

## SECTION ON CLINICAL LEGAL EDUCATION

# NEWSLETTER

**Volume 2001 Number 2**

**Editor: Kim O'Leary**

**Telephone: (517) 371-5140, ext. 2626**

**Fax: (517) 334-5761**

**Internet: [olearyk@cooley.edu](mailto:olearyk@cooley.edu)**

**November 2001**

**Thomas M. Cooley Law School**

**300 S. Capitol Avenue**

**P.O. Box 13038**

**Lansing, Michigan 48901**

### **MESSAGE FROM THE CHAIR**

Mary Helen McNeal

University of Montana School of Law

### **Message from Chair - 11/19/01**

As do many Americans now, we ask the question: how do we evaluate our lives after the events of September 11th? Our answers will be unique yet similar given our role in educating professionals in this new climate. Our community's work is more important than ever in meeting immediate legal needs and addressing long-term legal ramifications from this tragedy. The upcoming Annual Meeting will give us an opportunity not only to come together, but also to talk informally about the many issues that have emerged following these events. We benefitted from the spontaneous dialogue on the listserv September 11<sup>th</sup> and 12<sup>th</sup>, about how to conduct class as the country grappled with this crisis. Many were enriched by a fellow clinician's moving account of fleeing the streets of lower Manhattan with his young son. Those in New York and Washington, DC made these events real for those of us who felt distant from the tragedy. Learning of another clinician who also lost a family member as I did, I laughed at her suggestion that "maybe they are sharing a beer together somewhere." As members of the clinical

community we can take renewed pride in our work and its relevancy. The world is changed. And the clinical community is a part of that change. As we supervised students throughout the country, clinicians in New York City worked with the local bar and The Legal Aid Society to rapidly organize efforts to provide legal assistance to those affected by the events of September 11th. Students gathered basic information, made referrals, and listened. They also grappled with the challenge of providing assistance for clients within the confines of federal, state, and local bureaucracies. What a fabulous, albeit tragic, opportunity to learn from practice and to reflect on the role of lawyers. The evolving legal and social landscape provides a major challenge and learning opportunity. As the federal government responds to these terrorist activities, it is contemplating dramatic changes to our traditional civil liberties. Many have asked how much liberty are we willing to sacrifice for security, and vice versa. As Congress lessens protections in the interest of enhanced security, we are faced with the obvious ramifications, and questions, about such changes: What should these new standards be? How will they be enforced? What groups of people will be affected? What mechanisms will assure that these changes are not enforced in a discriminatory fashion? These challenges give new meaning to the proverbial "balancing test."

These evolving legal and policy issues are

important to us not simply because they are changes in the law. They suggest evolving, and perhaps increasingly critical, roles for the profession. Lawyers will be involved in these debates, and will help shape the parameters of new public policies. These challenges present an opportunity for us to discuss with our students the role of the profession in addressing these difficult policy questions and in responding to the human needs tragedies such as these create. They also present new forums within which clinicians and students can shape our responses to the changing world.

These world events also highlight the intimate connections between the world's nations and people. As this tragedy inspires many to learn more about other religions, other cultures, and other governments, we must recognize the relationships among legal cultures. The world feels smaller now, and it is in this world that our students will practice and face challenging ethical and professional choices. Amidst these changes the work of the Clinical Section is critical. As we put the finishing touches on events for the Annual Meeting, I am struck by the many activities in which Section members are involved. The richness of the ideas and the enthusiasm you bring to your work is evident in the Section's annual meeting program, the session on political interference issues, the workshop entitled "Do You Know Where Your Students Are? Langdell Logs on to the 21<sup>st</sup> Century," the plenary sessions, and a variety of other programs. The Pincus Award will be presented at the Section's annual luncheon on Saturday, January 5<sup>th</sup>. The award is going to two people: Louise Trubek of Univ. of Wisconsin and Bernida Reagan of East Bay Community Law Center. And we will hold our annual business on Saturday at 5:00 P.M. I look forward to seeing many of you at the Annual Meeting. We will have the opportunity to reaffirm, both in the programs and in informal conversations, our commitment to the important work of the clinical

community. The world has changed, and with those changes our relevance and responsibilities are evolving.

We should take pride in, and embrace, the important role we and our students will play in addressing the emerging legal challenges.

### **Proposed Changes to the By-Laws**

During last year, members of the Section Executive Committee noticed that some of the practices of the Section were not consistent with the current by-laws. After some discussion, the Executive Committee decided that it was time to review the by-laws, and propose changes as necessary. Executive Committee members Bryan Adamson (Case Western) and Alex Scherr (Georgia), and newsletter editor Kim O'Leary (Cooley), volunteered to spearhead this effort. Once the project was initiated, it grew by leaps and bounds. The Committee on the By-laws recommended various changes, which were then discussed by the Executive Committee both in conference calls and email. The result is the proposal that appears elsewhere in the newsletter.

Many of the changes are fairly minor. Some are more substantial. The purpose of this article is to outline those changes, and explain how we arrived at the proposed language. We hope that there can be discussion of the proposed changes on the listserv. The Section membership will vote on the proposed changes at the Section's annual business meeting in New Orleans on Saturday, January 5<sup>th</sup> following the Section program, at 5:00 PM.

### **Substantial Changes**

#### **Dues**

The first major proposed change to the Section's bylaws concerns dues. Article VI, Section I currently provides that members "shall pay annual dues in the amount of \$10.00." As

most of you know, the Section has been collecting \$15 in dues for some years. The proposed change provides “that members shall pay annual dues in an amount to be determined by the Executive Committee.” It also states that dues can be changed no more frequently than annually, that the Section Executive Committee shall give thirty days notice of any changes, and that the Chair shall explain the need for the change.

The Bylaws Committee tried to determine the reason for the current disparity in the dues amount. Committee member Kim O’Leary researched the history of this provision, but to little avail. It appears that the dues have fluctuated some over the years, depending on the financial solvency of the Section. At some undetermined point, dues were increased. We do not have evidence that the bylaws were amended to reflect that change.

Now we know that all you lawyers out there are thinking class action lawsuit, remedies, punitive damages, etc. Or saying, is this a teaching moment? Please accept our apologies in advance. We hope that you will forgive generations of dedicated Section leadership for this oversight, admittedly a big one. If not, well, go for it. (We suspect you will have as much trouble determining who to sue as we did trying to figure out how this happened.)

### **New Award - The Bellow Scholar**

Since the death of Gary Bellow (Harvard) in 2000, the Clinical Section has wanted to create an award recognizing Gary’s innovation and creativity, his commitment to clients and clinical legal education, and his constant evaluation of the work we do. The Executive Committee has worked over the last year with Jeanne Charn, also at Harvard and Director of the Hale and Dorr Legal Services Center and Gary’s widow, to create an award that accurately reflects the values Gary stood for and worked toward. We propose

to amend the Section Bylaws to provide for this award.

Article 111, Section 3 (e) proposes that the Committee on Lawyering in the Public Interest “shall select and encourage the work of the Bellow Scholar...” It further provides that “The Committee shall select as the Bellow Scholar a clinical legal educator who proposes a project which exemplifies the personal and professional qualities, particularly innovation and critical analysis, exhibited by Gary Bellow.” Sections 3(e)(2) and (3) spell out what should be contained in proposals for the Bellow Scholar position, and that the work of the scholar will be featured at an AALS event for “debate, reflection and critical analysis.”

### **Committee on Lawyering in the Public Interest**

The Committee on Lawyering in the Public Interest has been inactive in the last few years given that its role has been subsumed in other committees and entities. The proposed bylaws recommend that a new and primary responsibility of this Committee should be selecting the Bellow Scholar. The Committee also may engage in other activities that support the cause of public interest lawyering.

### **Awards Committee**

The proposed bylaws redraft some of the language concerning the role of the Awards Committee. As you may recall, the bylaws were amended last year to add the Shanara Gilbert Award. However, the current language concerning the Awards Committee is inconsistent with the process needed to give two different awards. The proposed changes clarify the role of the Awards Committee and the process for selecting the recipients of the Pincus and Gilbert Awards.

More specifically, the changes provide

that the committee may choose to give one or both awards in any given year, the awards may be announced at either the annual meeting or the clinical conference or workshop, and that the Committee's recommendations shall be forwarded to the Executive Committee for approval.

### **Secretary & Treasurer**

The proposed bylaws create two new section positions: Secretary and Treasurer.

Over the past few years, members of the Executive Committee have recognized a need for a stronger record of formal section activities, as well as for a designated repository for correspondence. Moreover, since membership in the Executive Committee rotates annually, the Committee would find it useful to have some form of written record of its proceedings, to ensure some basic institutional memory. The Secretary would handle these tasks. The Secretary must be an elected member of the Executive Committee, and could serve for one year, repeatable terms. The proposed bylaws contain an outline of the proposed duties. The chair of the Executive Committee appoints the Secretary.

The proposed Treasurer would take on some of the responsibilities which David Chavkin has so ably tended for the Section over the past years. The primary duties of the position relate to receipt and transmittal of funds, and reporting of expenditures. The Treasurer would also assist in the preparation of budgets. We felt that longevity matters for this position, and thus propose that the term last for three years, rather than one. The position in itself does not carry any Executive Committee voting rights; the holder can but does not have to be a member of the Executive Committee. The chair of the Executive Committee appoints the Treasurer, subject to the approval of the Executive Committee as a whole.

### **Technical Changes**

#### **Training Program Committee**

The new language formalizes a process for appointing a committee and a chair for this Committee, which has helped to coordinate trainings with CLEA and to encourage regional conferences. The change in language to "encourage and support" stresses that the Committee should reach out to any group interested in providing educational programs for clinicians. At the same time, we sought to soften the inference that the section will be able to give financial support to every such effort.

#### **Chair-elect preparation of annual meeting topic**

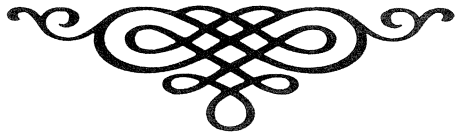
This section formalizes the chair-elect's task of selecting a topic and drafting a proposal for an annual clinical conference or workshop. That proposal is submitted to the AALS' Professional Development Committee. This change reflects prior and present practice.

#### **Notice of bylaw amendments**

This provision requires notice of bylaw changes 30 days in advance of the annual meeting, and specifies that publication in the section newsletter is adequate. The Executive Committee considered but ultimately rejected two other proposals: one to allow bylaw changes on occasions other than the annual meeting; and the other to permit notice by electronic means (e.g. the listserv). The former seemed inconsistent both with good practice and with AALS regulations. As to electronic notice, the Committee recognized that not all clinicians use the listserv, and therefore did not want to use it as the form of notice.

**Notice of Executive Committee nominations**

The provision shortens the notice required for Executive Committee nominations from 60 to 90 days. This allows the Nominating Committee an additional month during the fall to solicit and consider potential nominees, while permitting preparation of the slate in time for the late fall Section newsletter.



**Boogy on Down to New Orleans -- Early** Jay Pottenger

This year's AALS Annual meeting opens on Thursday, January 3 with an exciting and innovative day-long workshop. Clinical teachers are featured in nearly every plenary and concurrent session. Indeed, one of the workshop's themes involves the integration of clinical work into the law school curriculum, and the workshop proposal itself originated (in part) during Randy Hertz's term as Chair of the AALS Standing Committee on Clinical Education.

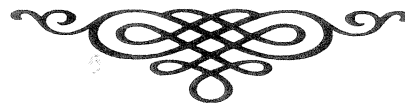
The plenary sessions are based on the powerful book and film *The Sweet Hereafter*. The myriad of concurrent sessions range from "popular culture" to "technology," "globalization," and "public service/public interest." One concurrent is specifically designed to follow up President Milstein's "Access to Equal Justice" colloquia. Several offer inter-disciplinary perspectives on professional education and learning theory. Even the US News ranking system is on the agenda. Particular sessions will also address the unique perspectives of both first and third-year students, as part of the overall theme: "Connecting with 21st Century Students."

Join your fellow clinicians on January 3 -- it's an extra night in the French Quarter too!  
Jay Pottenger

**TABLE OF CONTENTS**

MESSAGE FROM CHAIR ..... 1  
NOTES FROM THE EDITOR ..... 7  
COMMITTEE REPORTS ..... 8  
ANNOUNCEMENTS ..... 10  
AALS CONFERENCE ON LEGAL EDUCATION ..... 12  
AMONG US ..... 15  
PUBLICATIONS ..... 17  
FEATURE ARTICLES ..... 22  
JOBS ..... 37  
PROPOSED BYLAWS OF THE SECTION ON CLINICAL LEGAL EDUCATION . 46  
EXECUTIVE COMMITTEE ..... 51  
COMMITTEE CHAIRS ..... 52  
EXPANDED SURVEY OF CLINICIANS WHO HAVE CONSULTED OR TAUGHT IN A FOREIGN COUNTRY ..... 55  
MEMBERSHIP FORM ..... 57

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.



**The AALS Annual Meeting**, which will be held in New Orleans on January 2-6, 2001 has several programs that will be of interest to clinicians.

- On Thursday, January 3 from 8:30 a.m. - 5:00 p.m., the AALS mini-workshop, titled "Do You Know Where Your Students Are? Langdell Logs on to the 21<sup>st</sup> Century" focuses on teaching and has

been designed to create dialogue between clinical and non-clinical teachers. Several clinicians have been instrumental in planning this mini-workshop.

- On Saturday, January 5, there is a full afternoon of clinical programming, beginning with the Clinical Section Luncheon, followed by two related programs, sponsored jointly by the Litigation Section and Clinical Legal Education Section, which are being jointly planned. Both sessions center on issues surrounding pro se litigation, and are designed to lead into one another. The day will close with a Section business meeting. The two programs are as follows:

*Pro Se Litigation Part I: Trends and Issues* (Saturday, January 5: 1:30 - 3:15)

This session is designed in part to lay the foundation for the Clinical Section's 3:30 - 5:15 session on law schools' roles regarding pro se litigation. As the cost of lawyers rises, and public interest resources dwindle, courts are experiencing a dramatic rise in the number of pro se, or self-represented, litigants. This trend correlates with a legal consumer movement, in which litigants increasingly choose to represent themselves or purchase only partial "unbundled" legal services from lawyers. To meet the growing need that these self-represented litigants have for assistance, both lawyers and non-lawyers are increasingly becoming involved in providing limited legal services. However, the provision of less than full representation raises serious ethical problems for lawyers and tests the boundaries of unauthorized practice of law for non-lawyers. Using a dramatization of a hypothetical case followed by a panel discussion to elucidate the ethical and legal issues that are raised by pro se litigation, this session will explore both the need for greater legal services to

the poor and the problems associated with assisting pro se litigants.

Moderator: Margaret Martin Barry (Catholic University)

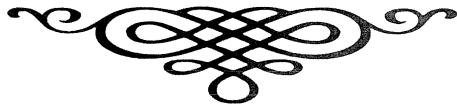
Panelists: Lisa Lerman (Catholic University)  
Deborah Rhode (Fordham University, Visiting)  
Paul Tremblay (Boston College)

*Pro Se Litigation Part II: Where Do Law Schools Fit Into the Picture?* (Saturday, January 5, 3:30 - 5:45)

This session is designed to build on the questions raised by the preceding Litigation Section's session on Pro Se Litigation: Trends and Issues. In this session, panelists will describe some of the responses by courts and the bar to the growth in pro se litigation. Then, through an interactive exercise and discussion, the session will explore what the role of law schools and law students can or should be in responding to the needs of pro se litigants.

Moderator: Russell Engler (New England School of Law)

Panelists: Robert Hirshon (President, American Bar Association)  
Juanita Bing-Newton (Deputy New York State Chief Administrative Judge for Justice Initiatives)  
Kathleen Sampson (American Judicature Society)



## **Pincus Awards Go to Bernida Reagan and Louise Trubek**

The AALS Executive Committee, upon recommendation of the Awards Committee, will give the Pincus Award to two people this year: Bernida Reagan and Louise Trubek. Both recipients have created successful community lawyering clinical programs that emphasize alternative delivery models which have helped to create lasting legal reform for poor people. Bernida Reagan has directed the East Bay Community Law Center in Berkeley, California since its inception 13 years ago. The EBCLC is one of the earliest and best examples of a clinical law center that focuses on the representation of community groups through many different and innovative programs. Bernida was formerly on the AALS Clinic Section Executive Committee. Louise Trubek, through her leadership at the Public Interest Law Center in Madison, Wisconsin, designed clinical opportunities for students to engage in law reform at the state level. Her scholarship and organizational skills have greatly benefitted clinical legal education. She organized the InterUniversity Consortium on Poverty Law in the 1980s, co-authored a text on Poverty Law, and this past year published a free book called Social Justice Collaborative Initiatives.

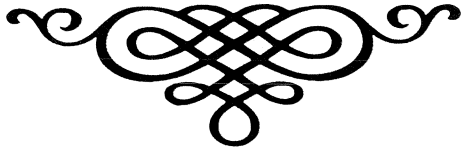


### ***Ask Kim***

Kim O'Leary  
Newsletter Editor  
Thomas M. Cooley Law School

In the Spring newsletter, I talked about how easy it is to get involved in Clinic section or CLEA activities. After the newsletter came out, I was asked, "What are the advantages of section involvement? Given the number of other pressures, to write, develop teaching materials, and do service in our local communities, why would one want to participate in the section or CLEA?"

I think the answer to this question depends upon a number of factors. I found that as a less experienced clinician, participating in clinic section committees helped me immensely with my responsibilities at home. Networking with a national group of clinicians gave me ideas for classes, writing projects and my work in the outside community. After a few years of participation at that national level of clinical work, I began to hear that my ideas were helpful to others as well which, frankly, gave me renewed energy during those difficult times at the office. So for me, national clinic work connects me with a dynamic exchange of ideas. A second benefit is that the agenda for clinical work - including meeting topics, committee projects and our community's interface with the broader academic and professional world - is set primarily by those who work at the national level through the section and CLEA. It is gratifying to see a larger group take up issues of importance to me and to others who put their time into this work. So - you'll learn a lot and have input. Finally, you will meet some of the most interesting, smart, funny and compassionate group of folks you'd ever want to work with. Only you can balance these advantages with the other commitments you have in your own workload. And don't think you have to have worked in this field a long time before you join up. I have seen both the section and CLEA benefit from newer voices as well as from experienced voices.



## COMMITTEE REPORTS

### Update from the **Integration Committee:**

The Integration Committee is working on two main projects this year. The first is a novel way for a committee to spend its energy and may prove to be very productive. The committee members, led by Justine Dunlap and Randi Mandelbaum, will present a panel for the Clinical Conference in Pittsburgh, focusing on the integration of clients, students, and faculty and the role of each as teacher. We hope that this will be a way for the committee to even more meaningfully participate in clinical dialogue. The second task will be to collect and coordinate information from individual teachers and schools already integrating different teaching methodologies within the curriculum. The hope is to collect and store this information in a readily accessible format for the whole community.

For questions, or to join us, please contact either of the co-chairs:

Kathy Hessler - [kmh25@po.cwru.edu](mailto:kmh25@po.cwru.edu)  
Lisa Brodoff - [lbrodoff@seattleu.edu](mailto:lbrodoff@seattleu.edu)

Kathy Hessler  
Case Western Reserve University School of Law  
11075 East Boulevard  
Cleveland, Ohio 44106  
(216) 368-2769  
[kmh25@po.cwru.edu](mailto:kmh25@po.cwru.edu)

### **Need Advice?**

The **Mentoring Committee** has a surfeit of volunteers to be mentors. If you are

(relatively) new to this clinical teaching business, why not avail yourself of the chance to connect with a more experienced clinician for advice of all kinds. If you want a mentor, please contact Justine Dunlap at [jdunlap@wcl.american.edu](mailto:jdunlap@wcl.american.edu); 202.274.4154 or Alex Scherr at [scherr@uga.edu](mailto:scherr@uga.edu); 706. 542.6510.

### **International News**

Roy Stuckey, South Carolina

If you have consulted or taught in a foreign country, please fill out the form in the Newsletter and fax or mail it to me so I can add the information to the growing database. Thanks.

Five U.S. law schools are paired with law schools in the former Yugoslavia in an effort to improve legal education in the region. The Balkan Law School Linkage Initiative is intended to support the rule of law and market economy systems by improving the quality of legal education primarily by helping the Balkan institutions develop practical skills legal training programs. The project includes establishing student and faculty linkages to share information, expertise, and ongoing support, through methods such as workshops, email exchanges, and visits between faculty and students. The pairings include Sts. Cyril and Methodius University at Skopje (Macedonia) with the University of Idaho College of Law; the Podgorcia Law Faculty (Montenegro); with the University of Nebraska School of Law; the Sarajevo Law Faculty (Bosnia-Herzegovina) with the University of Baltimore School of Law; the Banja Luka Law Faculty (Bosnia-Herzegovina) with South Texas College of Law; and the Pristina Law Faculty (Kosovo) with Chicago-Kent College of Law.

Bob Golten, University of Denver School of Law, conducted legal writing workshops in Kazakhstan in May and June, 2001.

Michael Perlin, New York Law School,



has a busy year in 2000-2001. In May, 2000, he provided mental disability law training to a variety of professionals in Budapest. He presented similar programs in Estonia and Latvia in December. His work was sponsored by Mental Disability Rights International, a US-based NGO. In April, 2001, he worked with the World Health Organization in Geneva to develop a model mental health law for developing and third world countries. He was in Japan in May, presenting lectures on a variety of mental disability law topics to bar associations, ex-patient groups, and family support groups in Fukaoka, Osaka, and Tokyo.

Steve Wizner, Yale Law School, spent a sabbatical from August, 2000 to mid-January, 2001, at the Tel Aviv University Faculty of Law in Israel. He worked with a social welfare law clinic and served as a consultant to the director of clinical programs.

Raven Lidman, Seattle University School of Law, spent February-June, 2000, on sabbatical in Lima, Peru. Professor Lidman worked at the Pontificia Universidad Catolica del Peru consulting with the school's major legal services-type clinic and helping the clinic develop a video and teaching materials on interviewing.

## **Nominations Committee Report**

The Nominations Committee is composed of Odeana Neal (Baltimore), Chair, Larry Spain (Texas Tech), Harriett Katz (Rutgers), and Alicia Alvarez (DePaul). The following people were nominated for the Clinic Section Officer Positions by the committee to serve during the year beginning January 5, 2002. I am happy to report that all of them have agreed to serve.

Chair- Carol Izumi, George Washington  
Chair-Elect - Bryan Adamson, Case Western

### **Executive Committee Positions:**

Calvin Pang (Hawaii, visiting at Minnesota) - Term expires '03. Calvin was appointed last January, to fill a vacancy. The By-Laws require that he run to retain that seat.

Alex Scherr (Georgia) - Term expires '05. Alex was appointed in May to fill a vacancy. That term expires in '02. He is now running for a new term.

Kate Kruse (Wisconsin, visiting at American) - Term expires '05

Elections will be held during the annual business meeting, which will be held on Saturday, January 5, 2002 at the conclusion of the Section's annual meeting program. (Est time: 5:15 PM)

Other members of the Executive Committee, whose terms do not expire this year, are:

Randy Stone (Chicago) - Term expires '03

Nancy Cook (Cornell) - Term expires '04

Chuck Weisselberg (Berkeley) - Term expires '04  
(Mary Helen McNeal, ex officio, as Immediate Past Chair)

## **Externships**

*Fran Catania (Widener) & Marlana Valdez (American)*

The Externship Committee will meet on Friday, January 4, at the AALS Annual Meeting in New Orleans (time and room TBA). Watch the Clinic and Externship listserv for details. If you would like to add an item to the agenda, please contact Marlana Valdez ([mvaldez@wcl.american.edu](mailto:mvaldez@wcl.american.edu)) or Fran Catania ([francis.j.catania@law.widener.edu](mailto:francis.j.catania@law.widener.edu)).

We held an animated and productive dinner meeting at the AALS Clinical Conference in Montreal on "Managing Difficult Field Placement Issues" and would be interested in

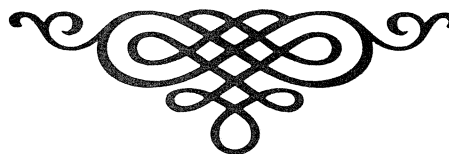
organizing another gathering of this sort in New Orleans. If you would be interested in discussing some externship-related topic over lunch or dinner with colleagues from other schools, please let us know. If there is sufficient interest, we will make the arrangements and publicize time and place via the listservs.

An ongoing theme each time externship faculty gather is the growing number of externship programs and the need for more opportunities for sharing among externship faculty of ideas, practices, experience, policies and procedures and the unique issues encountered in externship work. Justine Dunlap and Peter Joy are continuing their efforts to match new clinical faculty, including externship faculty, with more experienced "mentors." Anyone who is interested in finding a mentor or agreeable to serving as a mentor should contact [us or Justine Dunlap \(jdunlap@wcl.american.edu\)](mailto:usorjustinedunlap@wcl.american.edu).

Another major subject of discussion at our recent meetings has been working conditions for externship faculty and administrators. Many expressed concern that they are working in less than ideal environments, supervising large numbers of students, and carrying heavy teaching loads -frequently with neither a faculty appointment or any type of job security. This has profound implications for clinical teachers of any description. Anyone -externship teacher or not- who is interested in systematically examining the status of externship faculty and administrators, and tracking the possible weakening of externship programs and undermining of in-house clinical programs as a result of the ABA Standard revisions last year should contact us. As a first step, this project might involve development of a questionnaire regarding externship faculty status and workload issues.

Please volunteer to get involved with the Externship Committee. It's a great way to learn

more and to get to know your colleagues around the clinical teaching community.



## ANNOUNCEMENTS

New York Law School Clinical Theory Workshop Schedule Stephen Ellmann New York Law School

Dear friends: I'm writing just to let you know the schedule for the Clinical Theory Workshops at New York Law School for the rest of 2001-02. As you know, we began this year on October 19, with a presentation by NYLS' Michael Perlin on his paper, "'You Have Discussed Lepers and Crooks': Sanism in Clinical Teaching." The schedule for the rest of the year is as follows (please note that the next workshop, on Dec. 7, was previously scheduled for Nov. 30 -- this is a CHANGE OF DATE). All the workshops will meet from 4:10 to 6:00 P.M. in NYLS' Boardroom.

Dec. 7, 2001: Peter Joy, Washington University School of Law and Robert Kuehn, University of Alabama School of Law.

January 18, 2002: Elliott Milstein, American University, Washington College of Law.

February 22, 2002: Russell Engler, New England School of Law. This workshop will be a celebration of the MacCrate Report's 10th birthday (Russell Engler's paper discusses these 10 years). Bob MacCrate will speak, and there will be three additional commentators on Russell Engler's paper and these years: Margaret Martin Barry of Catholic University of America School of Law; Rick Matasar, Dean of New York Law School; and Barbara Schatz of Columbia Law

School.

March 15, 2002: Margaret Montoya, University of New Mexico School of Law.

April 19, 2002: Sue Bryant, CUNY School of Law at Queens College.

## **UNLV Receives Clinic Gift**

Mary Berkheiser UNLV

I am delighted to be able to share with you our great good fortune in receiving a \$2 million gift from the Thomas and Mack families, prominent Las Vegas philanthropists, for our clinical program. Those of you who (like me) are college basketball fans may recognize the names as those attached to the UNLV basketball arena. The families are credited locally with making possible the acquisition of the land on which UNLV sits today and with many other generous gifts. The beauty of the Thomas and Mack gift for all of us here is that it has no strings. The families are excited about the work we're doing and plan to do in our clinical program. Our current in-house clinics focus on the rights of children in child welfare and juvenile delinquency proceedings in county and state systems that have largely ignored those rights. We hope to expand our substantive reach to other areas, such as immigration, education and disability law, and domestic violence, always maintaining our focus on children. In recognition of this gift, the Boyd School of Law Legal Clinic will be re-named the Thomas and Mack Legal Clinic. No, we have no current plans to develop a basketball clinic, but you never know.

**The Villanova University School of Law** is pleased to announce the creation, in partnership with Catholic Legal Immigration Network (CLINIC), of a new post-graduate fellowship in its clinical programs – the Reuschlein Clinical Teaching Fellowship.

The new Reuschlein Clinical Teaching Fellow, Jill Sheldon, will work closely with Professor Michele Pistone, Director of Villanova Clinical Programs and Director of the Clinic for Asylum, Refugee, and Emigrant Services to provide legal representation to immigrants and asylum seekers. The clinic will work primarily with clients who are detained in Pennsylvania's county jails.

Among the immigrants detained by the INS in Pennsylvania's county jails are asylum seekers who have fled to the United States to escape persecution, children who were sold by their parents to work in sweatshops in the United States, and other immigrants. Most of them are involved in legal proceedings before the immigration court. Some may have already spent years in detention.

Unfortunately, because of the rural, isolated location of many of Pennsylvania's county jails, detained immigrants usually cannot obtain legal help in presenting their cases to administrative law judges in immigration court.

Villanova University School of Law and Catholic Legal Immigration Network, Inc. created the new fellowship to serve this under-represented immigrant population. Beginning in the Fall 2001 semester, under the direction of Professor Pistone and the new fellow, Villanova law students will visit the detention facilities to provide detained immigrants with information about their rights under the law. The students will also help to provide legal representation to those who are unrepresented by legal counsel.

## **Invitation To Join The AALS Section On Pro Bono and Public Service**

The new AALS Section on Pro Bono and Public Service invites clinical faculty to join the section. Although the Section is off to a strong

start, the Section will be stronger with greater faculty participation. It is hoped that clinical faculty will have a natural interest in the work of the Section and will actively participate. To join or offer to serve on a Section committee, please contact any of the Executive Committee members: Theresa Bryant, Chair, [theresa.bryant@yale.edu](mailto:theresa.bryant@yale.edu);

Ellen Chapnick [chapnick@law.columbia.edu](mailto:chapnick@law.columbia.edu);

Tom Schoenner,

[tschoenherr@mail.lawnet.fordham.edu](mailto:tschoenherr@mail.lawnet.fordham.edu);

Barbara Moulton,

[moultonb@law.georgetown.edu](mailto:moultonb@law.georgetown.edu);

Pam Bucy, [pbucy@law.ua.uide](mailto:pbucy@law.ua.uide).

Submitted by Suellyn Scarnecchia, University of Michigan, Clinical and Pro Bono Section liaison from the AALS Committee on Sections.



*Mark Your Calendars!!*

## **AALS Conference on Clinical Legal Education**

May 18-22, 2002  
Pittsburgh, Pennsylvania

The AALS Conference on Clinical Legal Education is set for Saturday, May 18 to Wednesday, May 22, in Pittsburgh, Pennsylvania. The theme of the Conference is "Clients as Teachers," which includes a wide range of topics relating to how we work with and for our clients and how we learn from them.

The Conference opens on Saturday afternoon with a plenary session and small group discussions that focus on the large issues that frame the conference: how and why we relate to and learn from our clients. The following day, Sunday, starts with a program drawing from the

ways in which other disciplines work with clients and patients, followed by concurrent and small group sessions that address myriad aspects of the client-supervisor-student relationships. Monday's theme is "Clients and Contexts," including topics relating to clients, multiculturalism and a variety of clinical settings. Monday afternoon is free for you to explore Pittsburgh and surrounding areas. The conference hotel is downtown, within walking distance of museums, neighborhoods, and a new ball park. You can also take a trip to Frank Lloyd Wright's Falling Water, or explore beautiful countryside. Tuesday picks up with "Tools for Representing Clients," nuts and bolts sessions with something valuable for clinicians in every type of clinic. The conference concludes on Wednesday morning with a discussion of the future role of clients in clinics. We are also planning a Conference track for clinicians who would like to improve their abilities to teach with simulation methods. And, of course, the Conference will be packed with receptions, committee meetings, and opportunities to connect with clinical colleagues from around the U.S. and the world.

Full descriptions and brochures will be sent out in early 2002. Meanwhile, set your sights for Pittsburgh in May.

Syracuse University's College of Law offers law students a summer of legal study in London. Through clinical internships, students from law schools throughout the country and Canada learn about the English legal system through the comparative law experience.

Celebrating its 25th anniversary this summer, the six-credit summer law program is accredited by the American Bar Association.

After completing an intensive one-week course on the English legal system, students

begin a six-week internships in one of a variety of settings: a barrister's chambers, a firm of solicitors, a governmental agency, or a public interest organization. Syracuse University law faculty direct the program throughout the summer and arrange weekly seminars with distinguished English practitioners to help students compare the British and American legal worlds.

The Law in London program dates are June 4 to July 26, 2002. The application deadline is March 15, 2002. Any student in good standing at an accredited law school who has completed at least one year of study is eligible to apply.

The Law in London brochure with full details about the program and a law application form may be obtained by contacting Daisy Fried at [dsfried@syr.edu](mailto:dsfried@syr.edu) and providing her with a mailing address.

### **Clea's 10th Birthday Celebration**

Cinco de Mayo marks the 10th anniversary of the founding of the Clinical Legal Education Association. Plans are underway to celebrate the grand event in Pittsburgh during the week of the national clinical conference. The party is tentatively scheduled to begin at 7:30 on Sunday, May 19th. (It is not at all clear when the partying will end.) Although nothing is definite, rumor has it that the celebration will include food and drink, a recounting of some of CLEA's proudest moments, an award of prizes in the third annual creative writing contest, and much, much more. Best of all, entertainment will be provided by YOU! during a totally tasteful AMATEUR HOUR.

So plan to be there, and start honing those talents! All participants in the Amateur Hour will be welcome. The Clinical World looks forward to hearing your songs, watching you juggle a dozen

pieces of fruit, seeing your photographs, laughing at your comedy routines, listening to your stories, clapping to the rhythm of your drums, or sampling your gourmet delights. Some guidelines for presenters will be forthcoming, but if you think you might be interested and want to know more, contact Bob Seibel or Nancy Cook at Cornell ([bob-seibel](mailto:bob-seibel@postoffice.law.cornell.edu) or [nancy-cook@postoffice.law.cornell.edu](mailto:nancy-cook@postoffice.law.cornell.edu)). Ideas for the party? Be sure to share them.

Want to get involved in the planning? Let us know!

### **Third Annual Creative Writing Contest**

CLEA announces its third annual creative writing contest for clinical teachers. As in the past, writers are invited to submit their poetry, fiction and other creative writings to the committee. Detailed guidelines can be found at the CLEA website and in the September CLEA Newsletter or can be obtained from Calvin Pang (visiting at Minnesota, [pangx004@umn.edu](mailto:pangx004@umn.edu)). Entries are due by February 15, 2002.

This year, there are several changes and innovations to note. Awards for winning entries will be made at CLEA's 10th Anniversary Birthday celebration, tentatively scheduled for the evening of Sunday, May 19th in Pittsburgh (to coincide with the national clinical conference). Winners will of course have the opportunity to read from their works at the awards ceremony; but, in addition, other writers will be encouraged to share their works at an open reading as part of the CLEA Birthday party. It's also anticipated that some local writers will be part of the reading and awards event on the 19th. Pittsburgh is home to the literary journal HEART (acronym for Human Equity through Art). HEART's mission is to advance social justice through literary and visual arts. The journal's executive editor, Dan Morrow, and its poetry editor, Leslie Anne Mcilroy, will be among the

judges for this year's contest, and they will be considering winning entries for inclusion in the journal. In light of this, and in honor of CLEA's 10th birthday, the creative writing committee has decided to add a special prize category in 2002: the Social Justice Writing Award. All entries will be automatically considered for the Social Justice Writing award--no special entry procedures need be followed--but the selection for this prize will be made from among those works that reflect on struggles for equality, legitimacy, and truth. As in previous years, the other two categories--prose and poetry--will be open to all subject areas. The committee encourages entries on a broad range of topics and in all styles and formats. In the past, the judges have been impressed by the variety of submissions, and we hope to continue in that tradition. If you have submitted entries to the creative writing contest before and have not been among the winners, don't get discouraged! Every year, the entries are reviewed by a new panel of judges, and this year, we will be able to showcase the talents of many more people than the final winners. You can even re-submit entries that you have previously submitted!

### **Grutter v. Bollinger: Student Intervenors Seek Help**

Grutter v. Bollinger, the case involving a law suit filed against the University of Michigan Law School to challenge its use of race-related admission criteria, is scheduled for an en banc hearing in the 6th Circuit on December 6th. The law school, which lost its case at the district court level, has defended its policies primarily on the ground that diversity is a compelling state interest. A group of students also intervened in the case. Their defense of the law school's admission policies is much broader. Essentially, they argue that the plaintiff's position would result in a return to the kind of segregation that was outlawed by the Supreme Court in Brown vs. Board of Education. (In a separate case, the

university successfully defended its policies with respect to non-law school admissions; an appeal of that case is also being heard on the 6th.)

In early October, CLEA and SALT co-sponsored a workshop attended by many of the players in the University of Michigan's case. Michigan's dean, Jeff Lehman, the attorneys for the student intervenors, a number of witnesses from the trial (including named intervenors), and student activists were there to discuss the case and to brainstorm about ways law students and faculty could provide support. At the forefront of the student movement to defend the university's policies is the Coalition to Defend Affirmative Action and Integration and Fight for Equality By Any Means Necessary (BAMN). Long before the Cincinnati workshop, the students had been engaged in grass roots organizing and planning. Among other things, the group had collected over 30,000 signatures nationally on a petition in support of affirmative action in the Michigan cases. They had also organized a student rally to be held in Cincinnati on the day of oral arguments in the Sixth Circuit. At the time of the SALT/CLEA workshop, the Sixth Circuit was expected to hear the case on October 23rd. Students at a number of schools in Michigan, Ohio, Kentucky and Tennessee were already geared up for the rally to be held that week. On October 19, the eve of the scheduled October 23rd appeals, however, the Sixth Circuit Court announced an extraordinary decision to bypass the assigned three-judge panel and hold a hearing before all nine active judges on the Sixth Circuit bench. The court set a new date of THURSDAY, DECEMBER 6.

Despite the change of events, many of the college, high school and community activists who had been organizing for October 23rd wanted to continue with plans for the march and rally. BAMN decided to proceed with the event as a regional civil rights mobilization in defense

of affirmative action. The rally did indeed go off. SALT co-presidents Margaret Montoya and Carol Chomsky report that the demonstration in Cincinnati on October 23rd "was an inspiration to all who participated. Many hundreds of college and high school students marched three miles through a drenching rain from the University of Cincinnati through the heart of Cincinnati's black community to Fountain Square in downtown. The sun came out minutes before the wet but spirited march arrived at the Fountain Square rally site to assemble with the hundreds of people already present for the rally. The pride, optimism and determination of the march were contagiously strong."

The students are more committed than ever to building a national campaign in defense of affirmative action. Toward this end, they are organizing a national civil rights march and rally on December 6. They are looking for allies, and have offered a number of suggestions to those who want to help. They include:

Build the petition campaign at your campus or workplace. Get student organizations to join the petition campaign. Supporters can sign online or download a printable version of the petition at [www.bamn.com/cincinnati.htm](http://www.bamn.com/cincinnati.htm);

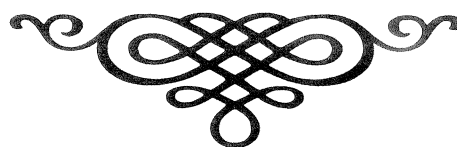
Organize your school, union, church, etc. to bring a contingent to the December 6 events in Cincinnati;

Start a campaign to send high school and college students from schools in the Sixth Circuit to Cincinnati. Bus fare and lunch for one student is \$35; three can be sent for \$100. And \$1600 sends an entire busload of students to Cincinnati. Donations can be made out to United for Equality and Affirmative Action or UEAA, and sent to P.O. Box 24462, Kensington Station, Detroit, MI 48224.

Bring BAMN organizers to your campus or organization to speak and help organize for December 6. Inquiries about speakers can be made by e-mail to [letters@bamn.com](mailto:letters@bamn.com).

Additional information is available from Margaret Montoya (New Mexico) and Carol Chomsky (Minnesota).

Last month Doug Colbert of University of Maryland released a two-year funded study called by the State Bar Association and Courts of Appeals about the need for reforming Maryland's pretrial release and bail system. The study revealed that judicial officers are making crucial liberty decisions without the presence of a lawyer for an accused and without having a pretrial investigator to provide reliable information about the person's family, employment and financial status. The study measures the economic impact when judicial officers order money bail and provide people little choice but to pay bondsman's non-refundable 10% fee. The bail bond industry responded with a spirited challenge to the study's findings and recommendations.



## AMONG US

### New Clinicians At The University Of Michigan

The University of Michigan Law School is happy to announce the hiring of two new long-term clinical faculty members. With ten long-term clinical faculty, we are now able to offer a clinical experience to every student who wants one.

Paul Holland will join our Child Advocacy Law Clinic in August. Paul has a JD from NYU and an LLM from Georgetown. At Georgetown, beginning in 1992, he served as a Prettyman Fellow, a Visiting Professor and a Deputy Director. Since 1999, Paul has served as the Director of the Loyola University Chicago School of Law's ChildLaw Clinic.

This year, David Santacroce worked as a Visiting Professor in the Michigan Clinical Law Program, our general litigation clinic. He will now join that clinic in a long-term position. David has a JD from Pace University College of Law and an LLM from Columbia. He practiced with a New York law firm for five years, then began three years as a Senior Staff Attorney at the Sugar Law Center for Economic and Social Justice in Detroit before joining our clinic. He is co-founder and general counsel to Equal Justice America, a national, non-profit which furnishes grants to law students who provide civil legal services to the indigent.

For more information about our clinics, see [www.law.umich.edu/centersandprograms/clinical](http://www.law.umich.edu/centersandprograms/clinical)

George Bell and Cyndi Geerdes were each awarded Clinical Tenure and promoted to Associate Clinical Professor at the University of Illinois College of Law this summer. The Clinic at the University of Illinois is only 5 years old so they are the pioneers who are forging the way for others.

Ken Gallant (UALR--Bowen) spoke on Challenges facing Defense Counsel in the Proposed International Criminal Court at International Law Weekend sponsored by the International Law Association (American Branch) in New York, October 27, 2001. Also on the same panel were Justice Richard Goldstone, of the South African Constitutional Court, former Prosecutor at the International Criminal Tribunal for the Former Yugoslavia, and Michael Scharf (New England), whose teaching includes international clinical work.

Rodney Uphoff is moving this Fall to the Univ of Missouri- Columbia where he has been selected as the Elwood Thomas Endowed Professor of Law.

"Uphoff, Rodney J" <[ruphoff@ou.edu](mailto:ruphoff@ou.edu)>

Peter Hoffman is visiting for the fall semester at City University of Hong Kong where he is teaching advocacy in the Law School's professional legal education program. In January, 2002, following his return from Hong Kong, he will be moving to the University of Houston Law Center where he will be the Neibel Professor of Law and Director of the Blakely Advocacy Institute. The Institute includes the school's advocacy, clinical and legal writing programs. Come over a visit while I am here. The food is great.

Peter T. Hoffman  
Visiting Professor of Law/School of Law  
City University of Hong Kong  
83 Tat Chee Avenue  
Kowloon Tong, Kowloon  
Hong Kong

### **East Bay Community Law Center**

Jeff Selbin

Since its founding by Boalt students in 1988, EBCLC has trained and supervised more than 500 law students in the provision of legal services to more than 15,000 low-income clients and community groups in the East Bay. During the last year - in addition to serving hundreds of individual and group clients in our four practice areas - EBCLC staff and Boalt students under their supervision engaged in the following activities:

- Opened the People's Community Partnership Federal Credit Union
- Launched the Regional Non-Profit Pro-Bono Initiative
- Procured a \$182,000 grant on behalf of the Bay Area Construction Sector Intervention



Collaborative to fund the Apprenticeship Resource Center

-Established a new multi-departmental clinical opportunity for law and planning students

-Offered comprehensive, multidisciplinary services to more than 125 families transitioning from welfare to work

-Issued a groundbreaking report entitled "Lifting CalWORK's Sanctions: The Experience of the FAST Project"

-Expanded the Suitcase Legal Services Clinic, providing legal assistance and advice for homeless clients, with a focus on youth and women

-Coordinated the HIV/Homeless Outreach Program

-Provided legal services to scores of HIV-infected clients through the Family Care Network

-Offered counseling and assistance to dozens of HIV-infected clients contemplating return to work as part of a multi-agency Back-to-Work initiative

-Created the AIDS Lanka Project, in collaboration with others, to address barriers to access to medications

-Completed a Joint Guardianship Manual to assist persons with life-threatening illness

-Assisted more than 1,600 low-income tenants through the Low-Income Eviction Project

-Conducted more than 100 evening Tenant Workshops

-Drafted a Just-Cause Eviction Ordinance

- Won a \$500,000 settlement against landlords who illegally locked out two disabled clients after their long-time residence was flooded with raw sewage from an upstairs apartment.

### **Health Alert**

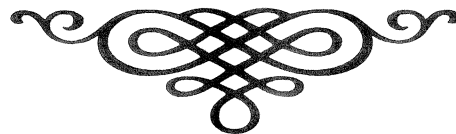
by Angela McCaffrey

I have been dealing with ovarian cancer since April, 2001 and am highly motivated to let people know about a disease that has been known

as a silent killer. It has that name because the symptoms are so vague that it is often not diagnosed until advanced stages, when it is very difficult to treat and cure. Overall only 35 to 47 percent of women diagnosed with ovarian cancer can expect to live 5 years.

The Minnesota Ovarian Cancer website has an excellent article by Jane Brody that recently appeared in the Star Tribune, Pioneer Press and New York Times. It is entitled The Deadly Whisper of Ovarian Cancer. This article describes the symptoms, diagnosis and treatment. The MOCA website is [www.mnovarian.org](http://www.mnovarian.org). Most women are getting annual exams for heart disease, breast cancer, and cervical cancer. Unfortunately most are unaware of the symptoms of ovarian cancer which strikes 1 in 55 women. Ask your doctor about it. An ultrasound and CA-125 blood test are early screening devices you can request.

Editor's note: Angie writes that she is presently doing well.



## **PUBLICATIONS**

Carolyn McAllaster, Director of the AIDS Legal Assistance Project at Duke University School of Law, and Carol Suzuki, a Robert M. Cover Clinical Teaching Fellow at Yale Law School's Jerome N. Frank Legal Services Organization, have revised the family law chapter of AIDS and the Law (David Webber ed., Aspen 3d ed.)(originally written by Professor McAllaster and Jeffrey Selbin, Clinical Director of the East Bay Community Law Center). The family law chapter, completely contained within

- the 2001 Cumulative Supplement, includes new sections covering foster care, termination of parental rights and adoption assistance in the context of HIV.
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- Panel discussion: *proposals for new initiatives*. Moderator: Deborah L. Rhode; presenter: Deborah L. Rhode, Rob Atkinson, W. Seaborn Jones, Peter A. Joy, Chief Justice Thomas A. Zlaket, Christopher J. Whelan and Bruce A. Green; responders: James A. Elliott, Robert J. Grey, Steven G. Morrison, Judge Henry.
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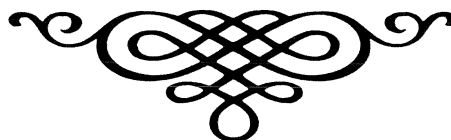
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## FEATURE ARTICLES

### **The Midwest Clinical Teachers Conference First Ever Lawprof Trial Lawyers College Seminar**

October 11-14, Lansing MI.

When Worlds Collide!

**By Marj Russell**

Thomas Cooley Law School

"I've attended several Midwest Conferences in the past. They were enormously enjoyable and educational, but their memory has blended together in my mind. Did we do that negotiating exercise in Madison? Or was it Chicago? Whatever else one might say about this year's conference – and there is much one might say if one were inclined to intellectualize – it was memorable, palpably so. It unearthed so many feelings – discomfort, anger, inadequacy, frustration, loneliness, joy, regret, guilt, etc. – that I find it impossible to think about the experience without reliving those feelings. Perhaps that was the point."

David Moss, Assistant Director of Clinical Education, Wayne State University Law School.

A group of 11 Trial Lawyers College teaching staff, including the founder Gerry Spence, traveled to Lansing to conduct a Trial Lawyers College (TLC) seminar for clinical law professors. The plan was to use the TLC psychodramatic methodology, which focuses on exploration of events and people through action, in application to clinical teaching. Clinical and Trial Advocacy professors, from all over the country but mostly the midwest, gathered at Thomas Cooley Law School. As is usual when

we begin a new type of Trial Lawyers College seminar, there were bumps. In the end, though, the event was a success - maybe made the richer because of the struggles we went through together.

At the opening session, Gerry Spence did a marvelous job of touching us with his understanding of the difficulties and challenges we face in our jobs. He recognized that although we may be doing the most important work that law professors can do, we are often doing it without the respect and support of our colleagues. He fired us up and energized us for the weekend's work.

Some things were very difficult. We found that there were times that our languages were so different that we couldn't communicate. It was hard to hear each other and hard to accept the "other side's view". TLC staff were challenged to remember basic Trial Lawyers College values about acceptance, understanding and looking at individuals rather than labeling them as a group. I saw staff struggling to adjust and discover who the clinical professors are and what is important to us in our work. They gave of themselves in generous and extraordinary ways. I saw 'students' (clinical professors) being very brave about speaking up when they were confused or uncomfortable with our approach. They were often the first to identify the conflicts between us and raise them for exploration.

I found myself feeling like a bride whose two families were fighting at the wedding. I had anticipated this event with high hopes and great excitement. I have worked with this group of professors for 17 years. We come together regularly to share and to be creative about new ideas and approaches to our work. I know most of them individually. And I speak their language. They are my family. I have worked within the Trial Lawyers College family for 7 years. We come together regularly to share and creatively explore new ideas and approaches to our work. I know them all individually. And I

speaking their language. They are my family. There were times that I felt like a complete failure as a translator.

Still, we struggled on. We experimented with spontaneous changes to the planned exercises. We continued to openly voice our problems and challenges to each other as we explored more of the psychodramatic method. A big break came when we began Saturday morning with personal psychodramas. First, a short encounter about unfinished business that one of the consulting psychodramatists used to expertly demonstrate the basic terminology and moves. Then, a longer drama. From there on, it was magic.

The groups moved into exercises in discovering the client's story through enactment. That generated so much excitement that two small groups stayed past quitting time to begin working on a case from one of their clinics. They were putting the new skills into action immediately.

Saturday night's dinner dance included not only the traditional new lyrics to old songs, reflecting on the experience, but also a role play exploring - in very funny ways - the clinicians' views about what the staff reactions to the conference may have been.

We finished the weekend with an exercise in role reversal with a student who has had an impact on the teacher's life. From my view, that was where the most profound discoveries emerged. The sharing afterward was moving, and led into another spontaneous short drama. Loving our clients is not a issue for this group generally. Loving our students, and helping the students to love the clients, can be big challenges. We struggle every day trying to open the hearts and minds of novice lawyers who can be very resistant, and may not even want to be enrolled in the clinic or trial class.

Afterward, the reports began to flow in. The day after the conference, one professor reported to me that he had spontaneously had a

student in supervision reverse roles with him, in order to more fully explore a difference they were experiencing about their approaches to a case. The student came out of the meeting glowing, "I don't know what you did to him at that conference, but this was GREAT!"

That week, my clinical colleagues went to the weekly class session for Elderlaw clinic students, prepared to have them do an interview role play with a simulated landlord/tenant case that we have used many times. Instead, they junked the fake case file. They called a student to the front of the room, knowing she had a similar client in her caseload. They had her do a short role reversal with the client, to introduce her and the facts of her case to the class. This part focused on what had been gleaned at the first client interview. Then they had the student pick someone else to play the client. She was instructed to re-interview the client, focusing on how she felt, what the problem means to her, how it has affected her life, etc. The student discovered a wealth of valuable information by going to a deeper level of understanding. Her auxiliary (the student role playing the client) was so committed to the role of client that he was able to produce descriptions and statements that the student said were "exactly what the real client did say, or would have said". The rest of the students in the group found it fascinating and valuable, and were eager to prepare to do similar re-interviews in pairs later on.

In a message to the Lawclinic listserve, Kate Kruse wrapped it all up:

"While the approaches in the two worlds are in many respects very similar, in other ways they could not be more different. . . . [the staff] helped us find the value in approaches that seemed foreign and sometimes alienating. I know that I was personally tested by the experience, as were most of those who attended. Well, ok, probably all of those who attended - from both worlds. But amidst the turmoil there were moments of true magic, and . . . I had an

experience I will never forget."

Kate Kruse, Visiting Professor, American University, Washington College of Law, Criminal Justice Clinic.

The worlds collided, but it appears we have begun a journey that will have some exciting possibilities for us all.

## Songs From The Clinical Conference

### Thanks, Marla

#### IMAGINE—John Lennon

**Imagine all the crime scenes**

**It's easy if you try**

**Use only the first person**

**Enough to make you cry**

**Imagine all the people**

**Living in my head**

**Oohoooooo**

**You may say that I'm a dreamer**

**But I'm not the only one**

**I hope someday you'll join us**

**And the world will live as one**

**Imagine breaking boundaries**

**I wonder if you can**

**No need for heavy thinking**

**Tell stories if you can**

**Imagine all the people**

**Acting out their role**

**Oohoooooo**

**You may say I 'm a dreamer**

**But I'm not the only one**

**I hope someday you'll join us**

**And the world will live as one.**

#### Psychodrama Medley

**Feelings-Neal Sedaka**



**Feelings, nothing more than feelings  
Trying to ignore the intellectual part of me  
Teardrops falling down on my face  
But not really my face  
When I am being thee**

**Feelings, Whoa, whoa, whoa, feelings  
Whoa, whoa, whoa, feelings, ....  
Satisfaction—The Rolling Stones**

**I can't get no satisfaction  
I can't get no real reaction  
But I've tried, and I've tried and I've tried  
and  
I've tried  
I can't get no...no, no, no  
Hey, hey, hey  
That's what I say**

**(Kim's solo)**

**Refrain again.**

**These boots are Made for Walking—Nancy  
Sinatra**

**You keep lyin' when you oughta be truthin'  
You keep losing when you oughta bet  
You keep sammin' when you oughta be changin'  
What's right is right but you ain't right yet.**

**These boots are made for walking  
That's just what they'll do  
One of these days I gonna have to psycho-  
drama-  
you!**

**Human Rights and Clinical Discussions  
in South Asia  
Jane Schukoske  
University of Baltimore**

In October, law faculty and students

gathered to participate in a "Human Rights Summer School" held at the Bangladesh Academy for Rural Development in Comilla (two hours from Dhaka). Dr. Mizanur Rahman, Chairman of the Law Faculty at Dhaka University, organized the event. He was a Fulbright Visiting Professor at University of Baltimore's Community Development Clinic in spring, 2001, where he gathered materials for a book, entitled "Human Rights and Empowerment," for the Summer School. Dr. Rahman had gathered young law professors and fourth year law students from all four law schools in Bangladesh - Dhaka University, Rajshahi University, Chittagong University and Islamic University. Mizan's inspiring 13-day program concentrated on human rights, specifically economic rights, and skills training. I interacted with the 60 or so participants in a session on the Community Development Clinic and on integrating human rights work into various kinds of practice. One theme in student comments was the problem of corruption in the lower courts, so we talked about ways to address that as a basic step in getting any real access to justice.

The U.S. Educational Foundation in India is holding a South Asian roundtable on legal education at the end of November. The two-day session will touch upon issues common in the region, public interest litigation, and sessions on teaching of legal drafting and other skills. Fulbrighter Jane Aiken will attend with the Nepali delegation, along with participants from Bangladesh, Bhutan, India, Pakistan and Sri Lanka.

Best Wishes,

Jane,

on leave from UB during 2000-2002 to serve as Executive Director, U.S. Education Foundation in India, 12 Hailey Road New Delhi 110 001 India, Fax 91-11-332-9718, Phone 91-11-332-8944

## **Conference On Women Firefighters**

Ken Kowalski  
Cleveland Marshall

The Employment Law Clinic at Cleveland-Marshall College of Law at Cleveland State University hosted a two-day conference on women firefighters and the legal issues raised in hiring, promotion, etc. Attorneys, experts in employment testing and selection, fire chiefs, firefighters and others discussed programs and practices utilized by fire departments that have succeeded in attracting and hiring significant numbers of well-qualified females as firefighters, as well as litigation that has taken place around the country over allegations of discrimination in the selection of firefighters and in the treatment of women firefighters. The conference was funded from a settlement of litigation co-counseled by Clinic attorneys on behalf of a class of female applicants for firefighter positions.

The conference took place on October 11th and 12th and participants and attendees included persons from around the country. Among the participants were women firefighters from New York and the Washington area who spoke movingly about the devastation of the September 11th attacks and the role of women in the rescue/clean-up operations.

## **New Legal Policy Clinic at Whittier**

Bill Patton  
Whittier

Whittier Law School's new Legal Policy Clinic, under the directorship of Professor William Wesley Patton, provides students an opportunity to choose their own legal issues within a substantive area of their choice and to file legislative analyses on bills pending in Congress and any state legislature, as well as to file petitions for review and/or publication and amicus curiae briefs in the California Supreme Court. This Fall semester the Legal Policy Clinic has already filed an original

writ petition in the California Supreme Court seeking to declare the current statute under which abused children are provided counsel, Welf. & Institutions Code § 317, unconstitutional as a violation of separation of powers since the Legislature provided a less zealous and confidential attorney/client relationship than that required by the California Supreme Court. The Legal Policy Clinic has also filed an amicus curiae brief in *In re Zeth S.*, California Supreme Court No. S099557, arguing that a child's appellate attorney has a duty to continue fact investigation during the pending appeal and to introduce any relevant new data to the appellate court if it would not violate the child's confidences.

## **New For Spring, 2002**

### **Perspectives In Criminal Justice Clinic**

Laura Berend  
University of San Diego

This is a new three-credit clinical course offered as a joint venture with the Department of the Public Defender of San Diego. Students can earn written work credit. There is a class component and placement component. Prerequisites are criminal law and criminal procedure. Third year students have priority. Enrollment is limited to 12 students.

The class will meet from 10:30 to 11:45 a.m. on Wednesdays. Students will address the legal, procedural, ethical, and cultural issues that arise in the course of interviewing new arrestees in the San Diego County Jail who are not yet represented by counsel. Interviewing skills, issues related to representing persons from various ethnic and cultural groups, the function of law enforcement, and preparation for arraignment and release on OR or bail will be considered. Students will write and present to the class at the end of the semester a paper focusing on some topic addressed in the class or

in their placement experience.

Students will be placed with the Department of the Public Defender, and must be certified by the State Bar of California and obtain a security clearance from the San Diego County Sheriffs Department. Students should have some afternoons available to represent clients in court, and a Saturday morning to complete the administrative details of the placement.

Supervised by a deputy public defender, students will serve as pre-arraignment representatives for the Department by going into the San Diego County Jail and identifying recent arrestees who have not made bail. They will conduct initial interviews to provide advice regarding an arrestee's constitutional and statutory rights, address an arrestee's concerns arising from his incarceration, and obtain and investigate information relevant to the issue of bail, such as the arrestee's length of residence, his current employment status, and ties to the local community. If criminal charges are filed, and an arrestee's arraignment is scheduled when the student who conducted the interview is available, that student will be able to represent that person in court to argue for a bail reduction or OR release, under the supervision of a deputy public defender. The student may have the option of following the case through the system.

Students should arrange three-hour blocks of time once a week to conduct interviews at the jail. Students should have time available in the afternoon either one or two court days after their interview time to appear in court at the arrestee's arraignment. The arraignment calendar begins at 1:30 in the afternoon in the downtown courthouse. The Department of the Public Defender will make every effort to assist students in coordinating their jail interview time with the arrestee's arraignment date.

This course offers a unique opportunity to examine the criminal justice system immediately after an arrest. A person who cannot afford to hire a lawyer has no constitutional access to counsel

until his arraignment. A new arrestee can be incarcerated from two to eight days before arraignment, depending on when his arrest occurs in relation to legal holidays. Students participating in this course will be providing a real service to the arrestees at a difficult time, to the lawyer who ultimately represents the arrestee, and to the judicial system by presenting reliable information to the court at arraignment.

## **Center for Children, Families and the Courts**

Barbara Babb  
University of Baltimore

The University of Baltimore School of Law's Center for Families, Children and the Courts (CFCC) has completed its inaugural year.

Opened in August, 2000, CFCC's work is national in scope and focuses on reforming state justice systems into more appropriate forums for the resolution of family legal crises through designing a problem-solving, therapeutic, and ecological approach to family law matters.

During the first year of operation, CFCC faculty delivered educational and technical assistance programs to courts in fourteen states. Professor Barbara Babb, CFCC's Director, and Senior Fellow Jeffrey Kuhn facilitated training addressing a wide range of family law and court reform topics. Among other projects, CFCC faculty conducted an evaluation of Indiana's juvenile and family justice system and developed performance measures and standards for Maryland's Family Divisions. The faculty delivered presentations at the International Conference on Therapeutic Jurisprudence, the Association of Family and Community Court Professionals' Annual Conference, the National Council of Juvenile and Family Court Judges' Family Court Forum, and statewide conferences in California and Florida. Presently, CFCC is working with the National Judicial Institute of Canada and with courts in Florida, Kentucky,

Michigan, and Texas on projects to develop and implement a variety of family law and court reform efforts. and warm temperatures. This year the theme of the conference was "The Impact of 'Place' on 'Practice'."

CFCC also is designing projects to enhance student involvement in its work, is beginning to constitute a national advisory board, and is undertaking various publication projects. If interested, for further information about CFCC, please contact Barbara Babb (410-837-5661; [bbabb@ubmail.ubalt.edu](mailto:bbabb@ubmail.ubalt.edu)) or Jeff Kuhn (410-837-5613; [jkuhn@ubmail.ubalt.edu](mailto:jkuhn@ubmail.ubalt.edu)), or email CFCC at [cfcc@ubmail.ubalt.edu](mailto:cfcc@ubmail.ubalt.edu).

Over twenty clinicians attended the conference. Law school represented included University of Colorado, University of Utah, University of Wyoming, Arizona State University, University of Houston, Texas Tech University, Southern Methodist University, University of New Mexico, UNLV, and the University of Arizona.

### **How to Subscribe to the lawclinic listserv:**

People who wish to subscribe should send an e-mail to: "[lawclinic-request@list.washlaw.edu](mailto:lawclinic-request@list.washlaw.edu)". The subject line should be left blank. The message should simply read "subscribe". LawClinic mailing list [LawClinic@lists.washlaw.edu](mailto:LawClinic@lists.washlaw.edu) <http://lists.washlaw.edu/mailman/listinfo/lawclinic>

John J. Francis,  
Associate Professor and Clinical Director  
Washburn Law Clinic  
17th and MacVicar  
Topeka, KS 66621  
Telephone: (785) 231-1191, Fax: (785) 231-1094  
Email: [zzfran@washburn.edu](mailto:zzfran@washburn.edu)

### **First Annual Rocky Mountain Clinical Conference**

Paul Cain  
Denver

The University of Denver College of Law hosted the First Annual Rocky Mountain Clinical Conference. The conference took place at the YMCA of the Rockies just outside of the majestic Rocky Mountain National Park over the October 5 – 7 weekend. Weather cooperated with beautiful blue skies (as can ONLY be seen in the Rockies)

The weekend started out with a fascinating presentation by Prof. William Travis, a geographer from the Center on the American West. His slides and talk kept the group spellbound for one and one-half hours! Several panels throughout the weekend gave clinicians the opportunity to discuss their clinics and experiences. It was a wonderful opportunity for sharing. A favorite workshop was "Secondary Trauma." Eric Harper, a counselor with the Rocky Mountain Survivor Center, was a great source of information and suggestions. Wadine Gerkhe, from the University of Denver, presented her work-in-progress paper entitled "When Bad Things Happen to Good Law Students, an Evolving Supervision Paradigm for Eliminating Barriers to Competence." Her paper was well received and she anticipates receiving valuable feedback from her colleagues.

The conference was not all work and no play. We are clinicians after all!! One group went on a trail ride; some hiked (Kimberly Wyatt, administrative assistant at DU, had an exciting encounter with a black bear) and others went to nearby Estes Park to shop. A cookout was held with enough food to feed an army. Afterwards, "Ron the Cowboy", who sang some of our all-time favorite cowboy tunes, serenaded us.

Next year the University of New Mexico will host the conference. We will all have an opportunity to see their new law school addition! Thanks to everyone for making the first Rocky Mountain Clinical Conference a success!!

### **Law School Responses to the World Trade Center Attacks: An Update**

Stephen Ellmann  
New York Law School

Thanks to all who contributed information for this report (a great deal of which is quoted, without further attribution, from what they sent). Contributors include: Sue Bryant (CUNY); Linda Fisher (Seton Hall); Conrad Johnson (Columbia); Marcia Levy (Rutgers - Newark); Antoinette Sedillo Lopez (New Mexico); Barbara Schatz (Columbia); Cynthia Soohoo (Columbia); Marjorie Silver (Touro); Matthew Wilkes (NYLS); Ellen Yaroshefsky (Cardozo); and especially Ellen Chapnick and her assistant Heidi Reijm (Columbia), who provided information not only on Columbia but on many of the other schools and Faye Rosenfeld (Hofstra). One school that is not included here is Pace, where Vanessa Merton has worked very hard on post-WTC events; Pace is omitted here only because Vanessa's account of Pace's work is also in this issue. I also did not receive any information from Brooklyn, so we will include a report about their activities in the next newsletter. Since I know New York Law School best, the report on our work is especially detailed -- other schools' reports undoubtedly could also be much longer than the relatively brief summaries that follow. This report will be posted on NYLS' website, however, and I would be glad to add information about any school's work that isn't adequately covered here.

This report concentrates on schools in the New York metropolitan area. Schools all around the country, however, have been responding to the

9/11 attacks and their aftermath in various ways. The University of New Mexico, for example, held three teach-ins, on the Afghanistan region, on the tension between liberty and security, and an international law and rebuilding the region. Clinicians from a number of schools outside the New York area, including Cornell, Oklahoma and Wayne State, have also begun exploring ways that they could participate in New York's recovery, for example by teaching courses "at" their schools but "in" New York.

**Cardozo:** In response to the meeting of the 9/11 Working Group (the September 11 Law School Pro Bono Coordinating Committee, described below in the New York Law School report), 15 students in Ellen Yaroshefsky's Professional Responsibility course worked on a legal services backup center website project (lawhelp.net) to post information about a wide range of legal issues from bankruptcy to housing to welfare. These students are also documenting their experiences and writing papers about the notion of mandatory pro bono for law students.

The Jacob Burns Ethics Center Annual Lecture was delivered by Justice Richard Goldstone of the Constitutional Court of South Africa, the former chief prosecutor for the United Nations war crimes tribunals dealing with the former Yugoslavia and Rwanda, on the topic of "The Heightened Need for an International Rule of Law." The program, attended by more than 100 people, highlighted the need for an international criminal justice system. (Justice Goldstone also spoke to a New York Law School session on "The World Trade Center and the Rule of Law.") Students organizations have sponsored several forums, including one on "Immigration Consequences of 9/11." The school held a town meeting in September to discuss a wide range of issues related to the aftermath of these events.

Next semester, Cardozo will offer a 2 credit course on National Security and Civil

Liberties.

**CUNY:** CUNY held 1 teach-in for students and 2 faculty forums for faculty. The teach-in was directed to 1<sup>st</sup>-year students and tried to look at legal issues related to the events. The faculty forums were directed to educating faculty members themselves so that they could educate students about the unfolding legal scene including passage of new immigration laws, security measures as well as the legal rights of those injured by 9/11 events. In addition, CUNY named Sam Sue, the school's pro bono person, as the person to direct students to opportunities. Three faculty members signed up as facilitative counsel with the Association of the Bar of the City of New York program and 3 signed up as experts. (The City Bar's program trains lawyers to provide holistic services to clients affected by the WTC attacks, services that will try to identify all of the client's legal needs rather than providing only some discrete kind of assistance; where the lawyer-facilitator isn't expert enough in a particular matter to handle it, he or she will be able to refer that aspect of the client's problems to expert panels. This well-designed model for services, with separate trainings for family and small-business client facilitators, has also been adapted in New Jersey, as the Rutgers - Newark report below reflects). Students will work on cases with faculty if faculty get assigned through this program; meanwhile, some students have worked with the Puerto Rican Legal Defense & Education Fund in its work at the Worth Street Family Assistance Center in Manhattan. CUNY also had a small number respond to the need for bi-lingual students. CUNY publicized and encouraged its Community Legal Service Lawyers (CUNY alums who are part of an ongoing program through which CUNY assists its graduates to carry on public interest work) to volunteer for bar activities and about 10 of them report doing legal work pro bono for 9/11 victims.

**Columbia:** Columbia has had numerous forums on WTC issues. It also provided offices, library and computers to clerks of the Second Circuit Court of Appeals, lawyers from the Legal Aid Society and others. Columbia's Center for Public Interest Law contacted many public interest and governmental agencies in New York to notify them that they were starting to set up a network of law students and supervising attorneys who could assist in the provision of legal services to direct and indirect victims of the attacks, and reached out to Columbia students with a "Forum on Pro Bono Related to the WTC Tragedies" on September 21, 2001. Through these efforts, Columbia has identified opportunities for students to volunteer at organizations including Probono.net, the Urban Justice Center, the Center for Constitutional Rights, the Committee for a Just and Effective Response, the Asian American Legal Defense and Education Fund, the National Employment Law Project, the Puerto Rican Legal Defense and Education Fund, and the New York Lawyers for the Public Interest.

In its "Lawyering in the Digital Age Clinic," taught by Conrad Johnson, students work with public interest lawyers and organizations to integrate technology into their work. In the wake of 9/11, the Association of the Bar of the City of New York was faced with figuring out how to coordinate offers of pro bono assistance by attorneys willing to handle the legal needs of victims of the tragedy. The City Bar enlisted the help of Probono.net, who turned to the clinic to help them coordinate and provide the huge amount of on-line legal content that the volunteer attorneys need to handle the wide variety of issues facing victims. More than 800 attorneys are now providing assistance, and the clinic's students are helping to create and evaluate the on-line interface that attorneys use to find the legal information they need. Given the rush to make content available immediately, Conrad Johnson notes, many refinements are still

needed. However, the process of gathering and certification of forms for processing death structuring useful content, evaluating the utility of certificates as well as benefits forms for the the space and making modifications provides many Crime Victims Bureau, at Pier 94 and at the educational opportunities for students, as well as a Family Relief Center in the Bronx. Fordham valuable resource to the attorneys using the site. students volunteered the day of the attacks and in

The clinic is also attempting to sort through the weeks immediately following, with the the difficult issues involved in matching attorneys Salvation Army and the Red Cross. Student with those who need help. This has been more volunteers assisted in clean up operations at and difficult than many predicted and is one where close to ground zero, as well as with technology can play a vital role. Certainly the coordinating the provision of food and supplies process of thinking through these issues is critical to firefighters, police and other volunteers. Some if the bar is to be as helpful as it can be. Moreover, students have been working several times per it involves students in an examination of how week since the attacks on night shifts, after they technology changes the way attorneys can organize finish classes. One Fordham student is a legal assistance and is a window on how public paralegal at the NYC Corporation Counsel's interest organizations might integrate technology office, and up until the end of October he and a in the delivery of legal services. The front page of Fordham alum who is an attorney in that office the site being built is at <http://www.probono.net>. worked full-time on processing death (If you are interested in getting this information, certificates. you can join the WTC-related practice area at this site yourself.)

The Non-Profit Organizations Small Business Clinic, in collaboration with the Association of the Bar of the City of New York, has volunteered to represent small businesses affected by the 9/11 attacks.

The Human Rights Clinic is planning to work with Amnesty-USA to analyze state anti-terrorism legislation during the spring semester. The Human Rights Institute at Columbia Law School is researching military tribunals and is working to focus international attention on the conditions and circumstances surrounding the 9/11 detainees.

**Fordham:** Fordham's Immigration Advocacy Project in the Public Interest Resource Center has coordinated its members to serve as interpreters at Pier 94 (the Family Assistance Center). Most of the student volunteers are Spanish speakers, but there are a handful who have provided assistance with other languages (Chinese, Urdu, etc.) Fordham has also had students and administrators who have provided notary public services for the

**New York Law School:** We were shut for 6 days as a result of the attacks (we are located just 1/2 mile from the World Trade Center site), and did not resume classes for another week. Because we were so disrupted institutionally, and because many of our students, faculty and staff had grim experiences on 9/11 and continued to feel distressed afterwards, one of our important concerns this fall has been the sustaining of our own community. During the fall we've taken several steps to accomplish this, including several teach-ins, starting even before our classes resumed; a series of faculty lunches (with more to come next semester) at which speakers have discussed various aspects of our country's and city's response to 9/11; a lunch at which faculty and staff discussed how we ourselves were coping; and provision of counseling services and referrals for distressed students. We've also worked hard at communication – beginning in the days immediately after the attacks, when we had to struggle to restore our website and to learn whether our colleagues were safe, and continuing to the present, with (for example) postings of

information on air quality. We're also in the [www.nyls.edu](http://www.nyls.edu) (click on "Since September 11: process of putting together a book of individual Law Schools' Responses" on our homepage). recollections of 9/11 and its aftermath, from The e-mail list that it produced has been the path students, staff and faculty, and we're continuing to for some additional communication since. That gather information on any losses suffered meeting did not produce a single, coordinated (fortunately, no current faculty, staff or students – program, but as the convenor of the meeting but one alumnus died) and on the special acts of (with help from many other people), I hope that heroism that some in our community performed. it helped encourage people around the city to The school is also collecting donations to be given explore and develop programs, perhaps including to post-WTC efforts in our area. The efforts the some of those described in this report. I hope that school has made to identify volunteer opportunities the report you're now reading will also for our students (described in more detail below) contribute to this process, and it too will be hopefully contribute both to serving New York as posted on our website, which we want to make a a whole and to helping students recover their own resource for law schools as they continue to balance. respond to the September 11 attacks.

We also decided that in general we would One institutional contribution we've been make up the lost class time, a decision that in one able to provide has been to make our institutional sense increased pressure on everyone but resources available to lawyers from the ultimately was, we hope, part of restoring normal community. Lawyers from the courts, Legal Aid, life for us all. Faculty in various ways addressed and other bodies have been using our Library. the WTC aftermath in their first classes after the DC 37's Municipal Employees Legal Services attacks, and we've had a "pedagogy breakfast" program has arranged to use our clinic largely focused on discussing how classes were interviewing rooms to meet with their clients going. We've decided to allow students to choose (since their building was shut). The New York to take one of their courses this fall on a pass-fail County Lawyers Association moved at least one basis (and we're prepared to make additional training program to our building, since their arrangements for members of our student body building, virtually across the street from the who face extraordinary demands at this time, such World Trade Center, was also shut. as the police and firefighters among our evening Matthew Wilkes, NYLS' Associate Dean students). We've also decided to extend the period for Public Interest and Community Service, has of tenure eligibility by one semester to reflect the led our efforts to connect our students with fact that for faculty this fall has been, in normal volunteer opportunities – an effort that involved academic terms, something of a lost semester. both locating the agencies needing help and

Meanwhile, we felt strongly that we wanted getting the word out to our students. These to contribute to New York's recovery from the included the opportunity to volunteer at Pier 94, attacks. One early step we took was to host a the Family Assistance Center, through Safe meeting, on Friday, September 21 – when access to Horizon, which was the only organization our neighborhood was still somewhat restricted – providing immediate financial assistance to all of law school people, many of them clinicians, and victims of the disaster. Students could assist public interest lawyers to begin exploring what victims and their families – including indirect contributions law schools could make. We victims affected by loss of work or residence -- constituted ourselves as the "September 11 Law in completing applications for assistance. (One School Pro Bono Coordinating Committee," and student who did so described it as "a wonderful minutes of our meeting are on our website, but difficult experience.") Another request for



volunteers came from the Arab-American Family Support Center, which reported that it was swamped with calls for assistance, with “kids scared to go to school, mothers too scared to leave their homes to buy food for their families. People are being attacked. Arab children have reported ... teachers who attacked them verbally.” The Center asked for “volunteers to escort women to go buy food and to walk kids to and from school.” Another opportunity was to volunteer in the work of Bouley Bakery (a well-known restaurant near the law school), which, as reported in the New York Times of Oct. 17, 2001, turned its kitchen into a canteen to feed workers at the ground zero site. A similar opportunity was to volunteer with the American Red Cross to help prepare and serve food for workers at the WTC site. An alumna now working at NYLS volunteered her assistance to do research on service availability for undocumented immigrants, for the Legal Aid Society, and recruited a current student to give additional help; another alumna worked with law student volunteers at the assistance center established just a few blocks down Worth Street from us. We are also hoping to place students with the National Employment Law Project as part of a new NELP initiative to increase legal services available in New York to low-wage employees, many of whom have been acutely harmed economically by the impact of the Sept. 11 attacks.

We are now developing courses that could provide our students and faculty with an opportunity to contribute to New York’s recovery. One proposal, now being formulated by Anthony Karen Gross (NYLS) and Susan Block-Lieb Fletcher of NYLS, is for a Small Business Clinic that would focus on the needs of small businesses in our neighborhood, which have been devastated by the economic after-effects of the attack. schools.

Another is for a “Poverty Law Seminar and Workshop: Civil Legal Services in a Time of Critical Need,” in which our students would provide legal services to poor people suffering as a result of the World Trade Center attack, under the auspices of the Urban Justice Center (and under

the supervision of an NYLS adjunct professor, Raymond Brescia, who is the director of a project at the UJC). Both of these may be implemented in January 2002. Our existing Civil & Human Rights Clinic is also considering re-focusing some or all of its work next semester on WTC-related issues. Carol Buckler and Rick Marsico, who teach this clinic, have both been trained as family facilitators through the Association of the Bar of the City of New York (the City Bar’s program is described in the CUNY report above), and the clinic may undertake facilitation work; it may also focus its longstanding work on discrimination cases, on behalf of the NYC Human Rights Commission, on complaints of discrimination against Muslims and Arab-Americans. In addition, we have had initial discussions with clinicians at Wayne State and Cornell about possible programs they might undertake in New York City in response to the World Trade Center attacks.

An ongoing program, New York Law School’s Economic Literacy Consortium, is now focusing part of its efforts on the needs of people affected by the World Trade Center attacks. The Consortium addresses financial difficulties by seeking to provide people with debt-management and money-management skills, and its already-established programs provide a resource with which to respond to the difficulties faced by people who are newly impoverished by job loss or even facing new financial challenges as the result of the death of loved ones in the attacks. Karen Gross (NYLS) and Susan Block-Lieb (Fordham) are leading this effort, which includes a two-day “Train the Trainers” program on January 10-11, 2002, that is sponsored by both

New York Law School and Pace Law School were honored in October, 2001 as joint recipients of PSLawNet’s 2001 Pro Bono Publico Award, for our schools’ efforts in response to the World Trade Center attacks.

**NYU:** NYU's student group, the Small Business Legal Counsel, is working with Stroock, Stroock and Lavan to counsel businesses that were affected by the disaster. Students have worked to staff the FEMA hotline and at the Family Assistance Center, and have volunteered through the City Bar. A number of students have also worked with Jonathan Bing, the coordinator for disaster legal services at FEMA, on research projects related to relief efforts and legal services.

PSLawNet maintains a web-based clearinghouse of volunteer and pro bono opportunities aimed at members of the legal community, the "September 11<sup>th</sup> Disaster Relief Legal Network." The Network is constantly updated and has been made possible by a generous grant from NYU School of Law. Listings have ranged from assisting family members to expedite the process of obtaining death certificates for missing loved ones to providing legal representation for migrant workers hired to clean Ground Zero office buildings. The site also provides current information on training sessions and seminars. This material can be accessed at [www.PSLawNet.org](http://www.PSLawNet.org), by selecting the "September 11<sup>th</sup> Disaster Relief Legal Network" icon.

**Rutgers (Newark):** On October 16, 2001, Rutgers Law School – Newark was the host for a "facilitator" training for New Jersey lawyers who wanted to be trained to act as facilitators for WTC victims. The training was modeled on the training developed by the Association of the Bar of the City of New York (described in the CUNY report above). About 200 lawyers were trained, and Rutgers told them that when they were assigned a case, they could request a law student to act as a pro bono legal assistant on the case.

On November 7, 2001, Rutgers provided training for about 125 law students representing all three New Jersey law schools – Rutgers-Newark, Rutgers-Camden and Seton Hall. The students were told that they would be asked to help in one of three ways: to assist the facilitators, to help with

community outreach, or to work with the ACLU on behalf of immigrants. Students filled out a registration form indicating which area(s) they wanted to work in, and these will be used to place students. Six students began work, prior to this training, on some cases being handled by a private firm's pro bono department, and received additional training from the firm.

**Seton Hall:** As reflected in the report from Rutgers-Newark, many Seton Hall students responded to a call to participate in the NJ legal facilitator training for law students hosted at Rutgers, and are now following up with volunteer attorneys. Renee Steinhagen of the Public Interest Law Center of New Jersey is coordinating Seton Hall's own pro bono project's efforts to place students with the volunteer activities of local bar groups and law firms, and she plans to attend the financial literacy initiative training in January (described in the New York Law School report) and to work with students to translate the NY materials into NJ law-ese, so that they can be used locally.

**St. John's:** Matthew Fasciano, an evening student who also works at the Queens County District Attorney's Office, coordinated 150 volunteers from the DA's office and from St. John's Law School to assist in the relief efforts. Assistance included completing Crime Victims Board and United Way compensation claim forms for burial/memorial expenses, lost property and lost wages; providing information and referrals for community based services, such as mental health, employment, etc.; notarizing claim assistance forms; and helping coordinate the completion and filing of death certificate affidavits. St. John's Law volunteers assisted with the FEMA warehouse; raised over \$3500 for victims and coordinated the donation of supplies to the site; and conducted a blood drive.

**Touro:** Touro's Diversity Committee sponsored

a Day of Remembrance and Reflection on October 24<sup>th</sup>. A number of Touro students organized right

after 9/11 as a Committee to help World Trade Center Families. Marianne Artusio and Marjorie Silver are faculty advisors. One of their principal goals is to match students with lawyers taking pro bono cases on Long Island. Students have worked on assisting families of firefighters and police officers; they're assigned to lawyers working on a range of issues, including death certificates and others. Touro people have met with the Suffolk County Surrogate, and Marianne Artusio has joined the Suffolk County Task Force. They're hoping that the Suffolk Bar will do facilitator training and that that will lead to further opportunities for the students.

### **Hofstra Law School**

Hofstra law students organized a teach-in on the domestic and international legal implications of the World Trade Center attack, with the participation of Hofstra faculty members. Several student groups held fund-raising drives for victims of the WTC disaster, and students formed a committee to provide assistance to the Nassau County Bar Association's emergency intake efforts. Dr. John Guthman, head of the University's Student Counseling Services, led a counseling session on coping with the disaster. The school also held a "moment of reflection" in honor of the World Trade Center Victims. The school compiled and publicized information about organizations seeking volunteers assistance, and Bettye Ackerman, Director of Public Sector Careers, has been working directly with students on volunteering opportunities. The University and the Nassau County Bar Association will be sponsoring a forum on Terrorism and Civil Liberties in March, and student groups are planning an additional series of teach-ins for the spring semester.

### **Pace Law Students Provide Assistance to Victims of World Trade Center Disaster**

Vanessa Merton Pace

During October, more than 200 Pace University School of Law students volunteered to assist victims of the World Trade Center disaster through the New York State Bar Association (NYSBA) Committee on Mass Disaster Response, under the leadership of Diane Burman, Director of the NYSBA Department of Pro Bono Affairs. Four Pace Law faculty members -- Vanessa Merton, Gretchen Flint, David Dorfman, and Margaret Moreland -- supervised the volunteers in rotating shifts.

The Pace Law students worked as volunteer intake screeners at the Legal Services table in the Federal Emergency Management Administration (FEMA) Comprehensive Service Center at 80 Centre Street in New York City, a few blocks from Ground Zero. The target population for this Service Center is people who live(d) or work(ed) or own(ed) a business within a defined area, but an even broader range of victims found their way to the Center. The purpose of the program was to help match up persons in need with appropriate legal referrals and services. After obtaining certain basic information, the students would explain to the victims that through one of the participating bar associations, they would receive a follow-up call from a volunteer attorney offering representation.

The Pace Law students worked in groups of two or three, in three- or four-hour shifts, from 10 am - 8 pm (really it ran until about 9:30 pm) every week day, as well as Saturdays 10 am - 2 pm (really until 5:00 pm).

An especially important feature was the availability of students with various language competencies (Spanish, Russian, Mandarin, Cantonese, Korean). Pace University supplied round-trip van service from 80 Centre to the Law School several times a day, and reimbursed any

other transportation expenses incurred by students. Pace

As part of this effort, Pace University counseling staff were mobilized, along with psychiatrists from the Albert Einstein College of Medicine Forensic Psychiatry Residency Program (which has an ongoing relationship with the Pace legal services clinic), to help the volunteers prepare for the emotional state of the victims and to cope with their own responses to working with such distressed people.

The reflections of some of the Pace law students on their experiences convey how valuable they found the opportunity to participate in the WTC Relief effort. One student volunteer wrote:

Although we only saw a few people during my shift, it was a great honor to be able to help those people and gave me an overwhelming sense of accomplishment . . .

Each and every person has a different, personal story to tell about the tragedy of September 11 and all are equally important and need our concern and attention. Mostly, people just want to talk to someone about their problems and somehow can get a little gratification from knowing that there are people out there to help them, even if just to listen.

It is an amazing picture at the site of the disaster [that] cannot be explained in mere words, but the efforts of so many, not only at the FEMA center but throughout New York, can clearly be seen and explained in just a few words -- unity can overcome any obstacle.

### **Pace Law School Wins 7th Annual PSLawNet Pro Bono Publico Award and Bestows First Law School Pro Bono Award**

Vanessa Meron

Pace Law School was presented with the

Seventh Annual PSLawNet Pro Bono Publico Award during the National Association for Public Interest Law (NAPIL) Conference at the Georgetown University Law Center in Washington, DC on October 25, 2001. Second-year students Jennifer Corcoran and Michael Vatter, who were pivotal in organizing and managing the prize-winning program, and Associate Dean for Clinical Education and Professor of Law

Vanessa Merton, who provided substantial training and oversight to the student volunteers, accepted the award on behalf of the Law School.

Pace Law School received this honor jointly with New York Law School in recognition of the swift response of Pace's students, faculty and staff to the need for legal services on the part of New Yorkers affected by the attacks of September 11, 2001 on the World Trade Center.

The Pace Law School community was lauded for its demonstrated commitment and contribution to the public interest in planning and executing a program that has provided much needed legal assistance to the surviving victims and their families. The Pace Law School Disaster Assistance Program served as a mechanism for helping to identify their legal needs and secure appropriate and timely legal representation. (See related article, "Pace Law School Students Provide Assistance to Victims of World Trade Center Disaster.")

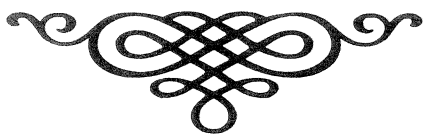
"This honor means so much to all the participants. We are very proud that this large number of students, most of whom must work at least part-time and many of whom are evening students who had to take time off from regular full-time jobs, chose to spend significant time preparing for and then performing this work," said Vanessa Merton, Professor of Law and Associate Dean for Clinical Education at Pace

Law School. "Because of the travel time and their family as well as work responsibilities, this was no trivial effort on their part. Nonetheless, practically every student who worked a shift was eager to sign up again and do more. I hope and believe that these Pace students have internalized and will maintain a genuine commitment to making pro bono an integral part of their professional lives."

The evening before the Georgetown event, the Law School held its own ceremony honoring the student volunteer effort. On October 24, certificates of appreciation were presented to all the students who had participated to date. The Dean of the Law School, David Cohen, also surprised Professor Merton and student leaders Jennifer Corcoran and Michael Vatter by inaugurating the Law School's new Annual Pro Bono Award, giving them each a beautiful crystal plaque commemorating their disaster relief work. Said Dean Cohen:

"The past month has taught us that we have much to be proud of here at Pace Law School. The fear and disruption that the terrorists had hoped to create in us, has instead, given birth to a renewed respect for one other, strengthened our community, and nurtured our capacity for caring."

Vanessa Merton, Associate Dean for Clinical Education and Professor of Law Pace University School of Law Faculty Supervisor, Pace Prosecution of Domestic Violence Clinic



## JOBS

In the fall, **Notre Dame Law School** will begin a formal, national search to fill the position of Director of its Legal Aid Clinic. A full

description of the position will be published in conjunction with the AALS Recruitment Conference (October 18-20, 2001). In advance of that Conference, anyone interested in applying for the position should send a current resume along with a letter expressing the interest to:

Chair, Faculty Appointments Committee  
Notre Dame Law School P. O. Box R  
Notre Dame, Indiana 46556-0780

Walter F. Pratt, Jr.  
Associate Dean and Professor of Law  
Notre Dame Law School  
P. O. Box R  
Notre Dame, IN 46556-0780  
219-631-6984  
219-631-4197 (fax)  
219-631-3595 (fax)

The **George Washington University Law School**, Jacob Burns Community Legal Clinics, invites applications for the following non-tenure track clinical faculty position beginning in the 2002-2003 academic year:

A half-time, clinical faculty shared position as a supervisor and clinical teacher in the law school's Criminal Appellate Clinic. Officially titled the Federal Criminal and Appellate Clinic (FAC), this is an in-house clinic in which court-certified third-year law students represent indigent clients usually on direct appeal of felony criminal convictions. The supervisor/teacher will share teaching, supervision, and administrative responsibilities and work closely with the FAC Director. Weekly clinic seminar curriculum covers approaches to studying a record, defining and investigating issues, client relations and counseling, appellate procedure, fact-writing, written and oral argument, ethical problems, as well as systemic and comparative examination of criminal justice issues and trial strategies. Close

supervision occurs on an individual basis and addresses complex questions of issue development, strategy, client-counseling, and advanced written and oral advocacy in the context of specific cases. Demands of court schedules prevent "screening" cases for difficulty, outside of general guidelines against very lengthy transcripts or capital cases. Workload fluctuates greatly over the course of the year, with consistently intense demands September through March.

Qualifications: Applicants must have a strong academic record with significant criminal and supervision experience and strong interpersonal skills. They must have excellent skills in written and oral advocacy, as well as the ability to work well with others under stressful conditions, including deadline pressure, with limited staff resources. Preferred experience includes: appellate litigation, work with indigent clients, and supervision or teaching of complex writing projects. Applicants must be licensed in Maryland and/or DC, or eligible and willing to take Maryland Attorney's Bar Exam within two years and must have schedule flexibility during the periods of maximum clinic output. Review of applications will begin October 15, 2001, and will continue until the position is filled. Applicants should send a cover letter, resume, and references to: Professor Ira C. Lupu, Chair, Faculty Appointments Committee, The George Washington University Law School, 2000 H Street, N.W., Washington, DC 20052. The George Washington University is an Equal Opportunity/Affirmative Action Employer.

The George Washington University Law School, Jacob Burns Community Legal Clinics, invites applications for the following non-tenure track clinical faculty position beginning in the 2002-2003 academic year: A one-year clinical faculty position as Project Director of the Health Insurance Counseling Project that may be extended beyond one year if funding permits. The Jacob Burns Community Legal Clinics Health Insurance

Counseling Project, funded by the DC Office on Aging and the Health Care Financing Administration, provides information and assistance to elderly and disabled District of Columbia residents in the areas of Medicare, Medicaid, Long Term Care and other related health insurance issues. Activities include outreach into the community through visits to hospitals, nursing homes, senior centers, nutrition sites, churches, public housing sites and health fairs. This individual is responsible for the day to day administration of the grant and teaching the Health Law Rights Clinic. The grant duties include writing annual grant applications to the DC Office on Aging and the Health Care financing Administration, reporting quarterly to both agencies, attending monthly meetings of the DC Office on Aging, and attending meetings sponsored by the Health Care Financing Administration for grantees. In addition, program administration includes recruiting, training and supervising attorneys, staff and senior volunteers from the community. The project director counsels clients over the phone, in person and through home visits on health insurance issues; performs educational seminars in the community; and performs community outreach at nursing homes, hospitals, nutrition sites and other local forums. The clinical component includes teaching a one-semester, two-credit clinical course to second and third year law students including a weekly seminar and supervising students in the clinic as they counsel and advise clients. The clinician is responsible for developing and maintaining a case load for students as well as designing and supervising community projects for students to research and develop. The position also supervises students as they participate in cases with administrative hearings before local and federal government agencies and matters in District of Columbia and Federal courts.

Qualifications: Applicants must possess a JD and be licensed in the District of Columbia or

willing to become licensed; have clinical or other law teaching experience; demonstrated skills in writing and implementing grants; experience in training and supervising attorneys, staff and volunteers; knowledge of health insurance and public benefits; and experience and a commitment to working with seniors, persons with disabilities, minorities and local community groups.

Review of applications will begin October 15, 2001, and will continue until the position is filled. Applicants should send a cover letter, resume, and references to: Professor Ira C. Lupu, Chair, Faculty Appointments Committee, The George Washington University Law School, 2000 H Street, N.W., Washington, DC 20052. The George Washington University is an Equal Opportunity/Affirmative Action Employer.

### 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 a **Litigation Director**.

**Duties:** The Litigation Director acts as the program's lead attorney by representing ADAP's clients, overseeing the casework of the program's staff/senior attorneys, and supervising students in the law school's Disability Litigation Clinic. Substantial trial and appellate work in all levels of state and federal courts should be anticipated, with frequent in-state travel required.

**Qualifications:** Minimum requirements are a J.D. degree and four (4) years of relevant professional work experience, license to practice law in Alabama or become licensed upon the first opportunity to take the Alabama Bar Exam after beginning employment, and eligible to be admitted to practice before all federal courts whose jurisdictions encompass Alabama. Preference will be given to applicants with experience with

complex litigation, supervising attorneys and law students, or working with public interest clients, specifically clients with physical or mental disabilities.

**Salary:** Commensurate with experience.

**How To Apply:** Applicants must send a resume, with social security number included, reference Log No. 102436 , either by mail to The University of Alabama, Employment Office, G-60 Rose Administration, Box 870364, Tuscaloosa, AL 35487-0364, email to [uaemploy@bama.ua.edu](mailto:uaemploy@bama.ua.edu) , or fax to (205) 348-7665 by October 25, 2001.

Robert R. Kuehn Professor of Law & Director of Clinical Programs University of Alabama School of Law P.O. Box 870382 Tuscaloosa, AL 35487-0382 (205)348-0316(phone)(205) 348-1142 (fax)

**New York Law School** invites applications for a faculty position in its Lawyering Skills program. The Lawyering Skills program includes a required first-year Lawyering course; externship courses; simulation courses on trial advocacy and negotiating, counseling and interviewing; clinics that focus on asylum, discrimination and mediation; and a planned criminal defense clinic. Other courses taught by clinical/skills faculty include legal ethics and alternative dispute resolution. The position is on a long-term contract track. Candidates should have extensive practice experience and an excellent academic record; teaching experience is preferred. New York Law School is committed to diversity and encourages women and members of minority groups to apply. Please send applications to Professor Arthur Leonard, Chair, Appointments Committee, New York Law School, 57 Worth Street, New York, NY 10013.

The **Dedman School of Law** at Southern Methodist University is seeking a full-time Director for the W.W. Caruth, Jr. Child Advocacy Clinic. The Clinic is funded by an

eight-year grant from the W.W. Caruth, Jr. resume to: Professor Maureen Armour, Associate Foundation Fund of Communities Foundation of Dean for Clinical Education, Dedman School of Texas. The Clinic will represent abused and Law, Southern Methodist University, P.O. Box neglected children who have been removed from 750116, Dallas TX 75275-0116. their homes by Dallas County Child Protective Services. The goal of the Clinic is to develop an E-mail: [marmour@mail.smu.edu](mailto:marmour@mail.smu.edu). SMU will not discriminate on the basis of race, color, religion, early intervention and evaluation in abuse and national origin, sex, age, disability, or veteran neglect cases, and train law students and other status. SMU is committed to nondiscrimination members of the community in the use of this on the basis of sexual orientation. model. The Child Advocacy Clinic will be part of the Law School's Civil Clinic Program. Applicants must have a J.D. degree and extensive experience in the protective services arena or representing children in court.

The Directorship is a full-time, 12 month contractual position. The Director, working under the guidance of the Associate Dean for Clinical Education and the Dean of the Law School, will be responsible for the overall development and implementation of the grant, including the clinical component of the program. The Director will also be responsible for helping to develop and implement an extensive research component designed to evaluate the effectiveness of the interdisciplinary practice model.

Finally, the Director will work with community and expert advisory groups in developing the project.

This is a non-tenure track position. Salary will be commensurate with experience for the position. The Hiring Committee will begin its review of the applications on or about November 26, 2001. To ensure full consideration for the position, the applications should be postmarked on or before Nov. 26, 2001, but the committee will continue to accept applications until the position is filled. The committee will notify applicants of its employment decision after the position is filled. The Director will assume duties for the beginning of the spring semester. Please send cover letter and

#### Notice of Fellowship in Clinical Legal Education (Litigation)

The **University of Denver** College of Law invites applicants for a two-year, full-time fellowship in clinical legal education to begin August 1, 2002. The fellowship offers individuals with an interest in clinical teaching the opportunity to refine his or her teaching and supervisory skills while working with experienced clinical faculty in the Student Law Office's in-house clinic.

The University of Denver College of Law created one of the first "legal aid dispensaries" in the United States in 1904, to train students and provide legal services to the poor. The Student Law Office trains over 100 students per year in its Civil Representation, Criminal Representation, Mediation/Arbitration, Family Law, Domestic Violence, and Low-Income Taxpayer Clinics.

The Clinical Teaching Fellow will work with the existing clinics, which provide representation to low-income clients in cases involving family law, domestic violence, landlord/tenant, public benefits, housing discrimination, criminal misdemeanor defense cases or consumer matters. In addition to casework, the program includes an intensive orientation class and a twice-weekly class with simulation exercises, lectures and discussion.



The Clinical Teaching Fellow will be with an interest in clinical legal experience the responsible for the supervision of clinic casework, opportunity to develop, implement and evaluate curriculum development, teaching classes and an extensive and well-established simulation exercises. In addition, the fellow will internship/externship (outplacement) program also be provided the opportunity to work on serving over 200 students per year. scholarship and attend faculty forums.

Candidates should have at least three years of experience as a practicing lawyer; strong written and oral communication skills; interest and, preferably, experience, in teaching; a demonstrated commitment to public interest or pro bono legal work; an interest in pursuing a career in clinical legal education and the ability to work both collaboratively and independently. The fellowship may be contingent on the fellow being licensed to practice law in Colorado, or becoming licensed within the first year of the fellowship. The fellowship offers a stipend of approximately \$ 31,000 (taxable) and excellent fringe benefits, including tuition waivers.

To apply, submit a statement of interest and a resume by February 1, 2002 to:

Clinical Teaching Fellow Litigation Position  
C/o Julie Kunce Field Clinical Programs  
University of Denver College of Law  
7039 East 18th Ave., Suite P212  
Denver, CO 80220

The **University of Denver** is an equal opportunity employer and encourages applications from under-represented groups including minorities, women, gays and lesbians, and people with disabilities.

Notice of Fellowship in Clinical Legal Education (Externships)

The University of Denver College of Law invites applicants for a two-year, full-time fellowship in clinical legal education to begin August 1, 2002. The fellowship offers individuals

The fellow would share with experienced clinicians the responsibility for planning and executing classroom instruction as well as counseling second and third year students enrolled in outplacements. The fellow would work with the clinical administrators and other clinical faculty, field placement supervisors, and local attorneys to ensure a high quality educational experience for students that encourages the development of professionalism consistent with the values of a reflective practitioner. The fellowship provides an opportunity to prepare for a career in teaching, litigation, legal administration, or all three. In addition, the fellow will also be provided the opportunity to work on scholarship and attend faculty forums.

Candidates should have at least three years of experience as a practicing lawyer; strong written and oral communication skills; interest and, preferably, experience, in teaching; a demonstrated commitment to public interest or pro bono legal work; an interest in pursuing a career in clinical legal education and the ability to work both collaboratively and independently. The fellow should be licensed to practice law, though a Colorado license is not necessarily required. The fellowship offers a stipend of approximately \$ 31,000 (taxable) and excellent fringe benefits, including tuition waivers.

To apply, submit a statement of interest and a resume by February 1, 2002 to:

Clinical Teaching Fellow Internship Position  
C/o Julie Kunce Field Clinical Programs  
University of Denver College of Law 7039 East

18th Ave., Suite P212 Denver, CO 80220

The University of Denver is an equal opportunity employer and encourages applications from under-represented groups including minorities, women, gays and lesbians, and people with disabilities.

The **Yale Law School** invites applications for a clinical tenure-track position. Applicants who have specialized in the fields of criminal justice, transactional, or poverty work are particularly encouraged. Women and members of minority groups also are particularly encouraged to apply. Significant practice experience (including trials, appeals, or transactions) required; clinical teaching experience preferred, but not required. Salary commensurate with experience.

**Please send a resume and cover letter to:**

J.L. Pottenger, Jr.  
Director of Clinical Studies  
The Jerome N. Frank Legal Services Organization  
P.O. Box 209090  
New Haven, CT 06520-9090  
Tel: (203) 432-4800 Fax: (203) 432-1426

To ensure full consideration, materials should be received before November 21, 2001.

Yale Law School Is An Affirmative Action, Equal Opportunity, Title IX Employer

**University Of Baltimore School Of Law  
Clinical Teaching Fellowships**

The **University of Baltimore** School of Law invites applications for three clinical teaching fellowships in our Civil Clinic, Community Development Clinic, and Family Law Clinic to start in the Summer of 2002. These positions are contractual appointments for up to two years (non-renewable). The public interest fellowship

program offers practicing attorneys exposure to law school clinical teaching and service to the low income community.

The fellows' duties include direct supervision of case work of clinic students and clinic classroom teaching in coordination with clinic faculty. Fellows also pursue professional development in consultation with their clinic director and are encouraged to pursue a scholarly agenda. Past fellows have gone on to positions as faculty members in law schools around the country.

Qualifications: excellent oral and written communication skills; at least two years of experience as a practicing lawyer; a strong academic record and/or other indicia of high performance ability; commitment to work for low income communities; and a lively interest in teaching. Each Clinic also requires qualifications specific to its area of expertise as listed on our website, address below.

Salary: \$42,000 year 1, \$45,000 year 2. Over 6 years experience at start date: \$45,000 year 1, \$48,000 year 2. Plus full benefits, including retirement annuities, research support and travel allowance.

For detailed job descriptions of each position, please view our website at [law.ubalt.edu/centers/fellows.html](http://law.ubalt.edu/centers/fellows.html).

The deadline for applications to the Community Development Clinic is November 30, 2001. The deadline for the Civil Clinic and Family Law Clinic is January 3, 2002. To apply for any of the positions, submit a letter of interest and resume to:

Jane Murphy / Clinic Director  
University of Baltimore School of Law  
40 W. Chase Street  
Baltimore, Maryland 21201

Phone: (410) 837-5713; Fax: (410) 333-3053

The University of Baltimore is an equal opportunity employer. Minority candidates are encouraged to apply.

### **Family Law Clinic Fellowship**

The University of Baltimore School of Law invites applications for a fellowship to start on or about July 15, 2002 in the Family Law Clinic. This teaching fellowship program offers practicing attorneys exposure to law school clinical teaching. The fellows duties include direct supervision of client and law reform work of clinic students and clinic classroom teaching in coordination with clinic faculty. This position is a contractual appointment for up to two years (non-renewable).

Qualifications: excellent oral and written communication skills; at least two years of experience as a practicing lawyer; a strong academic record; commitment to work for low income clients; and an interest in teaching. The University of Baltimore is interested in applicants with experience and interest in family law, particularly issues involving family violence. Fellows must be members of the Maryland bar to supervise law practice by students.

Salary: \$42,000 year 1; \$45,000 year 2. Over 6 years experience at time of appointment: \$45,000 year 1; \$48,000 year 2. The position, which entails year-round responsibilities, includes full benefits, including retirement annuities, research support and travel allowance.

The Family Law Clinic students represent clients in trial and appellate courts in the full range of family cases including child custody, support, divorce and protection from domestic violence. Students also engage in state and national law reform projects aimed at increasing access to justice in family law.

Applicants should submit a letter of interest and curriculum vitae by January 3, 2002 to Jane C. Murphy, Professor and Director of Clinical Education, University of Baltimore School of Law, 1420 North Charles Street, Baltimore, Maryland 21201. Phone: (410) 837-5706; fax: (410) 333-3053; jmurphy@ubmail.ubalt.edu. The University of Baltimore is an equal opportunity employer and minority candidates are encouraged to apply.

### **Clinical Fellow For Civil Clinic**

The University of Baltimore School of Law invites applications for a Fellowship in its Civil Clinic to start in July 2002. This public interest fellowship program offers practicing attorneys exposure to law school clinical teaching.

The Civil Clinic Fellows duties include direct supervision of case work by clinic students and clinic classroom teaching in coordination with clinic faculty. Fellows also pursue professional goals in conjunction with his/her clinic director, including opportunities for scholarship.

This position is a contractual appointment for up to two years (non-renewable). Qualifications: excellent oral and written communication skills; at least two years of experience as a practicing lawyer primarily in litigation; a strong academic record and/or other indicia of high performance ability; commitment to work for low income clients and a lively interest in teaching. Salary: \$42,000 year 1; \$45,000 year 2. Over 6 years experience at start date: \$45,000 year 1; \$48,000 year 2. The position includes full benefits, including retirement annuities, research support, and travel allowance. Fellows must be members of the Maryland Bar in order to supervise law practice by students.

To apply, submit a letter of interest and curriculum vitae by January 3, 2002 to Robert

Rubinson, Associate Professor of Law and Director, Civil Clinic, University of Baltimore School of Law, 40 W. Chase Street, Baltimore, Maryland 21201; Phone: 410-837-5709; Fax: 410-333-3053. The University of Baltimore is an equal opportunity employer. Minority candidates are encouraged to apply.

### **Community Development Clinic Fellowship**

The **University of Baltimore** School of Law invites applications for a fellowship to start in April 2002 in the Community Development Clinic (CDC). This public interest fellowship program offers practicing attorneys exposure to law school clinical teaching.

The fellow's duties include direct supervision of case work of clinic students and clinic classroom teaching in coordination with clinic faculty. Fellows also pursue a personal learning plan negotiated with the clinic director and are encouraged to pursue a scholarly agenda.

This position is a contractual appointment for up to two years (non-renewable). Qualifications: excellent oral and written communication skills; at least two years of experience as a practicing lawyer; a strong academic record and/or other indicia of high performance ability; commitment to work for low income communities; and a lively interest in teaching. Salary: \$42,000 year 1, \$45,000 year 2. Over 6 years experience at start date: \$45,000 year 1, \$48,000 year 2. Plus full benefits, including retirement annuities, research support and travel allowance.

The CDC represents community associations and other organizational clients in distressed urban neighborhoods as well as nonprofit groups and small businesses headed by low-income entrepreneurs. Students receive 12 credit hours for their year-long work in the clinic. Students work

an average of 20 hours/week, on cases and in a class covering substantive law, lawyering skills, and policy.

To apply, submit a letter of interest and resume by November 30, 2001, to Michele Gilman, Acting Director of Community Development Clinic, University of Baltimore School of Law, 40 W. Chase Street, Baltimore, Maryland 21201; Phone: (410) 837-5713; Fax: (410) 333-3053. The University of Baltimore is an equal opportunity employer. Minority candidates are encouraged to apply.

### **American University Washington College of Law**

Clinical Program Faculty Positions  
Visitors and Practitioners in Residence

**American University**, Washington College of Law, is seeking applications for Visitors and Practitioners in Residence in its Clinical Program for the 2001-2002 Academic Year. Practitioner in Residence appointments are short-term (normally two year) appointments. Responsibilities in the in-house, live-client clinical program include teaching a seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. These faculty members teach one additional course each year outside of the clinical curriculum. The Clinical Program will provide an orientation and training for incoming Practitioners, as well as mentoring while the Practitioner is in residence. The Washington College of Law currently has the following clinics: civil practice clinic, community and economic development law clinic, criminal justice clinic (prosecution and defense); domestic violence clinic (criminal and civil); intellectual property clinic; international human rights clinic; tax clinic; and women and the law clinic. The applicant's teaching responsibilities will depend

on experience, interest, and the overall needs of the clinical program.

Minimum qualifications include a J .D. degree, outstanding academic record, three years experience as a lawyer and membership in a bar. Desired qualifications include experience or training as a clinical teacher, published legal scholarship and participation in clinical teachers' conferences and workshops. American University is an EEO/AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent to Professor Kenneth Anderson, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, N.W., Washington, D.C. 20016, with a copy to Professor Richard Wilson, Director, Clinical Program, at the same address.

## **Job Description Director, Housing Unit**

### **East Bay Community Law Center**

#### **General Description:**

Under the supervision of the Executive Director, the Director of the Housing Unit supervises staff attorneys in the unit, trains and supervises law students in representation and other service provision to low-income persons with housing-related legal problems and ensures progress toward unit workplan and grant objectives.

#### **Primary Duties:**

1. Supervise and provide back-up to unit Staff Attorneys/Clinical Supervisors on all aspects of service provision to low-income persons with housing-related legal problems, including eviction defense (unlawful detainers), code enforcement, rent control, public housing (conventional and '8) and fair housing. Evaluation of Staff Attorneys includes development of annual workplans and

regular assessment of progress toward meeting plan goals.

2. Ensure the training, supervision and support of student interns on substantive housing law and skills related to housing law, including regular individual case reviews, group case rounds, and assistance in teaching the clinical companion course.

3. Develop and maintain close relationships with other providers of housing services to low-income people in Alameda County, and serve as the primary contact with the community, courts and media, including responding to press and service provider inquiries, making presentations to public, community and other professional groups, and overseeing other employees to whom this has been delegated.

4. Stay apprised of emerging or resurgent community legal needs and develop responses thereto, including, education and outreach (such as tenant workshops), policy reform and legislative advocacy.

5. Participate in on-going professional development to improve student supervision and client services.

6. Provide general administration of the unit, including oversight of grant management, and other tasks as assigned by the Executive Director and set forth in an Individual Workplan.

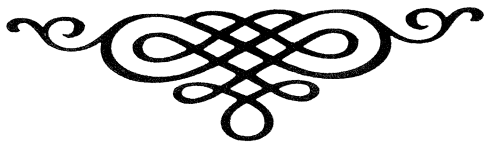
Minimum Experience:

Member in good standing of the California Bar.

Substantial experience in providing legal services to poor people in general and housing law in particular. Excellent supervision and teaching skills and commitment to clinical legal education. Ability to work effectively with a diverse range of groups, including low-income

clients, clients of color, students, service providers and law school faculty. Bilingual skills highly desirable. Salary depends on experience.

To apply: send resume, writing sample, references to: Housing Hiring Committee, EBCLC, 3130 Shattuck Ave., Berkeley, CA 94705. DEADLINE: OPEN UNTIL FILLED



## Proposed By-Law Amendments

December 23, 1992

As amended January 4, 2001

### ASSOCIATION OF AMERICAN LAW SCHOOLS

Bylaws of the Section on Clinical Legal Education

#### Article I. Name and Purpose

##### Section 1. Name.

This section shall be known as the Section on Clinical Legal Education (hereinafter referred to as the section).

##### Section 2. Purpose.

The purpose of this section is to promote the communication of ideas, interests and activities among members of the section and to make recommendations on matters concerning clinical legal education.

#### Article II. Membership

##### Section 1. Membership.

(a) Membership in the section is open to a faculty member of a law school that is a member of the

Association of American Law Schools (hereinafter referred to as AALS).

(b) Associate membership is open to any other person who is concerned with the teaching, administration and advancement of clinical legal education.

##### Section 2. Privileges of Members.

(a) Regular members shall be eligible to vote in person at a section meeting and to hold office in the section.

(b) Associate members may participate in the programs, meetings and activities of the section, but may not vote or hold office in the section.

#### Article III. Officers and Committees

##### Section 1. Officers.

The officers of this section are the chair ~~and the~~, the chair-elect, the secretary and the treasurer. The chair and the chair-elect shall be elected to single, one-year terms by the membership of the section at each annual meeting of the AALS. The section may elect two members to serve as co-chairs and co-chairs-elect. The secretary and the treasurer shall be appointed and shall serve as provided in Article V.

##### Section 2. Executive Committee.

(a) The executive committee is comprised of the section chair, chair-elect, and six elected members.

(b) The six elected members of the executive committee shall be elected to three year terms by the membership of the section at each AALS annual meeting. Such members terms shall be staggered to provide for the election of two members each year. Elected members shall be ineligible to serve successive three-year terms. In the event of a vacancy, the chair shall appoint someone to serve until the next annual meeting at which time a member shall be elected to serve any remaining portion of the term.

c) The immediate past chair of the section shall serve a one year term as an ex officio member of the executive committee.

(d) The executive committee shall determine the size of the standing committees and may create any special committees it deems appropriate. In the interval between annual meetings, the executive committee shall discuss issues relating to section governance and clinical legal education, shall make recommendations on policies affecting clinical legal education to the AALS Standing Committee on Clinical Legal Education and to the AALS Executive Committee, and shall solicit and receive reports from standing and special committees of the section. Pursuant to AALS Executive Committee Regulation 12.6, the executive committee shall also be responsible for reviewing and approving the proposed expenditure of section income.

### Section 3. Standing Committees.

(a) Nominating Committee. (1) shall solicit from section membership the names of potential nominees for section officers and executive committee members; (2) shall consider the suitability of the potential candidates for office and select nominees; and (3) shall report the names of the nominees to the section chair and to the AALS Executive Director.

(b) Annual Meeting Program Committee. (1) shall determine the nature, format and content of the section program for the next annual meeting; (2) shall arrange for speakers, participants and materials for the annual meeting; and (3) shall notify section members regarding the annual meeting.

(c) National and Regional Training Program Committee. The chair-elect shall form, convene and appoint a chair for the National and Regional Training Program Committee. This Committee shall (1) shall develop, support and coordinate a comprehensive encourage and assist in the development of a training program for clinical

educators; (2) ~~shall~~ represent the section in the implementation of AALS national training conferences; and (3) ~~shall~~ promote the establishment of regional training programs, encourage the formation of regional program committees, and provide support for regional training programs.

(d) Awards Committee. The chair shall appoint an Awards Committee or substitute the Executive Committee as the Awards Committee. The Awards Committee shall proceed as follows:

(1) The Committee shall solicit nominations for two awards, the William Pincus Award and the M. Shanara Gilbert "emerging clinician" award.

(2) The purpose of each of the awards is to honor individuals, groups or institutions for effecting an outstanding contribution to the cause of clinical legal education. The Committee may choose to give one or both of the awards in a given year. The awards may be announced formally at the AALS annual meeting or at an annual clinical conference or workshop.

~~Preferably the William Pincus award will be announced at the AALS Annual Meeting and the Shanara Gilbert Award will be announced at the annual AALS Clinical Workshop or Conference.~~

(3) The criteria for the William Pincus Award shall be based on scholarship, program design and implementation, or other activity beneficial to clinical education or to the advancement of justice.

(4) The Shanara Gilbert "emerging clinician" award will be ~~given~~ awarded to a recent entrant (10 years or less) into the clinical legal education community, ~~and will include some or all of the following criteria who has demonstrated some or all of the following qualities:~~

(a) a commitment to teaching and achieving social justice particularly in the areas of race and the criminal justice system;

(b) an interest in international clinical legal education;

(c) a passion for providing legal services and access to justice to individuals and groups most in need;

(d) service to the cause of clinical legal education or to the AALS section; and,

(e) desirable, but not required, an interest in the beauty of nature.

(5) The Awards Committee recommendations shall be forwarded to the Executive Committee for approval.

(e) Committee on Lawyering in the Public Interest: shall select and encourage the work of the Bellow Scholar, and shall encourage and support any other activities which advance the cause of public interest lawyering:

(1) The Committee shall select as the Bellow Scholar a clinical legal educator who proposes a project which exemplifies the personal and professional qualities, particularly innovation and critical analysis, exhibited by Gary Bellow. The Committee may select one Bellow Scholar in a given year.

(2) The Committee shall select the Bellow Scholar based on proposals from interested applicants. Interested applicants shall submit proposals that involve law students and faculty in anti-poverty initiatives or access to justice projects. Projects that involve collaboration between lawyers and other professionals or empirical analysis are encouraged. Applications shall include:

(A) a detailed description of the project;

(B) the projected goals of the project;

(C) a timeline for completion of the project; and

(D) a description of how the project will be evaluated.

(3) The Bellow Scholar shall be announced formally at an AALS event. The Scholar will present her conclusions for debate, reflection and critical analysis.

#### Article IV. Nominations and Elections

##### Section 1. Nominations by Committee.

In nominating members to serve on the executive committee, the nominating committee should strive to have the executive committee reflect the different geographical regions, different clinical program types and different genders and ethnic and racial backgrounds within the section membership. Not less than ~~90~~ 60 days before the annual meeting, the nominating committee shall notify the section chair and the AALS Executive Director of the names of persons nominated to fill the officer and executive committee positions. The section membership shall receive notification of the identity of the nominees submitted by the nominating committee not less than 30 days before the annual meeting.

##### Section 2. Nominations by Petition.

A regular member of the section may be nominated for an elected position on the executive committee by petition signed by three other regular members and submitted to the section chair and the AALS Executive Director not less than 15 days before the annual meeting.

##### Section 3. Elections.

All officers and other elected members of the executive committee shall be elected at the annual meeting. Elections may be by voice or secret ballot, as determined by the chair.

#### Article V. Duties of Officers

##### Section 1. Chair.

The chair shall preside at all meetings of the section and the executive committee. The chair shall present at the annual meeting the report of



the section for the prior year including a detailed accounting of section funds and of all expenditures. The chair shall appoint members of the standing and special committees. The membership of such committees should reflect the different geographic regions, different clinical program types and different genders and ethnic and racial backgrounds within the section membership. The executive committee shall designate members of the executive committee to serve as liaison between the section and the AALS Standing Committee on Clinical Legal Education and with the approval of the AALS Executive Committee, the executive committee shall also designate members fo the executive committee to serve as liaison between the section and the American Bar Association Section of Legal Education and Admissions to the Bar and other organizations whose activities bear on clinical legal education.

#### Section 2. Chair-Elect.

The chair-elect of the section shall assist the chair, as the chair may request and shall perform the duties of the chair during absence or disability of the chair. The chair-elect shall prepare a proposal for an annual professional development conference and shall submit this proposal for approval to the AALS. If the office of the chair becomes vacant, the chair-elect shall succeed to the office of chair.

#### Section 3. Vacancies in the Office of Chair.

Should both the chair and the chair-elect be unable to serve in the office of chair a temporary chair shall be elected from the elected members of the executive committee to complete the term. This election shall be by majority vote of the executive committee. The executive committee shall, as soon as practicable after learning of the vacancy, call and conduct a meeting of the executive committee in person, by conference call or by mail for the purpose of this election.

#### Section 4. Secretary

The secretary of the section shall be appointed by the chair from among the elected members of the Executive Committee. The secretary shall serve for a one year term, and may be reappointed for successive terms. The secretary shall: keep written minutes of Executive Committee meetings; maintain written record of all formal actions taken by the Executive Committee; solicit and maintain written records, if any, of the activities of section sub-committees; maintain a record of the terms of the Executive Committee members; maintain archival copies of all formal communications between the Section and the AALS or other organizations whose activities bear on clinical legal education; and perform relevant duties as assigned from time to time by the chair or the Executive Committee.

#### Section 5. Treasurer

The treasurer of the section shall be appointed by the chair from among the membership of the Section, subject to the approval of the Executive Committee. If also elected to the Executive Committee pursuant to these bylaws, the treasurer shall participate fully as a member of the Executive Committee; otherwise, the treasurer shall serve as an ex officio, non-voting member of the Executive Committee. The treasurer shall serve for a three year term, and may be reappointed for additional terms by the chair acting with the approval of the Executive Committee. The treasurer shall: receive funds on behalf of the Section, transmit those funds to the AALS, and arrange for payment of expenses on behalf of the Section; make regular periodic reports of all Section receipts and expenditures to the Executive Committee; advise the chair in preparing and presenting an annual budget to the Executive Committee; solicit and maintain records of membership; and perform relevant duties as assigned from time to time by the chair or the E.C.

### Article VI. Dues

Section 1. Dues.

~~Each regular member of the section shall pay annual dues in the amount of \$15.00 through 1991. Beginning in 1992, each regular member of the section shall pay annual dues in the amount of \$10.00. Each associate member of the section shall pay annual dues in the amount of \$10.00.~~

Each regular member and each associate member of the section shall pay annual dues in an amount to be determined by the Executive Committee. Changes in dues shall occur no more frequently than annually. Any change shall take effect after the annual meeting in the calendar year following the Executive Committee vote. The section membership shall receive notice of any change at least 30 days prior to the annual meeting; notice published in the newsletter shall be considered adequate notice. The chair shall include an explanation for any change in the chair's annual accounting of section funds and expenditures.

Section 2. Authorized Expenditures of Section Dues and Other Section Income.

In addition to the purposes described in AALS Executive Committee Regulation 12.6(d), beginning with the 1985 AALS Annual Meeting, section dues and other section income may be spent for a reception for section members at an AALS annual meeting, workshop or teaching conference, any deficiency in a meal guarantee, for a section survey, section directory, enhanced newsletter, or regional teacher training conferences. Before the activity is undertaken, the section's executive committee must authorize the expenditure of dues or other income for it. In authorizing payment of an expenditure, the section chair must determine that the particular expenditure was authorized by the executive committee and is consistent with the section's bylaws and AALS policies. The executive committee with the prior approval of the AALS Executive Committee may also authorize the expenditure of section income for other specific

purposes. The chairperson shall notify the Association's National Office one month before the activity of the section's executive committee decision to authorize expenditure.

Article VII. Policy Statements

Section 1. Policy Statements.

Because sections are part of the AALS, statements of policy or positions adopted by a section may be made public only after they are approved by the AALS Executive Committee.

Article VIII. Amendments

Section 1. Amendments.

The bylaws may be amended at the annual meeting of the section by a majority of the regular members of the section present and voting. Notice of any proposal for amendment, including the proposal and a description of its intended purpose, shall be given no less than 30 days in advance of the meeting at which the vote will occur. Publication in the section newsletter shall constitute adequate notice. The amendment takes effect when it is approved by the Executive Committee of the AALS.

Article IX. Suspension of Bylaws

Section 1. Suspension of Bylaws.

Any of these bylaws may be suspended by a two-thirds (2/3) majority vote of the regular members of the section present and voting at a business meeting of the section. A motion to suspend must set forth the specific section to be suspended and the purpose of the suspension.

**AALS SECTION ON CLINICAL LEGAL EDUCATION  
EXECUTIVE COMMITTEE**

<p><b>Mary Helen McNeal, Chair</b> University of Montana (406)243-6753 Fax (406)243-2576 <a href="mailto:mcneal@selway.umt.edu">mcneal@selway.umt.edu</a></p>	<p><b>Antoinette Sedillo-Lopez, Immediate Past Chair</b> University of New Mexico (505)277-5265 Fax (505)277-4367 <a href="mailto:lopez@libra.umn.edu">lopez@libra.umn.edu</a></p>
<p><b>Carol L. Izumi, Chair Elect</b> George Washington University (202)994-7463 Fax (202)994-4946 <a href="mailto:carol@CLINIC.NLC.GWU.EDU">carol@CLINIC.NLC.GWU.EDU</a></p>	<p><b>Bryan Adamson (01/02)</b> Case Western Reserve University School of Law (216)368-5136 Fax (216)368-5137 <a href="mailto:bla@po.cwru.edu">bla@po.cwru.edu</a></p>
<p><b>Calvin Pang (01/03)</b> University of Hawaii (808)956-7474 Fax (808)956-5569 <a href="mailto:calvinp@hawaii.edu">calvinp@hawaii.edu</a></p>	<p><b>Randolph Stone (01/03)</b> University of Chicago (773)702-9611 RN - <a href="mailto:stone@uchicago.edu">stone@uchicago.edu</a></p>
<p><b>Nancy Cook (01/04)</b> Cornell (607)255-4196 Fax (607)255-3269 <a href="mailto:nancy-cook@POSTOFFICE.LAW.CORNELL.EDU">nancy-cook@POSTOFFICE.LAW.CORNELL.EDU</a></p>	<p><b>Charles Weisselberg (01/04)</b> University of California - Berkley (510)643-8159 Fax (510)642-3856 <a href="mailto:cweissel@law.berkeley.edu">cweissel@law.berkeley.edu</a></p>
<p><b>David Santacroce, Treasurer Interim</b> University of Michigan</p>	<p><b>Kimberly O'Leary, Newsletter Editor</b> Thomas M. Cooley Law School (517)371-5140 Fax (517)3345761 <a href="mailto:olearyk@cooley.edu">olearyk@cooley.edu</a></p>

## COMMITTEE CHAIRS

<p><b>ADR</b> James H. Stark, Connecticut (860)-570-5278 Fax (806)570-5195 <a href="mailto:jstark@law.uconn.edu">jstark@law.uconn.edu</a></p>	<p><b>CLINICIANS OF COLOR</b> Bryan Adamson, Case Western Reserve (216)368-2097 Fax (216) 368-6144 <a href="mailto:bla@po.cwru.edu">bla@po.cwru.edu</a></p>
<p><b>Annual Meeting Program</b> Kate Kruse, Wisconsin (608)262-2030 Fax (608)262-5485 <a href="mailto:krkruse@facstaff.wisc.edu">krkruse@facstaff.wisc.edu</a></p>	<p><b>Ethics and Professionalism</b> Jeff Selbin, UofCA-Berkeley School of Law (510)642-1741 Fax (510)643-6171 Stacy Brustin, Catholic (202)319-6785 Fax (202)319-6780 <a href="mailto:brustin@law.cua.edu">brustin@law.cua.edu</a></p>
<p><b>Awards</b> Randi Madelbaum, Rutgers (Newark) (973)353-3271 Fax (973-353-3397 <a href="mailto:rmandelbaum@kenoy.rutgers.edu">rmandelbaum@kenoy.rutgers.edu</a></p>	<p><b>Externships</b> Fran Catania, Widener University(Delaware Campus) (302)477-2108 Fax (302)477-2257 <a href="mailto:francis.j.catania@law.widener.edu">francis.j.catania@law.widener.edu</a> Marlana Valdez, American (202)274-4046 Fax (202)274-0659 <a href="mailto:mvaldez@wcl.american.edu">mvaldez@wcl.american.edu</a></p>
<p><b>Financial Resources</b> Dan Power, Drake (515)271-3851 fax (515)271-4100 <a href="mailto:Dp9581r@acad.drake.edu">Dp9581r@acad.drake.edu</a></p>	<p><b>Lawyering in the Public Interest</b> Suspended until further notice.</p>
<p><b>Historian</b> Sandy Ogilvy, Catholic (201)319-6195 Fax (202)319-4498 <a href="mailto:ogilvy@law.cua.edu">ogilvy@law.cua.edu</a></p>	

<p><b>In-House Clinics</b></p> <p>Barbara Babb, Baltimore  (410)837-5706 Fax (410)333-3053  <a href="mailto:bbabb@ubmail.ubalt.edu">bbabb@ubmail.ubalt.edu</a></p> <p>Alan Minuskin, Boston College  (617)552-0980 Fax (617)893-4793  <a href="mailto:Minuskin@bc.edu">Minuskin@bc.edu</a></p>	<p><b>Mentoring</b></p> <p>Calvin Pang, Hawaii  (808)956-7474 Fax (808)956-6402  <a href="mailto:calvinp@hawaii.edu">calvinp@hawaii.edu</a></p>
<p><b>Integration of Clinical Education into the Traditional Curriculum</b></p> <p>Kathy Hessler, Case Western Reserve  (216)368-2766  <a href="mailto:kmh25@po.cwru.edu">kmh25@po.cwru.edu</a></p> <p>Lisa Brodoff, Seattle University  (206)398-4130 Fax (206)398-4136  <a href="mailto:lbrodoff@seattleu.edu">lbrodoff@seattleu.edu</a></p>	<p><b>Political Interference Group</b></p> <p>Bridgett McCormack, Michigan  (734)763-4319 Fax (734)936-3884  <a href="mailto:bridgetm@umich.edu">bridgetm@umich.edu</a></p> <p>Peter Joy, Washington University  (314)935-6445  <a href="mailto:joy@wulaw.wustl.edu">joy@wulaw.wustl.edu</a></p>
<p><b>Interdisciplinary Clinical Education</b></p> <p>Susan Brooks, Vanderbilt  (615)322-4964  <a href="mailto:susan.brooks@law.vanderbilt.edu">susan.brooks@law.vanderbilt.edu</a></p> <p>Monica Mahan, Northwestern  (312)503-3100</p>	<p><b>Regional Conferences</b></p> <p>Bryan Adamson, Case Western Reserve  (216)368-2097 Fax (216)368-6144  <a href="mailto:bla@po.cwru.edu">bla@po.cwru.edu</a></p>
<p><b>International Committee</b></p> <p>Roy Stuckey, South Carolina  (803)777-2278 Fax (803)777-3401  <a href="mailto:Roy@law.law.sc.edu">Roy@law.law.sc.edu</a></p> <p>Kate Mahern, Creighton University  (402)280-3068 Fax (402)280-2244  <a href="mailto:mahern@culaw.creighton.edu">mahern@culaw.creighton.edu</a></p>	<p><b>Scholarship</b></p> <p>Isabelle Gunning, Southwestern  (213)738-6843 Fax (213)383-1688  <a href="mailto:Igunning@swlaw.edu">Igunning@swlaw.edu</a></p> <p>Ann Juergens, William Mitchell  (612)290-6391 Fax (612)290-6407  <a href="mailto:ajuergens@wmitchell.edu">ajuergens@wmitchell.edu</a></p>

<p><b>Joint Section/CLEA ABA Standard Working Grp</b></p> <p>Jay Pottenger, Yale  (203)432-4800 Fax (203)432-1426  <u><a href="mailto:pottenger@mail.law.yale.edu">pottenger@mail.law.yale.edu</a></u></p>	<p><b>Status, Salary, Tenure and Promotion</b></p> <p>Sally Frank, Drake  (515)271-3909  <u><a href="mailto:sally.Frank@drake.edu">sally.Frank@drake.edu</a></u></p> <p>Richard Boswell, Hastings  (415)565-4633 Fax (415)565-4865  <u><a href="mailto:boswell@uchastings.edu">boswell@uchastings.edu</a></u></p>
<p><b>Technology</b></p> <p>Marjorie McDiarmid, West Virginia  (304)293-6821 Fax (304)293-6891  <u><a href="mailto:mcdiarm@wvnm.wvnet.edu">mcdiarm@wvnm.wvnet.edu</a></u></p> <p>Conrad Johnson, Columbia  (212)854-2141 Fax (212)854-3554  <u><a href="mailto:Cjohnson@lawmail.law.columbia.edu">Cjohnson@lawmail.law.columbia.edu</a></u></p> <p>Mike Norwood, New Mexico  (505)277-6553 Fax (505)277-0068  <u><a href="mailto:norwood@law.unm.edu">norwood@law.unm.edu</a></u></p>	

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

This is part of an ongoing project to identify clinical teachers in any country who have experience as consultants on legal education or as teachers in any capacity in countries other than their own (including their own schools' semester abroad or foreign summer programs). The compilation of the results of this survey over the years is on the University of South Carolina Law School's web site. To access it, go to <http://www.law.sc> then click on clinics and look for the compilation.

If you have consulted or taught in other countries, or have confirmed plans to do so, 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 USA  
803/777-2278; FAX 803/777-3401  
email: [Roy@law.law.sc.edu](mailto:Roy@law.law.sc.edu)

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. Please write legibly to help me avoid spelling errors.

Your Name: \_\_\_\_\_ School \_\_\_\_\_  
Country: \_\_\_\_\_ City \_\_\_\_\_  
Foreign Institution/s: \_\_\_\_\_  
Inclusive Dates: \_\_\_\_\_  
Source of Funding (circle as many as apply): sabbatical; other funds from your school; CEELI/AFLI; Soros; Ford; USAID; foreign school; foreign government; Fulbright;  
other: \_\_\_\_\_  
Brief Description of Purpose (including any subjects taught): \_\_\_\_\_  
\_\_\_\_\_

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**AALS SECTION ON CLINICAL LEGAL EDUCATION/  
CLINICAL LEGAL EDUCATION ASSOCIATION**

Membership Application or Renewal and Database Update  
(Please complete information and/or make corrections)

Last Name: \_\_\_\_\_ Suffix (if any) \_\_\_\_\_

Suffix (if any): \_\_\_\_\_

First and middle names: \_\_\_\_\_ Title \_\_\_\_\_

Law school name: \_\_\_\_\_

Law school name:

Law school address: \_\_\_\_\_

Law school address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Country (if not USA): \_\_\_\_\_

Office telephone (voice): \_\_\_\_\_ Extension \_\_\_\_\_

Office fax telephone: \_\_\_\_\_ E.mail address \_\_\_\_\_

Year graduated from law school: \_\_\_\_\_

Years full-time teaching: \_\_\_\_\_ Years part-time teaching: \_\_\_\_\_

Are you the overall Director of Clinical Programs at your law school: \_\_\_\_\_

Tenure status: \_\_\_\_\_

Decimal fraction working full-time in legal education: \_\_\_\_\_ Decimal

fraction salary is supported by hard money: \_\_\_\_\_

Base salary (exclusive of summer research grants): \_\_\_\_\_

Number of months of employment supported by base salary: \_\_\_\_\_

Is scholarship is a requirement of your employment: \_\_\_\_\_

Race/Ethnicity with which you identify: \_\_\_\_\_

Gender with which you identify: \_\_\_\_\_

First clinical course frequently taught (if any): \_\_\_\_\_

Type of first clinical course taught (in-house, externship, simulation): \_\_\_\_\_

Second clinical course frequently taught (if any): \_\_\_\_\_

Type of second clinical course taught: \_\_\_\_\_

Third clinical course frequently taught (if any): \_\_\_\_\_

Type of third clinical course taught: \_\_\_\_\_

Fourth clinical course frequently taught (if any): \_\_\_\_\_

Type of fourth clinical course taught: \_\_\_\_\_

Fifth clinical course frequently taught (if any): \_\_\_\_\_

Type of fifth clinical course taught: \_\_\_\_\_

Average supervision ratio in in-house clinics (if applicable): \_\_\_\_\_

Average supervision ratio in externship clinics (if applicable): \_\_\_\_\_

First non-clinical course frequently taught (if any): \_\_\_\_\_

Second non-clinical course frequently taught (if any): \_\_\_\_\_

Third non-clinical course frequently taught (if any): \_\_\_\_\_

I want to be informed of activities of interest to women clinicians: \_\_\_\_\_

I want to be informed of activities of interest to lesbian/gay/bisexual/transgender  
clinicians: \_\_\_\_\_

I want to be informed of activities of interest to clinicians of color: \_\_\_\_\_

I only want to receive the CLEA Newsletter electronically: \_\_\_\_\_

**Mail (with \$15 check if dues are owed) to:**

AALS Clinic Section Dues

c/o Lou Anne Betps

University of Michigan Law School

727 Legal Research Bldg.

625 S. State Street

Ann Arbor, MI 48108-1215