.pace.edu
914-422-4333 (telephone)
914-422-4391 (fax)

Or, post on the lawclinic list or in the CLEA chat room; I will not forward an individual response to either place without explicit permission from the author.

Fair Warning: The Standards Project is also contacting the directors of clinical programs that ended up on the Top Ten list of the nefarious U.S. News, etc. and asking them to reflect, for a few moments, on what they think distinguishes their programs as exceptionally meritorious. We may even try to arrange one or more conference calls involving these folks. If you think another clinical program that mysteriously is "not" on the Top Ten list is in part or whole excellent, please nominate it for inclusion in this special outreach effort.

Various members of the group that met in Portland agreed to take a stab at writing brief pieces that address certain specific topics, e.g.: the implications of diversity for quality in clinical programs; integration of clinical and non-clinical curriculum; the need for sufficient administrative infrastructure to expand and diversify; the risks and benefits of multi-tier faculty status; and so forth. But don't feel inhibited about offering your own thoughts on these topics. The more ideas, the better.

If we get several folks interested in one (or related) subtopic(s), we may try to utilize the embryonic CLEA conference call system for one or more group brainstorming sessions.

The goal is to assemble our input by July 15, and by September to have produced a master draft incorporating the various ideas, for initial circulation. Our expectation is that at that point we'll get lots of feedback. At least by January, we should have some alternative drafts of sections for discussion, and perhaps be able to schedule a few sessions for that purpose at the AALS.

This is an example of a first draft of a piece on a particular topic (clinical scholarship) that will be considered by our full work-group over the summer. Any comments or additions would be extremely helpful.

Draft Excerpt on Clinical Scholarship

Here are some of the characteristics that might describe a clinical program that was committed to supporting clinical scholarship by its clinical teachers.

Institutional and Programmatic Support for Clinical Scholarship

Vibrant, high-quality clinical legal scholarship depends primarily on the creative efforts of individual clinicians, but a clinical program can take steps to increase the likelihood that such scholarship will be

produced. Some of these steps are as follows:

Hiring: Clinical programs should look for scholarly potential and past achievement when looking to hire clinical teachers. Because clinicians are more likely to have extensive practice experience than other potential law teachers (and almost certain to come from litigation-oriented practices, where they often have had less access to abundant resources than similarly-situated, non-clinician applicants from private litigation practice settings), clinical programs and faculties may have to emphasize scholarly potential and thoughtfulness about law practice rather than the existence of articles, as they might for applicants for non-clinical positions. Clinical programs need to be sensitive to the academic culture of their law schools to enable them to make the case for hiring potential clinical scholars who may not have had the same opportunities to publish post-law school legal scholarship as non-clinician applicants without suggesting or implying that these clinical hires are inferior to their non-clinical colleagues.

Program Structure: If clinical teachers are to produce high-quality clinical scholarship, they need blocks of time within which to research and write. A clinical program that

seeks to emphasize clinical scholarship must strive to provide clinicians with these blocks of time, primarily between semesters and during the summer. While not every program will be able to provide such times for every clinician every year, programs that expect clinicians to teach in a clinical program over the summer or engage in substantial case- or matter-related work must at least work to alternate these obligations so that clinician-scholars are not set up for failure.

Material Support: At most law schools, law professors have access to an array of resources to support their scholarship, and clinicians should be as eligible for these resources as their non-clinical colleagues. These resources include, but are not limited to: computers (of recent vintage and comparable to those available to non-clinicians), research assistance, during semesters and the summer; travel funds to attend conferences; budgets for book purchasing, or else the ability to suggest reasonable library purchases; sabbaticals, research leaves, and reduced course loads from time to time. Some of these resources have the disadvantage of removing the clinician for a portion of time from the live-client work in which he or she normally engages. The clinical program will have to make these trade-offs if it expects its

clinicians to be able to produce scholarship (and if it seeks to retain in the program those clinicians who manage to produce clinical scholarship and are not artificially limited to the Clinic once they achieve tenure or similar job security).

Formal Collegial

Support: Perhaps more than other kinds of scholarship, clinical scholarship depends on the collaborative interactions among clinicians, both within and outside of the clinical program. A clinical program that seeks to emphasize scholarship will find ways to encourage its clinical scholars to present their works-in-progress to and engage in scholarly conversations with various audiences: other clinicians in the program; other law faculty within the law school; local and regional clinical scholarship meetings (such as the New York and Mid-Atlantic Clinical Theory Workshops); and national and international clinical meetings and conferences (AALS, CLEA, Law and Society, SALT, UCLA-Institute of Advanced Legal Studies Conferences, and so on). The program should encourage its young clinical scholars to take advantage of the Clinical Law Review, whose peer-review structure and commitment to providing detailed feedback to authors (even those whose articles the editors

reject) can assist a clinical writer greatly.

Informal Collegial

Support: More informally, clinical programs need to make sure that young clinical scholars have mentors (preferably within the program itself, but otherwise drawn from the broader clinical community) who will read drafts and works-in-progress and provide criticism and encouragement where needed. Senior clinical teachers within the program also need to model the importance of clinical scholarship, both in their approach to it (including structuring their own work lives to provide time for its achievement) and by engaging in their own scholarly work.

Academic Equality:

Whatever the justification some law schools have developed for different or separate academic status for clinicians and non-clinicians, there is no basis for providing lesser academic status to clinicians who engage successfully in clinical scholarship. A clinical program must make its best efforts to remove any last vestiges of differential status when the (sometimes) presumed basis for this difference -- failure to produce scholarship -- no longer exists.

Commitment to

Excellence: To be perceived as legitimate, clinical

scholarship, like other scholarship in the academy, must be subject to outside peer review. It is not possible that every clinical article will receive excellent reviews (any more than would every non-clinical article). A clinical program that wishes to emphasize high-quality clinical scholarship must be prepared to acknowledge when a clinician's scholarly work does not meet the standards it has set. In such instances, the program and law school may be faced with some very painful retention choices, although, somewhat paradoxically, the often ambiguous position of clinicians within the academy may permit retention of good clinical teachers who are not superb scholars in circumstances that would not exist for non-clinicians. While the program should take every step possible to avoid the harsh consequences of denials of tenure and long-term job security, the cost of purporting to have a system that values clinical scholarship and then retaining people who have not demonstrated their ability to produce such scholarship is extremely high.

Summary: Good clinical scholarship informs, and is informed by, good clinical teaching. A clinical program that claims to value clinical scholarship must provide the structural, material, and collegial

support for this endeavor if it is to be successful in attracting and retaining clinical scholars.

NEW CLINICAL PROGRAMS

UNIVERSITY OF DENVER BATTERED WOMEN'S CLEMENCY REFORM PROJECT

The Student Law Office at the University of Denver College of Law is offering a new clinical course, The Battered Women's Clemency Reform Project, co-directed by Prof. Peggy Walker and Prof. Nancy Ehrenreich. The project is a two semester effort to obtain clemency relief for 3 incarcerated battered women. Six student attorneys will be arguing their cases before the Executive Clemency Advisory Board on July 14 (Bastille Day!!). Prof. Jackie St. Joan is working with another student lawyer to negotiate a reform in Colorado's clemency guidelines in order to improve the clemency process for approximately twenty other battered women currently incarcerated in Colorado prisons in connection with the death of their abusers.

UNIVERSITY OF DENVER MEDIATION CLINIC

Prof. Roberta Steinhardt teamed up with Prof. Jeff Hartje this semester to supervise students in the Student Law Office

Mediation Clinic. Roberta will continue to teach the Mediation Clinic next year.

Visit the University of Denver Clinical Programs at their new website:

www.law.du.edu/clinics

**PACE LAW SCHOOL DEVELOPS
PROTOTYPE SECURITIES
ARBITRATION CLINIC**

Last year Pace was approached by representatives of the United States Securities and Exchange Commission ("SEC") and invited to develop a clinical program in which Legal Interns would represent investors who claim to have been defrauded by brokers, for the limited purpose of the private arbitration proceedings that are the contractual forum for these disputes. The program was established on a pilot basis for the 1997-98 academic year and Pace has decided to continue it in 1998-99.

Professor Barbara Black, a tenured full professor with wide experience and great expertise in the securities industry, but no prior clinical teaching experience, developed the program and has taught and supervised the students. She has accomplished this on overload, while teaching her regular classroom courses.

The new clinical program, the Securities Arbitration

Clinic ("SAC"), provides assistance to small investors who, because of the low potential recovery on their claims, cannot obtain legal representation. Most disputes between investors and brokers must be submitted for arbitration before industry-sponsored panels. From 1985 to 1990, the number of such arbitrations almost doubled, from 2800 to 5300 each year.

These proceedings meet the needs of both investors and broker-dealers for speedy, economical and fair resolution of their disputes. Yet many investors harbor suspicion of industry bias in this process. Given the substantial benefits of securities arbitration, it is important that investors perceive the process to be fair.

Investors with small claims seem to feel especially disadvantaged and are often overwhelmed by the experienced legal staff of brokerage firms. The investors' perception that legal representation could make a real difference in outcome appears to be realistic. A recent survey reviewing approximately 8100 arbitration awards found that small investors prevail more frequently when represented by counsel and that represented investors who win achieve significantly higher levels of recovery. See "SAC Award Survey: How Fares the Pro Se Investor in Arbitration?" 8 Securities Arbitration Commentator 1

(1997).

The SAC offers representation, for the arbitration component only, to small investors with claims no greater than \$50,000 who otherwise meet the eligibility requirements of John Jay Legal Services, Inc. (no major assets other than house and car, income limitations, etc.), including demonstrated inability to obtain legal representation from the private bar. Preference is given to the elderly, a category of small investor for whom Congress has expressed special concern. We receive referrals from the self-regulatory organizations themselves, from a pamphlet included in SEC mailings, and from the securities bar. No fee is charged, although we seek reimbursement for litigation expenses if the client can afford them.

SAC interns study the substantive law of broker-dealer regulation, arbitration theory and practice, and lawyering skills. From time to time, private practitioners and SEC attorneys assist in the teaching of the weekly seminar.

SAC was conceived of as a program suitable for the limited availability of our Evening Division students, who receive preference for selection into the program. On average, the interns are expected to handle two or three arbitrations before either the New York Stock

Exchange or the National Association of Securities Dealers over the course of the year. This involves client interviewing, fact investigation, preparation of legal memoranda, and either conducting an arbitration or negotiating a settlement. The SAC is limited to six students, who work together in pairs.

The program has proven both educationally valuable and popular with students, offering a very different practice setting from the rest of our poverty-law oriented clinics. Both Fordham and Brooklyn Law Schools are seriously considering adding similar programs. For more information, please contact either Professor Barbara Black or Associate Dean Vanessa Merton at Pace Law School.



**NEWS,
ANNOUNCEMENTS
AND NOTICES**

Justine Dunlap (Arkansas-Little Rock) has been appointed Director of Clinical Programs for

Southern New England School of Law.

Keri Gould (Fordham) has been appointed assistant clinical professor and assistant dean for externships at St. John's University School of Law effective June 1.

Jeff Hartje (Denver) attended a clinical legal education conference in Argentina last winter, and presented a paper in Spanish!

Ruth Jenny (North Dakota) was promoted to Assistant Clinical Professor.

Donald Marritz (Pennsylvania State University, Dickinson School of Law) recently received a "special achievement award" from the Pennsylvania Bar Association for his work as a co-chair of the PBA Civil & Equal Rights Committee.

Tilloretta Pope (Denver), formerly office manager of the appellate clinic at the Georgetown Law Center, has joined the staff at the University of Denver as administrator of clinical programs.

Laurence Rose (Miami) has been awarded the 1998 Richard S. Jacobson Award for Excellence in Teaching Trial Advocacy by the Roscoe Pound Foundation which will be presented at the Foundation's Annual Meeting on July 12 in Washington, D.C. in conjunction with the ATLA Annual Meeting.

Howard Rosenberg (Denver) was honored by the Thursday Night Bar Program for his ongoing support for legal services for the poor.

Jackie St. Joan (Denver) Director of Clinical Programs, received the Systems Change Agent Award from Project Safeguard, a local domestic violence advocacy organization. She also received a 1998 Fellowship in Literature for Poetry from the Colorado Council for the Arts.

Larry Spain (North Dakota) was granted tenure.

Joan O'Sullivan (Maryland) was awarded the Maryland Bar Foundation's Award for Legal Excellence in the Advancement of Public Understanding of the Law in March 1998.

Tim Tarvin (Arkansas, Fayetteville) will be a presenter at the 1998 CALI (Computer-Assisted Legal Instruction) Conference at Chicago-Kent, Thursday, June 25 through Saturday, June 28th. Tim and the law school's systems administrator, Chris Abel, will present a program entitled "Software and Websites for Law Clinics" demonstrating the use of case management software and document assembly software as a teaching tool in clinics, as well as Internet resources. For those who may be interested the conference schedule and other information about CALI is available at <www.cali.org/98conf>.

CLEA Recognizes Nina Tarr

A Certificate along with a pair of dancing shoes were presented to Nina Tarr at the CLEA party at Kell's Irish Pub in Portland at the AALS Clinical Conference. The text of the Certificate is reproduced below:

CLEA is pleased to recognize Nina Tarr for her work as President during 1997, and for all her other work from the very beginning of CLEA's existence. No mere plaque or trophy would be sufficient to acknowledge the spirit that Nina has brought to us, so CLEA is proud to present Nina with the first pair of officially sanctioned CLEA Dancing Shoes.

CLEA appreciates Nina Tarr for her leadership on and off the Dance Floor, in the Midwest and in other Regions of the world, wherever Clinical Teachers get together. Nina's warmth, energy, and intelligence have been an inspiration.

These special CLEA shoes are not just for Dancing. Though Nina may not be in Kansas, wearing these shoes she can click her heels together and be assured that something magical will happen. Having her as president was a magical experience for CLEA.

NORTHWEST CLINICIANS HOLD FIRST ANNUAL CONFERENCE WITH HELP FROM CLEA

The First Annual Northwest Clinical Law conference was held in Washougal, Washington on September 12-14, 1997. Twenty four Clinicians and others attended the conference and represented six schools: University of Washington, University of Montana, University of Idaho, Lewis and Clark, Gonzaga, and Seattle University. Alan Kirtley from the University of Washington provided the motivation, acted as chair of the planning committee, and was the driving force behind this first conference. The program committee (Mark Wilson [Gonzaga], John Mitchell [Seattle U.], and Mary Helen McNeal [U of Montana]) came up with a creative and productive day and a half program. The facilities committee (Deborah Moranville [U. of Washington], Terry Wright [Lewis and Clark], and Sandy Hansberger [Lewis and Clark]) took care of food, lodging and registration for the conference. Once we were underway, CLEA provided much needed financial support in the amount of \$400.00.

In true clinical style the program committee planned an agenda which employed a variety of presentation techniques:

panel discussions, note card sessions (dealing with clinic questions, issues and problems submitted by clinics ahead of time), and a poster session. We covered a wide range of topics including externship supervision, difficult student supervision issues, challenges faced by each clinic, our goals, and pedagogical choices. (Prior to the conference we compiled and distributed information on all participating clinics. This allowed us to focus on the more interesting issues.) We concluded with a "poster session" where each clinic created a poster describing some idea concerning student supervision. Clinicians used original artwork, collages from mass media, three dimensional objects, poetry, prose, and any type of creativity possible to create these posters.

The group originally had no budget for the conference, and participants had not previously budgeted for travel expenses and conference registration fees, so we vowed to keep our costs down. Our facilities were rustic---how rustic, you ask? In true woodsy Northwest style, we all stayed in a large lodge, actually a Campfire Girl Camp, with dorm type rooms. We did have electricity, running water, heat, a large meeting and dining area, and great weather. A few of us who slept on the balcony woke up to deer out for a morning stroll. We prepared group meals in an industrial style kitchen and

alternated clean up. (Ken Gallant was great at running a restaurant type dishwasher.) The food was plentiful and excellent. Lewis and Clark provided a little luxury by sponsoring a catered dinner on Saturday night.

While this communal living gave us a chance to get to know each other, we all agreed we could step up the level of accommodations. Our next conference will be held in September in Washington state where someone else provides the food. Looks like the Northwest Clinicians are well underway. Many thanks to CLEA for the financial help!

AALS CLINICAL TEACHING AWARD

As most CLEA members also belong to the AALS Clinical Section, all are encouraged to suggest nominees for the 1999 Clinical Section Teaching Award. According to the Clinical Section's by-laws, the award is designed to honor either an individual or institution for making an outstanding contribution to clinical legal education, based on service, scholarship, program design and implementation, or other activity that is beneficial to clinical education or the cause of justice.

The awards committee members are Paula C. Johnson, Chairperson, Syracuse University; Herbie DiFonzo, Hofstra University;

Carol Izumi, George Washington University; Peter Joy, Case Western Reserve University; and Homer LaRue, Howard University. The deadline for nominations is Wednesday, September 30, 1998. Nominations, with a brief statement in support, can be forwarded to any member of the awards committee.

CLINIC CASE REPORTS

Paul Chill (Connecticut) writes to report a significant appellate decision in a case brought by the **Civil Rights Clinic** at the **University of Connecticut School of Law**. The decision is Pamela B. v. Ment, 244 Conn. 296, ___ A.2d ___ (March 31, 1998).

In 1995, the Clinic filed a class-action lawsuit in state court alleging that Connecticut is violating the constitutional rights of parents and children by failing to hold prompt court hearings after the state seizes ("removes") children on an emergency basis because of suspected abuse or neglect. Connecticut law requires such hearings to be held within ten days. Due to a large increase in the number of emergency removals, however, as well as a generally underfunded and understaffed juvenile court system, children often remain in "temporary" custody for several months before parents are given any

meaningful opportunity to challenge the removal. The complaint seeks a declaratory judgment that these delays are unconstitutional, and injunctive relief to require quicker hearings.

The defendants, the state's chief court administrator and commissioner of children and families, moved to dismiss. They argued, in essence, that the state courts lack jurisdiction to hear a systemic challenge to delays in the court system. After the motion to dismiss was denied by the trial court, the Connecticut Supreme Court granted the defendants' extraordinary request to file an interlocutory appeal.

In a 5-1 decision, the Court ruled resoundingly in our favor and remanded the case for trial. The Court held that the judiciary has the power and responsibility to order a remedy when "a deluge of cases, combined with . . . inadequate resources with which to process them, work together to deprive aggrieved parents and children of meaningful review of . . . [state] conduct resulting in significant interference with their constitutional rights to family integrity." 244 Conn. at 331.

The plaintiffs have been represented by students in the Civil Rights Clinic supervised by Paul Chill, Holly Brooks (who has recently returned to private practice, a victim of the demise of Title IX

funding) and Jon Bauer.

A statewide class action for mandamus was filed against the Director of the Illinois Department of Human Services by Senior Law Students in **the University of Illinois College of Law Clinic**, under the supervision of Clinical Professor **George Bell**. The lawsuit seeks to enforce previous federal court decisions which held that due process requires that a copy of the calculations must be sent with any notice of action based on calculations. The Court has now certified the class to include all applicants and recipients of Aid to the Aged, Blind and Disabled (AABD) and Food Stamps since August 14, 1997, throughout the State of Illinois. Policy has already been changed statewide to provide calculations to a large segment of the class, and settlement negotiations are scheduled to address the remaining issues. Stewart v. Peters, Circuit Court of Champaign County.

Lynn M. Kelly (Fordham) reports on Garibaldi v. State of New York (N.Y. Ct. Cl. Feb. 9, 1998) (No 87270). Clinic students were granted permission to amend inmate's claim to add a state constitutional tort on the heels of the landmark decision in Brown v. State of New York, 89 N.Y. 2d 172, 652 N.Y.S. 2d 223 (1996). The Clinic is completing

discovery on the amended claim for cruel and unusual punishment based on prison officials' deliberate indifference to meeting the recognized mental health needs of the inmate.

WELCOME TO NEW CLINICIANS

Michigan introduces several new clinicians: **Anne Schroth** -- Anne came to us last year under a grant to start a poverty law clinic. She has now been hired under our long-term contract policy to continue this program in the general clinic. She specializes in domestic violence cases, was a staff attorney at Ayuda in DC and visited at Catholic's family law clinic before coming to Ann Arbor. **Juliet Brodie** -- Juliet comes to us from Madison, WI, where she is an assistant attorney general. Last fall she visited in the new poverty law program and now will join us this fall to develop a community lawyering project. Anne Schroth and Juliet worked together at Harvard's legal services program as students and we're happy to reunite them at Michigan! **Bridget McCormack** -- Bridget has worked as a Cover clinical fellow at Yale over the past two years. Before that she did criminal defense work in New York and before that she was a star clinic student at NYU. We are happy that

Bridget and her family are taking the leap to a new life in the Midwest!

Wayne State University Law School is excited to welcome **David Moss** to our clinical faculty. David comes to Wayne from Western New England College School of Law where he's been teaching health law, family law and torts. Before entering teaching, David worked with Minnesota's Protection and Advocacy System for Persons with Disabilities. At Wayne, David will be teaching simulation and traditional courses in the fields of health and disability law, teaching in the Free Legal Aid Clinic, whose emphasis is family law and domestic violence, and teaching in our internship program.

Cathryn Saylor Peterson, a Clinical Teaching Fellow at the **University of Denver**, is working with faculty to develop a new Pioneer Internship Program. Cathryn was formerly an adjunct professor and creator of a Business Law Clinic at William Mitchell College of Law.

BOOKS AND PUBLICATIONS

Adele Bernhard (Pace), *Private Bar Monitors Public Defense* 13 Criminal Justice 25 (1998)

Stacy Caplow (Brooklyn) and **Lissa Griffin (Pace)** *Multidefendant Criminal Cases: Federal Law and Procedure* (West 1998)

John Capowski (Widener-Harrisburg) *Statements Against Interest, Reliability, and the Confrontation Clause*, 28 Seton Hall L. Rev. 471 (1997).

Douglas Colbert (Maryland) *Thirty-Five Years after Gideon: The Illusory Right to Counsel* 1988 Ill Law Review 1

Marty Geer (Baltimore), *Foreigners in Their Own Land: Cultural Land and Transnational Corporations: Emergent International Rights and Wrongs*, 38 Virginia Journal of International Law 331 (1998).

Wadine Gehrke (Denver) is co-editor of *Advocating Excellence: Offering Hope for the Innocents*, a guardian ad litem's handbook published the Institute for Advanced Legal Studies with assistance from The Frost Foundation.

[The University of Denver College of Law and the Children's Legal Clinic have published *Advocating Excellence, Offering Hope for the Innocents--A Guardian Ad Litem's Handbook*, edited by Wadine Gehrke, Seth Grob, David Johnson and Shari Shink. The Handbook consists of two parts in one binder. Part One contains

seven chapters devoted to basic information about the representation of children and one chapter concerning guardian ad litem tasks in probate cases. These chapters include: tips for new guardian ad litem practitioners and information about special needs children, rural practice issues, domestic relations and dependency and neglect cases. Part Two includes chapters on ethical and malpractice issues, adoption practice, child support, delinquency, class action suits on behalf of children, the rights of individuals with disabilities to a free and appropriate public education, the Indian Child Welfare Act, pursuing an action on behalf of a child at risk (standing) and obtaining public benefits for the child client. Some of the chapters are specific to Colorado but would have general application as well. The Handbook sells for \$90.00 (\$80.00 for five or more.) For information and to order the handbook, please call Susan Barber, Director of the Institute for Advanced Legal Studies at DU College for Law (303) 871-6326.

Raven Lidman (Seattle) and **Betsy Hollingsworth (Seattle)** *The Guardian Ad Litem in Child Custody Cases: The Contours of Our Judicial System Stretched Beyond Recognition*, 6 *George Mason Law Review* 255 (1998) and *Rethinking the Roles of Guardians Ad Litem in Dissolutions: Have We Been Seeking Magicians,*

Washington State Bar News 22 (December 1997).

Debbie Maranville (University of Washington) recently published *ADMINISTRATIVE LAW* (Michie 1997), a book of simulation exercises with detailed case file designed either to integrate simulation exercises into a traditional administrative law class, or to be used in a one or two credit "lab course" accompanying the class.

Vanessa Merton (Pace) *The Utility of International Law for Protecting Women's Health Rights*, 9 *Pace Int. L. Rev.* 259 (1997)

Nancy Morawetz (NYU) *Rethinking Retroactive Deportation Laws and the Due Process Clause* 73 *N.Y.U.L. Rev.* 97 (1998).

Kurt M. Saunders (Duquesne) *Race and Representation in Jury Service Selection* 39 *Duquesne Law Review* (Fall 1998)

Phillip G. Schrag (Georgetown) and **Michael Meltsner (Northeastern)** *Reflections on Clinical Legal Education* (Northeastern University Press, 1998)

For those of you who may be thinking about a trip "down under," the Kingsford Legal Centre at the University of New South Wales recently published a "Guide to Clinical Legal Education Courses in Australian

Universities 1998." I have a copy that I would be happy to share. Additional copies might be requested from Frances Gibson or from Sally Cameron, Project Officer. Frances's e-mail and mailing addresses and telephone numbers are available through the on-line directory: <<http://www2.wcl.american.edu/clinic>>.

A recent book on clinical education - Clinical Legal Education - Active Learning in Your Law School - has been published by Blackstone (eds. Hugh Brayne, Nigel Duncan and Richard Grimes). It is primarily written for law students who want to make active learning part of their law degree, but would also be helpful to law teachers, particularly in the UK, who want to utilise the experiences the clinic has to offer. Contributors include **Adrian Evans (Monash), Laura Lundy (Queens, Belfast), Nina Tarr and Roger BurrIDGE (Warwick)**. It's one of the first books in the United Kingdom to concentrate on clinic and may be of interest to US clinicians.

GLOBAL ALLIANCE FOR JUSTICE EDUCATION
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GLOBAL CONFERENCE: DEC 6-17,
1999; LOCATION TBA
JOIN GAJE LISTSERVE FOR
UPDATES

MISSION STATEMENT

GAJE is GLOBAL, seeking to involve persons from as many countries in the world as possible, avoiding domination by any single country, and especially committed to meaningful participation from less affluent countries, institutions, and organizations. GAJE is an ALLIANCE of persons committed to achieving JUSTICE through legal education. Clinical education of law students is a key component of justice education, but this organization also works to advance other forms of socially relevant legal education, which includes education of practicing lawyers, judges, non-governmental organizations and the lay public.

GOALS

- (1) To maintain an international E-mail list serve with designated persons to re-distribute messages to persons without E-mail access (e.g. much of Africa and Asia).
- (2) To convene a global conference at a "low cost" location (particularly for persons from developing countries) by the end of 1999 that will include a separate "Train the Trainers" program.
- (3) To receive and administer funds to support the development of innovative justice education, especially in less affluent countries.

(4) To serve as a clearinghouse of teaching methods and materials.

MEMBERSHIP

Membership is on an individual basis and is not limited to professional legal educators; students, practicing lawyers, and NGO members are encouraged to join. At present no fee is required. To join, send your name, address, phone, fax number and E-mail address (if available) along with any relevant job title or organizational affiliation and a brief statement of your activities and interests relevant to the mission of GAJE, to Robin Palmer (palmer@law.und.ac.za) University of Natal Faculty of Law P.O. Box 2662 Durban 4000 Republic of South Africa Fax: 31-260-2559 You will receive a directory of members and subsequent organizational communications either by E-mail, or surface mail from the nearest E-mail co-ordinator to your location. You may join by E-mail; to be automatically subscribed to the GAJE list serve, send a copy of your email to blasi@law.ucla.edu

TEMPORARY STEERING COMMITTEE

Frank Bloch (U.S.A.) is Professor of Law and Director of Clinical Education, Vanderbilt Law School, Nashville, Tennessee. He was a

senior Fulbright Lecturer to the University of Delhi and has played an active role in promoting international clinical education on committees of both the Association of American Law Schools and the American Bar Association. fbloch@law.vanderbilt.edu

Martin Bohmer (Argentina) is Professor of Law, Universidad de Palermo Law School, Buenos Aires, Argentina. He is the Argentina co-ordinator for the University Development Linkages Project, Agency for International Development. bohmer@giga.com.ar

Clark Cunningham (U.S.A.) is Professor of Law, Washington University, St. Louis. He is currently the director of a Ford Foundation project to exchange clinical teachers between the U.S. and India to promote human rights clinics. cunninggc@wulaw.wustl.edu

Nigel Duncan (U.K.) is Principal Lecturer, Inns of Court School of Law, London, England. He is Editor of The Law Teacher, a committee member of the Association of Law Teachers, and a founding member of both the Clinical Legal Education Organisation and the Practice, Profession and Ethics section of the Society of Public Teachers of Law. N.J.Duncan@icsl.ac.uk

Neil Gold (Canada) is Professor of Law, University of Windsor, Canada. His consulting activities have

taken him to Australia, Europe, Africa, South America, and Asia, where he has contributed to the establishment or reform of professional legal education and judicial professional development. He is an active member of the International Bar Association and the Commonwealth Legal Education Association. ngold@gamma.uwin dsor.ca

Richard Grimes (U.K.) is the former Director of the Institute of Justice and Applied Legal Studies, University of the South Pacific, Fiji. He has taught at the Universities of Sheffield, Cork and Keele and is presently Head of Law at the University of Derby. He is one of the co-founders of the Clinical Legal Education Organization in the United Kingdom. R.Grimes@derby.ac.uk

Marlene LeBrun (Australia) is Associate Professor of Law, Griffith University. She worked for seven years as a co-ordinator and teacher for the Australasian Law Teachers Association (ALTA) Law Teaching Workshop, and has been invited to participate in workshops in legal education in Hong Kong, India, and Viet Nam. m.lebrun@law.gu.edu.au

Les McCrimmon (Australia) is Senior Lecturer and Director of Clinical Programs, University of Sydney Faculty of Law. He is an instructor with the Australian Advocacy Institute and a member of the New South Wales

Bar Association Practice Course sub-committee. lesm@law.usyd.edu.au

N.R. Madhava Menon (India) is a Member of the Law Commission of India. He is the former Dean of the National Law School of India and the immediate past-President of the Commonwealth Legal Education Association. Fax: 91-471-341-762

Robin Palmer (S. Africa) is Senior Lecturer and Director, Legal Aid Centre, University of Natal, Faculty of Law, Durban, South Africa. He is also Chair of the Association of University Legal Aid Institutions (South Africa). palmer@law.und.ac.za

Avrom Sherr (U.K.) is Woolf Professor of Legal Education, Institute of Advanced Legal Studies, University of London. He previously was Director of Legal Practice at the University of Warwick and Director of the Centre for Business and Professional Law at Liverpool University. asherr@sas.ac.uk

UNIVERSITY OF ARKANSAS- LITTLE ROCK
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**VISITING CLINICAL
INSTRUCTOR**

The University of Arkansas at Little Rock School of Law seeks applications for a visiting instructor in the mental

health law project of the Legal Clinic for the 1998-1999 academic year. The instructor would supervise students who would represent persons with mental illness in a variety of legal cases including involuntary civil commitments and insanity acquittees. The instructor would also co-teach the classroom component of the Clinic with two colleagues and teach continuing education classes for various professional groups in the community. Applicants must have a Juris Doctorate. Applicants should have a superior academic record and a dedication to excellence in teaching. Prior clinical teaching experience is preferred. Immediate application is requested. This position is conditional on funding. Send letters of interest and resumes by June 12, 1998 to Professor Lawrence Averill, Chair, Faculty Recruitment Committee, UALR School of Law, 1201 McAlmont Street, Little Rock, AR 72202-5142.

The University of Arkansas at Little Rock is an equal opportunity affirmative action employer and actively seeks the candidacy of minorities, women, Vietnam-era veterans, and persons with disabilities. Under Arkansas law, all applications are subject to disclosure.

BROOKLYN LAW SCHOOL

Clinical Instructor

BROOKLYN LAW SCHOOL is seeking a full-time clinical instructor to co-teach in the Federal Litigation Clinic directed by Minna Kotkin. Students participating in the Clinic represent plaintiffs in a variety of federal civil cases including employment discrimination, civil rights matters, and claims for disability benefits. There is also a class action component. Students perform all of the work necessary to represent the clients from the pleadings stage, through discovery, settlement negotiations, trial and even appeal to the Second Circuit.

The position, a 12-month, one-year contract with a possibility of renewal for another term of one or two years, will begin no later than September, 1998. The ideal candidate should have some civil litigation experience and some knowledge of clinical legal education (e.g., participation in a clinic as a law student).

Interested applicants should reply to

Stacy Caplow
 Brooklyn Law School
 250 Joralemon Street
 Brooklyn, NY 11201
 telephone: 718-780-7944
 fax: 718-780-0376
 email:
 scaplow@brooklaw.edu

CASE WESTERN

CLINICAL FACULTY

The Case Western Reserve University School of Law has two one year visiting teaching positions available in its Clinical Programs during the 1998-99 academic year. Case Western Reserve has an extensive array of in-house clinics including general civil, criminal misdemeanor, family law, and health law. The visitors will be expected to supervise students on a one-to-one basis, in the handling of their cases and participate in teaching seminar classes. A minimum of three (3) years of practice experience is a precondition for consideration. At least one visitor with prior criminal misdemeanor experience is sought. Prior clinical teaching experience is desired. Applicants must either be admitted to practice in the State of Ohio or have the ability to be certified to temporarily practice in the State of Ohio immediately. The term of employment is the 1998-99 academic year. These are full-time 9 to 12 month positions, and salary will be commensurate with experience and length of appointment. The School of Law is an affirmative action/equal opportunity employer and is particularly interested in minority candidates and those with a strong commitment to clinical legal education. Interested applicants should send

their resumes as soon as possible to Judith Lipton, Milton A. Kramer Law Clinic, Case Western Reserve University School of Law, 11075 East Boulevard, Cleveland, Ohio 44106; FAX 216-368-5137. Application Deadline: June 1, 1998.

CEELI

Clinical Legal Education Specialist for Ukraine

Duties: Assist law schools throughout Ukraine in developing practice-based education programs (pro bono live-client clinical programs, externships), including: Transferring experience and knowledge on the fundamentals of practice-based education; Training faculty members on clinical supervision and skills development techniques; Assisting in the integration of classroom components, including skills training and skills-based simulations; Conducting seminars and roundtables aimed at conveying a sense of professional responsibility and legal service; and Developing workbooks and manuals (model forms, procedures).

Benefits: Round-trip international airfare; In-country business travel; Housing allowance; Health insurance premiums reimbursement; Medical evacuation insurance; Associated business expenses; Student loan deferment; General living stipend

Qualifications: Minimum five years of legal teaching experience, preferably in the areas of negotiations and advocacy skills. JD or LLM from a US law school; Strong interpersonal skills; U.S. bar membership; High level of energy and initiative; International experience and Russian language skills preferred; Extensive law school clinical program experience

Position locations: Kyiv, Ukraine Term length: Twelve months beginning November 1998

To request an application, please contact:
Molly Stephenson
ABA/CEELI
Liaison and Legal Specialist Program
740 Fifteenth Street, NW
Washington, DC 20005-1022
ceeli@abanet.org
Telephone: 1-800-98CEELI or (202) 662-1754
Fax: (202) 662-1597

FORDHAM

VISITING CLINICAL PROFESSOR

Fordham is seeking a visiting clinical professor for its Criminal Defense Clinic for the Fall 1998 semester, (August 1st to = December 31st). The ideal candidate has a strong New York State criminal defense or prosecution background and some teaching experience. Federal criminal practice is a plus. Fordham University is an

equal opportunity/affirmative action employer.

Send cover letter and resume to :

James A. Cohen
Associate Professor of Law/
Director of Clinical
Education
Fordham University School of
Law
33 West 60th Street, 3rd Flr.
New York, NY 10023

FRANKLIN PIERCE

DIRECTOR OF CLINICAL PROGRAMS

Franklin Pierce Law Center in Concord, New Hampshire, is seeking a Director of Clinical Programs to provide overall direction and coordination of all clinical programs, including promoting and enhancing the programs' national reputation. This position presents a unique opportunity to redesign our clinical offerings to make them compatible with the goals of our Community Lawyering Program, i.e., to educate students to use law as a positive force in a changing society. The Director will teach in the Civil Practice Clinic and possibly in the non-clinical curriculum. Applicants must be experienced practitioners. Experienced clinical professors or relevant teaching experience preferred. Applicants must be or become a member of the New Hampshire Bar. Women, members of minority groups and others whose backgrounds will contribute to the diversity

of the faculty are especially encouraged to apply. Send cover letter and resume to James E. Duggan, Franklin Pierce Law Center, 2 White Street, Concord, NH 03301.

QUINNIPIAC

CLINICAL FACULTY

Quinnipiac College School of Law (Hamden, CT) invites applications for a one-year clinical faculty position, beginning August 1, 1998. Potential for permanent position thereafter. Clinic subject matter may be health law or general civil law, and will include teaching of an interviewing, counseling & negotiation simulation course. Applicants must have outstanding credentials and litigation experience. Conn. bar admission preferred, and/or willingness to waive -in or take Conn. Bar within first year. Candidates with clinical teaching experience preferred.

QC values diversity and encourages applications from minority candidates.

Contact ASAP: Professor Linda Meyer, Chair, Appointments Committee, Quinnipiac College School of Law, 275 Mt. Carmel Ave., Hamden, CT 06518. Phone: 203 287- 3281.

RUTGERS (NEWARK)

CLINICAL PROFESSOR

The Rutgers University School of Law (Newark) seeks to hire a tenured or tenure-track professor whose teaching duties would include supervision in the Urban Legal Clinic. Traditionally, the professor also teaches one classroom class annually outside the clinic. The position is as a full member of the faculty with all rights and privileges. Tenure would require scholarly publication at or about the level normally expected of faculty members.

The Urban Legal Clinic is a trial practice clinic open only to third-year students admitted as student practitioners. Students handle real cases under supervision. The subject matter of the cases has varied to reflect instructor interests and has historically included housing, benefits, consumer, family law, or criminal cases. The Clinic is currently directed by Professor Louis Raveson, assisted by two staff attorneys. Rutgers already has an exceptionally diverse faculty in interests and backgrounds, and further contributions to that diversity are particularly welcome.

Resumes should be sent by
November 1, 1998 to:

Chair, Appointments
Committee
Rutgers University School of
Law
15 Washington Street
Newark, NJ 07102-3192

ST. JOHN'S

**Assistant Clinical
Professor**

Assistant Clinical Professor
with St. John's University
School of Law- Elder Law
Clinic. The Elder Law Clinic
works in consumer and public
benefits law representing
seniors over 55 years of
age. Clinical professors
supervise law interns and
their case loads,
simulations, and teaches a
two hour seminar. The
position has recently
received faculty status. The
selected applicant will
begin August 15, 1998.
Please send a resume to:

C. Michael Bryce
Elder Law Clinic
St. John's University
School of Law
8000 Utopia Parkway
Jamaica, N.Y. 11439
Fax: (718) 990-1961
Telephone: (718) 990-
6689

STANFORD

Clinical Attorney

Stanford Law School (SLS)
and the East Palo Alto
Community Law Project

(EPACLP) seek an experienced
attorney to provide
community legal services
and supervise law students
in the provision of these
services in a clinical
program of SLS and the
EPACLP. The EPACLP practice
includes individual and
group representation,
community education,
community organizing and
impact litigation.

The attorney will assume
responsibility for a current
caseload focused primarily
on education cases, including
individual special education
cases and two federal class
action lawsuits. Attorneys
with relevant practice
experience outside of the
area of education are also
encouraged to apply.

The teaching
responsibilities include
working with students
individually and teaching a
seminar related to the
clinical practice.

Requirement: J.D.; 4 years of
relevant practice
experience; evidence of
teaching ability; interest
in supervising students
doing clinical work; ability
to work effectively in a
diverse, multicultural
community. Spanish language
proficiency desirable.

Terms: This is a two-year
renewable appointment, at
both the EPACLP and SLS.
The appointment at SLS will
be as a lecturer or
consulting professor at SLS,
depending upon experience.
Salary DOE.

To Apply: The deadline for receipt of applications is June 12, 1998. Please send a 2-page cover letter explaining your interest in the position and resume to:

Teresa Nelson
Acting Director of the
EPACLP
Stanford Law School
Stanford, CA 94305-8610
Attn: Clinical Attorney
Search

WISCONSIN

CLINICAL FACULTY

The University of Wisconsin Law School "Legal Defense Program" (LDP) is seeking qualified applicants for a full-time clinical faculty position. LDP is an in-house criminal defense clinical program in which students represent indigent adults charged with misdemeanor criminal and traffic offenses, and a few select felonies. Minimum qualifications for the position include proven litigation and teaching skills, knowledge of and experience in criminal law and procedure, appropriate academic credentials, and Wisconsin Bar membership or eligibility for admission to the Wisconsin Bar.

The position will begin Sept. 1, 1998. Applicants should mail or fax a resume and cover letter to:

Prof. Krista Ralston
Director, LDP
University of Wisconsin Law
School

975 Bascom Mall
Madison, WI 53706
Fax: 608-262-5485

Please do not send resumes by email. However, you are welcome to email private inquiries about the position to me personally (kralston@macc.wisc.edu) or to Clinical Asst. Prof. Jim Cooley(jdcooley@facstaff.wisc.edu), who will be the acting director while I am out of the country from May 16 to June 7 and June 29 to July 8. Interviews will be scheduled beginning June 15 and hopefully can be completed by no later than July 17.

The CLEA Newsletter is published four times a year. Please take the time to submit articles and information which will be of interest to the membership.

All information is welcome including short articles, committee reports, job announcements, honors and awards, news, publications, descriptions of new clinical programs and introductions of new clinicians.

Submissions to the newsletter may be mailed, faxed or emailed to me as follows:

Larry Spain
University of North Dakota
School of Law
P.O. Box 9003
Grand Forks, ND 58202-9003
(701) 777-2932
(701) 777-2217 FAX
larry.spain@thor.law.und.nodak.edu

**A MAPPPP to Ease the Transition Between Law School and
a Satisfying Legal Career**

Gary Palm and Sandra Krider

In lieu of a paper or an examination, students in the Public Interest Practice Seminar at the University of Chicago Law School, first offered in the Spring of 1997, are required to develop a Major Anti-Poverty Pro bono Project Plan (MAPPPP). A MAPPPP is an outline for a public service project the student will complete during the first five years following graduation from law school. MAPPPPs done by students at the University of Chicago have ranged from fighting for mandatory pro bono in the student's home state to challenging practices of rent to own centers that take advantage of people with limited financial resources. One recent graduate following a MAPPPP has already succeeded in establishing a local Muslim Bar Association and has set up a legal clinic for Muslims who are victims of discrimination.

With the cutbacks in Legal Services, MAPPPPs can play an important role in increasing the quality and quantity of legal services for the poor provided by lawyers in private law firms. Unlike standard pro bono projects, which are often routine, uninspiring, or beyond the young lawyer's expertise, a lawyer who has a MAPPPP has a project she is interested in and committed to for the long run. A young lawyer with a MAPPPP will not only provide needed legal services, but will also gain valuable legal experience and in the process will be doing her part to increase the esteem of the legal profession.

Developing a MAPPPP before graduation makes it easier for a young law firm lawyer to follow through with a commitment to public service at a time when she is trying to adjust to a new career and is likely to be expected to work extremely long hours. The Public Interest Practice Seminar is designed to help students think about how to balance the competing needs to make a living (and pay back student loans) and to do something that benefits society.

How does a MAPPPP prepare a student for meaningful public service work? First, developing a MAPPPP helps a student establish goals by identifying legal needs and matching them with her interests. As part of her MAPPPP, the student must think about what pro bono should mean, identify legal needs in the community where she will practice, and look at examples of what is being done elsewhere.¹ A MAPPPP also helps the student determine what she will be able to accomplish. The MAPPPP assignment requires the student to determine what she is competent to do, who will help her with her plan, what her employer will allow, and what she can afford, in terms of both time and money. Finally a MAPPPP helps the student identify the techniques, such as community advocacy, lobbying, and media work, which are best suited to accomplishing her goals.

¹ Gary Palm is currently conducting an Ingathering of Clinical Casework and Projects, the first installment of which was published in the April 1998 AALS Clinical Section Newsletter. This is an invaluable resource for networking with others who are tackling the same problems. Submissions of information about clinical casework and/or projects are still welcome and may be sent to Gary Palm at the University of Chicago Law School, 6020 South University Avenue, Chicago, IL 60637.

The following is the MAPPPP assignment students in the 1998 Public Interest Practice Seminar were required to complete. For more information about the MAPPPP project or the Public Interest Practice Seminar, please contact Gary Palm at the University of Chicago Law School. He can be reached at (773) 702-9611.

Major Anti-Poverty Pro bono Project Plan (MAPPPP)

I. Background Information

- A. Name:
- B. Where will you be working?
- C. Nature of employer:
- D. Pro bono Rules and Related Restrictions:
- E. Attitudes of Employer (Pro bono, Political):
- F. Prior Education:
- G. Prior Interests:
- H. Skills in Advocacy:
- I. Can you get your employer to support your work?

II. The Goal of _____'s MAPPPP is set forth below, (Is the MAPPPP too large, too vague, or too ambitious to be accomplished in my first five years after graduation?)

III. _____'s MAPPPP is "JUST" because, as shown below, my MAPPPP meets the Rawls/Wald tests for doing right by my pro bono life projects.

IV. _____'s MAPPPP is justified even considering the adverse consequences and risks involved. Use the Case Acceptance Justification Form as a beginning guide to this risk/benefits weighing.

V. Rebellious Lawyering

- A. Problem Solving Stories as Power Strategies for _____'s MAPPPP (see Lopez)

- 1. How does your MAPPPP empower your client? Who else does it empower and how will it empower them?
- 2. What stories do you tell to empower others to do a MAPPPP?
- 3. What stories do you tell to empower others to accomplish your MAPPPP (either by collaborating or

- competing with you)?
- B. "Working Together" under Lopez vision of "rebellious lawyering"
1. Do you anticipate clients being skeptical about your MAPPPP? If yes, how do you propose to overcome this skepticism?
 2. How will your client be involved in your MAPPPP?
 - a. What practical knowledge might your client offer?
 - b. How will you help your client help himself? What types of client education, if any, will be a part of your MAPPPP?
 3. What other types of "problem solvers" can you involve in your MAPPPP? How will you coordinate these problem solvers?
- C. Unpacking Effective Lawyering (Lopez)
1. How will you develop a "feel" for the situations faced by your clients (See Lopez, p.57.)
 2. Have there been earlier efforts to accomplish goals similar to those of your MAPPPP? If yes, what can you learn from these efforts? How will you adapt the strategies previously used as you implement your MAPPPP?

VI. As part of his/her MAPPPP, _____ will encourage Professionalism in the following ways:

VII. Preliminary Contacts, Helpers, and Allies list for _____'s MAPPPP:

- A. Clients:
 1. Individuals
 - a)
 - b)
 2. Groups/Organizations/Corporations
 - a)
 - b)
 - c)
- B. Interest Groups
 1. Lay Groups
 - a)
 - b)
 2. Lawyers Interest Groups
 - a) Bar Groups
 - i) Local
 - ii) National
 - iii) Ethnic or Special Interest
 - b) Lawyer's Specialty Groups
- C. Law firm/employer
 1. Pro bono partner/committee
 2. Lawyers interested in helping with your MAPPPP
- D. Please list persons whom you have actually contacted:

VIII. _____'s Preliminary Expense Budget--
breakdown expenses by each year over the next five years:

IX. Who will be the angel/benefactor(s) for _____'s
MAPPPP?

X. _____'s MAPPPP Preliminary Calendar of
Progress (fill in all significant events and moves you plan
for each of the next five years):

- XI. Media Coverage for _____'s MAPPPP
- A. How will you use the media to further the goals of your MAPPPP? What kinds of media attention will you seek?
 - B. How will you get the media interested in doing a story on your MAPPPP?
 - C. How will you "frame" your MAPPPP for the media?
 - D. Building the Investigative Agenda:
 1. How will you establish credibility with the media?
 2. How will you convince journalists your story is "doable"?
 3. How will you use the competitive situation in the media to help get your story out?
 4. What kinds of personal and professional interests might journalists have that would make them interested in your story? How will you identify these interests?
 5. What impact would you like your story to have? Will this desired impact help sell the story to the media?
 6. What is the drama in your story?
 7. How will you frame the genre of wrongdoing?
 8. How will you "pitch" the story?
 9. Will you help journalists gather information? If so, how?
 10. Can you paint portraits of villanry and/or victimization?

- XII. Lobbying strategies for _____'s MAPPPP:
- A. Will new legislation help your MAPPPP? If so, what kinds of legislation? How will it help? How are you going to get such legislation passed?
 - B. What politicians (or kinds of politicians) might be willing to help your MAPPPP? How could they help? How will you help them?

XIII. Press Clippings

XIV. Bibliography

CLINICAL LEGAL EDUCATION ASSOCIATION
FINANCIAL STATEMENT
April, 1998

Mark Heyrman

	<u>MONTH</u>	<u>YEAR-TO-DATE</u>
BEGINNING BALANCE	\$18,167.65	\$13,308.21
 EXPENSES		
Conferences		
Facilities		
Photocopying		
Postage		
Professional Fees		
Registration refund		
Newsletter		
Printing		
Postage		\$ 1,423.63
Other Postage		
Other Printing		
Telephone		\$ 783.17
Journal	\$ 7,995.00	\$ 7,995.00
Meetings		\$ 90.82
Bank Fees		\$ 15.00
CLEA Merchandise		
Supplies		
Dues Refund		
Trophies		
Website		
Travel		
<hr/> TOTAL	\$ 7,995.00	\$10,307.62
 INCOME		
Advertisements		
Conference registrations		
Donation		
Dues	\$ 570.00	\$ 7,741.96
Merchandise Sales		
<hr/> TOTAL	\$ 570.00	\$ 7,741.96
Net Income (Loss)	\$(7,425.00)	\$(2,565.66)
 ENDING BALANCE:		 \$10,742.55

GUIDELINES FOR CLEA SPONSORSHIP, SUPPORT, OR ENDORSEMENT OF A PROGRAM, CONFERENCE OR WORKSHOP

A. CLEA ENDORSEMENT

1. Definition: Any CLEA member may apply to CLEA to endorse an event (meeting, conference or workshop) that the CLEA member wishes to present. "CLEA endorsement" is not a commitment of money or any other significant resources. Rather, it is a statement that CLEA believes that the project is worthwhile, and in keeping with the general goals of promoting clinical legal education.

2. Application: The CLEA member must send a brief description of the program, its goals, and the prospective presenters to the CLEA Conference Committee. Within 30 days, the committee shall respond to the applicant, after reviewing the proposal with the "project approval subcommittee." If there is any doubt within the subcommittee whether CLEA endorsement is appropriate, the CLEA Board shall vote on the application.

3. Post-program reporting: The applicant must send a brief letter to the Committee, reporting on the success of, or problems with, the program. The "clearinghouse subcommittee" shall keep records of the programs endorsed by CLEA.

B. CLEA SUPPORT

1. Definition: Any CLEA member may apply to CLEA to support an event (meeting, conference, or workshop). "CLEA support" involves the commitment of some financial and other resources. However, a CLEA-supported event will neither lose or make money for CLEA. Rather, it is the commitment of a fixed amount of financial support and some technical support from other CLEA members who are experienced in running such events. Support by CLEA also acts as a statement by CLEA that the project is consistent with the goals that CLEA promotes.

2. Budget: The CLEA Board shall budget each year an amount of money that the Conference Committee may award to support various projects, and may articulate specific priorities for the award of that money, such as regional conferences or topic area conferences.

3. Technical Resources: The CLEA Conference Committee shall create a subcommittee to serve as a clearinghouse of information about "how-to" run a conference, and the identify of the people with such expertise. The subcommittee should serve as a distribution center for sample materials,

budgets, and lists of people with expertise on substantive topics as well as on conference-planning experience.

4. Application: The CLEA member must request support at least 60 days in advance of the proposed date for the program. Such request shall be specific about the goals of the program, the amount of money requested, and the specific areas of need for technical advice. The Committee shall have a subcommittee formed for the purpose of reviewing the requests, and shall provide information and names to assist the applicant. If there is any doubt within the subcommittee about the appropriateness of CLEA support of the project, or if the amount of money needed exceeds the amount available to the Committee for making such awards, the CLEA Board shall have the final vote on the application, and may choose to supplement the budget in order to approve the application.

5. Grants and Reimbursement: Unless changed by the Board, a CLEA support grant shall be no more than \$400.00 per event. If the event makes a profit, the organizers shall reimburse CLEA for the grant (in whole or in part), for the purpose of making funds available for other events.

6. Post-program Reporting: The clearinghouse subcommittee shall devise a form for the purpose of collecting data about CLEA-supported programs. Such information shall include at a minimum the substantive areas discussed, the identity of presenters and organizers, the location and cost of the program, including housing costs, and whether or not the program was successful financially. The form shall also require a summary of the conferee evaluations. Every recipient shall complete and submit the form after the program.

C. CLEA SPONSORSHIP OR CO-SPONSORSHIP

1. Definition: CLEA, acting through its Board, may choose to sponsor a conference or other type of program. Any CLEA member may submit a proposal to organize such an event. "CLEA sponsorship or co-sponsorship" means that CLEA will act as an organizational agent for the program, and shall bear all or part of the risk of financial loss or gain.

2. Budget: The CLEA Board must include in its budget the amount designated for the expenditures necessary to run an approved CLEA-sponsored program.

3. Application: Any proposal for a CLEA-sponsored event must be submitted at least 30 days prior to the CLEA Annual Meeting at which the annual budget is adopted, and at least 90 days prior to the proposed event. The proposal shall include at a minimum a budget, the goals, and the proposed location of the event.

4. Approval: The Conference Committee's approval subcommittee shall review the proposal and shall recommend to the Board whether or not to approve the program and to budget the money for the event in the next Annual Budget. The recommendation shall include a projection on whether or not the program would likely make or cost money for CLEA, and whether or not CLEA has the non-financial resources available to run the event successfully. If the project is approved by the Board, the Conference Committee shall form a subcommittee to organize the event, the members of which need not come from the Conference Committee.

5. Post-program reporting: The event subcommittee shall prepare a report to the Conference Committee about the degree to which the conference met its goals, and the financial success of the program. The clearinghouse subcommittee shall include this information in its data bank.

6. Standing Workshops: The CLEA Board may approve a program to be offered on more than one occasion, as a "Standing Workshop." (Example: Supervision Skills Workshop #1.) In deciding whether to approve a program for this status, the Board should consider whether the workshop would make money for CLEA or in any other important way advance the CLEA goals. Such approval may include the allocation of the resources necessary to organize the program on at least one occasion per year. A standing workshop may be made available to both CLEA and non-CLEA members (such as the private bar) who request that CLEA hold its standing workshop at some location. Once a standing workshop is approved, the necessary staff should be trained and materials prepared. Applications must be received at least 30 days in advance of a proposed date. The standing workshop subcommittee shall decide which requests to grant, based on feasibility and which advance best the CLEA goals. CLEA may copyright and/or sell its standing workshop materials.

CLINICAL LEGAL EDUCATION ASSOCIATION
1998 Board of Directors

Susan J. Bryant
Co-President
School of Law
City University of New York
65-21 Main Street
Flushing, New York 11367
(718) 575-4200
(718) 575-4275 FAX
bryant@maclaw.law.cuny.edu

Margaret Martin Barry
Vice-President
Columbus School of Law
Catholic University of America
3602 John McCormack Rd., NE
Washington, D.C. 20064
(202) 319-6787
(202) 319-6780 FAX
barry@law.cua.edu

Nina Tarr
Immediate Past President
University of Illinois
College of Law
320 Law Building
504 East Pennsylvania Ave.
Champaign, Illinois 61820
(217) 333-0931
(217) 244-1478 FAX
ntarr@law.uiuc.edu

Conrad Johnson
Columbia Law School
Box E-3, 435 West 116th Street
New York, New York 10027
(212) 854-2671
(212) 854-7946 FAX
cjohnson@law.columbia.edu

Richard Boswell
University of California
Hastings College of Law
200 McAllister Street
San Francisco, California 94102
(415) 565-4600
(415) 565-4865 FAX
boswell@uhastings.edu

Robert F. Seibel
Co-President
Cornell Law School
Myron Taylor Hall
Ithaca, New York 14853
(On Leave @CUNY for Spring, 1998)
(718) 575-4206
seibel@maclaw.law.cuny.edu

Mark J. Heyrman
Secretary-Treasurer
University of Chicago Law School
6020 South University Avenue
Chicago, Illinois 60637
(773) 702-9611
(773) 702-2063 FAX
Mark_Heyrman@law.uchicago.edu

Peter Joy
Case Western Reserve Univ.
Law School
11075 East Boulevard
Cleveland, Ohio 44106
(216) 368-3280
(216) 368-6144 FAX
paj2@po.cwru.edu

Vanessa Merton
Pace University School of Law
78 North Broadway
White Plains, New York 10603
(914) 422-4333
(914) 422-4391 FAX
vmerton@genesis.law.pace.edu

Jay L. Pottenger, Jr.
Yale Law School
P.O. Box 209090
New Haven, CT 06520-9090
(203) 432-4800
pohenger@mail.law.yale.edu

Nancy Cook
Cornell Law School
Myron Taylor Hall
Ithaca, New York 14853
(607) 255-4196
(607) 255-7193 FAX
cook@law.mail.cornell.edu

Victor Goode
School of Law
City University of New York
65-21 Main Street
Flushing, NY 11367
(718) 575-4200
(718) 575-4273 FAX
goode@maclaw.law.cuny.edu

Suellyn Scarnecchia
University of Michigan
School of Law
310 Legal Research Building
Ann Arbor, MI 48109-1215
(313) 763-5000
(313) 747-4042 FAX
SuellynS@umich.edu

Julie K. Field
School of Law
Washburn University
1700 S.W. College Avenue
Topeka, Kansas 66621
(913) 231-1191
(913) 231-1094 FAX
zzfield@acc.wuacc.edu

Stacy Coplow
Brooklyn Law School
250 Joralemon Street
Brooklyn, NY 11201
(718) 780-7944
(718) 780-0736 FAX
scaplow.brooklaw@pcm.
brooklaw.edu

CLEA CONFERENCE COMMITTEE SIGN-UP AND/OR CONFERENCE INTEREST SHEET

Please fill this out if you have any interest at all of being involved in any way
in the CLEA effort to sponsor Conferences.
Return it to CARRIE KAAS (Quinnipiac)

Please indicate one or more of the following:

_____ **I want to be involved in organizing a conference
on the following topic:** _____

Other people that are or might be interested in this project are:
Names: _____ Schools: _____

_____ **I want to be a member of the CLEA CONFERENCE
Committee, and will be on the following sub-committee:**

_____ *Clearinghouse/Technical Support*
(to help collect data on past successful conference
models & materials, and provide guidance to new
conference organizers.)

_____ *Project Approval & Funding*
(to help review conference proposals and to
recommend how to use the limited CLEA dollars.)

Your name: _____

Address: _____

Phone: _____ Fax: _____

e-mail: _____

*Return to Carrie Kaas at Quinnipiac College School of Law, Legal Clinic
275 Mt. Carmel Ave., Hamden, CT 06518
Phone: (203) 287-3234 Fax: (203) 287-3237 Kaas@quinnipiac.edu*