



NEWSLETTER

Volume 97 / Number 2

Editor: Kate Mahern

Telephone: (402) 280-3068

Telecopy: (402) 280-5708

Internet: mahern@culaw.creighton.edu

November 1997

Creighton Legal Clinic

Creighton University School of Law

2120 Cass Street

Omaha, NE 68178

MESSAGE FROM THE CHAIR

by

Peter Joy

Case Western University

As my tenure as Chair of the Section comes to a close, I not only wonder where the year went, but I wonder where another day has gone. Like most clinicians, it seems that most of our days are literally blurs of student meetings, court appearances, document reviews, phone mail, e-mail, committee meetings, class preparations, research, writing, and the list goes on. So, I plan to keep this message short to save us all time that we do not have.

At the start of my term as Chair, I outlined some of the accomplishments in clinical legal education and some of the issues facing us in my first Message from the Chair (Section Newsletter, Spring 1997). I noted that the status of clinical faculty, the status of clinical courses, and funding for clinical programs were the three perennial issues that ran through most of the messages of prior Section Chairs "like infectious threads in an otherwise healthy and growing collective enterprise." Some six months after that obvious diagnosis, I can only report that the patient is still in treatment and that there is good news and bad news.

. On the status front, this past year has been an example of two steps forward one step back. We all read with some alarm the small number of law schools who have essentially given pink slips to clinicians who have worked several year as "contract" faculty as their law schools have decided to hire clinicians on the tenure track. In some instances, faculty who have been given positive performance reviews for several years have been told that their credentials are lacking, and therefore they have not been given the opportunity to demonstrate whether or not they can meet the performance standards for promotion and tenure. In other instances, long time clinicians have been invited to apply for the positions they have held for several years and to compete against other applicants. Past service, no matter how good that service, apparently counts for little in the eyes of some.

On the positive side, this past year saw a number of clinical faculty receive promotions and tenure. The number of schools with myopic vision when it comes to clinical faculty and the value of clinical legal education continues to dwindle. At last count, there are 605 clinical faculty reporting on their status in the database. Of this number, 186 clinicians are tenured, 25 have clinical tenure, 80 are tenure-track, and 13 are on a clinical tenure-track. In addition, 104 clinicians are on long-term contracts,

TABLE OF CONTENTS

MESSAGE FROM THE CHAIR . . . 1

AALS ANNUAL MEETING. . . . 3

NOTE FROM THE EDITOR. . . . 4

SPECIAL FEATURE 4

COMMITTEE REPORTS. 9

AMONG OURSELVES. 9

OF INTEREST TO CLINICIANS 11

PUBLICATIONS BY CLINICIANS 14

FACULTY POSITIONS 16

EXECUTIVE COMMITTEE AND
COMMITTEE CHAIRS. . . 20-21

MEMBERSHIP FORM. 23



This NEWSLETTER is a forum for the exchange of points of view. Opinions expressed here are not necessarily those of the Section on Clinical Legal Education and do not necessarily represent the position of the Association of American Law Schools.



and 197 clinicians are on short-term contracts. While there are still too many clinical faculty lacking job security and other conditions of employment reasonably similar to tenure, there are now more tenure and tenure-track clinicians than those on contracts.

While it is safe to say the health of

clinical faculty status continues to improve, clinical legal education is seeing an unprecedented attack on the Tulane Environmental Law Clinic for daring to provide legal services and access to justice for clients who want to exercise their legal rights under existing laws. In perhaps the most insidious of assaults, the Governor of Louisiana has not only spearheaded a campaign to defund Tulane, both in terms of private donations and any public support, but to have the student practice rule changed to put the clinic out of business. In case you are wondering, the Governor has received campaign contributions from the business affected by the legal action.

As the Newsletter goes to press, we are awaiting a response from the AALS to the Section's request to support Tulane. Chuck Weisselberg (University of Southern California), Chair of the Political Interference Committee of the Section, is actively working with Tulane and is slated, along with a student in the USC clinic, to work on the brief for the AALS. There is every indication that the AALS will weigh in on this important issue affecting clinical legal education, academic freedom, and access to justice.

Closer to the home for most of us, I started the year hoping clinicians could find more ways to join with legal writing faculty. While clinical faculty and legal writing faculty effectively joined together in 1996 to work on the new ABA accreditation standards, no other joint work has emerged on a national level. I am still hopeful that both nationally and locally we will be able to continue to forge an effective working relationship with our legal writing faculty colleagues.

In terms of other joint work, I am happy to report that this past year saw improvement in our relations with the ABA. For two years in a row, five of the nine members of the ABA Skills Training Committee are experienced clinicians (Karen Tokarz, Chair (Washington University), Isabelle Gunning

(Southwestern), Joe Harbaugh (Nova), Randy Hertz (NYU), and Homer La Rue (Howard)). In addition, Jim Klein (Toledo) was named to the Accreditation Committee, Randy Hertz was named to the Standards Review Committee, and Gary Palm (Chicago) was re-elected to the Council of the Section of Legal Education and Admission to the Bar despite some opposition. If you were at the wonderful Clinical Workshop in Dallas, signing the petitions to support Gary helped!

Thinking about the Dallas Workshop, reminds me that I want to end this message by thanking a list of people that is too long to name individually. The list includes the members of the Executive Committee of the Section, Chairs of the Committees, the Planning Committees for the 1997 Clinical Workshop and the 1998 Clinical Conference, the ever patient Editor of the Newsletter (Kate Mahern at Creighton), and all the members of the Section that have helped out the Section despite all the work on their desk and all the other matters competing for their limited time. I also want to thank Carl Monk and the rest of the staff at the AALS who have shown a real willingness to respond to our needs and the issues facing us.

Finally, I look forward to turning over this space in the Newsletter to the Chair Elect, Margaret Barry (Catholic), who has helped on a number of tough issues over the year and who will be a great Chair. We are really fortunate Margaret is on board.

Thanks again to everyone!



AALS 1998 ANNUAL MEETING
January 6-10, 1998
San Francisco, California
Thinking and Teaching About
Law In A Global Context As
An Exercise in Common
Enterprise

By now everyone should have received registration materials for the 1998 Annual Meeting, including a detailed list of meetings, activities and workshops. Following are highlights of events specifically related to clinical legal education.

WEDNESDAY, JANUARY 7

9:00 a.m.-12:00 noon

Joint Program of Sections on Clinical Legal Education and Litigation.

Topic: Attorney Satisfaction: What Tools Can We Give Our Students to Help Them Find Personal and Professional Satisfaction.

12:00 noon - 1:30 p.m.

Section on Clinical Legal Education Luncheon -Presentation of Section Award (Separate fee of \$25 for attending this luncheon. See registration form to sign up.)

2:00-3:00 Section Committee Meetings (in progress)

Externship Committee-Powell A
In-House Clinic Committee-Powell B

3:00-5:00 p.m.

Section on Clinical Legal Education

Topic: Clinical Teacher Satisfaction: Teaching the New and Invigorating the "Old" (er) Clinician.

Presenters Include:

Beverly Balos-University of Minnesota
John Copacino-Georgetown University

Mark Heyrman-University of Chicago
Alan Lerner-University of Pennsylvania
Binney Miller-American University

We will discuss how best to orient new clinical teachers to the unique context of clinical legal education through training programs, and offer ideas for developing such programs. In addition, the panel will discuss their non-teaching, non-scholarship, law-related activities, the myriad psychic rewards reaped therefrom, and how you too may achieve fulfillment from such endeavors.

5:00-6:00 p.m.
**Business Meeting of the Clinical Section
and Section Election**

THURSDAY, JANUARY 8

10:30-12:15 Committee Meetings



NOTE FROM THE EDITOR

The Clinical Section Newsletter is scheduled for publication two times in 1998. We invite everyone to submit articles. Everything is welcome! Essays, requests for information, committee reports, position announcements, publications, descriptions of clinical programs, etc.

In order to meet our publication dates, articles must be received on or **before** the submission deadlines. **The next submission deadline is April 10, 1998.** Articles received after that date will **not** be included in the Newsletter. If your article is important, it's important to get it here on time!

Long articles (more than 1 page) and documents with charts or other formatting difficulties should be submitted on a 3½-inch diskette, formatted for WordPerfect for Windows 5.2, 6.0 or 6.1, together with a hard copy. Articles may be submitted by mail, e-mail or FAX (see address and number information on the cover).

Please contact the Editor, Kate Mahern, if you have any questions.



SPECIAL FEATURE

LOOKING BACK AND LOOKING FORWARD: THIRTY YEARS OF CLINICAL EDUCATION

Robert Dinerstein
AALS Clinical Workshop
Dallas, Texas
May 5, 1997

First, we are going to do a little song performed by the Drifters--oops, wrong speech.

The title of this talk is somewhat daunting, and in both respects--looking back is a necessarily selective experience, looking forward is either foolish or self-indulgent. (After all, not all of us have the perfect pitch of a Tony Amsterdam; James Moliterno's article in the Journal of Legal Education [James E. Moliterno, *On the Future of Integration Between Skills and Ethics Teaching: Clinical Education in the Year 2010*, 46 J. LEGAL EDUC. 67 (1996)] predicting the demise of in-house clinics proves that!)

What follows does not purport to be a history of clinical education--others, including my colleague Elliott Milstein at previous

conferences and Robert MacCrate in an upcoming article in the Tennessee Law Review, have done this well--nor does it set out a wishful (or wistful) agenda. Rather, it is a series of impressions about where we have been, where we are, and where we might be going.

Where we were: The early years of modern clinical education (1967-1980)

1. Focus on service to the poor in a poverty law office setting. Learning about professional responsibility was a key goal. Goal of reforming legal education.

2. Clinical education meant in-house, live-client. We didn't know about simulations (we probably would have been skeptical if we did) and so-called farm-out programs were seen as poorly-structured programs designed to deliver experiential education on the cheap.

3. Classic structure would be a criminal clinic and a general civil clinic for schools in the position to offer more than one program

4. Clinical teachers came predominantly from legal services, public defenders' offices, and public interest law. They did not have the same credentials or interests as so-called academic teachers. They were activists who responded to calls for education, including legal education, to be relevant. Lawyers who taught. Tenuous status at best. Few people of color, though "disproportionate number" of women when compared to non-clinical faculty.

5. Funding was provided by outside funders, specifically and primarily by the Ford Foundation through CLEPR--the Council on Legal Education and Professional Responsibility--which functioned from 1968-1979. The head of that program, Bill Pincus, had a vision of legal education and the money to translate that vision into reality.

6. Political leadership provided by a small group of young turks, known as the Key Biscayne Group, which included people like Elliott Milstein, Gary Palm, Joe Harbaugh, David Barnhizer, Bill Greenhalgh, Dean Rivkin, Peter Smith.

Pincus excluding clinicians from the conference and telling them this is what would happen to them unless they became active within the AALS and ABA. AALS Clinical Section was a twinkling in the eye of legal education. There was no CLEA. The ABA standards, which did not take their current form until 1973, did not provide a source for reform. (Indeed, they were amended in 1981 in a manner that reflected the devaluation of skills through the failure to require "all students" to receive training in professional skills.)

7. Scholarship: there was precious little of it. Of course, we are all indebted to--and remain in awe of the work of Gary Bellow and Bea Moulton--and there were others but the pickings were relatively slim.

8. Teaching materials? Much more catch as catch can. Again, Bellow and Moulton, during the end of this period Binder and Price, but a relative paucity of commercially available material.

8a. Standards--at the end of this period, the ABA-AALS Guidelines on Clinical Legal Education.

9. Conferences--CLEPR sponsored conferences, such as the one at Bucks Hills in 1973.

While I feel older and older at these conferences, I did not experience these earliest days directly, though I caught the middle part of this early period from the perspective of being a student in Yale's LSO in the mid-1970s. As a student, I'd have to say that we didn't have sophisticated explorations of clinical pedagogy,

interpersonal relationships, or even the place of social action lawyering. We just did it, and were extraordinarily privileged to be able to work under supervision of people like Steve Wizner. Steve always used to worry when he saw me in later years that I would judge the program harshly because it did not have a sophisticated approach to clinical pedagogy, for example. Nothing could be further from the truth; there was something very important about just throwing us in to the legal work. By the way, it shows you how long ago this was that even Jay Pottenger was a student when I started.

Where we are: mid-1980s to mid-1990s:

Changes from the above picture are extraordinary, and would take much too long to describe in detail. But just look at how far we have come:

1. Sophistication of clinical goals--as we reported in the Report on the Future of the In-House Clinic in the Journal of Legal Ed., in-house programs alone can choose from a menu of more than ten different goals, ranging from skills training to learning to learn from experience to enhancing substantive knowledge. Nor has service been jettisoned, with a resurgence of this goal in the late 1980s and early 1990s, adjusted to the often harsh realities of this era.
2. Proliferation of forms of clinical education. Not only in-house, but well-conceived externships that add value to the field experience, sophisticated simulation courses, hybrid courses in which experiential opportunities are linked to substantive courses. First-year lawyering courses that use role-based perspectives to teach skills and values.
3. Proliferation of subject matters--within litigation, highly differentiated programs in areas such as elder law, domestic violence, benefits law, immigration and human rights,

disability law, health law, etc. ADR/mediation clinics. Transactional clinics and other clinics in which students represent entities.

4. Proliferation of us. Many more of us--depending on who you talk to between 800 and 1200 people--, and we are a more diverse group in all respects. Greater--though far from complete--integration of clinical teachers into the academy. Clinical teachers with equal or near-equal status, involved in law school governance. Clinicians in increasingly powerful position within law schools, serving as deans (Harbaugh, Milstein, Areen, Kramer, others too numerous to mention). Clinicians with academic backgrounds every bit as impressive as those of their non-clinical colleagues, and with an interest in developing a scholarly agenda. Clinicians drawn from broader segment of practice.

5. Funding. A number of law schools spending impressive amounts of their own hard money on clinical programs. The rise and fall of Title IX and LSC grants. State IOLTA money, clinical endowments, a few places with endowed chairs.

6. A vibrant political structure in which clinicians exercise influence within the context of an extraordinarily effective clinical section, their own organization, CLEA (begun in the early 1990s as a "shadow section" of the clinical section)[image of Graham Strong holding his hand up to the projector and making figures on the screen], the ABA, through the Skills Training Committee, the Accreditation Committee, the Council of the Section on Legal Education and Admissions to the Bar, the ad hoc CLEA accreditation group, relationships with state bars. Some of this leadership provided by the now no longer young turks--Gary, Roy Stuckey--but others involved as well. An increasing number of such clinicians in

positions of influence within the clinical movement

6a. The role of ABA standards--from "should" to "shall" [405c], the first mention of clinical education [302(d)], the amendment to Standard 302 (c)(4) to require all students to receive adequate opportunities for instruction in professional skills and to require either in-house or externship programs at all schools, the requirement that training students to prepare them to participate effectively in the legal profession should be a goal of law schools.

7. A veritable explosion of clinical scholarship. The Clinical Law Review, now into its third volume [Personal note--one of two proudest accomplishments as chair was participating with Nina and Marty in creation of the journal--other getting David Chavkin to be membership chair, though I confess I did stretch the truth a bit and say there wouldn't be much work involved]. Clinical readers either out--such as the just off the presses Clinical Anthology: Readings for Live-Client Clinics, edited by the clinical faculty at Vanderbilt--or in the offing. Clinical articles in all the "best" law reviews (where would we be without Tony Alfieri). Regional clinical theory workshops, such as NY and Mid-Atlantic. Engagement by non-clinical scholars with clinical work, both in print and at workshops and within law schools. Clinical scholarship that engages other scholarly streams within the legal academy (feminism, critical race, critical theory, etc.)

8. Teaching materials. Much more sophisticated work, in printed and electronic form. New edition of BB&P, other choices in interviewing and counseling, numerous books on skills training. Happily, the most common response to a request to a clinician for his or her syllabus is "I'm still working on it, can I get back to you?"

9. Conferences--with one partial exception in the mid-1980s, an AALS clinical conference or workshop every year and extended programs at the annual meeting. Conferences that attracted 75 or so clinicians as recently as 1988 and 1990 and that consistently attract more than 300. Regional conferences like the Midwest Teachers conferences. Specialized workshops sponsored by the section and/or CLEA on supervision, new teachers, clinical directors.

10. Technology--the internet and LAWCLINIC listserv. Increasing sophistication in use of computers to support the legal and pedagogical work of clinical programs.

11. Taking our show on the road--the internationalization of clinical legal education to all corners of the globe.

Where we are going

Any prediction of a radical break with where we are now, at least in the near term, seems unlikely. Our goal should be to preserve the best of what we have now while recognizing that we still have more to do. To look at the future in a slightly different way from the above catalogue and make a few points about who we are and what we do:

1. **Who we are.** We have to continue to push for taking people from no or uncertain status to more secure status. Not just for selfish reasons but to provide the kind of financial and psychic security that allows people to make maximal contributions. But law schools likely will not be willing to expand the number of tenure track slots to encompass everyone currently in clinical education or to serve the needs of all students who want clinical programs. Indeed, if one looks somewhat further ahead into the future, many believe that tenure will change significantly for all professors, not just clinicians. We have experienced the status

problems as political necessities at best and as tragedies at worst. Can we come up with new models that give law schools and clinical programs flexibility but do not perpetuate second-class status for some clinicians and do not create pernicious status differences within clinical programs? What are the possibilities inherent in development of fellows programs, visitors from practice, greater interchange with non-clinical faculty at our schools? Who will provide the political leadership here? How do we avoid consigning women and people of color to the lowest status positions?

Clinicians will only be drawn in more into the world beyond clinical programs--within and beyond the law school. How do we avoid losing too many of our most experienced people? Do we need more models in which people move in and out of clinical education? How do we avoid asking too much of our clinical teachers--or permitting them to do too much--which prevents them from achieving any reasonable sense of balance in their lives?

Who do we hire? How do we assure that we are maintaining the older clinical virtues of people who were seen to be good lawyers with strong potential as supervisors in a world in which published scholarship and traditional (and ever-escalating) academic credentials are king? How do we maintain practice excellence for our clinicians, especially the more experienced teachers increasingly more removed from practice.

We have become organizationally complex - who can keep up with the number of committees and affinity groups [by the way--the clinicians with voices will be meeting later this afternoon on the terrace] and our conferences somewhat unwieldy in numbers and focus. When clinicians were fewer in number and closer in age/experience we could pretend that the conferences were unitary experiences for all. How can we preserve the best of those conferences while

responding to the needs of current clinicians, of old and new clinicians? What new conference models are out there for us to experiment with? Not only regional but more subject-specific, or experience-specific. Can we return to some of the things--like teaching in small groups--that we have moved away from?

2. **What we do and how we do it.**

We need a sharper conception of what good lawyering is, what we want to teach, how we want to teach it, and whom we need to serve. We need to do a better job of evaluating our programs against some articulated conception of producing skilled lawyers with good values and a sense of commitment to serving others. MacCrate Report is a start, but only a start (as the Task Force members recognized). We should not shy away from evaluation even if we can rightly complain that no one else in law schools is evaluating the value of non-clinical instruction.

We need to continue to produce engaged, critical scholarship that argues for particular conceptions of the role of lawyers in society, what lawyers and law students need to know to practice law competently, etc. We need to engage each other, being willing to challenge conventional wisdom even when one of our own produces it. We have made great strides here but could do better still--without taking on the coloration of academic sniping that sometimes characterizes academic exchanges.

We need to focus on new ways to deliver our product, and new conceptions of what our product is. Exciting possibilities provided by technology--possibilities of distance learning, extensive use of asynchronous electronic communication with students (as Casey Stengel said, you could look it up), etc. Re-thinking law courses, with perhaps a move to clinical modules

placed within other courses as well as the stand-alone models we have developed to date. We need to remember that clinical education started out as a way to reform legal education. We cannot lose that reform-minded edge. We should be ahead of the curve not behind it.

We need to key into increasing globalization, the incredible thirst in other countries for what we know about education and training lawyers-to-be while recognizing our international colleagues have much to offer us. Need to examine how much of our clinical methodology is cross-cultural and cross-national and explore the limits and possibilities of broader collaboration.

3. Who will lead us?

Of course, leaders will need to come from you, especially those who are now just starting out. The best thing about clinical education has been the sense of welcoming and community. It provides sustenance to all of us, old and young, experienced and new, black and white (and brown and red and yellow), women and men, gay and straight, gray-haired and black-haired and no-haired, big program and little program, in-house and externship. We need to nurture that community and if we do so I am confident we will meet the other challenges as we have met the ones in the past. Thank you.
[incorporate: the day the music died, cf. Don McLean]



COMMITTEE REPORTS

COMMITTEE ON IN-HOUSE CLINICS Barbara Babb & Alan Minuskin Co-Chairs

The committee on In-House Clinics met in Dallas, Texas, during the AALS

Conference on clinical Legal Education. The committee discussed potential projects to explore further during the coming months.

Some possible projects include gathering empirical data on the value of clinics and the importance of clinical legal education to employers and potential employers. We plan to gather this data by surveying employers and students, as well as by contacting career services offices within law schools. A second project involves determining how credit hours are awarded for clinics and identifying the issues related to awarding credit hours. A final project concerns what some perceive as the increasing trend toward subject-matter specialization of clinics over the last decade. Committee members have indicated a desire to determine whether this is, in fact, the direction in which clinics are moving and, if so, to understand why and to assess whether this is a positive trend.

The committee plans to meet in San Francisco, California, during the AALS Annual Meeting. We welcome your participation and hope to see you in San Francisco.



PLEASE NOTE

This may be the last newsletter you receive if you are not a current member of the Section. To become a member, fill out the Membership form on page 23-24 of this Newsletter and mail it to David Chavkin. If you are unsure of your membership status, please contact Dave at the address on the form or call him at (202) 274-4168 or e-mail him at dchavkin@wcl.american.edu.

NOTES & ANNOUNCEMENTS

NEW ADVOCACY CENTER OPENS AT FORDHAM LAW SCHOOL

Fordham Law School recently celebrated the first year of the Brendan Moore Advocacy Center. The Center, out of which the Brendan Moore Advocates Program is run, was established to foster the teaching and study of lawyers as advocates, with a special emphasis on client representation at the trial level. The Center was made possible by the generosity of Thomas A. Moore (Class of 1971) in honor of the memory of his brother, Brendan Moore. The Center is co-directed by Professors Keri Gould and Ian Weinstein.

"Moore Advocates," selected from first year day and second year evening students, participate in a two-year program of sequenced class offerings, externships, and special programs. Taking advantage of the School's long traditions of outstanding trial advocacy instruction, they study the theory and practice of trial lawyering, both in the classroom and in externships with some of the finest practitioners in the New York area.

The summer after their selection, Brendan Moore Advocates participate in an advocacy externship. The externship is accompanied by a seminar which may include skills-based simulations and/or demonstrations, reflective journals, collaborative presentations and outside speakers. It may also encompass participation in Advocate Days, where students discuss lawyering issues with a practicing attorney whom they have just observed in the courtroom.

During the first semester of the second year, Brendan Moore Advocates take Foundations Skills, a course which offers an

introduction to the lawyering skills of interviewing, counseling and negotiation through extensive simulations and critique of student performance. Brendan Moore Advocates must also take evidence during this semester. In the spring semester of second year, Brendan Moore Advocates complete a second advocacy externship, building upon the summer placements in one of two ways. Some advocates represent clients in settings permitting law student representation, while others return to their summer placement, or a related setting, to enhance their earlier experience. Students must also take trial advocacy during this semester.

In their third year, Brendan Moore Advocates enroll in an in-house clinic or an advanced trial advocacy course. In addition, the third year Brendan Moore Advocates organize a special symposium event. Scheduled to begin in 1998, the "Brendan Moore Symposium" will feature a blue-ribbon panel of legal experts and trial attorneys discussing a cutting-edge legal quandary. It is anticipated that the lectures, along with Moore Advocate student notes, will be published in a legal journal.

The Brendan Moore Advocates host a "Brown-bag lunch" series during the school year. Practicing attorneys are invited to lunch to speak to the students about their careers, advocacy, and the practice of law in particular substantive areas. The Brendan Moore Advocates get an opportunity to interact with attorneys in a small-group setting and to learn of the differences in practice between attorneys working in large firms, small firms and public interest or government offices.

The Brendan Moore Advocates have plans to "adopt" a pre-law club comprised of junior high-school students attending a school located in the South Bronx. The Moore Advocates will meet with club members at their school, plan activities to introduce the students to the legal profession and provide other mentoring experiences.

Arlene S. Kanter, Professor of Law and Director of clinical Programs, has been named Associate Dean for Academic Affairs at Syracuse University College of Law, effective July 1, 1997.

In her new role, Kanter will work with the faculty to develop and implement academic programs. She also will oversee the Registrar's Office and Office of Student relations.

Kanter will continue as Director of Clinical Programs, integrating traditional core courses with in-house clinics, externships and applied learning centers in business law; family law and social policy; global law and practice; and law, technology, and management. Her research will continue to focus on the area of disability law in the United States and abroad.

Since joining the Syracuse faculty in 1989 as Director of Clinical Programs, Professor Kanter has worked with faculty to expand Externship opportunities and the scope of clinical offerings into such areas as civil rights and civil liberties, disability law, children's rights and family law, welfare reform, institutional litigation, and community and economic development.



University of Miami Law Professor **Anthony V. Alfieri**, moderated a panel on "The Ethics of Using Race in Criminal Defense Practice".



James M. Klein was named Director of Clinical Programs at Toledo.



Edgar S. Cahn received the AALS Clinical Section Award for 1997.



Shelley Broderick was named Clinical Director at District of Columbia.



In March **Gonzaga's Legal Assistance Clinic** hosted Law Professors from Argentina and Romania who are looking for ways to improve their clinical law programs.



Fran L. Tetunic is directing a pilot program at Nova to have law students mediate employment discrimination cases for the U.S. Postal Service in the South Florida area.



Professor John Copacino, Director of the Criminal Justice Clinic at Georgetown received the Frank Flegal Award for Outstanding Contributions to Teaching.



Joan Strand received the 1997 Jerrold Scoutt Prize for her work at the G. W. Community Legal Clinic. The Scoutt prize is given to an attorney working in an organization that provides direct legal services to disadvantaged people in Washington D. C.



The following clinicians participated in the SALT Teaching Conference: **Susan Bryant**, CUNY Law School, **Margaret Montoya**, University of New Mexico School of Law, **Karen Czapaniskiy**, University of Maryland School of Law, **Steven Wizner**, Yale Law School, **Louise Howells**, American University, Washington College of Law, **Robert Dinerstein**, American University, Washington College of Law, **Sharon Styles-Anderson**, Howard University School of Law, **David Gottlieb**, University of Kansas School of Law, **Susan Herman**, Brooklyn School of Law, **Dean Rivkin**, University of Tennessee Law School, **Alicia Alvarez**, De Paul University College of Law, **Elliott Milstein**, American University, Washington College of Law, **Anthony Alfieri**, University of Miami School of Law, **Cynthia Bowman**, Northwestern University School of Law, **Barbara Bezdek**, University of Maryland School of Law, **Conrad Johnson**, Columbia School of Law. The conference, *Reconceiving Legal Pedagogy: Diversity In The Classroom, Clinic, Theory and Practice*, was held in September at American University, Washington College of Law.

EXTERNSHIP UPDATE

Mary Jo Eyster and Linda Morton

First of all, a heartfelt thanks to Larry Krieger, who has dedicated himself to chairing our Externship Committee and writing this column for the past several years. With Larry now in semi-retirement from the position (he has promised to serve as consultant), the two of us (Mary Jo and Linda) will attempt to carry on in his place.

We have at least two goals for our Externship Report this year. One is to keep all of us updated on current projects and meetings of the committee. The second is to feature various types of externship models by focusing on one or two schools for each column.

Two projects are in the forefront thus far. We hope to hear from all of you as to additional possible undertakings. The first is assembling externship materials for access by all interested. Our initial task is to put samples of attorney supervisor manuals on the CLEA Website. Ultimately, we hope to have on the Website a directory of schools and their externship materials (evaluation forms, course descriptions, etc.) , which we could access through links in the CLEA Website to the schools' Home Pages.

A second, and perhaps more ambitious undertaking, is to compile a Report on Externship Programs. This Report could comprise any and all items of interest to the clinical community, including externship program descriptions and data, discussions of classroom components, faculty workloads, and ABA inspections, thoughts on the future of externships, and anything else members of the Committee might want to pursue.

We will talk more about these projects at the AALS meeting in San Francisco this January. For those of you already planning your schedules, our Externship Committee

meeting will take place in Room "Powell A" (6th floor, Building 3) at the conference hotel on Wednesday, January 7th, from 2-3 pm, just after the Clinic Lunch. Feel free to contact us in advance with other items you would like us to include on the agenda, or simply bring your ideas to the meeting. If you are unable to attend our January meeting, don't hesitate to call or write us with your thoughts and suggestions. Our phone and e-mail numbers are as follows:

Mary Jo Eyster (718) 780-7936
meyster@brooklaw.edu
Linda Morton (619) 525-1464
lm@cswsl.edu

Finally, here's our Program Profile for this column: New England School of Law's Clinical Programs.

THE CLINICAL PROGRAMS AT NEW ENGLAND SCHOOL OF LAW

Russell Engler, Clinical Director
New England School of Law

Schools considering revamping their externship program may wish to consider some of the features of the clinical programs at the New England School of Law (NESL) in Boston. All student work for course credit occurs as part of existing clinical courses, each with its separate classroom component. The NESL program involves full-time and part-time faculty, as well as clinical and non-clinical faculty, in a creative, co-teaching model. The program even blends the in-house clinics and externship placements into hybrid clinical courses. All of the work occurs under my direction as Clinical Director, which is a full-time, tenure-track position.

NESL organizes its clinical courses by subject matter. There are 18 clinical courses, 8 to 10 of which are offered each semester. Fourteen of the courses are "clinical component courses," which are clinical courses appended to the underlying

course of the same subject matter. For example, if a student wanted to work in an externship in environmental law, they would not sign up for a general externship course, but would enroll in the school's Environmental Law Clinic. To be eligible, students would need to take the substantive Environmental Course as a co- or pre-requisite. For their separate credit for the clinical course, student would need to 1) perform 10- or 15-hours a week at their placement, depending on whether they are taking the course for two or three credits (their option); 2) attend a series of seminars, meeting roughly once every three weeks, co-taught by me as Clinical Director and an Environmental Law Professor, who might be a full-time or part-time faculty member, and is not otherwise involved in the clinics; and 3) submit weekly journals to me and my co-professor of the clinic. The primary--but not exclusive--goal of the seminars and journals is to help students bridge the gap between the law they are learning in the substantive course and the law they are practicing in their fieldwork.

The model is the same for each of the 14 clinical component courses. We offer 6 to 8 of this type of clinical course each semester. All the courses are one semester clinics. Some are offered fall and spring, some only fall or only spring, and none is offered over the summer. Enrollment generally ranges from 1 to 25, depending on the clinic and the semester. We offer the following clinical component courses: Administrative Law, Criminal Procedure II, Domestic Violence, Employment Law, Environmental Law, Family Law, Federal Courts, Health and Hospital Law, Immigration Law, Land Use, Local Government Law, Massachusetts Practice, Mental Health Law and Prisoners' Rights. If students want to work in a setting that does not fit into one of the existing courses, they may not receive credit for their work. Most of the placements are in public interest or government settings, although, depending on the clinical course, private

settings may be appropriate as well. Some placements might fit in more than one clinic, although students may choose a certain clinic, or use a certain placement, only once.

The remaining 4 courses vary the mold. Two courses--the Government Lawyer and Tax Clinics--place all the students at the same setting. The Government Lawyer places all students at the Massachusetts Attorney General's Office and is taught by an Assistant AG. The Tax Clinic places students at the Appellate Tax Board, and is taught by an Appellate Tax Judge. These classes have a weekly classroom component, and, in turn, require fewer hours of fieldwork per credit than do the clinical component courses. The Lawyering Process course is a civil litigation course, placing students both at the school's in-house clinic or at local legal services offices. This course has the heaviest classroom component, including a weekly, 2-hour class, additional simulations, including a mock-trial, and even a final exam. A limited number of Lawyering Process students may enroll in the final clinical course, Advanced Lawyering Process.

Since the clinical courses are organized by subject matter, we do not have separate courses for students at the in-house clinics and in externships. We have 3 clinical faculty supervising students in in-house settings. Two supervisors work on family law, housing, SSI, unemployment and consumer cases with students at the school's Clinical Law Office, located in the school's administrative building. A third supervisor works with students at a satellite office at a House of Correction, handling legal issues of inmates.

Many of the courses will therefore have only students in externship settings, since our in-house settings do not handle cases fitting the subject matter of those clinical courses. The Prisoners' Rights clinic might have only in-house students in a semester of low enrollment, but use externships if enrollment is high. The Lawyering Process is a hybrid

course each semester, with roughly a third of the students placed off-site. NESL's newest clinical course, the Family Law Clinic, enrolled 11 students its first semester; 8 students are in external placements, while 3 are at the in-house clinic handling only family law cases.

The NESL model has much to offer, unless you are trying to complete forms created by the ABA or answer externship surveys, since our clinical courses do not seem to fit the traditional categories. The structure, which appends the clinical work to related courses, is very popular with students and strengthens both their fieldwork and their classroom learning. The involvement of nonclinical faculty not only provides a necessary expertise for students (and for me), but also makes many faculty members enthusiastic supporters of the clinical courses, as they work with students practicing in their fields, and observe how the fieldwork not only enhances the student learning, but informs the professor's classroom discussions. The structure also satisfies the concerns of the ABA and AALS, by providing a high degree of faculty involvement, oversight and classroom learning.

Anyone interested in learning more about the NESL clinical program should feel free to contact me by phone:

(617) 451-0574

e-mail (Rengler@fac.nesl.edu)

We have available for our students a 16-page booklet describing the courses, which I would be happy to share.



PUBLICATIONS BY CLINICIANS

Alfieri, Anthony V. (Miami) *Lynching Ethics: Toward a Theory of Racialized Defenses.* 95 Mich. L. Rev. 1063-1104 (1997). . . **Babb, Barbara A.** (Baltimore)

An Interdisciplinary Approach to Family Law Jurisprudence: Application Of An Ecological and Therapeutic Perspective. 72 Ind. L. J. 775-808 (1997) and *Fashioning An Interdisciplinary Framework For Court Reform In Family Law: A Blueprint To Construct A Unified Family Court.* 71 So. CA L. Re. (1998). . . **Barkai, John** (Hawaii) *Teaching Negotiations and ADR: The Savvy Samurai Meets the Devil.* 75 NE L. Rev. No. 4 P. 704 (1996). . . **Barry, Margaret Martin** (Catholic) *The District of Columbia's Joint Custody Presumption: Misplaced Blame and Simplistic Solutions.* 46 Cath L. Rev. 767-834 (1997) and *The Downside Of Benign Intent.* 5 Am. U. J. Gender & L. 433-452 (1997). . . **Becker, Susan J.** (Cleveland) *Child Sexual Abuse Allegations Against a Lesbian or Gay Parent In A Custody or Visitation Dispute: Battling the Overt and Insidious Bias of Experts and Judges.* 74 Denv. U.L. Rev. 75-158 (1996). **Boswell, Richard** (U.of CA, Hastings) and **Musalo, Karen** (Santa Clara) *Refugee Law and Policy Cases and Materials.* Carolina Academic Press (1997) . . . **Brooks, Susan L.** (Vanderbilt) *A Family Systems Paradigm for Legal Decision Making Affecting Child Custody.* 6 Cornell J. L. & Pub. Pol'y 1-22 (1996). . . **Burns, Robert P.** (Northwestern) *Legal Ethics in Preparation for Law Practice.* 75 NE L. Rev. No 4, p. 684 (1996). . . **Cahn, Naomi R.** (GWU) *Reframing Child Custody Decision Making.* 58 Ohio St. L. J. 61-83 (1997). . . **Caplow, Stacy.** (Brooklyn) *From Courtroom To Classroom: Creating an Academic Component To Enhance The Skills and Values Learned in a Student Judicial Clerkship Clinic.* 75 NE L. Rev. No. 4 p. 872 (1996). . . **Colon-Navarro, Fernando** (TSU) *Thinking Like A Lawyer: Expert-Novice Differences In Simulated Client Interviews.* 21 J. Legal Prof. 107-139 (1996-97). . . **De la Vega, Connie** (USF) *Civil Rights During the 1990's: New Treaty Law Could Help Immensely.* 65 U. Cin. L. Rev. 423-471 (1997). . . **Dubin, Jon C.** (St.

Mary's) *Torquemada Meets Kafka: The Misapplication of the Issue Exhaustion Doctrine to Inquisitorial Administrative Proceedings*. 97 Colum. L. Rev. 1289-1342 (1997). . . . **Epstein, Deborah** (GULC) *Free speech at Work: Verbal Harassment as Gender-Based Discriminatory (Mis)Treatment*. 85 Geo. L. J. 649-666 (1997). . . . **Espinoza, Leslie G.** (Boston) *Legal Narratives, Therapeutic Narratives: The Invisibility and Omnipresence of Race and Gender*. 95 Mich. L. Rev. No. 4 Feb. 1997 p. 901. . . . **Eyster, Mary Jo** (Brooklyn) *Clinical Teaching, Ethical Negotiation, and Moral Judgment*. 75 NE L. Rev. No. 4 p. 752 (1996). . . . **Failinger, Marie A.** (Hamline) *New Wine, New Bottles: Private Property Metaphors and Public Forum Speech*. 71 St. John's L. Rev. P. 217-328 (1997). . . . **Fuglsang, Eric James** (Northwestern) *The Arbitrability of Domestic Antitrust Disputes: Where Does the Law Stand?* 46 De Paul L. Rev. P. 779-822 (1997). . . . **Gottlieb, David J.** (Kansas) *Drug Testing, Collective Suspicion, and A Fourth Amendment Out Of Balance: A Reply to Professor Howard*. 6 Kan J. L. & Pub. Pol'y 27-37 (1997). . . . **Herring, David J.** (Pittsburgh) *Rearranging the Family: Diversity, Pluralism, Social Tolerance and Child Custody Disputes*. 5S. Cal. Interdisc. L. J. P. 205-257 (1997). . . . **Heumann, Milton and Jonathon M. Hyman** (Rutgers) *Negotiation Methods and Litigation Settlement Methods In New Jersey: "You Can't Always Get What You Want"*. 12 Ohio St. J. On Disp. Resol. 253-310 (1997). . . . **Jacobs, Michelle S.** (Florida) *People From The Footnotes: The Missing Element in Client-Centered Counseling*. 27 Golden Gate U. L. Rev. 345-422 (1997). . . . **Kelly, Lisa** (W. VA) *Divining the Deep and Inscrutable: Toward a Gender-Neutral, Child Centered Approach to Child Name Change Proceedings*. 99 W. Va. L. Rev. 1-80 (1996). . . . **Klein, James M.** (Toledo) and **Stan Darling**, *Ohio Civil Practice, Banks/Baldwin West* 1997. . . . **Klein, James M.**

(Toledo) **Robin Kennedy, Gabrielle Davis, Elizabeth Guerra**, Vol 5A *Ohio Jurisprudence-Alternative Dispute Resolution Lawyer's Coop. Pub. Co.* 1997. . . . **Knight, Karen** (Nebraska) *To Prosecute is Human*. 75 NE. L. Rev. No. 4 p. 847 (1996). . . . **Lubet, Steven** (Northwestern) *Lessons From Petticoat Lane*. 75 NE L. Rev. No. 4 p. 916 (1996). . . . **Lubet, Steven** (Northwestern) and **Cathryn Stewart** *A "Public Assets" Theory of Lawyer's Pro Bono Obligations*. 145 U. PA. L. Rev. 1245-1307 (1997). . . . **Margulies, Peter** (St. Thomas) *The Identity Question, Madeleine Albright's Past and Me: Insights From Jewish and African American Law and Literature*. 17 Loy. L. A. Ent. L. J. 595-624 (1997). . . . **McConnell, Joyce E.** (W. VA) *Relational and Liberal Feminism: The "Ethic of Care," Fetal Personhood and Autonomy*. 99 W. Va. L. Rev. 291-310 (1996). . . . **McNeal, Mary Helen** (Montana) *Redefining Attorney-Client Roles: Unbundling and Moderate-Income Elderly Clients*. 32 Wake Forest L. Rev. No. 2, Summer, 1997 p. 295. . . . **Menklow-Meadow, Carrie** (UCLA) *What Trina Taught Me: Reflections On Mediation, Inequality, Teaching and Life*. 81 Minnesota L. Rev., No. 6, June, 1997 p. 1413. . . . *The Trouble With the Adversary System In a Post-Modern, Multi-Cultural World*. 1 J. Inst. For Study Legal Ethics 49-77 (1996). . . . **Mewhinney, Kate** (Wake Forest) *The ABA and Wake Forest Law Review: Partners In Scholarship*. 32 Wake Forest L. Rev. No. 239. . . . **Murphy, Jane** (Baltimore) *Legal Images of Motherhood: Conflicting Definitions From Welfare "Reform" Family and Criminal Law*, 83 Cornell Law Review, 1998. . . . **O'Leary, Kimberly E.** (Dayton) *Dialogue, Perspective and Point of View As Lawyering Method: A New Approach to Evaluating Anti-Crime Measures In Subsidized Housing*. 49 Wash. U. J. Urb. & Contemp. L. 133-214 (1996). . . . **Pitegoff, Peter** (Buffalo) and **Lauren Breen** (Buffalo) *Child Care Policy and the Welfare Reform Act*. 6 J. Affordable Housing & Commun.

Dev. L. 113-130 (1997). . . **Quigley, William P.** (Loyola, New Orleans) *Reluctant Charity: Poor Laws in the Original Thirteen States*. 60 Alb. L. Rev. 1377-1408 (1997).
Sammons, Jack L. (Mercer) *Choice of Law: How It Ought to Be. Introduction to Brainerd Currie Choice-of-Law Symposium, Brainerd Currie: I Am The Very Model Of A Modern Intellectual*. 48 Mercer L. Rev., No. 2, p. 623 Winter (1997). . . **Savage, Cynthia A.** (Denver) *Culture and Mediation: A Red Herring*. 5 Am. U. J. Gender & L. 269-309 (1996). . . **Silechia, Lucia Ann** (Catholic) *Of Painters, Sculptors, Quill Pens, and Microchips: Teaching Legal Writers in the Electronic Age*. 75 NE L. Rev. No. 4 p. 802 (1996). . . **Stuckey, Roy T.** (SC) *Education For The Practice of Law; The Times They Are A-Changin'*. 75 NE L. Rev., No 4, p.648 (1996). . . **Uphoff, Rodney J.** (Oklahoma), **James J. Clark** and **Edward C. Monahan**, *Preparing the New Law Graduate to Practice Law: A View From the Trenches*. 65 U. Cin. L. Rev. 381-422 (1997). . . **White, Lucie E.** (Harvard) *Making Welfare Work for Women: Notes From The Field*. 1 Loy. Poverty L. J. 5-30 (1995).



Colloquium: Bridging Society, Culture, and Law: The Issue of Female Circumcision. Introduction by **James T. Dixon**; Articles by **L. Amede Obiora**, **Lawrence M. Friedman**, **Edmund W. Gordon**, **Kathryn Abrams**, **M.A. Ogbu**, **Ronald J. Krorosznski Jr.**, **Isabelle R. Gunning** (Southwestern) **Micere Githae Mugo**, **Pauline Peters**, **Preston N. Williams** and **Sylvia Wynter**. 47 Case W. Res. L. Rev. 263-552 (1997).



A Focus Edition: Domestic Issues and Crimes of Intimacy. Articles by **Randy Frances Kandel**, **Alexandra Maravel**, **Annette R. Appell**, **Jane Harris Aiken** (SC), **Victoria L. Lutz** and **Cara M.**

Bonomolo; Student Works by **Donna L. Casto**, **Richard A. McDowell**, **Rodney Patton** and **Lesley Williams Sercer**. 48 S.C. L. Rev. 441-713 (1997).



Symposium: Critical Race Perspectives for the New Millennium--Second Annual Northeastern People of Color Legal Scholarship Conference. Introduction by **Charles J. Ogletree, Jr.**, *The Conference On Critical Race Theory: When The Rainbow Is Not Enough*. 31 New Eng. L. Rev. p. 705 (1997).



Symposium: The Lawyer's Duties and Responsibilities In Dispute Resolution. Articles by: **Kovach, Kimberly K** (Texas) *Good Faith in Mediation-Requested, Recommended, Or Required? A New Ethic*. p. 575. . . **Love, Lela Porter** (Yeshiva) *Mediation: The Romantic Days Continue*. p. 735. . . **Menkel-Meadow, Carrie** (UCLA) *Ethics in Alternative Dispute Resolution: New Issues, No Answers From The Adversary Conception of Lawyer's Responsibilities*. p. 407. . . **Stark, James H.** (Conn) *The Ethics of Mediation Evaluation: Some Troublesome Questions and Tentative Proposals, From An Evaluative Lawyer Mediator*. p. 769. 38 So. Texas L. Rev. No 2, May 1997.

FACULTY POSITIONS AVAILABLE

Georgetown University Law Center is pleased to announce the availability of **graduate law fellowships** to commence in the summer of 1998. This fellowship program is unique in American legal education. 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 fellowship program offers a stipend of over \$31,000 (taxable) per annum, plus all tuition and fees in the L.L.M. program. Applications from graduating students and lawyers will be accepted in the fall of 1997. Additional information may be obtained from:

Wallace J. Mlyniec
Associate Dean for Clinical Education
Georgetown University Law Center
600 New Jersey Avenue, N. W.
Washington D. C. 20001
clinics@law.georgetown.edu
or on the WEB

[HTTP://WWW.LL.GEORGETOWN.EDU./LC](http://www.ll.georgetown.edu/lc)



Georgetown University Law Center is seeking a full-time **tenure track faculty member** to direct the intra-family violence docket in its clinical program. The person appointed will be responsible for supervising JD students representing victims of intra-family violence, teaching the clinic seminars, managing the activities of the fellows associated with the clinic, and working with other faculty and staff in the Sex Discrimination Clinic on legal issues relating to women.

Interested applicants should send a curriculum vitae and cover letter to:

Professor Vicki C. Jackson
Chair of the Faculty Appointments
Committee
600 New Jersey Avenue N. W.
Washington, D.C. 20001



John Marshall Law School invites applications for the position of **Professor of Clinical Education** beginning in the 1998-99 academic year. The position of Professor of Clinical Education is designed to add to the faculty an individual who is committed to the theory and implementation of clinical education and the pervasive inclusion of clinical and/or experiential education at all levels of the school's curriculum. This tenure-track appointment carries full-faculty status, including academic rank and salary commensurate with experience and background. In addition to teaching responsibilities, the Professor of Clinical Education will work with the faculty on the development of new clinical or experiential components to complement existing doctrinal courses, consult with the director and staff of the Fair Housing Legal Clinic to develop further initiatives in the clinic, and administer the school's existing General Externship Program. Applicants should have extensive practice experience, particularly in litigation and trial advocacy, and should have excellent academic backgrounds with a demonstrated ability in research and writing. Experience administering and/or teaching in a clinical legal education program is very desirable. Please submit a cover letter, current resume, and writing sample. Contact:

Professor Michael G. Heyman
The John Marshall Law School
315 S. Plymouth Court,
Chicago, Illinois 60604



University of Pittsburgh School of Law is seeking to fill a clinical position in the **Family Support Clinic** beginning in academic year 1998-99. The person hired will be appointed as an **Assistant Clinical**

Professor of Law and will supervise students in the Elder Law component of the school's primary in-house clinical program, work on the further development of the clinical program, and also teach additional courses in the School of Law.

Beginning and experienced teachers will be considered. The position is available under the school's long-term contract track for clinical faculty members. Applicants must have at least two years of practice experience and must be a member of the Pennsylvania Bar or must attain membership by the start of the school year. The starting date for this position is September 1, 1998.

Candidates should submit an introductory letter and a resume to:

Professor David J. Herring
Director of Clinical Programs
The University of Pittsburgh
School of Law
3900 Forbes Avenue
Pittsburgh, PA 15260

In order to ensure full consideration, applications must be reviewed by October 1, 1997. The University of Pittsburgh is an Affirmative Action, Equal Opportunity employer. Women and minority candidates are encouraged to apply.



Southern New England School of Law, a dynamic new law school located on the beautiful south coast of Massachusetts, just 30 minutes from Cape Cod, is hiring a full-time, tenure-track faculty member to direct the school's offerings related to lawyering skills. The **Director's** responsibilities will include working with the faculty to develop a legal clinic, supervising the clinic,

directing the legal writing program, coordinating skills courses with full-time and adjunct faculty, and assisting other faculty members to integrate skills training in their law courses. Experience with law practice, clinical legal education, and legal writing required. The director will have the opportunity to teach other courses as time permits. Applicants must be a member of the Massachusetts bar or have the necessary experience to be admitted by motion.

Southern New England School of Law adheres to a policy of non-discrimination in its hiring decisions.

Please respond to:

Francis Rudko
Chair, Appointments Committee
Southern New England School of Law
333 Faunce Corner Road
North Dartmouth, MA 02747-1252
Phone: 508-998-9600 ext. 144
frudko@snesl.edu



Syracuse University College of Law invites applicants for an opening in its Clinical Program beginning in the Fall of 1998. The in-house **clinic faculty** (non-tenure track) position is in the **Children's Right and Family Law Clinic**. Candidates should have practice experience in children's rights, family law, and related areas. Candidates should have a strong academic record, J. D., license to practice law in New York or another state, and should evidence a commitment to clinical teaching. The appointment will be a three-year renewable term appointment, with full benefits.

Responsibilities include supervising students on real cases in court or before administrative agencies, teaching the seminar component of the clinic course, and

providing services to the College of Law, University, and profession through scholarship, committee work or other activities. Send resume to:

Professor Travis H. D. Lewin
Chair, Faculty Appointments
Committee
Syracuse University
College of Law
Syracuse, New York 13244-1030

Applications will be taken until the position is filled. Syracuse University is an EEO/AA Employer committed to diversity.

Washburn University School of Law invites applications for a faculty position as **Director of the Washburn Law Clinic**. This position is tenure track and allows the faculty member to also teach in the regular classroom. Washburn has a long tradition-since the clinic's inception in 1969-of hiring clinicians in tenure track faculty slots, with no distinction in status, salary or benefits. There are currently five faculty members who teach in the Law Clinic.

The clinic is a live-client, general practice clinic in which students enroll for one semester, for four or five hours of credit. The students are assigned to a faculty supervisor who selects cases within his or her area of expertise and interest.

Minimum qualifications include a J. D. degree, a strong academic record, scholarly potential, substantial legal practice, interest in clinical teaching, and eligibility for the Kansas bar. Prior teaching experience in a law clinic is desirable.

Applications will be accepted through December 31, 1997, and until such later time as the suitable applicant is found. Washburn University is an affirmative action/equal opportunity employer. Interested applicants

should submit letter, resumes, and law school transcripts to:

Professor Sheila Reynolds
Chair, Faculty Recruitment Committee
Washburn University School of Law
Topeka, Kansas 66621



Willamette University College of Law seeks to fill the position for the **Directorship of the College of Law Clinical Program**. The Directorship is a tenure-track teaching position. The University has a strong institutional commitment to diversity among its faculty and staff. In that spirit, we are particularly interested in receiving applications from persons from under represented groups including women and persons of color. Applicants must be able to demonstrate the potential for excellence in clinical teaching and scholarship and a commitment to public service. The College of Law, one of the oldest law schools in the West, is housed in a beautiful facility and offers an excellent salary and benefits package. The position will remain open until filled; however to assure consideration by the Appointments Committee, applications should be submitted before November 1, 1997. Contact:

Professor Richard B. Hagedorn
Chair, Faculty Appointments
Committee
Willamette University College of Law
245 Winter Street SE
Salem, OR 97301



EXECUTIVE COMMITTEE	
<p>Peter Joy, Chair Case Western Reserve: 216-368-2769 paj2@po.cwru.edu</p>	<p>Homer LaRue, Immediate Past Chair Howard: 202-806-8259 hclarue@igc.apc.org</p>
<p>Margaret Barry, Chair-Elect(1/00) Catholic: 202-319-6787 barry@law.cua.edu</p>	<p>Kate Mahern, Newsletter Editor Creighton: (402)280-3068 mahern@culaw.creighton.edu</p>
<p>David Chavkin ,Treasurer Ex-Officio Washington 202-274-4168 dchavkin@wcl.american.edu</p>	<p>Kimberly O'Leary (term expires 1/99) Dayton: (513) 229-3818 oleary@odo.law.udayton.edu</p>
<p>Michelle Jacobs (term expires 1/99) Florida: (904) 392-2211 jacobsm@nervm.nerdc.ufl.edu</p>	<p>Paul Reingold (1/00) Michigan: 313-763-4319 pdr@umich.edu</p>
<p>Cheryl McDonald (term expires 1/98) Pepperdine: (310) 456-4655 cmcdor:l@pepperdine.edu</p>	<p>Linda Smith (term expires 1/98) Utah: 801-581-4077 smith@admin1.law.utah.edu</p>

COMMITTEE CHAIRS	
ADR Jim Stark Julia Gould	Historian Sandy Ogilvy Catholic: 201-319-6195 ogilvy@odo.law.cua.edu
Annual Meeting Program Minna Kotkin Bryan Adamson	In-House Clinics Barbara Babb, Baltimore: (410) 837-5706 bbabb@ubmail.ubalt.edu Alan Minuskin
Attorneys' Fees Gay Gellhorn, DCSL: (202) 727-9602 Susan L. Kay, Vanderbilt: (615) 322-6630 kaysl@ctrvax.vanderbilt.edu	Integration of Clinical Education into the Traditional Curriculum Louise Howells, DCSL: (202) 727-3621
Awards Shelly Broderick	International Aspects of Clinical Legal Education Isabelle Gunning, Southwestern: (213) 738-6843 Louise Trubek, Wisconsin: (608) 251-4008
Clinic Financial Resources Dan Power, Drake: (515) 271-3851 Glendalee Scully, McGeorge: (916) 739-7283	Joint Section/CLEA International Task Force Roy Stuckey Karen Tokarz
Clinical Scholarship Anthony Alfieri, Miami: (305) 284-2735 Randy Hertz, NYU: (212) 998-6430 Ann Juergens, Wm. Mitchell : (612) 290-6391 ajuergens@william.wmitchell.edu	Joint Section/CLEA ABA Standards Task Force Robert Dinnerstein Jay Pottenger Yale 203-432-4800 pottenger@mail.law.yale.edu
Clinical Teaching in Public Interest Susan Bennett, American: (202) 885-1510	Membership David Chavkin, Washington: 202274-4168 dchavkin@wcl.american.edu
Computers Marjorie McDiarmid, West Virginia: (304) 293-5301 mcdiarm@wvnm.wvnet.edu Ron Schwartz, Chicago-Kent: (312) 906-5076 rschwartz@mail.kentlaw.edu	Mentoring Sandy Ogilvy Catholic 201-319-6195 ogilvy@law.cua.edu
Dealing with Difference Michelle Jacobs, Florida: (904) 392-0421	National and Regional Program Training Antoinette Sedillo Lopez, New Mexico: (505) 277-2146 Angela McCaffrey , Hamline: (612) 641-2889 amcaffr@seq.hamline.edu
Directory/Clinical Database David Chavkin, Washington: 202-274-4168 dchavkin@wcl.american.edu Peter Joy, Case Western: (216) 368-2769 paj2@po.cwru.edu	Nominations
Ethics and Professionalism Carol Liebman, Columbia: (212) 854-2671 cliebman@lawmail.law.columbia.edu Paul Tremblay, Boston College: (617) 552-4368	Political Interference Group Chuck Weisselberg, U.S.C.: (213) 740-2528 cweissel@law.usc.edu
Externships Mary Jo Eyster Linda Morton	Status, Salary, Tenure and Promotion Ann Shalleck, American: (212) 885-1500

(This page intentionally left blank)

Clinical Section Membership

Membership in the Section on Clinical Education runs from January through December.

If you wish to join the Section for calendar year 1998, please complete the Membership Questionnaire and mail it with a \$15 check (payable to AALS) to:

David F. Chavkin
Associate Professor of Law
Washington College of Law
The American University
4801 Massachusetts Avenue, N.W., Room 442
Washington D. C. 20016-8181

If you are currently a Section member and wish to renew your membership for 1998, complete the Questionnaire and mail it with a \$15 check (payable to AALS) to the above address.

AALS Clinical Section Membership Information Questionnaire

Last Name: _____

First Name: _____

Middle Name: _____

Title: _____

Name of Law School: _____

Name of University: _____

Mailing Address: _____

City: _____

State: _____ Zip Code: _____

Office Telephone: () _____ Fax Telephone: () _____

INTERNET: _____

(over)

Graduated Law School: 19 ____ Years Full-Time Teaching ____ Years Part-Time Teaching _
I am overall director of clinical law programs at my law school: _____ (Yes or No)

Subject Matter of Clinic(s) in which you are now teaching or in which you customarily teach
Type of Clinic (Externship/In-House/Simulation)

Subject Matter of Non-Clinic course/s that you teach
Type of Course (Seminar/Large Classroom/Other)

What is your employment status in the law school (i.e., long-term contract, short-term contract, tenured, tenure-track, clinical tenured, clinical tenure-track)?* _____

Do you work full-time or part-time (percentage if part-time)? _____

Are you funded through hard or soft money (percentages if combined funding)? _____

Salary:* _____ Number of Months _____

Gender:* _____ Race/Ethnicity:* _____

Do you wish to be notified of activities targeted at clinicians of color? ** _____

Do you wish to be notified of activities targeted at lesbian/gay/bisexual clinicians? ** _____

Do you wish to be notified of activities targeted at women clinicians? ** _____

* Salary, tenure status, gender and race/ethnicity are not released in any member-identifiable format.

** This information will only be released to the applicable caucus of clinicians of color, lesbian/gay/bisexual clinicians, or women clinicians to facilitate activities approved by that caucus.