

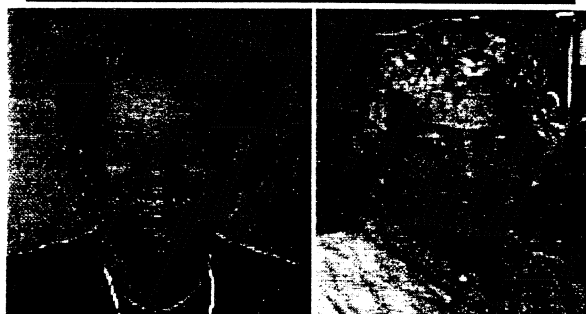
# CLINICAL LEGAL EDUCATION ASSOCIATION

## NEWSLETTER

VOLUME VII NO. 1

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### PRESIDENT'S MESSAGE



Susan J. Bryant  
(CUNY)

Robert Seibel  
(CUNY)

### CO-PRESIDENTS

Fall, 1998

Hello to all, and welcome back to another year. Sue Bryant is away for a few days visiting colleges with her son, and the editor's deadline is upon me, so this message will be from the lesser half of your co-presidents.

It is nearly fall and most of us have started classes. It is an exciting and busy time. There is a lot of energy and a lot of projects on which to expend that energy. Is there anyone out there who got to cross everything off their to-do list this summer?

First I want to share with you a new classroom event

that I tried in our first clinic class meeting this semester. Actually, this is a quiz: I will describe what I did, you can see what messages or lessons you might draw from it.

I explained to the students that part of the methodology of clinical learning is to reflect on our experiences. I also told them that often we try to be aware of multiple levels of analyzing our experiences, and that we pay attention to process as well as substance. I also told them that one of my pet projects is to find ways to incorporate music into my teaching and learning.

So the exercise was that I would play 3 musical excerpts. After each one I would ask them to rate the performance on a scale from 1 to 10 with 1 being the worst and 10 being the best they had ever heard. I also would ask them to jot down on a paper some words of description about each performance and what made them like or dislike the performance. Finally, I told them that after we finished with a discussion of the musical analysis, I would ask them to give me some ideas about what this exercise might have to do

with their impending clinic experience this semester.

I then played an excerpt of Carole King singing *You Make Me Feel Like a Natural Woman* (a song which she wrote). Next I played Aretha Franklin singing the same song. Finally, I played an excerpt of Bob Seibel singing the same song. You have never heard me sing. There is a reason for that. I am awful. On the scale from 1 to 10 most of the students ranked me as a minus 2 or 3.

So what lessons do you see that the class might take away from this exercise? My inspiration for this was to find a way to convey to the students that there are many different styles that are acceptable in lawyering, but that there are some minimum professional standards below which a performance is simply not acceptable. I also thought it would be useful to let them see that a good performance is probably the result of many, many "takes" which were preceded by unrecorded rehearsal. Of course, some lawyering is like a live performance (which also occurs after much preparation), but in our "Law Office Clinic" the emphasis is on counseling, planning, and drafting for clients, which may be more analogous to a studio musical performance. In any event, the notion that lawyering is a performing art seemed worth some emphasis in the early stages of clinical experience.

I had a list of about 8 points that I thought were worth making from this

little exercise. Naturally, the class saw several that I had not recognized. I think the exercise was a success. I know that it will be a long time before the students forget my singing, and hopefully any time they are tempted to cut corners in their performances as lawyers, they will think of me. If you are intrigued, I would encourage you to design something similar for your classes (no the tape of me singing is definitely not available at any price!!). I would also be happy to hear your answers to my little quiz--what lessons do you think you might draw out of this with a class?

\* \* \* \* \*

As I finish two straight days of meetings: faculty, clinic faculty, committees, and, of course, students, I ask myself why I have chosen this career path. Luckily the answer presented itself in my office yesterday as I sat for an initial case conference with one of my new clinic students. M had already made an impression on me by her energetic and enthusiastic participation in the first class. I was further impressed to find that she had done a nice job of thoroughly reviewing the case file that had been assigned to her.

We got to chatting a bit after we discussed the path of her work on the case. M has an interest in working as a lawyer for unions and workers, not an uncommon goal for a CUNY law student. I asked her why that was her

choice and she began to tell me a little about her background. At age 16 she ran away from home, which was with a large family in a South American city. She was the only daughter in a family of 9 children and it was clear that her family expected her to get married soon and have a family of her own. Higher education was not expected or tolerated for young women in her culture. This was a situation that she could not accept.

She came to New York expecting to stay with an aunt, but that did not work out. She found herself living in a small room alone, with little knowledge of English. She enrolled herself in high school and began to learn the language as well as the various required high school subjects. I don't know about you, but I don't think I would have the courage to do what she did even with years more of experience and many more resources at my disposal.

She also began to find work in various minimum wage jobs. Some time after graduating from high school she lost her immigrant documentation. She spent many years here working various jobs using various names, always in fear of being discovered and deported by the immigration authorities. Along the way she also began college. At some point she met and married an American. Eventually that enabled her to obtain citizenship. She finished college and got a steady job. Hard work and

good people skills led to her becoming a union shop steward. Some of her experiences with the union helped lead her to decide to attend law school.

As she nears completion of law school she sits with me almost physically bubbling with intellectual curiosity, with modesty about the wisdom she has gained from careful reflection on her varied experiences, and with a firm commitment to find ways to use her legal training to help others who face the challenges of finding happiness, peace and security within an often hostile or neglectful society.

If I can find some small way to contribute to the growth and professional development of this woman, then it seems to me that my highest aspirations will be filled. Maybe the best part is that although M's story is unusually powerful, she is not unique among the students enrolled in our clinic this semester. As I get to know them all, I realize more and more that the question is not why did I choose this career, but how did I get this lucky?

I wish you all a wonderful semester.

-Bob Seibel



## COMMITTEE REPORTS

### JOINT TASK FORCE ON ACCREDITATION AND STANDARDS

Already 1998 has seen a flurry of activity on these important topics, with the fall likely to bring proposals for major structural changes in the governance and oversight of the accreditation process itself. Our Joint CLEA-AALS Task Force has been monitoring developments thus far, while also laying the groundwork for an active role in the upcoming discussions with the bar, the federal government, and legal education about where to lodge the powers (i) to set accreditation standards and (ii) to implement them through site visits and compliance reviews. Meanwhile, during the current academic year, the Standards Review Committee will be considering changes to the heart (Chapters 3 and 4) of the 1996 Standards, including its response to ALDA's demands for a weakening of those standards relating to clinical legal education. Topping off an admittedly ambitious agenda, CLEA is also monitoring implementation of the Standards through the current accreditation process and considering a campaign to restructure the composition of the ABA's Council of Legal Education.

#### **Background**

As most of you will recall, the U.S. Department of Education (ED) has the

authority to regulate accreditation processes in higher education. For nearly five years, ED has been pressing the Council of Legal Education (the governing body of the American Bar Association's Section of Legal Education & Admissions to the Bar) to bring the accreditation process for American legal education into compliance with the Higher Education Act [20 U.S.C. §1099b] and its implementing regulations [34 C.F.R. § 602.1 *et seq.*] One of the major respects in which the Council and ABA are "out of compliance" is the legal requirement that an accrediting authority must be "separate and independent" of the professional, membership association operating in its field of endeavor.

The Council and ABA do not qualify under their present governance structures, because ultimate accreditation authority--both to set the Standards and to accredit (or not) particular schools--is currently lodged in the House of Delegates (of the ABA). Thus, although the ABA was accrediting American law schools long before the federal government began regulating educational accreditation, the Council (as its "accrediting subsidiary") has been operating under a "waiver" of this requirement for separation and independence.<sup>1</sup>

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<sup>1</sup> These governance issues play out in an important way in the composition of the Council itself. ED requires "public

In the view of the ED, another--for clinicians, perhaps even more important--failing of the current accreditation process is its apparent lack of "valid, reliable, outcome-based standards" for assessing the quality of the legal education, currently being delivered by us and our non-clinical colleagues. The ED regulations require an ongoing assessment of the Standards with this in mind. As a result, the Council ordered its Standards Review Committee to accelerate their evaluation of the new, 1996 Standards. This academic year (1998-99) Standards Review will be considering changes to the heart of the Standards (Chapters 3 and 4)--including the Standards that

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membership" in any accrediting body it approves. As a result, the Council has added three public members within the past year. But the Council also voted to "make room" for them by taking away voting membership on the Council from delegates of both the Young Lawyers' and Law Students' segments of the ABA. Concerned that this change likely will have an adverse impact on the Council's access to law students' and recent graduates' (those most likely to have clinical experience) views on legal education, CLEA is considering proposing amendments to the Section By-laws to restore these seats, and so restructure the composition of the Council. We welcome ideas and assistance from the CLEA membership on this approach; after all, under the ABA's faculty group membership plan, most of us are voting members of the Section.

Speak to clinical education and clinical status. Randy Hertz (NYU) is the clinician on Standards Review this year. Any proposed revisions--including the anti-clinical amendments ALDA has been pushing for--will go to "hearings" before adoption, so stay tuned for further developments.

The ED oversight of accreditation arrangements is handled by a National Advisory Committee, which works with ED staff to make recommendations to the Secretary of Education. This National Advisory Committee and its ED staff have been increasingly impatient with what they have perceived as foot-dragging and stonewalling by the Council and ABA over coming into compliance with ED's 1994 regulations. One source of the ABA's reluctance has been the antitrust action and Consent Decree brought by the Department of Justice (DOJ), in which the ABA agreed to ensure that the practicing legal profession would become more actively involved in the accreditation process, to try and prevent a "capture" of that process by self-interested legal academics.

The ABA thus sees a tension between the DOJ and ED regarding the proper role of the profession in accreditation decision-making for legal education. This tension has been exacerbated by an ongoing accreditation struggle between the Council and the Massachusetts School of Law (MSL), in which MSL has cast itself as David--fighting

for lower-cost, more open and accessible legal education --against the Council (as the Goliath of the legal establishment), with its allegedly overly restrictive and expensive Standards. (The lay public's well known affection for lawyers hasn't helped the Council and ABA either!)

### Current Situation

These intertwined issues have come to a head this summer. At the Council's June 1998 meeting, the Young Lawyers and Law Students failed to hold onto their voting membership on the Council. Then, at the National Advisory Committee's June 1998 hearings, Bob Dinnerstein (American) and Jay Pottenger (Yale) watched as the Council's Chairperson was verbally crucified by the ED. Both the ED staff and the Committee were incensed by the refusal of the ABA and Council to present a proposal for how they planned to restructure the accreditation process, in order to come into compliance on accreditation authority. Instead, the Council simply said it was "in discussions" with the leadership of the ABA, and would inform the ED "soon" (i.e. in a previously agreed upon September 1998 filing) how it would propose to restructure the accreditation process, and what steps and time frame it would require to accomplish whatever changes it was proposing.

Like the ED, CLEA is waiting for that September

filing. The Council and ABA leadership have been extremely close-mouthed about even the outlines of their proposal. We have been told it likely will keep some degree of accreditation authority in the House of Delegates, but shift substantial final responsibility to the Council itself.<sup>2</sup>

Ironically, legal academia itself appears to have been largely ignorant of, and excluded from, these important developments. All discussions of these issues at ABA and Council meetings have been conducted in executive session, in the presence of counsel. Most of the Council members (we understand) have been

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<sup>2</sup> This secrecy is somewhat understandable, both because of legal liability concerns (due to the Consent Decree) and because the plan must be approved by a number of constituencies within the ABA itself, all of which want to have a role in formulating the decision, not simply as rubber stamps. Moreover, simultaneous discussions have been conducted with both federal departments (ED and DOJ) involved in regulating legal education accreditation activities, in an effort to obtain advance assurances of approval. Plus, as clinicians can perhaps appreciate, the lawyers involved have tried to cloak the entire deliberative process in privilege. Because these proposals have been developed in closed meetings, however, our presence at the Council's June and July 1998 meetings, and at the ED's June hearings, was not terribly significant.

listeners rather than active decision-makers.

#### CLEA's Stance

Thus, it is particularly important for CLEA (and the AALS Clinical Section) to be informed about what the ABA will propose. The CLEA Board has instructed us to formulate--and actively advocate--a position protective of the profession's continued, active involvement in the accreditation process. To that end, CLEA was prepared to present testimony to the ED's National Advisory Committee in support of dividing the accreditation function between the Council and the House of Delegates, with the House empowered to set Standards and the Council vested with final decision-making power over the accreditation of individual law schools and programs of legal education. This approach is controversial--even within CLEA itself--so if you have views on how CLEA should propose to divide or restructure the accreditation process, please let us know.

In any event, the Council and ABA asked CLEA not to present substantive testimony in June (as "untimely" in view of their need for further internal ABA discussions). It was easy to go along with this request because the National Advisory Committee spent so much time skewering the Council that it didn't want substantive testimony from anyone either. ALDA (via Dean Bice, of USC) also appeared, and testified against regulation and

oversight generally, and favor a much less intrusive accreditation process, which would allow deans (and schools) more freedom to develop their own approaches to legal education. He joined the Massachusetts School of Law dean in lambasting the Council and ABA, and took a swipe at sabbaticals (as virtually irrelevant to teaching) for good measure. As Mark Heyrman's comments on the list-serve suggested last week, there seems to have been some adverse fallout from his testimony!

#### Other Developments

CLEA's request for an "official," participant-observer status at future Council meetings was approved, albeit in modified form, at the July 1998 Council meeting. We will be invited to make regular written and oral submissions to the Council about CLEA's activities and its views on matters before the Council. Although we will now be "invited" to attend the (already "open") sessions of the Council, we won't get to stay for the "executive sessions" at which these structural issues are being discussed, and no "privilege of the floor" will be extended except by invitation of the Council's Chair. The Council also recommended a number of relatively modest changes to the Standards, and to the corollary Rules of Procedure and Statement of Ethical Practices. (Under current arrangements, the House of Delegates still must approve

those proposed changes to the Standards.)

On a more substantive note, CLEA's co-presidents wrote to the Council, complaining about several instances in which the Accreditation Committee apparently failed to enforce certain clinic-related provisions of the 1996 Standards. The schools involved had: (1) a large number of clinicians in non-faculty status with short-term contracts [405(c)]; (ii) clinicians lacking "reasonably similar" participation in governance, including no right to vote on appointments [405-8]; and/or (iii) inadequate facilities [701]. An acerbic response has been received from the outgoing Council Chair, and CLEA is considering how to proceed. By the way, the former clinician on the Accreditation Committee this year is Jim Klein (Toledo).

#### Next Steps

CLEA needs comment and input from its membership on these vital, important issues. To that end, the Joint Task Force will post a short analysis of the Council-ABA proposal on the list-serve by mid-September (i.e. as soon as we know what they are planning). Please reflect on and discuss these issues (accreditation structure, governance, and outcome-based standards), and give feedback to members of the Joint Task Force. It would help us a lot if open meetings on the subject could be held at the upcoming Northwest and

Midwest Conferences, and if clinicians at individual schools also would meet to decide what they think about how best to restructure the accreditation process. The Joint Task Force will also conduct an open session at the January AALS meetings, as well as at the Clinical Workshop in May 199.

J.L. Pottenger, Jr.  
Bob Dinnerstein

## CONFERENCES

### Midwest Clinical Conference

The Midwest Clinical Conference will be held at DePaul University in Chicago on October 16-17, 1998. The theme of the conference is "Learning by Doing: What We Are All About" and will focus on teaching demonstrations with the audience "acting" as the students. Rooms have been reserved at the European style Motel 6 (which is the former Richmond Hotel, and not the typical Motel 6) which is on Ontario one block east of the Magnificent Mile Michigan Avenue shopping/entertainment district.

If you wish to make reservations early, it is best to call the Motel 6 directly at (312) 787-3580. Rooms are listed under Depaul conference. Rooms will be \$79.00 per night plus tax. Reservations must



be made by September 14, 1998.

**Learning by Doing: What We Are All About.**

Friday, October 16, 1998

8:15 a.m. Continental breakfast and registration.

9:00 a.m. Welcome: Teree Foster, Dean of the College of Law

9:15-10:45 a.m. Negotiating: "Win as Much as You Can"  
Katheryn Dutenhaver, Associate Professor, DePaul University College of Law; Executive Director, Center for Dispute Resolution.

10:45-11:00 a.m. Break

11:00-11:45 a.m. Panel Discussion and Critique

11:45-1:00 p.m. Box Lunch/Discussion and Free Meeting Time

1:45-3:15 p.m. Concurrent Sessions: Teaching in Different Contexts

A. Case Management

Speaker to be announced.

B. Case Development  
Mark Weber, Professor, DePaul University College of Law

C. Theory of the Case

Gary H. Palm, Clinical Professor, University of Chicago Law School

3:15 -3:30 p.m. Break

3:30-4:45 p.m. Small Group Discussions

5:00-7:00 p.m. Reception/Buffer

Saturday, October 17, 1998

8:15 a.m. Continental Breakfast

9:00-10:15 a.m. Investigation and Fact Gathering

Invited Speaker: Randolph Stone, Director, Mandel Legal Aid Clinic of the University of Chicago

10:15-10:30 a.m. Break

10:30-11:00 a.m. Panel Discussion

11:00-12:00 p.m. Discipline, Malpractice and Clinics

James J. Grogan, Chief Counsel, Attorney Registration and Disciplinary Commission of the Illinois Supreme Court.

A representative from Complete Equity Markets.

12:00-1:30 p.m. Working Box Lunch--Small Groups

1:30 p.m.-2:00 p.m. Wrap-Up

## **Northwest Regional Clinical Law Teachers Conference**

The Northwest Regional Clinical Law Teachers Conference will be held September 11-13, 1998 at Sleeping Lady Conference Center in Leavenworth, Washington. Further information, contact Lisa Brodoff at (253) 591-2906.

# **Southeastern Clinical Teachers Conference**

The Southeastern Clinical Teachers Conference is scheduled for October 2-3, 1998. For further information, contact the Planning Committee through Patrick Flynn at PATF@law.law.sc.edu.

## **1999 AALS Clinical Workshop**

For those who have begun to wax their skis or resole their hiking boots in anticipation of the 1999 Clinical Workshop in Lake Tahoe, following is a description of the theme of that Workshop. This description is a product of the planning process undertaken by the Planning Committee (**Ann Shalleck**, Chair, **Harold Abramson**, **Marty Guggenheim**, **Michelle Jacobs**, **Jane Murphy**, and the AALS staff) based on the proposal submitted by the Section.

**Law School Clinics as  
Laboratories: Expanding Our  
Visions of Teaching About  
Lawyering and Delivering Legal  
Services**

This workshop is designed to challenge us to reexamine the basic premises that underlie the design and the methodology of our work as clinical teachers. At this moment in history, we and our students confront a world in which many of the communities from which our clients come face decreased access to legal services. Many of our clients and their claims for justice and fairness are viewed with suspicion, if not hostility. During the last quarter century, clinicians have used their clinics as laboratories. We have developed an understanding of the components of excellent lawyering; we have explored the inextricable connections between the skills of lawyering and the assumptions embedded in the practices of lawyers' work in the world; we have created methods for teaching students not only to have the skills of good lawyers, but also to reflect on the meaning and consequences of their work for themselves and for society.

As the world has changed, we have also begun to expand our visions of the subject of our inquiry. In addition to thinking and teaching about the role of the lawyer in representing a particular client in a particular situation, clinicians are exploring the representation of groups, the role of lawyers in the process of community development, and alternative ways of delivering and structuring legal services to clients when resources are scarce. In the process,

we are having to figure out how well the understandings that we have developed of the work of the lawyer apply to these different lawyering contexts. Are the same lawyering activities fundamental in these expanded contexts? Does our analysis of these activities need to be modified or radically restructured? Do we need to analyze the components of new lawyering activities? Does our understanding of these activities cause us to modify both what we teach and how we teach? Does this expanded vision lead us to reaffirm the central focus we have developed up to now?

At this workshop, we will examine these questions through plenaries in which the presenters will explore ways to teach about the expanded subject matter of clinical inquiry. The plenaries will address teaching decisionmaking regarding case selection, supervising students in systems of limited representation, teaching new or redefined skills when notions of client and community are intertwined, and exploring the way our evolving identities affect and are shaped by our clinical work. We will have two types of concurrent sessions. In the first, we will experiment with expanded time frames in which participants will be able to explore in greater depth than the usual program session provides subjects such as public interest lawyering, ethical issues in lawyering, the contributions and challenges of diversity in clinical teaching

settings, multiple conceptions of case rounds and externship pedagogy. In the second, concurrent sessions of the standard length that will build upon the program theme will be presented twice to enable participants to cover a wider variety of subjects. In the small groups, participants will not only have the opportunity to explore the workshop theme in a smaller setting, but will also either create a teaching demonstration or a class syllabus relevant to the conference theme. The aim of all aspects of the workshop is to enable us together to challenge and think creatively about the assumptions behind and practices of our clinical laboratory.

## **SALT Teaching Conference**

The SALT Teaching Conference, *Power, Pedagogy & Praxis: Moving the Classroom to Action*, will be held October 15-17, 1998 at Loyola Law School-Los Angeles. For registration and further information, call (213) 736-1164.

**Grants Available--Northwest Clinical Conference Funded**

The AALS Section on Clinical Legal Education recently awarded a \$1,000

grant to help support the 2nd Annual Northwest Legal Education Conference. The grant will help defray the cost of the conference so at least one senior clinic administrative person from each program will be able to attend and participate. If you are contemplating a regional or subject matter conference, please note that additional funds from the Clinical Section are available to help support your efforts. The following announcement explains the grant guidelines.

**GRANTS AVAILABLE FOR  
REGIONAL CLINICAL  
CONFERENCES**

The AALS Section on Clinical Legal Education has a limited number of grants available to support regional clinical teacher conferences and subject matter specific conferences in the United States. The purpose of these grants is to encourage more training of clinical teachers. It is hoped that regional conferences and subject matter specific clinical conferences will proliferate, and that the regional conferences and other training conferences will become self-sustaining like the Midwest Regional Clinical Teachers Conference.

Requests for funding should be directed to Justine Dunlap, Southern New England School of Law, 508-998-9600, or Peter Joy, Washington University School of Law, St. Louis, 314-935-6445 or joy@wulaw.wustl.edu,

co-chairs of the Regional Conferences Committee, at least ninety (90) days prior to the conference. Justine and Peter are available to work with applicants and to assist applicants in developing their applications, which will be reviewed and decided upon by the Executive Committee for the Clinical Section. AALS Section Bylaws prohibit the authorization of funds after a conference has taken place, so no proposals submitted after a conference will be considered. The Section Executive Committee will act on requests within thirty (30) days from receipt of final proposals to provide sufficient planning time for regional conferences. Guidelines for the proposals are as follows:

1. The maximum size of any one grant will not exceed \$2,000.

2. Proposals must indicate a projected budget for the conference, including a projection of income and expenses that includes: the number of participants expected, the registration fee to be charged participants, projected food and refreshment expenses if any are included in the registration fee, and other expected expenses.

3. Proposals must indicate the names of the states and/or the particular subject matter interests which will be the primary targets for the conference.

4. Conference participants must be charged a registration fee.

5. Travel expenses for presenters who are clinical

faculty within the region of the conference may not be subsidized by the conference unless there is an explanation of the unique needs to justify these subsidies.

5. Conference organizers may not receive compensation from the conference.

6. Proposals must indicate that any excess income from the conference must be passed on to the school or schools hosting the conference in the region in the following year. If there is not another conference planned for the following year, the Clinical Section should be reimbursed up to the amount of the grant from any excess income generated by the conference.

7. Successful grant recipients must agree to file a final accounting of all conference income and expenses with the Clinical Section no later than ninety (90) days after the conference.

**Pace Invites Feedback on  
Convening Conference on  
Securities Arbitration Clinics**

Professor Barbara Black of Pace Law School has been teaching what we believe is the first securities arbitration clinic for the past year. This year, Fordham, Brooklyn and Buffalo are instituting similar programs in New York, and a number of schools throughout the country have expressed interest.

At Pace, we've found that this type of clinic offers several advantages, including excellent opportunities

for client interviewing and counseling, negotiation, fact investigation, and presentation of evidence; a caseload that turns over in about a year's time, rather than remaining open-ended over several years; and a feasible schedule for evening or part-time students. It also serves a population of small investors, many elderly, who effectively have no access to legal help. Finally, this program has brought into clinical work a member of our nonclinical, business-oriented faculty, who otherwise would probably never have rotated into the Clinic. BUT: you don't need to be an expert in corporations law or securities regulation to teach and supervise such a program.

We would like to find out whether enough clinicians are interested in learning about what's involved in setting up and running a securities arbitration clinic to warrant convening a small conference this spring. (For anyone like myself who didn't know, arbitration forums for this kind of case are scattered throughout the major cities in every region.) If there is sufficient interest, we will seek CLEA and/or AALS Clinical Section sponsorship, and we may be able to get some grant support from investment firms, etc., to defray costs for those attending.

The one-day conference would be an active workshop; for example, we'd both present, and work on refining, a complete set of course materials, practice

forms, etc.; offer a quick-and-dirty overview of the securities arbitration process and the law of broker-dealer responsibilities, suitable for absolute neophytes who know no corporate law; and conduct a simulated arbitration demonstration, with real arbitrators presiding. Current Pace students would participate and provide their perspective.

Please let me know (see contact info below) if you or someone on your faculty, or an administrator, might be interested in such a conference. I'd appreciate hearing from you by September 30, so that we have enough time to plan for and publicize the conference. Thanks!

Vanessa Merton, Associate Dean  
for Clinical Education  
Pace University School of Law  
78 North Broadway, White Plains  
NY 10603-3796

(914) 422-4333

Telefax: (914) 422-4391

INTERNET:

VMERTON@GENESIS.LAW.PACE.EDU

The Lawyering for Social Change Committee of the AALS section met in Portland in May. The committee will feature descriptions of social change aspects of clinical programs in upcoming CLEA and section newsletters. Following is a description provided by Andrea Seielstad of the University of Dayton School of Law.

### **Moving from the Office to the Community: Some Ideas for Integrating Community**

## **Lawyering into a Traditional School-Based Law Clinic**

Andrea Seielstad  
Assistant Professor  
University of Dayton  
School of Law

Between June 26 and June 28, 1998, professors of clinical legal education from Yale, Cornell, Catholic, Berkeley, Stanford, Rutgers, Northwestern, Dayton, Fordham, Emory, Quinnipiac, Maryland, Rutgers, CUNY, and Candada's Osgoode Hall School of Law, among others, convened in New Haven, Connecticut for a working weekend entitled *Lawyers and Community Connecting, Collaborating and Coordinating*. We were joined by a number of community organizers and others with expertise in advocating with and on behalf of communities. Our task was to exchange ideas (and create new ones!) for (1) developing effective and appropriate collaborations and projects within the communities within which we teach, and (2) addressing pedagogical and ethical issues that arise out of our work with communities. As one of the participants in the workshop, I think we made strides in accomplishing both of these goals. It was refreshing also to hear about the many creative and interdisciplinary initiatives and experimental new programs that are burgeoning in law clinics throughout North America.

Some law schools, most notably, Osgoode Hall's

Parkdale Community Legal Services,<sup>1</sup> in Toronto, Canada, sport sophisticated and progressive community-based programs complete with year-round staff attorneys, social workers, community organizers and activists as well as professors and rich legacies of successful law reform strategies. Others are attempting to develop more modest initiatives within academic settings new to community work. Some have selected community economic development as their focus; others, collaborations with charter schools, or inter-disciplinary service delivery systems in public housing projects or community health programs. Clinical law students in community-oriented law clinics across the country are assisting their communities in addressing systematic problems faced by groups of local residents with common interests. Law clinic initiatives include community-based disposition and sentencing programs for juvenile offenders, pro se workshops, neighborhood mediation, community education, legislative drafting and lobbying, participation in city planning and development initiatives, and state and local administrative hearings regarding alcohol licensing, environ-

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<sup>1</sup> For more information about Parkdale's program, see Parkdale Community Legal Services: Twenty-five Years of Poverty Law, Osgoode Hall Law Journal, Vol. 35, Numbers 3 & 4 (Fall and Winter, 1997).

mental regulations, and zoning.

The University of Dayton is one place where law students now have the opportunity to supplement individual casework with community work. The program, a nongraded five-credit course available to 35-40 third year students each year, traditionally has focused on skills-training in the context of civil litigation: namely housing, domestic relations, and social security cases. Students are expected to devote 18-20 hours per week to clinic, which includes a three-hour classroom/workshop component. Their "case-load" includes a combination of individual client representation and, now, community project work.

Over the last two years, clinic faculty such as myself and Law Clinic Director Kim O'Leary have cultivated relationships with a variety of other service providers and organized community groups. We have expanded upon the University of Dayton's Catholic-Marianist identity and its commitment to community and service that has led to interdisciplinary community partnerships with other university departments. The Law Clinic has been able to join forces with public health professionals at nearby Wright State University's Center for Healthy Communities, who operate a variety of community-based clinics and programs aimed at health promotion and disease prevention and engage in statewide public policy and

legislative advocacy. Community organizing and social service programs sponsored by the United Way have also proven to be beneficial collaborations as have relationships with local Legal Aid attorneys, the Dayton Bar Association's Volunteer Lawyers' Project, the schools of social work, psychology, and psychiatry at Wright State and University of Dayton, the Dayton Mediation Center, and local priority boards, neighborhood associations, and grassroots citizens groups. Through our regular participation in meetings, forums, discussions, and community-sponsored events (e.g. building of school playgrounds, clothing drives, fairs, etc.) sponsored by these groups, the Law Clinic has been invited to participate in a variety of community projects.

For example, law students and clinic faculty have given presentations to specialized community groups on topics such as (1) the legal relationships that may be created under Ohio law between grandparent caregivers and their grandchildren and the benefits and obstacles to each, and (2) the City of Dayton's use-nuisance ordinances and other remedies available to neighborhoods concerned about the health and safety risks posed by vacant lots and buildings within their neighborhood as well as rental units prone to chronic and persistent drug trafficking. From community education and collaboration-building, the Clinic is now moving toward more specific

counseling and advocacy. Drawing from published experiences of other communities and a variety of needs assessments and information gathered locally, students have begun brainstorming with local grandparents and Wright State health professionals about possible legislative and administrative reform strategies.

This semester, students will have the opportunity to meet with state legislative officials about some of the interests of the coalition with whom they are working. They will be assisting a couple of neighborhood associations in navigating the city's housing code and use-nuisance enforcement schemes, and referring others to community mediation. In addition, pursuant to a grant project initiated by the Volunteer Lawyers' Association students will be preparing materials and conducting workshops to enable low-income residents of surrounding counties to obtain uncontested divorces in an expedited and efficient manner. It is possible that we will begin some impact litigation on behalf of one group of citizens.

Law schools have important resources that should be more widely available to the communities within which they reside. Community work, although time consuming and deserving of personal and sustained commitment by clinic faculty and staff who wish to pursue it, enriches the experiences of clinical law students. It promotes a more creative and systematic approach to problem-solving and fosters interdiscipli-



nary collaboration and communication. It allows students to learn from the expertise of community activists and service providers who approach problems from a non-legal perspective. Perhaps most importantly, it exposes students to a broader range of ethical issues and professional skills development than they customarily encounter in a traditional law school education and case-based clinic.

## LAW SCHOOL CLINIC



### Of Deans, Clinics and Curricular Concentrations: SUNY-Buffalo

**Nils Olsen**, who has been the Director of Clinical Legal Education at the State University of New York at Buffalo ("UB") for over a dozen years, was appointed on August 1st as Dean of the Law School. **Peter Pitegoff**, who has directed UB's community economic development clinic for the past decade, was appointed Vice Dean for Academic Affairs and will focus on the upper division curriculum. **Diane Avery**, also appointed as a

Vice Dean, will focus on the 1st year curriculum. **Melinda Saran**, who teaches in the special education clinic, will serve as Acting Director of Clinical Legal Education.

The appointments of Olsen and Pitegoff reflect UB Law School's commitment to clinical education and recognition of its role in the law school program. UB's "New Curriculum" has been in place for three years and, at some point in the future, will no longer be new. For now, though, clinical innovations continue to energize the New Curriculum. Clinical courses are playing an integral part in the proliferation of "concentrations", an important component of the curriculum.

Each 2nd and 3rd year student has the opportunity to select a curricular concentration, enabling the student to learn a particular area of law in depth and to engage in problem-solving at a sophisticated level. Most concentrations combine theoretical and doctrinal study with research and publication, public policy analysis, simulation courses, and hands-on clinical work.

The Affordable Housing & Community Development Law Concentration, one of the first, grew directly out of the two development clinics—affordable housing and community economic development. Now these clinics, as well as a new securities law clinic, all serve as practice components for the for the Development Law concentration and for the

expanding concentration in Finance Transactions.

The Health Law Concentration, one of the newest, arose in part from the legal services for the elderly clinic, and implicates one of the fastest growing areas of practice. The elder law clinic provides an important practice opportunity for students concentrating in health law.

The list of concentrations with clinical activity also includes Criminal Law (the criminal defense clinic), Family Law (the family violence clinic), Regulatory Law and Policy (the special education law clinic), and Law and Social Justice (all the clinics). Other concentrations, as well, such as Civil Litigation, Environmental Law, and perhaps even International Law, might build additional bridges to clinical courses in the years to come.

**AMERICAN UNIVERSITY  
WASHINGTON COLLEGE OF LAW  
CLINICAL PROGRAMS**

The Clinical Program has expanded this year to accommodate over 160 students enabling more than half of our full-time students to benefit from the clinical program. Our new Civil Practice Clinic has doubled in size after its inaugural year last year, and the International Human Rights Law Clinic added spaces to accommodate the increasing number of students who wish to take a clinical course.

The expansion in these two clinics was made possible by the establishment of a Practitioner-in-Residence program with positions in these two clinics. This program provides an opportunity for experienced Practitioners to have opportunities to teach and to write with the guidance and training of our full-time faculty in order to prepare them for careers as clinical teachers. **Beth Lyon**, formerly a staff attorney with the Lawyers Committee for Human Rights is the first Practitioner-in-Residence in our International Human Rights Law Clinic. **Brenda V. Smith**, formerly Senior Counsel for Economic Security of the National Women's Law Center is our first Practitioner-in-Residence in our Civil Practice Clinic.

In addition to the expansion of these two clinics, the WCL Clinical Program has created additional opportunities for students in our Community and Economic Development Law Clinic, Criminal Justice Clinic, Domestic Violence Clinic, Federal Tax Clinic, and Women and the Law Clinic.

The Washington College of Law has also entirely revamped our Externship Program with the appointment of **Susan Carle** as Faculty Coordinator for the program and **Marlana Valdez** as Executive Director. We now offer a wide variety of externship seminars each semester all of which provide an intensive classroom component and individual supervision by full-time faculty members. More than 350 students a year take

advantage of the externship program and many take both an externship and an in-house clinic. We can now say that every student at AU who wishes to have an experiential learning experience can have at least one and often more.

### UNIVERSITY OF ALABAMA

The University of Alabama School of Law is pleased to announce the creation of a new clinical program. The Student Legal Clinic provides second- and third-year law students with the opportunity to assist the University's undergraduate and graduate students with their civil legal problems. University students have often faced legal problems such as landlord/tenant disputes, consumer law problems, collections problems and domestic relations disputes. Until this year, those students have not had the opportunity to obtain legal counsel regarding these problems through any University-sponsored program.

The legal interns will evaluate the applications, determine which cases to accept and provide valuable legal advice to students. In addition to providing advice, the Clinic's interns will represent clients in negotiations as well as in small claims, district and circuit court actions. The Clinic is directed by **Hugh M. Lee**, Managing Attorney of the Alabama Lawyers Research Service.

The University of Alabama School of Law is also pleased to announce that it is the recipient of a \$75,000 grant from the Administration on Aging to conduct a pension clinic in the Law School. This clinic (which has eight students this fall) will be directed by Professor **Norm Stein**, a nationally recognized expert in pension law.

Under Prof. Stein's supervision, students will work directly with clients to provide sophisticated pension counseling and advocacy for individuals who would not otherwise receive legal representation. This work is crucial because pension plans often cannot be understood by those who do not specialize in benefits law. Very few attorneys practice in this very complex, but important area of the law.

One of the major cases upon which the students are working this fall involves the representation of the first two African American members of the Tuscaloosa police force. Although they began their service decades ago after a successful court challenge to segregationist policies, the police officers were never included in the pension plan afforded white police officers.

This is the only such grant in the country that is being used to establish a law school clinical experience. Thanks to Professor Stein's leadership in this field, the School of Law was able to obtain this grant.

## LOYOLA-NEW ORLEANS

At Loyola University School of Law-New Orleans, **Luz M. Molina**, Associate Clinical Professor, has been named Director of the Law Clinic and will serve in that capacity from May 15, 1998 until July 31, 1999.

The Loyola-New Orleans Law Clinic has also designed a forensic program in a joint effort with the Louisiana State University School of Medicine which will sensitize psychiatrists in forensic training (fellows) and law student practitioners to areas where law and psychiatry intersect, and increase their competence in areas of litigation which involve expert testimony.

## SYRACUSE UNIVERSITY

**Arlene S. Kanter**, Associate Dean for Academic Affairs & Professor of Law & Director of Clinical Programs is pleased to announce that the **Syracuse University College of Law** has just completed a major construction and renovation project, and that the Office of Clinical Programs is a major beneficiary of the project. Our new McNaughton Hall and the renovation of our existing building, White Hall, provide new classroom and seminar space, an expansion of the Barclay Law Library, new offices for faculty and student organizations, a new student

lounge and dining area, two new moot court rooms, and a magnificent new suite for the Office of Clinical Programs, with computer clusters and interview rooms using state-of-the-art technology.

We would be happy to provide tours or information to any clinician who is involved in planning new clinic space. We would also welcome you to just stop by to visit.

## UNIVERSITY OF DENVER

The University of Denver College of Law is proud to announce that the Rocky Mountain Children's Law Center is moving to our campus in October. Formerly known as the Children's Legal Clinic, the program will offer ten students a two-semester Child Advocacy clinical course, starting this fall. The students will represent abused and neglected children and will attend lawyering skills and interdisciplinary seminars twice a week. The clinic supervisors are Adjunct Professors **Shari Shink** and **Seth Grob**.

In Spring and Summer 1998 the University of Denver Student Law Office sponsored a Battered Women's Clemency Reform Project. On July 14, our seven student lawyers, who are representing three battered women currently imprisoned in connection with the death of their batterers, presented their cases and videotapes of their clients to Colorado's Executive Clemency Advisory

Board. We now await the Board's recommendation and the Governor's decisions. This fall we will be developing a video about the project, which continues to be a fascinating learning experience. Profs. **Nancy Ehrenreich** and **Peggy Walker**, who taught the course with Prof. **Jackie St. Joan** and Adjunct Prof. **Nina Sokol**, discussed the experience at the Law & Society annual meeting in Snowmass in June.

### **Arkansas Expands Student Practice Rule**

Unlike Louisiana, Arkansas has expanded its student practice rule to permit student representation of groups.

While planning an expansion of the clinical programs at the University of Arkansas at Little Rock School of Law, the faculty realized that the traditional student practice rule did not allow students to represent individuals or groups in transactional work. Therefore, the School asked the Arkansas Supreme Court to modify its student practice rule to allow this type of representation by students.

It took close to two years of work, but the Court modified the student practice rule on May 17, 1998. The new rule allows students enrolled in a law school clinical program to do a variety of non-litigation based practice. The rule allows students to prepare

contracts, incorporation papers, filings required by a governmental agency, proposed legislation and other documents for clients.

Some members of the Court expressed concern about expanding the student practice rule, but these concerns were overcome when it was explained that the modification would only allow students to do this work as part of a clinical program. Thus, private practitioners would not be able to use students to expand their office staff. The Court also required language that assures close supervision of preparation for and videotaping of client consultations.

The court did not adopt the proposed language that would make it easier for traditional faculty to participate as clinical faculty. The Arkansas rule requires that a supervising faculty member either be admitted to practice in Arkansas or have five years of practice in another state. UALR sought a clarification that the waiver of Arkansas bar admission would apply to faculty members who have taught but not practiced in the last five years. The Court did not adopt this language. However, what "practice" means is thus still open to interpretation.



## **Announcements**

**Annette Appell** has joined the faculty, as an associate professor, of the brand new **William S. Boyd School of Law** at the **University of Nevada, Las Vegas**.

**Barbara Babb (Baltimore)** has been promoted to Associate Professor of Law and granted tenure.

**Shelly Broderick (U of D.C.)**, formerly Director of Clinical Programs, has been named Interim Dean replacing William L. Robinson, who has resigned.

**John Capowski (Widener-Harrisburg)** has been appointed Director of Clinical Programs at Widener University School of Law in Harrisburg

**Keri Gould** is now the Assistant Dean for Externships and an Assistant Professor for Clinical Education at **St. John's University School of Law**.

**Zelda B. Harris** recently relocated from Northwestern University Legal Clinic, Children and Family Justice Center to **The University of Arizona, College of Law**, where she has been appointed an Assistant Clinical Professor and Director of the Domestic Violence Law Clinic

Professor **Pam Kentra (Chicago/Kent)**, supervisor of the Mediation/ Alterna-

tive Dispute Resolution clinical program, and a clinic student, Ian Kasper, have co-authored a CALI (Computer-Assisted Legal Instruction) Lesson on Mediation Practice. The lesson will be published for the 1998-99 academic year on the CALI website and on CD-ROM.

At Case Western Reserve University Law School, **Judith Lipton, Kenneth Margolis, and Louise McKinney** were recently named Professors of Law. Also, **Bryan Adamson** was promoted to Associate Professor. In addition, Judy and Ken were appointed as Co-Directors of the Clinic. Louise was awarded a Fulbright Fellowship to teach clinical legal education in Nairobi, Kenya during the 1998-99 school year. Bryan will continue his duties as Assistant Dean for Student Services while teaching in the Clinic.

**Denise Meyer (U of Southern California)** was given the Faculty Appreciation Award for 1997-98 by the Student Bar Association.

**Douglas L. Colbert (Maryland)** received a \$150,000 six month grant from the Abell Foundation to establish a Lawyers at Bail (LAB) program in Baltimore. Currently, in Baltimore people who cannot afford private counsel are unrepresented when they first appear before a judge and do not see their appointed attorney until the next court appearance, 30 days later following arrest. The

Maryland School of Law sponsored LAB project began in late August, and includes resources for a social scientist to conduct a multiple regression analysis to evaluate counsel's role at the bail stage. This project builds upon last year's clinical students' representation of detainees at bail reviews, and their law reform/legislative efforts to change the current statewide practice.

At its annual meeting in August in Toronto, Ontario, the American Bar Association passed a national resolution Doug presented that urged states and localities to guarantee counsel at bail for indigent defendants and to provide the additional resources needed for this purpose.

**Catherine Gage O'Grady** has recently been awarded tenure and promoted to full professor at **Arizona State University College of Law** and been appointed the Director of Clinical Programs at ASU.

**Jane Schukoske (Baltimore)** taught classes at the law departments National University of Kyiv-Mohyla Academy and of Ostrog Academy in Ukraine in May and June. Her exchange visit was supported by a U.S.I.A. University Affiliations grant to the University of Baltimore Center for International and Comparative Law.

**Susan L. Waysdorf (U of D.C.)** has been promoted to Professor and granted tenure.

**Justine Dunlap**, formerly at University of Arkansas at Little Rock, now is the Director of Clinical Programs at **Southern New England School of Law**, 333 Faunce Corner Road, N. Dartmouth, Ma 02747. Phone 508 998-9600 x158; email: jdunlap@snesl.edu.

**Dana Schoenberg** has completed her 2 year stint as a Clinical Fellow at the University of Baltimore's Family Law Clinic. She will be joining the Justice Department's Civil Rights Division as a trial attorney after a well deserved bike trip through Europe. We wish her well.

**Jackie St. Joan (Denver)** spoke at the annual conference of the National Coalition Against Domestic Violence which was held at the College of Law this summer. Denver SafeHouse will award her its annual Carolyn Hamilton Award at its dinner on September 19.

**Jeff Hartje (Denver)** is teaching and supervising mediation students in the Student Law Office this semester. During the summer, he and Prof. **Roberta Steinhardt** teamed up to provide mediation training for pro bono attorneys who represent other attorneys in mediating lawyer grievances.



# Welcome . . .

**Case Western** is proud to have on board two visiting professors -- **Paul Cain**, a private practitioner for the past 18 years, and **Michael Walsh**, a clinical teacher on leave from the University of Akron.

**Robin E. Schulberg** has joined the clinical faculty at Loyola-New Orleans as a visiting assistant clinical professor.

**Catherine Powell** has joined the Columbia faculty as Associate Clinical Professor of Law. She will direct Columbia's new Human Rights Clinic as well as help to run its Human Rights Institute.

Cathy is a Yale Law School graduate who did a human rights fellowship at Harvard before joining the NAACP Legal Defense and Education Fund, where she headed the Black Women's Employment Project. She was a participant in the Beijing U.N. Conference on Women, and is currently on the Advisory Committee of the Human Rights Watch/ Women's Rights Division.

Cathy's plans for the human rights clinic include a focus on business & human rights; human rights in conflict situations; and the impact of technology of human rights. The clinic is a major component of the school's Human Rights Institute, which is also supporting a workshop series

for Human Rights Fellows, visiting scholars, and a web site <<http://www.columbia.edu/cu/law/hrcr/>>.

**Dr. Poonam Saxena** of the University of Delhi will be visiting the **University of Baltimore** as a Fulbright scholar this semester. Poonam has been a strong advocate of clinical education in India. Many of you met her at the AALS Clinical Section Conference in Miami in 1996 and the subsequent tour of law clinics on the East Coast, as well as the International Clinical Conference at Lake Arrowhead in October, 1997. She has previously hosted clinicians **Michael Meltzer (Northeastern)**, **Clark Cunningham (Wash U)**, **Jane Schukoske** and **Marty Geer (Baltimore)** and **Ken Gallant (Idaho)** in clinical training events in India. She will be working with **Jane Murphy**, **Barbara Babb** and **Jane Schukoske** in clinical and other course offerings. We are quite pleased to have her.

**Michele Estrin-Gilman** and **Marguerite Angelari** have joined the clinical faculty at the **U of Baltimore** as Clinical Fellows for the next 2 years.

**Fordham University School of Law** is pleased to announce the following additions to its clinical program:

**Lisa Freeman** has joined the faculty teaching in the Civil, Employment and Disability Rights Clinic with Prof. **Elizabeth Cooper**. Lisa comes to us



from the Legal Aid Society, Prisoners Rights Project, where she has spent the last six years litigating complex cases on behalf of inmates incarcerated in New York State. She previously worked as a criminal defense attorney in the Brooklyn, NY office of Legal Aid. Lisa is a 1989 graduate of NYU School of Law, where she received a Marshall Criminal Justice Fellowship and participated in the Urban Law Clinic (now known as the Legal Services Clinic).

**Martha Rayner** has joined the faculty co-teaching the Criminal Defense Clinic with Prof. **James A. Cohen** while Prof. **Cheryl G. Bader** is on maternity leave (Rachel Sandra Goldblum, August 7, 1998). Martha was a Revson Fellow at Columbia University having previously been with The Neighborhood Defender Service of Harlem from 1990 to 1997 finishing as a Team Leader/Senior Attorney. After graduation from the City University of New York School of Law in 1986, Martha worked as a staff attorney for the Criminal Defense Division of the Legal Aid Society for four years.

**Pamela Rogers Chepiga** and **Marti Granzio-O'Hare** have both joined the Law School on a half-time basis. Pam, who will be starting the Securities Arbitration Clinic, is a graduate of the Law School, former Law Clerk for the Honorable Kevin T. Duffy, former Chief of the Securities and Commodities Fraud Unit, in the United States Attorney's Office of

the Southern District of New York, and a former partner in Cadwalder, Wickersham & Taft. Marti comes to us from private practice where she has extensive experience in Family and Matrimonial Law, and Mediation. She will be developing a mediation clinic in Family Court as well as continuing to teach Foundation Skills.

Finally, we are pleased to announce that **Norma Litman** (CSW), Faculty Advisor, Fordham University Graduate School of Social Science, will be working half-time with law and graduate social service students on clinic cases as part of the Center for Family and Child Advocacy, a joint project of the Graduate School of Social Service and the Law School.

**Seton Hall Law School's Center for Social Justice** welcomes two new clinical attorneys, **Michele Soto** and **Kevin B. Kelly**. Michele is joining the Civil Litigation Clinic after several years in private practice and 9 years as a public defender. Kevin is joining the Family Law Clinic after 5 years at the Community Health Law Project, 8 years at Hudson County Legal Services, and a year at New Jersey Protection and Advocacy.

The **University of Alabama School of Law** is pleased to announce that **Dan Filler**, a graduate of New York University School of Law, has joined the faculty and will teach in the Disability Law Clinic. For

the past five years, Dan has worked as a public defender in both Philadelphia and New York. He previously worked at Debevoise & Plimpton in New York. Dan will also teach traditional courses in the areas of criminal law and juvenile justice.

Dan's hiring reflects two very positive developments here at the law school. First, Dan brings new energy to the Disability Law Institute housed at the University of Alabama. The Institute works cooperatively with the Alabama Disability Advocacy Program (ADAP), a federally funded protection and advocacy organization affiliated with the law school. Together, the Institute and ADAP are dedicated to serving individuals with disabilities, advancing the discipline of disability law, and educating students about this important field. ADAP is one of the largest civil rights organizations in the State of Alabama. Its litigation staff includes six attorneys working on a broad array of cases including the Wyatt, RC, and Ace (equity education funding) lawsuits.

In addition, the circumstances of Dan's hiring reflect the Law School's commitment to clinical education. The faculty has endorsed clinics as an equal and full partner with the more traditional classroom experience; consistent with that view, Dan was brought in as a full-status, assistant professor, the second clinical faculty member in the past two years to be hired on this unitary

tenure track. The Law School already has five active clinical programs and we are working hard to improve and expand these offerings. Clinical education is now finding its place as a cornerstone of the Alabama law school experience.

The **Syracuse University College of Law** is pleased to announce the addition of two new clinical faculty members. We welcome **Angela Burton** as the new director of our Children's Rights and Family Law Clinic. Professor Burton received her B.S. from Cornell University in 1981 and her J.D. from New York University School of Law in 1991. At NYU, Professor Burton was also employed as an instructor in the Lawyering Program where she taught courses on interviewing, counseling, negotiation, informal advocacy, and trial advocacy. Professor Burton is a former clerk on the New York State Court of Appeals, and was a legal consultant to the Permanent Judicial Commission on Justice for Children. Professor Burton has also been in private practice, and is a member of Workways, an interdisciplinary group dedicated to innovation in legal teaching. She is co-author of "Hey, There's Ladies Here!": Reflections on Becoming Gentlemen, 73 N.Y.U. L. Rev. 1022 (1998), a review essay about women's experiences in law school.

We are also pleased to welcome **(Sarah) Betsy Fuller** as our new Social

Justice Advocate. This advocacy fellowship was created by the New York State IOLA Fund to provide funds to the College of Law's clinical program to provide legal assistance to clients who may no longer be represented by our local legal services offices due to funding restrictions imposed by the recent amendments to the Legal Services Corporation Act. As the IOLA Social Justice Advocate, Professor Fuller will direct the Public Interest Law Firm II, one of the five in-house clinics of the College of Law's Office of Clinical Programs. Professor Fuller received her undergraduate degree from Cornell University in 1968, her Masters in Sociology and Demography from the University of Wisconsin, Madison, in 1971, and her J.D. degree from Stanford Law School in 1974. Prior to joining the Syracuse University clinical faculty, Professor Fuller served ten years as a staff attorney at Prisoners' Legal Services of New York where she litigated individual civil and class action cases on behalf of people convicted of felonies in New York State prisons. She has also taught at Cornell Law School, in the Cornell Legal Aid Clinic, and simulated skills courses, and later, as an adjunct lecturer, she taught trial advocacy and legal writing courses. She is the co-author of *Brown v. Board of Education: Equal Schooling for All*, (N.J.: Enslow Pub. 1994), and the author of *Hazelwood v. Kuhlmeier: High School*

*Newspaper Censorship* (N.J.: Enslow Pub. September 1998).

The University of Denver College of Law is pleased to welcome **Cathryn Saylor Peterson**, our new clinical teaching fellow, who is responsible for the day-to-day operations of the Internship Program. After attending the externship conference at Catholic University, she and Clinical Director **Jackie St. Joan** are re-designing the program from the ground up.



**Kate Mewhinney (Wake Forest)** notes their clinical website at [www.law.wfu.edu/clinic/index.htm](http://www.law.wfu.edu/clinic/index.htm) which contains links to elder law sites, info about what our students do in their clinic, and lots of other good stuff!

If your clinical program has a web site you would like to publicize and that may be helpful to others developing their own, please provide the information to the Editor



## Books and Publications

**Barbara Babb (Baltimore)**  
*Fashioning an Interdisciplinary Framework for Court Reform in Family Law: A Blueprint to Construct a Unified Family Court* 71 Southern California Law Review 469 (1998)

**Barbara Babb (Baltimore)**  
*Where We Stand: An Analysis of America's Family Law Adjudicatory Systems and the Mandate to Establish Unified Family Courts* 32 Family Law Quarterly 31 (1998).

**Darryl Brown (Dayton)**  
*Toward a Theory of Jury Interpretation of Statutes*, 96 Mich. L. Rev. 1199 (1998)

**Darryl Brown (Dayton)**  
*Criminal Procedure, Justice, Ethics and Zeal*, 96 Mich. L. Rev. \_\_\_ (summer 1998)

**Darryl Brown (Dayton)**  
*Trial Practice as Legal Reasoning--and Legal Realism*, 23 NYU Rev. L & Soc. Change \_\_\_ (fall 1998).

**Douglas L. Colbert (Maryland)**  
*Thirty-Five Years After Gideon: The Illusory Right to Counsel at Bail Proceedings*, 1998 Illinois L. Rev. 1.

**Douglas L. Colbert (Maryland)**  
*Appointed Counsel at Bail Hearings* ABA Criminal Justice 17, Summer 1998.

**Clark Cunningham (Washington University)**  
*Hearing Voices: Why the Academy Needs Clinical Scholarship* 76 Washington University Law Quarterly 85 (1998)

**Clark Cunningham (Washington University)**  
*Rethinking Equality in the Global Society* 75 Washington University Law Quarterly 1561 (1997) (conference proceedings)

**Stephen Ellman (New York)**  
*Cause Lawyering in the Third World*, in Austin Sarat & Stuart Scheingold eds., Cause Lawyering: Political Commitments and Professional Responsibilities 349-430 (1998)

**Stephen Ellman (New York)**  
*The Future of Legal Services: Legal and Ethical Implications of the LSC Restrictions--Ethical Issues Panel*, 25 Fordham Urban L.J. 371-87 (1998)

**Stephen Ellman (New York)**  
*To Resign or Not to Resign* 19 Cardozo L. Rev. 1047 (1997)

**Keri K. Gould (St. John's)**  
*If its a Duck and Dangerous--Permanently Clip its Wings or Treat It 'Till it Can Fly?: A Therapeutic Perspective on Difficult Decisions, Short-sighted Solutions and Violent Sexual Predators After Kansas v. Hendrick*, 31 LOY. L. A. L. REV. 859 (1998).

**Edwin H. Greenebaum**  
(Indiana-Bloomington)  
*Development of Law Firm  
Training Programs: Coping  
with a Turbulent Environ-  
ment* International Journal  
of the Legal Profession,  
1996, 3, 315-352.

Clinical Legal Education,  
ed. by N.R. Madhava Menon  
(Lucknow: Eastern Book Co.  
1998) [with chapters by  
**Kenneth S. Gallant**,  
**Frank S. Bloch**, **Don  
Peters**, **Jane E.  
Schukoske**, **Stacy Caplow**  
and **Mary Jo Eyster** as well  
as contributions by our  
international colleagues:  
D.K. Sampath (India), V.  
Nagaraj (India), Hon.  
Justice M.D. Kirby  
(Australia) and Marlene Le  
Brun (Australia)]

**Linda Morton** (California  
Western) *Teaching Creative  
Problem Solving: A Para-  
digmatic Approach* California  
Western Law Review, vol. 34  
No. 2, p.375 (1998).

**Catherine Gage O'Grady**  
(Arizona State) *Preparing  
Students for the Profession:  
Clinical Education, Collabo-  
rative Pedagogy, and the  
Realities of Practice for  
the New Lawyer*, 4 Clinical  
L. Rev. 485 (1998).

**Joan O'Sullivan** (Mary-  
land), *Alzheimer Testing at  
Silver Years* (with Thomas,  
A. M., Cohen, G., Cook-  
Degan, R., Post, S., Roses,  
A. D., Schaffner, K., and  
Green, R.) 7 Cambridge  
Quarterly of Healthcare  
Ethics 294 (1998).

**William Wesley Patton**  
(Whittier) *Legislative  
Regulation Of Dependency  
Court Attorneys: Public  
Relations and Separation of  
Powers*, 24 Notre Dame J. of  
Legislation 1 (1998).

**Steven Zeidman** (NYU) *To  
Plead or Not to Plead:  
Effective Assistance and  
Client-Centered Counseling*,  
forthcoming, 39 B.C. L. Rev.  
841 (1998).

### ANNOUNCEMENT OF NEW EXTERNSHIP TEXT

We are glad to announce that  
the textbook that seven of  
us at Catholic University of  
America Columbus School of  
Law (**Leah Wortham**, **Sandy  
Ogilvy**, **Lisa Lerman**,  
**Margaret Barry**, **Stacy  
Brustin**, **Georgia Nied-  
zielko**, and **Lucia  
Silecchia**) plus **Liz Ryan  
Cole** have worked upon is  
finally available from the  
West Publishing Company. We  
have heard that some of you  
even have received your  
complimentary copies in the  
normal course. Any clinical  
teacher who has not yet  
gotten a review copy should  
be able to do so by calling  
or e-mailing West. It is:  
**Learning from Practice:  
A Professional Develop-  
ment Text for Legal  
Externs**, ISBN 0-314-22873-  
X.

We understand the  
Teacher's Manual will be  
printed by about September  
4. Those should be mailed  
in the regular course to  
those who ask for review  
copies of the book, but if  
there is any problem, a

follow-up with West should get you your copy. As indicated in the teacher's manual, there are some forms and documents that we use which are shown in the Teacher's Manual and are available on disk from us.

I believe the retail price of the book for students is \$24. It is an 8.5 x 11 soft cover book of 328 pages. We are assured the next version of the catalogue will move it from the inaccurate listing with Trial and Appellate Advocacy to a newly created category.

We are interested in suggestions anyone has after seeing or using the book. The initial product already benefits greatly from the suggestions and inspirations of clinical colleagues across the country.

I'm glad to see the manuscript is finally out of our lives and in print, and I'm sure Sandy Ogilvy who handled the greatest share of the thousand details and annoyances in getting the final copy ready is even gladder. Although I'm excited about a lot of things, not the least is the color type that West was willing to use so the book has some of the visual cues that are common in textbooks in other fields but never before had made their way into legal textbook publishing.

### **Clinical Scholarship Abstracts Service**

Clinical teachers who have recently finished article manuscripts, or recently

published articles, are encouraged to submit an abstract (200-300 words) of their work to the new Clinical Scholarship Abstracts Service, for which CLEA has allowed me to serve as initial editor. The service is entirely electronically based. If possible, please submit abstracts to me by email at browndk@wlu.edu. (If not, then mail a disc w/ the abstract to my address below.) I will compile them and periodically post them in a single message on the Clinic listserv. Abstracts will also be posted on the CLEA website, where eventually they will constitute a searchable archive.

With each abstract, please submit your address, phone and email, so that people may contact you if they would like to request a copy of the paper. If the paper is set for publication, please note the publication's name, so that people may locate the article through the journal.

This should be a great way for teachers both to make their work known to other clinicians (and to make it known sooner than it otherwise would be), and for clinicians easily to keep up with publications that are of particular interest to them.

At least initially, until we see how the service works, the subject matter of the service will be broadly defined. Abstracts of any articles or working papers that address lawyering or clinical legal education issues, that arise out of clinicians' teaching or practice experience, or that

otherwise are likely to be of particular interest to clinical teachers, will be published.

Darryl Brown  
University of Dayton School  
of Law  
Washington & Lee School of  
Law (visiting 1998-99)  
Lewis Hall #427  
Lexington, VA 24450-0303  
(540) 463-8579  
brownndk@wlu.edu

## CASE REPORTS

**George Bell** (U of Illinois) reports of an Illinois Appellate Court opinion in which the arguments of his clinic students prevailed in a case involving the assignment of a debt to a collection agency which did not comply with the Illinois Collection Agency Act, reversing the judgment of the trial court in favor of the collection agency.

## CLEA NOMINATIONS

The CLEA Nominating Committee is soliciting names of candidates for Vice President and openings on the CLEA Board of Directors. Please send all nominations to **Nina W. Tarr** via e-mail at ntarr@law.uiuc.edu or University of Illinois College of Law, 504 E. Pennsylvania, Champaign, Illinois 61820 .

In order to be effective, nominations must be received by **October 1, 1998**.

## CLINICAL LAW REVIEW BOARD OF EDITORS

**EARLY WARNING:** The Clinical Law Review will fill two openings for its Board of Editors this year. The new editors will be appointed in time to attend their first board meeting at the AALS Clinical Conference in Lake Tahoe next spring. If you are interested, get your resume ready for submission in early 1999. Or, if you have a colleague who is just the right person, but too modest to apply, start encouraging him or her now. Expect a January solicitation letter to be mailed to all clinical teachers, and an announcement in later editions of this newsletter, with details on how and when to apply for a position on the Board.

Bob Dinerstein & Debbie Maranville, Co-Chairs,  
Appointments Committee for  
the Clinical Law Review

## JOBS

## UNIVERSITY OF ALABAMA

### ELDERLAW VISITING POSITION

The University of Alabama  
School of Law, a progres-

sive institution committed to excellence, is looking for a teacher interested in Clinical Education and preferably experienced in Elder Law ("Aging and the Law") for Fall 1999. The Law School has an Elderlaw Clinic (with a very able director/teacher under contract), but, under the school's new Strategic Plan, the institution eventually will appoint a tenured/tenure-track Faculty member with administrative, teaching, and research responsibilities. Given the school's interest primarily in experienced clinicians, it is most likely that the appointee would serve as a visiting professor in Fall 1999 and perhaps all of 1999-00, with permanent appointment possible in the future (subject to full Faculty review). The Elderlaw Clinic is just one of several good clinical programs at Alabama; Professor Scott Hughes is Director of Clinical Education.

**QUALIFICATIONS:**

Qualifications include a J.D. degree from an ABA accredited law school with outstanding academic and professional credentials. (Must become licensed to practice in Alabama within 12 months of assuming a permanent rank.) Though Alabama eventually wishes to make a permanent appointment to the Faculty, individuals in only a visiting appointment also may express an interest in a position.

**SALARY:** Salary will be nationally competitive. The individual's background and

qualifications will determine his or her initial appointment, rank, and starting salary.

**TO APPLY:** Please send applications or nominations, with resume, to Dean Ken Randall, The University of Alabama School of Law, Box 870382, Tuscaloosa, AL 35487-0382 by no later than November 2, 1998. (With a few faculty searches occurring at Alabama, it will help our administrative assistant if any inquiries highlight that the correspondence concerns the Aging Law or Elder Law Clinical position.)

The University of Alabama is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply. Requests for reasonable accommodation during the application and/or interview process should be made to Assistant Dean Noah Funderburg, Box 870382-0382, (205)348-4508.

**ALABAMA**

**LITIGATION PROGRAM  
DIRECTOR**

**POSITION:** The Alabama Disabilities Advocacy Program, (ADAP), the Protection and Advocacy Program for the State of Alabama and a division of The University of Alabama Law School Clinical Program, is recruiting for Litigation Program Director, which is a full-time temporary position for one year which may be continued annually, conditioned on funding and program require-



ments. The Litigation Program Director acts as the program's lead attorney by representing ADAP's clients, supervising the casework of the program's staff/senior attorneys and clinical/fellowship law students, and directing all litigation efforts, including individual and class action lawsuits. Also, this individual will assist in the development of legal strategies to accomplish ADAP's goals and provide training for ADAP's clinical law students. In-state travel is required.

**QUALIFICATIONS:** Minimum qualifications are a J.D. degree and four (4) years of practicing law relevant to ADAP's work and one year of supervisory/management experience. Licensed to practice in Alabama or must become licensed within one year of accepting employment. Preference will be given to applicants with extensive knowledge of all federal and state laws, regulations and policies regarding the rights of persons with disabilities and of the service delivery systems in Alabama; oral and written communications skills; computer skills for word processing, research and organization of tasks.

**SALARY:** The salary range is \$ 33,106 - \$ 50,737.

**TO APPLY:** Applicants should send their resumes, including their social security number and references, to Reuben W. Cook, ADAP Director, Box 870395, Tuscaloosa, Alabama 35487-0395. (Fax (205) 348-3909) To receive full consideration, application

deadline is October 15, 1998. (Applications will be accepted until position is filled.)

The University of Alabama is an Equal Opportunity/Affirmative Action Employer. Women, minorities, veterans and persons with disabilities are encouraged to apply. Requests for reasonable accommodation during the application and/or interview process should be made to Reuben W. Cook, Box 870395, Tuscaloosa, Alabama 35487-0395, (205) 348-4928.

## **UNIVERSITY OF ARKANSAS- LITTLE ROCK**

### **DIRECTOR OF CLINICAL PROGRAMS**

University of Arkansas at Little Rock School of Law seeks applications for the Director of Clinical Programs, a tenure-track position. The Director's responsibilities include the planning, development, implementation, evaluation, and administration of all clinical programs, as well as teaching, student supervision and scholarship. As the School continues to expand its clinical programs, the Director will also be responsible for fundraising and maintaining our present sources of financial support.

The clinical programs are an integral part of the UALR Law School experience. The faculty and administration are working to strengthen and enhance the clinic

programs. In addition to the Director of Clinic Programs, there are three full time faculty members in the clinical programs. The clinical programs also employ a full time social worker and two full time and one half time support staff personnel. The clinics have excellent facilities and a new computer network. There are currently three clinical projects: family/juvenile, mental health law and mediation.

Applicants must possess a J.D. and sit for the Arkansas Bar exam. A distinguished record of clinical teaching or extensive practice-related experience and a capacity for scholarship is required. Management experience, particularly in a clinical or legal services setting, is preferred. We are seeking a candidate with strong academic credentials, organizational ability, excellent lawyering skills, creativity, and fund-raising abilities.

The ideal candidate would be available January 1, 1999. Send a cover letter and resume to: Theresa Beiner, Chair of Faculty Appointments Committee, University of Arkansas at Little Rock School of Law, 1201 McAlmont Street, Little Rock, AR 72202-5142. Applicants are encouraged to apply before November.



## UNIVERSITY OF ARKANSAS- LITTLE ROCK

### CLINICAL FACULTY FOR MENTAL HEALTH LAW PROJECT

The University of Arkansas at Little Rock School of Law seeks applicants for a clinical instructor in the Mental Health Law Project. This faculty member will be responsible for operating the Mental Health Law Project of the Legal Clinic including the teaching and supervision of students practicing in this project. The project represents persons with mental illness in a variety of settings including those facing judicial commitment to a mental health facility. This faculty member will also develop and coordinate training programs for lawyers, judges, police, social service employees and other professionals. Applicants must possess a J.D. and sit for the Arkansas Bar exam. Applicants should be licensed to practice law. Clinical teaching and practice involving persons with mental illness are preferred but not required. The ideal candidate should possess strong academic credentials and a desire to pursue scholarship. Send a cover letter and resume to: Theresa Beiner, Chair of Faculty Appointments Committee, University of Arkansas at Little Rock School of Law, 1201 McAlmont Street, Little Rock, AR 72202-5142.

**COLUMBIA**

**ASSISTANT DIRECTOR,  
CENTER FOR PUBLIC  
INTEREST LAW**

Reporting to the Dean for the Center, the incumbent will assist Columbia students and graduates to explore public interest law career opportunities and *pro bono* service by developing expertise about the network of domestic and international public interest law organizations, initiating *pro bono* projects, planning and producing lectures, panels, workshops and other activities on public interest law topics and extensive counseling of students and graduates on an individual basis. Extensive evening and some weekend work required.

College degree required (JD degree preferred). 5 yrs. professional exp. or the equivalent combination of education and experience req; extensive exp. in public interest advocacy or an equivalent demonstration of interest in and knowledge about public interest law strongly preferred. Superior research, oral and written communication skills, outstanding interpersonal and organization skills and computer literacy required. Ability to design and manage own projects with minimal supervision, to work under pressure and to balance competing responsibilities necessary.

Send or fax resume, cover letter w/salary reqs to:

Director of Human Resources  
Columbia Law School  
435 W. 116th Street  
New York, NY 10027  
(FAX: 212-854-7946)

*Columbia University is an  
Equal Opportunity Employer*

**CORNELL LAW SCHOOL**

**CLINICAL TEACHER**

Cornell Law School has an opening for a full-time clinical teacher in its civil law, live-client clinical program, beginning in August, 1999. The position is a non-tenure-track position with 3 and 5 year renewable contracts. Duties include classroom teaching and direct supervision of second and third year students in client representation. Minimum qualifications include a J.D. degree and at least five years practice experience. Experience in clinical education is preferred. Women, members of minority groups and physically challenged persons are encouraged to apply. Cornell is an equal opportunity, affirmative action employer.

Applications will be accepted until the position is filled. The committee hopes to make a decision by early 1999 at the latest. We are likely to interview candidates at the AALS recruitment conference. A curriculum vitae and cover letter should be directed to Barry Strom, Chair, Clinical

Search Committee, Cornell Law School, Myron Taylor Hall, Ithaca, NY 14853.

**DENVER**

**TENURE-TRACK CLINICAL FACULTY POSITIONS**

**THE UNIVERSITY OF DENVER COLLEGE OF LAW** invites applications for two full-time tenure-track clinical faculty positions to begin in the 1999-2000 academic year. Clinical faculty will work in the school's in-house clinical program, which provides both civil and criminal representation to low income clients. The College of Law seeks individuals with distinguished academic records, impressive practice experience, and the demonstrated potential for superior scholarly achievement and excellent clinical teaching. We will consider applications from both entry-level and experienced candidates. Applications should include a curriculum vitae and the names of three references and should be submitted at the earliest possible date for full consideration. The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, persons of color, persons with disabilities, and veterans. Contact: Professor Alan K. Chen, Chair, Faculty Appointments Committee (Clinical), University of Denver College of Law, 1900 Olive Street, Denver, Colorado 80220.

**DRAKE**

**EXECUTIVE DIRECTOR OF CLINICAL PROGRAMS**

**DRAKE UNIVERSITY LAW SCHOOL** invites nominations and applications for the position of Executive Director of Clinical Programs, a twelve-month, tenure-track position, commencing with the 1999-2000 academic year. The Executive Director's duties include the planning, development, implementation, evaluation, and administration of all clinical programs, as well as teaching, student supervision, and scholarship.

The Drake Legal Clinic is an integral part of the educational program of the Law School; and the Faculty of the Law School are working to enhance clinical and professional skills courses and experiences for students. Clinical programs are housed in the state-of-the-art Neal and Bea Smith Law Center, constructed in 1987, and expanded with additional offices and a courtroom in 1994. The Center also serves as home for the National Center for the Training of Public Service Attorneys. The clinical programs are supported by a \$4.6 million endowment. Under the leadership and supervision of the Executive Director, three full-time faculty members and other part-time faculty, Drake students may take both introductory and advanced client representation electives and repre-

sent a wide range of clients.

Candidates must possess a J.D. or comparable law degree and satisfy the requirements for admission to the Iowa bar. A distinguished record of clinical teaching or extensive practice-related experience, including litigation, and a demonstrated capacity for significant legal scholarship is required. Management experience, particularly in a clinical or legal services setting, is preferred. The ideal candidate will possess strong academic credentials, organizational ability, excellent lawyering skills, creativity, and a vision for making Drake's clinical programs among the finest in the nation. In furtherance of the University's and the Law School's commitment to a diverse faculty, minorities and women are strongly encouraged to apply.

Nominations and applications (including a letter of interest, a complete CV, and the names and telephone numbers of at least three references) should be sent to: Professor Gregory Sisk, Faculty Appointments Chair, Drake University Law School, 2507 University Avenue, Des Moines, Iowa 50311.

The screening of applicants will begin immediately.



## GEORGETOWN

### TENURE TRACK CRIMINAL JUSTICE CLINIC

Georgetown University Law Center seeks applicants for a full-time tenure track faculty position, whose responsibilities include teaching in the Criminal Justice Clinic and the Prettyman Fellowship program. Candidates should have a distinguished academic record, a commitment to scholarship, and substantial experience in criminal trial litigation. Women and men who will contribute to Georgetown's traditions of excellence and diversity, including members of minority groups, are encouraged to apply.

The person appointed will be responsible for supervising JD students and LL.M. fellows representing defendants charged with felonies and misdemeanors, teaching the clinic seminars, managing the activities of the fellows associated with the clinic, and working with other faculty and staff in the Criminal Justice Clinic. Interested applicants should send a curriculum vitae and cover letter to Professor Robin West, Chair of the Faculty Appointments Committee, 600 New Jersey Avenue, N.W., Washington D.C. 20001.

## GEORGETOWN

### GRADUATE LAW FELLOWSHIPS

The Georgetown University Law Center is pleased to

announce the availability of graduate law fellowships to commence in the summer of 1999. This Fellowship program is unique in American legal education. Each fellowship is associated with one of the Law Center's clinical programs, and each offers the opportunity to combine study with practice in the fields of clinical legal education and public interest advocacy.

The fellowships vary considerably in purpose, requirements and duties. They all share, however, a common goal. All fellowships offer interaction among faculty, students, and clients, and provide an opportunity for personal education and professional development. Each is designed to provide highly motivated young lawyers the opportunity to develop skills as teachers and litigators within an exciting and supportive educational environment.

Typically, fellows enroll in a two-year program during which they are in residence at a specific Georgetown clinic. Upon completing the residence and the requirements for graduation, a fellow is awarded the degree of Master of Laws (Advocacy). The fellowships usually begin in the late summer with an intensive orientation. The training program is designed to immerse the new fellow in the substantive law applicable to a particular clinic and to train the fellow for the specific tasks to be undertaken in the clinical setting.

We expect fellowships to be available in the following subjects: appellate litigation, criminal and juvenile defense, political asylum, domestic violence, federal legislation, housing and development, communications law, environmental law, civil rights law. The Fellowship program offers a stipend in excess of \$32,000 (taxable) per annum, plus all tuition and fees associated with the LL.M. program. Additional information may be obtained from Wallace J. Mlyniec, Associate Dean for Clinical Education.

## **LOYOLA-CHICAGO**

### **DIRECTOR OF LOYOLA UNIVERSITY COMMUNITY LAW CENTER**

**LOYOLA UNIVERSITY  
CHICAGO SCHOOL OF LAW** invites applications for an appointment as Director of the Loyola University Community Law Center. This position provides a unique opportunity to head a well established law school clinic which has been in operation for eighteen years, and to help guide the Clinic into the next century. The law school is located at the University's Water Tower (downtown) campus in close proximity to many interdisciplinary service-oriented programs and centers, including Loyola's Center for Aging Studies and Loyola's Center for Children and Families.

The University has a great interest in developing additional programs to serve the poor and disadvantaged populations in Chicago. The Director will be responsible for a wide range of administrative duties, including grant writing and cooperative efforts with other Loyola centers, as well as the overall supervision of the Community Law Center. Loyola's Community Law Center currently serves indigent persons with civil legal problems in the areas of family, employment, disability, and housing law; we hope to develop additional areas of service.

Candidates for this Directorship appointment should have outstanding academic credentials, professional and administrative experience, strong interest in clinical and interdisciplinary education, and a demonstrated excellence in scholarship and teaching. Admission (or eligibility for admission) to the Illinois Bar is expected. Loyola is interested in having a wide variety of perspectives represented within the University, and we especially encourage applications from women, minorities, and persons with disabilities. Candidates should send full vitae. (Please: no writing samples or recommendations at this time.) The search is expected to close by November 1, 1998. Contact: Professor Anne-Marie Rhodes, Chair, Law School Committee on Faculty Appointments, Loyola University Chicago School of Law, One East Pearson Street, Chicago, IL

60611-2055.

## MICHIGAN

### CLINICAL ASSISTANT PROFESSOR- CHILD ADVOCACY LAW CLINIC

The University of Michigan Law School is seeking an attorney as a full-time clinical assistant professor to teach and supervise students in its Child Advocacy Law Clinic. The Child Advocacy Law Clinic specializes in children's legal issues, particularly child welfare law. The attorney will supervise law students, representing children, parents and the county child protection and foster care agency in several Michigan counties. The attorney will also teach in the clinic's classroom and skills training components and may participate in research and writing projects related to child welfare. Trial experience, a strong academic record and experience in child welfare law are desired. The appointment, with the title of Clinical Assistant Professor of Law, will be for a period of two years. Starting date will be as early as January, 1999, but no later than May, 1999. Application deadline is October 1, 1998. Please send a letter and resume to: Donald N. Duquette, Clinical Professor of Law and Director, Child Advocacy Law Clinic, University of Michigan Law School, 625 S.

State Street, Ann Arbor,  
Michigan 48109-1215. The  
University of Michigan is an  
equal opportunity/affirma-  
tive action employer.

### **NEW YORK UNIVERSITY**

#### **LAWYERING PROGRAM FACULTY**

New York University Law-  
yering Program Faculty,  
Academic Year 1999-2000.  
Seeking full-time, non-  
tenure track instructors to  
teach mandatory first-year  
course covering legal re-  
search, writing, and analy-  
sis and simulated clinical  
exercises involving inter-  
viewing, counseling, nego-  
tiation, and advocacy. Quali-  
fications include J.D. or  
LL.B. degree, bar admission,  
significant practice ex-  
perience (litigation ex-  
perience preferred), demon-  
strated legal research and  
writing ability, and ex-  
cellent academic record.  
Starting salary in the high-  
\$50's. One-year appointment  
which can be renewed for 2  
additional years. All  
applications must include  
resume, law school tran-  
script, one writing sample  
(not to exceed 15 pages),  
and cover letter by October  
31, 1998. NYU encourages  
applications from members of  
minority groups and women.

Send applications to:  
NYU Lawyering Program  
137 MacDougal Street  
New York, New York  
10012  
Attn.: Coordinator

### **SOUTH CAROLINA**

#### **TENURE TRACK CLINICAL FACULTY**

The University of South  
Carolina School of Law  
seeks to fill a position in  
its clinical program. This  
is a nine month, tenure  
track appointment beginning  
in the Fall semester of  
1999. Teaching duties will  
include a client-contact  
clinic one semester each  
year and two courses during  
the other semester. Speci-  
fic clinic and course  
assignments are negotiable  
subject to over-all cur-  
ricular and staffing  
needs.

Applicants should have  
a minimum of three years  
experience in practice or in  
law school teaching and must  
be eligible for a cer-  
tificate to practice under  
SCACR 414 or be admitted to  
the South Carolina Bar.  
Starting date: August 15,  
1999.

Applicants should send  
resumes and cover letters to

Prof. Vance L. Cowden  
Director of Clinical Legal  
Education  
University of South  
Carolina School of Law  
Columbia, SC 29208.

Please do not send resumes  
by e-mail. You are welcome  
to e-mail private inquiries  
about the position to me  
personally at Cowden@law.  
law.sc.edu

The University of South  
Carolina is an equal  
opportunity, affirmative



action institution.

**TENNESSEE**

**TENURE-TRACK  
CLINICAL FACULTY**

**THE UNIVERSITY OF  
TENNESSEE COLLEGE OF LAW**  
invites applications for a  
full-time, tenure-track  
faculty position to commence  
in the fall semester of  
1999. The principal focus  
of the position is clinical  
teaching, lawyering skills,  
and related courses.

A J.D. or comparable de-  
gree is required. Success-  
ful applicants must have a  
strong academic background.  
Substantial professional  
experience is desirable.  
Candidates must also demon-  
strate a commitment to  
excellence in teaching,  
scholarship, and service.

In furtherance of the  
University's and College's  
fundamental commitment to a  
diverse faculty, minority  
group members and women are  
very strongly encouraged to  
apply.

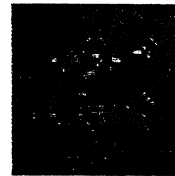
SEND RESUME TO:

Professor Douglas A. Blaze  
Chair, Faculty Appoint-  
ments Committee  
University of Tennessee  
College of Law  
1505 W. Cumberland Avenue  
Knoxville, TN 37996-1810

UTK IS AN EEO/AA TITLE  
IX/SECTION 504/ADA EMPLOYER

The Annual CLEA Jobs Issue will be  
mailed out in November. If you  
have any job announcements of  
interest to our readers, please  
forward them to the Editor:

Larry R. Spain  
University of North Dakota  
P.O. Box 9003  
Grand Forks, ND 58202-9003  
(701) 777-2932  
(701) 777-2510 FAX  
larry.spain@thor.law.und.nodak.  
edu



**International News**

by Roy Stuckey,  
South Carolina

The Executive Committee  
of the AALS denied the  
Section on Clinical Legal  
Education's request to have  
a joint task force on  
international clinical ed-  
ucation with CLEA. It  
appears that both the  
Section and CLEA will form  
independent committees on  
international clinical  
education which will try to  
coordinate closely with each  
other.

**Jennifer Lyman** of  
George Washington and **Danny  
Greenberg** (formerly at

Harvard) helped present a conference in Moscow on July 4-9. The conference provided a forum in which actual or potential clinical teachers could meet with representatives of legal and human rights organizations (NGOs) to discuss common areas of interest and to explore ways to support each others' goals. Approximately fifty people from all over Russia attended the conference which was jointly sponsored by ABA/CEELI and the Ford Foundation.

As a follow-up to the Moscow conference, the Ford Foundation sponsored a "Law Camp" in late August. Fifteen faculty who attended the July conference in Moscow were joined in Tver (about two hours north of Moscow) by 40-45 students who were going to participate in internships or other clinical programs. Together they conducted a week-long intensive interactive training program. **Mira Gur-Arie** (formerly a clinical teacher at Cardoza now working for CEELI in Moscow) was responsible for putting together the Law Camp.

The Ford Foundation is also sponsoring a tour of some U.S. clinical programs for approximately fifteen teachers from Eastern and Central Europe who either currently teach clinical courses (broadly defined) or who are committed to teaching them. The group will spend three weeks visiting law schools in Washington and New York, including George Washington, Georgetown, American, Catholic, Maryland, NYU,

Columbia, CUNY, and New York Law School. The program is part of the Ford-funded Public Interest Law Initiative (PILI) at Columbia Law School headed by **Ed Rekosh**.

The ABA Section of Legal Education and Admissions to the Bar expects to receive a significant USAID grant for the purpose of improving legal education in South Africa. This will include implementing changes to improve the preparation of law students for the practice of law.

**Jane Schukoske** of Baltimore was in Ukraine for three weeks in May and June to consult with two law schools about externships and in-house clinics. A USIA University Affiliations grant funded her work.

CEELI is putting together a manual on clinical education that will explain how to design and present simulation, externship, and in-house clinical courses. It is intended to be a resource for teachers in countries that do not have a tradition of clinical education. A committee headed by **Bob Dinerstein** at American is assisting CEELI with this project. The most optimistic completion date is December.

If you have taught or consulted in a foreign country, please complete the survey form contained in the news-letter and send it to me so I can add you to the directory.

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

This is part of an ongoing project to identify clinical teachers who have served as consultants on legal education or who have taught in any capacity in other countries (including their own schools' semester abroad or foreign summer programs). The compilation now includes approximately 120 clinicians and 60 countries. The information can be accessed via CLEA's website: <http://www.clea.cornell.edu>, or a hard copy can be obtained from Roy Stuckey.

If you fall into any of the categories or know someone who does, please fill out this form (or report the information in any format) and send it to:

Roy Stuckey  
USC School of Law  
Columbia, SC 29208  
803/777-2278; FAX 803/777-3401  
NET: Roy@Law.Law.SC.EDU

Confirmed plans for future activities should also be reported. We welcome listings from Canadian members of the AALS Section on Clinical Legal Education.

If you want to report more than one international teaching or consulting experience, please complete multiple copies of the survey or write on the back of this form.

Your Name: \_\_\_\_\_ School: \_\_\_\_\_

Country: \_\_\_\_\_

City: \_\_\_\_\_

Institution: \_\_\_\_\_

Duration/Dates: \_\_\_\_\_

Source of Funding (circle as many as apply):

sabbatical; CEELI/AFLI; foreign school; foreign government;

Fulbright; other: \_\_\_\_\_

Brief Description of Purpose (including any subjects taught):

\_\_\_\_\_

**CLINICAL LEGAL EDUCATION ASSOCIATION**

July, 1998

	<b>MONTH</b>	<b>YEAR-TO-DATE</b>
<b>BEGINNING BALANCE:</b>	\$11,032.19	\$13,308.21
 EXPENSES		
Conferences		
Facilities		
Photocopying		
Postage		
Professional fees		
Registration refund		
Newsletter		
Printing		
Postage		\$ 1,423.53
Other Postage		
Other Printing		
Telephone		\$ 1,290.37
Journal		\$ 7,995.00
Meetings		\$ 118.97
Bank Fees		\$ 45.00
CLEA Merchandise		
Dues Refund		
Trophies	\$ 69.44	\$ 94.55
Website		
Travel		
<hr/> <b>TOTAL:</b>	\$ 69.44	\$10,967.42
 INCOME		
Advertisements		
Conference registrations	\$ 2,055.00	\$ 2,055.00
Donation		
Dues	\$ 30.00	\$ 8,651.98
Merchandise Sales		
<hr/> <b>TOTAL:</b>	\$ 2,085.00	\$10,706.96
Net Income (Loss)	\$ 2,015.56	\$ (260.46)
 <b>ENDING BALANCE:</b>		\$13,047.75

CLINICAL LEGAL EDUCATION ASSOCIATION  
1998 Board of Directors

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*Immediate Past President*  
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ntarr@law.uiuc.edu

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joy@wulaw.wustl.edu

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