

SECTION ON CLINICAL LEGAL EDUCATION

Volume 2003, Issue 1

April 2003

Have you
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Message from the Chair

Bryan Adamson
Seattle University

Hello fellow Clinicians. I just want to take some column inches to thank some folks, let you know what the Executive Committee has been up to, and tell you about our upcoming programs.

First, to give props where they are due: I'm deeply grateful to our past Chair Carol Izumi for her ear, her eyes, and her insight so necessary in the transition. I'm also indebted to the Executive Committee members, who have been keeping me on track and providing me with wisdom I wish I could say was my own. They, along with others doing the heavy lifting—the committee members who have served the Section so well, and those who so graciously answered the call to serve—are the folks who *really* run this joint.

And running it well. We're gearing up for another enriching workshop, this time in Vancouver. The workshop will undoubtedly continue our tradition of self-examination, dialogue, and action. This year's sessions will focus on professionalism—and what it means for our cases, our clients, our clinic choices, our students, and for us. The program promises to be a valuable exploration of new meanings in—and for—our work.



Planning committees are also busily putting together our program for the Annual Meeting and next year's Spring conference. Our January program co-sponsored with the Litigation and Minority Groups Sections, will examine the connections between clinical legal education and critical legal theory. The program will pose several questions: how does critical legal the-

ory inform clinical legal education? How does clinical legal education inform critical legal theory? How can we create and sustain a dialogue between clinical legal educators and critical legal theorists? Hopefully, we can begin to answer those questions, which will be memorialized in the Seattle Journal for Social Justice.

Still more questions and (hopefully) answers: in May 2004, we will first retrench, visiting the fundamental pedagogy and mission of clinical legal education. At the second half, we will look forward, casting pedagogy and mission through a lens of technology. A final day will be devoted to concurrent programs addressing issues and concerns for subject-specific clinics. We're even looking at spring 2005 already, as our Chair-Elect, Calvin Pang is developing that conference program. Be sure to contact Calvin at:

calvinp@hawaii.edu
to offer your ideas and suggestions.

The Executive Committee has been working on several fronts. Executive Committee Members Bob Kuehn, Peter Joy, and others were instrumental in bringing to our attention a disturbing trend whereby law firms or other legal employers are refusing to hire law students participating in clinical courses and programs. The Executive Committee unanimously adopted a proposed amendment to the AALS bylaws proscribing discrimination by prospective employers of our students. We are awaiting word from the AALS Executive Committee, and will keep you informed.

You will also be hearing more about our efforts to develop programs and materials for professionals interested in pursuing clinical

legal education. We have a wealth of resources and talents to draw upon in the beginning stages of this invaluable project. We are also making a concerted push to update our data on current clinical teachers.

Your support for these and the Section's other programs is crucial. While in Vancouver, take advantage of the many Section programs and activities. Become an active member of one or several committees. While there, be sure to fill out the form which updates your teaching information with us. Importantly, to ensure that the Section and its committees can continue the work on behalf of clinical legal education, please pay your dues.

As stated before, your dues support so much of what we do on behalf of nearly 1000 clinicians: Mentoring, regional conference support, awards, and special

projects. Unfortunately, the number of dues-paying members is *well* below the number of people listed as members of the Clinical Section. If you have not sent in your 2003 dues yet, please do so now, and pay your 2004 dues as well while you're at it. And to Clinic Directors and Deans—if you can—exercise “executive” authority, and ask your school administrator to submit dues payments on behalf of all of your school's clinicians who wish to support the Section's work.

Read on for more activities of the Clinical Section inside. I hope to see you all in Vancouver.

***The Vancouver
workshop will
undoubtedly
continue our
tradition of self
examination,
dialogue, and action.***



Executive committee	
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Bob Kuehn	Committee Member
Susan Jones	Committee Member
Kimberly O'Leary	Newsletter Editor

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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.

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ADR	Don Peters
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Regional Conference	Bryan Adamson
Scholarship	Kate Kruse Isabelle Gunning Ann Juergens
Status, Salary, Tenure and Promotion	Sally Frank Richard Boswell
Technology	Marjorie McDiarnid Conrad Johnson Mike Norwood

ASK KIM

Dear All Wise One:

I'm pretty new at this, and keep hearing about nurturing a quality of "reflectiveness" in myself and my students. I think I understand "reflectiveness" on a layperson level. I know it's good to think through things that happen and be able to distill insight and depth through the process of reflection. But is that all there is? How do I learn more about this "reflection" thing that clinical law teachers talk about all the time? I don't want to misuse the term or seem wholly clueless at conferences.

Semi-Clueless

Dear Semi,

When clinical teachers talk about reflection, it is generally in the context of a theory of adult learning that posits that novice professionals learn best from engaging in actual experiences and then after the experience is over, sitting down and thinking about what they did that worked well and what they did that worked poorly. This process is referred to as "critical reflection" - in other words, it is not enough just to think about what one did, but one should do so critically, by examining specific behaviors or processes or outside actors that influenced what happened. It is thought that by engaging in such a process, one can more consciously choose behaviors in the future that will improve the odds of performing well, and decrease the odds of performing poorly. A lot has been written on critical reflection, and how a clinical supervisor can assist the process. I took a look at the Clinical Education Bibliography (<http://faculty.cua.edu/ogilvy/Index1.htm>) and saw a few of my favorite articles that touch on the topic:

Gary Bellow, "On Teaching the Teachers: Some Preliminary Reflections on Clinical Education as a Methodology" in *Clinical Education for the Law Student* 374 (1973)

Frank S. Bloch, "The Andragogical Basis of Clinical Legal Education," 35 *Vand. L. Rev.* 321 (1982)

Richard K. Neumann, "A Preliminary Inquiry into the Art of Critique," 40 *Hastings L. J.* 725 (1989) and "Donald Schon, The Reflective Practitioner and the Comparative Failures of Legal Education," 6 *Clin. L. Rev.* 401 (2000)

Ann Shalleck, "Clinical Contexts: Theory and Practice in Law and Supervision" 21 *NYU Rev of L and Social Change* 109 (1993)

Nina Tarr, "The Skill of Evaluation as an Explicit Goal of Clinical Training," 21 *Pac L J* 967 (1989)



I also perused the new Clinical Law Review abstracts (<http://law.cuny.edu/clea/CLRabstracts/index.html>) and was excited to see a new article that addresses the topic - I can't wait to read it on the plane to Vancouver! It is: Laurie Morin & Louise Howells, "The Reflective Judgment Project," 9 CLIN. L. REV. __ (2003).

Hey Kim,

I have thought about posting some political messages and calls to action to the list. Is it appropriate to share and solicit information on the clinic listserv about current world events that are not directly related to clinical work? I value this resource for its wonderful information, and know there are many folks with similar views. However, given the diversity of the clinical community, the desire not to offend, and the focus of the list, I am not sure it is appropriate.

Peaceful Activist

Dear Peaceful,

I wasn't sure about the answer to this one, so I did some web-based research on listserv etiquette. There's lots of information out there, but three sources that made sense to me are at:

<http://www.albion.com/netiquette>
http://cot.mccneb.edu/jbridgham/listserv_etiquett.htm
<http://www.p2ric.org/DiscussionGroups/etiquet.cfm>

Basically, these etiquette guides advocate that you "keep to the topic and purpose of the list", that you spend some time "lurking" on the list to figure out what the users find to be appropriate types of postings, that you respect others' time and

bandwidth and that you adopt a forgiving attitude for the mistakes of others.

Applying those rules to lawclinic still does not completely answer the question for me, because the topic - clinical legal education - includes for many clinical teachers explicit lessons about social justice and the role of law and lawyers in our broader society as well as teaching and administration of clinical programs. My own observation from many years of participation on the list is that people do accept and find useful a certain amount of political activist information, especially as relates to the role of law and lawyers and social justice, and folks have been pretty respectful of divergent views of what is appropriate activism. Such postings tend to be more frequent during times of crisis, and the group seems to accept that. One almost never seems flaming incidents on lawclinic, contrasted with other lists I have participated in. However, I would think that if the amount of political organizing information were to noticeably increase, e.g. numerous postings daily, list participants might start to object. I know that personally the information I find most useful is information that is short and directs me to another website where I can follow activities I find interesting on my own time, so to speak. But I guess the real answer is that by observing list postings and responses to them, one can better understand the expectations of the group.



FEATURE ARTICLES

Sandy Ogilvy's Comments Upon Receiving The William Pincus Award

AALS Section on Clinical Legal Education



It is with deep gratitude that I accept the 2003 William Pincus Award. It is especially exciting for me to receive the award this year when Bill Pincus himself is able to be with us. In my judgment, Bill Pincus, for whom the award is named, has been the single most important figure in modern clinical legal education. Thank you Bill, for honoring us with your presence.

Back in 1970, in the second year that Bill Pincus and CLEPR were providing seed money to begin the clinical revolution in this country, I had my own first experience with *unfunded* clinical legal education. As a first-year law student at Lewis & Clark Law School, I created my own externship at the Public Defender's Office in Portland, Oregon, where I volunteered as an investigator for the attorneys representing juvenile defendants in delinquency proceedings. I didn't attend a classroom component, write reflective papers, or receive academic credit. In fact, I don't think anyone at the law school even knew about it. But I learned a lot.

My next opportunity for clinical training came as a second-year student when the law school allowed me to do an externship for credit at a local OEO-funded legal aid program. At that time, at my law school, there was no in-house clinic, so the only academic opportunity to gain practical experience was

through an externship. One either could accept an invitation to join the law review or work in an externship, not both. I chose the externship. You see, I *had* learned a lot.

After my one-semester externship at the legal aid society ended, I continued to work with the two legal aid lawyers each semester and summer until I graduated, sometimes officially, as a work-study student, other times as a volunteer, but always treated as a colleague by Jana Gregory and Howard Clyman.

After a couple of years of private practice in Oregon and more legal services work in Pennsylvania and Ohio, I returned to clinical legal education as a fellow in the Administrative Advocacy Clinic at Georgetown. When Phil Schrag and Dave Koplow came to the clinic part way through my fellowship, the clinic was reorganized as the Center for Applied Legal Studies, the name that it carries to this day. My three years at CALS were exhilarating. I still use what I learned from Phil, Dave, and fellow CALS fellow Lisa Lerman in my teaching and scholarship, although I no longer plop down on a pillow on the floor to talk about group dynamics in my courses.

After three years at Georgetown, I accepted my first tenure-track clinical teaching position at Thurgood Marshall School of Law at Texas Southern University in Houston. There I had the pleasure of working with Lonnie Gooden, Kate Mahern, and [Nora Hernan-](#)

dez, among others, as we experimented with clinical pedagogy and developed several new clinics at the law school.

Since 1991, I have been at Columbus School of Law at The Catholic University of America here in Washington, as the Coordinator of Clinical Programs responsible primarily for our extensive externship program. Here too, I have had the extreme good fortune to work with a wonderfully talented and dedicated cohort of clinical faculty, including Ellen Scully, Catherine Klein, Margaret Martin Barry, Mike McGonnigal, Stacy Brustin, Lisa Lerman, and Leah Wortham, in a clinical tradition that was begun and nourished by then Dean Clinton Bamberger, the 2000 William Pincus Award recipient. Thank you, CUA colleagues.

During all of these years, through my involvement with the Section on Clinical Legal Education and later CLEA, I have been privileged to know hundreds of dedicated and gifted clinical teachers from all over this country and abroad. Were I to name only a few of the clinical teachers from whom I have learned and continue to learn how to guide students, how to better represent clients, and how to share my modest understandings with others, we would be here long beyond our allotted time. Knowing so many of you as I do makes me proud to be counted as a member of this community of teachers, advocates, and scholars. To all of you here today, and to the many others in our community from whom I have learned, thank you.

My years in live-client clinics, externships, and teaching simulation courses, have been enriched and made possible by the joy and support of a wonderful family, all of whom are here today. My wife of nearly 27 years, Louise Howells, herself an energetic and innovative clinical teacher at D.C. School of Law, and our sons, Andrew and Alec, who very

generously agreed to give up a day of school to be here. To them, thank you.

Because clinical legal education is the heart and soul of legal education, I think that the Pincus Award is the most prestigious award that can be given to a legal educator by his or her colleagues. In the twenty plus years that I have been involved in clinical legal education, there has been remarkable growth, development, and innovation both in terms of the numbers of clinicians and programs and in terms of the wonderful diversity of clinical teachers and clinics. In addition, without losing sight of our primary responsibilities to prepare our students for the practice of law and to serve our clients, this community has expanded the horizons of legal scholarship and made significant contributions to the theory and practice of law. Clinical legal education's influence on the legal academy is pervasive and I think we clinicians will continue to play a significant role in shaping the future of legal education. In fact, I look forward to the day, in the not too distant future, when the title "Clinical Professor of Law" is the most sought after title in the academy. Thank you.



Canadian Aboriginal Law Program
Open to Exchange Students
by Shin Imai



One of Osgoode Hall Law School's full term intensive program focuses on Aboriginal and environmental law. This year, we had fifteen Aboriginal and non-Aboriginal students participate in our most ambitious offering ever. After a two week intensive course in Toronto, we sent students to full time seven week placements with government, an oil company, First Nation organizations and an environmental NGO. In addition to several in Canada, we had students in Australia, New Zealand, Costa Rica, Fredricksburg, VA. and in the new Inuit territory of Nunavut. On their return, each student gave a two hour seminar on their placement. We have just finished two wonderful weeks of sharing experiences and learning a lot of environmental and indigenous law from around the world.

We have students from law schools across Canada spend a term with us on this program. If an arrangement could be worked out with American law schools, we would be interested in having American native students as well. We would also be interested in sending one of our law students to work with an American tribal clinic for their seven week placements. Please contact either of the co-directors Shin Imai (simai@osgoode.yorku.ca) or Gordon Christie (gchristie@osgoode.yorku.ca).



UNLV'S THOMAS & MACK LEGAL
CLINIC MILESTONES

by Annette Appell

The William S. Boyd School of Law is nearing completion of its first year in our permanent facility. The handful of you who saw our old digs – the elementary school supplemented by modular units (i.e., trailers) – would be struck by their contrast to our new, multi-story, gleaming buildings (each equipped with running water). The clinic office is right at the front of the main law school building. But more importantly, underneath our sparkling Vegas facade is a dynamic, growing, multi-disciplinary clinical program.

Multidisciplinary Work

This academic year was our first year with masters of social work students. Under the supervision of our full-time social worker, Ina Dor-

man, and clinical faculty, the social work students have worked with the law students as members of the legal teams on child welfare, juvenile justice and capital defense cases. More social work students will be with us this summer and throughout the academic year. We have had several joint clinic seminars that include the social work and law students from the various clinics. These seminars have addressed the different roles and boundaries in law and social work in the contexts of our shared case work and the professional standards governing our respective professions.

We also had the assistance of UNLV Special Education Professor Rebecca Nathanson in many of our cases since Spring 2002. Initially, she volunteered, but as we increased our reliance on her, we were able to buy out some of her time from her home school. She both consults on

special education and mental health matters and works with our law and social work students on behalf of clients in special education proceedings. She plans to incorporate special education graduate students into our clinical program next academic year.

Professor Nathanson also created, and runs through the law school, the Kids Court School that takes referrals from the District Attorney, two Public Defender offices, and the Thomas & Mack Legal Clinic. The Kids Court School is a research-based program designed to familiarize children who will be testifying in court with the judicial system and reduce their anxiety when appearing in court, but does not work with the children on their actual testimony. Our faculty offered, and she accepted, a joint appointment with the law school this past spring, effective July 1, 2003, further institutionalizing her relationship with the law school.

We have been preparing for this multi-disciplinary work for several years, obtaining hard money for a social work position, working with other UNLV schools and departments, and developing the physical and institutional infrastructure for our first multi-disciplinary clinics. We first determined that we would use a lawyer-centric model in which professionals or students from other disciplines would be part of the legal team, rather than other possible multi-centric or social work-centric models. We searched for and hired a social worker who agreed with our model and its professional constraints and possibilities. We also created institutional guidelines regarding conflicts, confidentiality and decisionmaking that reflect our lawyer-centric model and promote the professional responsibilities governing lawyers while maximizing the professional insights, skills and participation of our nonlawyers. Our clinic research assistants, most recently **Catherine Provost Kreathorne** (visiting from Seton Hall), have been helping us in our research and deliberation regarding preserving the integrity of our model.

Other Developments

This past semester also saw **Kate Kruse** teaching the **Juvenile Justice Clinic** and **Joan Howarth** inaugurating the **Capital Defense Clinic** where she and her students work on habeas proceedings for their client who is incarcerated over 200 miles north of Las Vegas. The weather conditions for the nine-hour round trip drive through the mountains can be hazardous well into the spring. Joan and her students have trekked up there several times so far. They've also taken over at least one clinic conference room with boxes of files and large post-it sheets lining its and other clinic walls. We are all intrigued.



Kate Kruse

In the meantime, **David Thronson**, while not teaching civil procedure, and **Alberto Benitez**, visiting from George Washington this Spring, have been laying groundwork for the **Immigration Clinic** that will begin Fall 2003. They have already worked with **Child Welfare Clinic** students on immigration matters affecting our clients. We have managed to steal **Leticia Saucedo** from the Mexican American Legal Defense & Education Fund in San Antonio to teach, among other things, the Immigration Clinic with David.



Alberto Benitez

Marty Geer has been adeptly directing the Thomas & Mack Clinic this semester, assisted by **Ann Rivera**, our new Clinic Administrator. Marty has also continued to expand and improve our externship offerings. Students are placed with judges, county and federal public defenders, legal services offices, district attorneys and legislators throughout Nevada and in other states.

Finally, the law school attained full ABA accreditation in February 2003. The AALS has been visiting us and we hope to be full members in the coming year.

Yale Clinic Addresses Issue of Staff-on-Inmate Sexual Misconduct at Federal Women's Prison



The Yale Law School Complex Federal Litigation clinic has embarked on an extensive, long-term project to address staff-on-inmate sexual misconduct at Danbury FCI, a federal women's prison 40 miles west of New Haven, near the New York border.

Led by supervising Attorney Brett Dignam, a group of ten students has developed a three-pronged approach: 1) Advocacy for individual inmates, 2) Inmate workshops that inform women of their rights, define the violations, and describe the available remedies, and 3) Practitioner workshops that encourage private attorneys to take on prison staff sexual misconduct cases and other types of prisoner litigation.

Initially, the Complex Federal Litigation (CFL) clinic provided legal representation for individual inmates. This primarily involved filing federal tort claims and generally helping clients navigate their post-assault world. Quickly, however, the students and their supervisor became convinced of the need to address sexual misconduct more broadly. They also learned that sexual misconduct cannot be addressed in a vacuum; it is often intimately connected to issues of adequate health care, inmate discipline, segregated housing, and retaliation.

The CFL clinic entered into negotiations with the Warden of Danbury FCI for greater access to larger groups of inmates, and the opportunity to educate inmates on a variety

of legal issues. The Warden is allowing CFL students to lead a legal education workshop at Danbury, currently scheduled for late April. In preparation for this workshop, CFL students toured the facility and learned as much as they could about the institution. Following the tour, students met with the Danbury Inmate Forum, a group of inmates that serves as a sort of advisory board to the Warden on inmate management issues.

After conducting extensive research, the CFL students prepared a series of "packets" that address most of the issues raised during the meeting with the Inmate Forum. The packets are specifically tailored to the needs of inmates at Danbury FCI. The topics include:

- Exhaustion of Administrative Remedies
- Federal Tort Claims Act
- FOIA: How to request your records
- Medical Claims
- Sexual Misconduct
- Restrictive Housing
- Understanding the Code of Penal Discipline
- Retaliation

At the inmate workshop, CFL students will present information on a narrower range of topics to a group of about 100 inmates. The oral presentation will focus primarily on conditions of confinement, particularly sexual misconduct, inadequate medical treatment, and retaliation. Following a forty-minute presentation, the inmates will have the opportunity to participate in smaller "break-out sessions," where they can speak to individual clinic students about their specific concerns. A Spanish version of the workshop has also been scheduled for early May.

Following the workshop, copies of the

packets will be made available, in Spanish and English, in the prison law library. At the workshop, clinic students will also distribute "order forms," allowing inmates to simply request personal copies of the packets that most interest them. Depending on demand, the clinic may schedule additional workshop sessions, as well.

In addition to these efforts, the clinic is encouraging members of the local bar to represent inmates in these types of cases. This spring, the Jerome N. Frank Legal Services Organization at Yale Law School, the Connecticut Civil Liberties Union, and the ACLU National Prison Project will host Prisoners' Rights Litigation: A Workshop for Plaintiff Attorneys. The workshop will provide attorneys with both hands-on, practical strategies for inmate representation as well as an opportunity to consider analytical frameworks for various legal claims. Presentation topics include 1) Constitutional Law Governing Prison and Jail Conditions; 2) Prisoners' Medical Claims; 3) Section 1983 and the Prison Litigation Reform Act; 4) Winning Strategies for Inmate Death Cases; and 5) Addressing Sexual Misconduct in Prisons. The workshop panelists are a group of seasoned litigators with

substantial expertise in representing inmates.

Clinic students are also exploring ways to facilitate effective prosecution of prison sexual misconduct. CFL students have developed an ongoing relationship with the local Assistant US Attorney assigned to investigate these cases. Students are researching innovative statutory and case law interpretations that may provide the US Attorney with additional legal tools to effectively prosecute correctional officer perpetrators. Finally, the CFL clinic is beginning to explore possible legislative strategies at the national level, including networking, lobbying, and even involvement in proposing new legislation.

Although the CFL clinic has primarily focused on conditions at Danbury FCI, the students hope to have an impact that will be felt nationwide. If you are interested in getting involved with these efforts, or simply want to learn more about the clinic's efforts, please contact:

Brett Dignam
Jerome N. Frank Legal Services Organization
P.O. Box 209090
New Haven, CT 06520-9090

Among Us

News and information about your fellow clinicians

Adele Bernhard would like to report that Pace Law School's Securities Arbitration Clinic, which assists small investors who have disputes with their securities brokers, was featured, along with the Fordham Law School Clinic, in the National Law Journal. Also the Westchester Journal News, our local Gannett paper, ran a feature on the Pace SAC Clinic.



Nancy Cook is moving to Roger Williams University School of Law in Bristol, Rhode Island, where she will be joining **Andy Horwitz** and **Peter Margulies** in their clinic program. Nancy will move in June, 2003.





Angela Olivia Burton, presently of Syracuse University, has accepted a tenure-track position with the City University of New York Law School at Queens College (CUNY) starting this Fall (2003). Initially, Angela will

teach in CUNY's mandatory first-year Lawyering Seminar, focusing on legal research, writing, and advocacy, as well as courses in Children's Rights and Family Law. Although she will not be teaching in a live-client clinic, Angela is looking forward to the opportunity to integrate clinical methodology into the classroom.



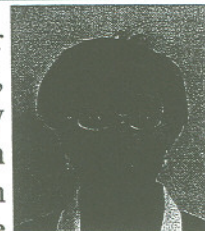
Dan Filler recently received tenure at Alabama.

Joanmarie Ilaria Davoli will join the growing faculty of the Notre Dame Legal Aid Clinic in fall 2003. Joanmarie is currently Clinical Professor of Law and Acting Director of the Law & Psychiatry Center at George Mason University School of Law. Joanmarie will work in the General Civil Clinic at Notre Dame. Joanmarie is having a busy spring, having just given birth to both a baby boy and to an article recently published in the Tennessee Law Review.



The Death Penalty Clinic at UC Berkeley Boalt Hall College of Law should receive credit for the result in the Miller-El case in the US Supreme Court, due to their influential amicus brief. There is good detailed information about this on the Clinic's website:<http://www.law.berkeley.edu/cenpro/clinical/death-penalty.html>

Adrienne Volenik, Director of the University of Richmond Disability Law Clinic was promoted from associate to Clinical Professor of Law.



Cynthia M. Dennis, a professor at Thomas Cooley Law School, was mentioned in the January issue of Marie Clare Magazine in the article "Pregnant Women Sent to Prison" and quoted in the Winter 2003 Ford Foundation Report in the article "Pregnant and Punished."

Dean Stanley Talcott at Barry University has recently announced great news about our colleague, **Gerry Glynn**. This is his announcement:

Professor Glynn has been named the inaugural executive director of Florida Children First, Inc., a not-for-profit organization dedicated to advocacy, education, and lobbying on behalf of children in Florida. In order to fulfill those responsibilities, he has requested, and I have granted, a two year leave of absence. While serving as clinical director, Gerry has developed a superb clinical program and has set an example of service to the community that is not only worthy of the highest praise, but has contributed significantly to Barry's reputation in the community. His leave will begin about July 1, but we will no doubt see a lot of Gerry as the program for Florida Children First will continue to have significant ties with the law school.

Also in the good news, but somewhat overwhelming, category - American University, has just completed clinic recruitment for the 2003-2004 academic year. During the upcoming academic year, to meet student demand, they will have approximately 250 students in the in-house clinical program. In addition, they will have approximately 300 students in supervised externships.



Diana Leyden, the founder and director of UConn's Tax Clinic, has been awarded a long-term renewable contract by a unanimous vote of the faculty, based on an evaluation report which found that she has demonstrated excellent performance in clinical teaching and supervision, and made significant contributions to clinical education, the legal profession, the law school, legal scholarship and society. The Tax Clinic, which Diana started in 1999, has become an integral part of UConn's clinical program, reaching many business-oriented students who might otherwise not take a clinic, and providing legal assistance to an average of 50 low-income taxpayers each year.

Diana also coordinates a highly successful Volunteer Income Tax Assistance (VITA) program, and recently has helped launch Take Your Money Hartford, a community-based initiative designed to assist working families to claim the earned income tax credit and build assets. In her spare time, she serves on the ABA Tax Section's Low-Income Taxpayer Committee, the Internal Review Service Advisory Council, the board of Community Accounting Aid and Services, Inc., the executive committee of the Connecticut Bar Association Tax Section, and as secretary of the Hartford Tax Club.

Kelly Browe Olson has been appointed Assistant Professor of Law on tenure track and will become the Director of Clinical Programs at University of Arkansas at Little Rock William H. Bowen School of Law. She has until now been Director of the UALR Mediation Clinic program. Kelly recently obtained a grant from the Arkansas Department of Education to add Special Education mediations to the Mediation Clinic Program, and to train mediators from around the state in Special Education mediation.

Kenneth S. Gallant has been elected the Council of the International Criminal Bar for the International Criminal Court, at its first General Assembly meeting held in Berlin in March 2003. He has been working for some time on the creation of an institutional voice for defense and victim's counsel and their clients in the International Criminal Court system. Ken and Mike Mullane of University of Arkansas (Fayetteville) School of Law recently obtained grant funding from the Arkansas Department of Health Tobacco Prevention and Education Project to fund the Arkansas Tobacco Legal Resources Center at the two law schools, which will include a Tobacco Clinic at each school designed to help counties, municipalities and grassroots groups in Arkansas with tobacco control efforts, especially among youth.



We're very happy to report, though a bit belatedly, that **Frank Bress** (formerly at NYU and Pace) is now completing his first year at NYLS, having returned to clinical education after a private practice break. He is teaching a new intensive criminal law simulation course (Advocacy of Criminal Cases) with Mariana Hogan. They will teach a Criminal Law Clinic beginning next fall.

We're equally pleased to announce that **Deborah Archer** is joining NYLS and will teach this Fall in our Discrimination Clinic with Rick Marsico and the Externship Course with Marian Hogan. Deborah has a JD from Yale and comes to us after clerking for U.S.D.J. Alvin Thompson and working for NAACP Legal Defense Fund and Simpson Thacher & Bartlett.



Carol Buckler, was recently named Associate Dean for Professional Development. We have managed to keep her in the clinical/skills program at least part-time.

Larry Grosberg, (NYLS) is chair of the Committee on Legal Education and Admission to the Bar, Association of the Bar of the City of New York, which has published two reports this year: *A Public Service Alternative Bar Exam* and *Report in Opposition to the Board of Law Examiners' Proposal to Increase the Passing Score of the New York Bar Exam*; both are available on Association website: abcny.org.



Leslie Book, Villanova testified before the Treasury Department on controversial proposed regulations that would impose a user fees on low income taxpayers wishing to compromise a tax liability (Feb. 2003);



Steve Befort has been appointed to the Gray, Plant, Mooty, Mooty, and Bennett Professorship in Law here at the University of Minnesota Law School where he serves as Clinic Director.



Lou Rulli (Penn) was honored with a Leaders for Justice award by Pennsylvania Legal Services in February 2003 for his work on behalf of the passage of Pennsylvania's recently-enacted Access to Justice Act. Lou was the principal drafter and a prime advocate of this state legislation that will provide millions of

dollars annually in new funding for legal services to the poor. In April 2003, the Pennsylvania Bar Association is honoring Lou at its annual meeting with a Lifetime Pro Bono Achievement Award. The state bar association has only once before given out such an award.

Louise Howells and **Susan Bennett** were both appointed at the end of last year as the directors of our respective clinical programs, she at the David A. Clarke School of Law at the University of the District of Columbia, and I at American.



Louise Howells

From the University of St. Thomas School of Law in Minneapolis. Two new tenure track clinical faculty will be joining the University of St. Thomas Law School (Minneapolis) this summer.



Nekima Levy-Pounds most recently taught in the clinic at the University of Illinois Law School. Professor Levy-Pounds will lead our Family Law Practice Group.

Jennifer Wright most recently directed the clinical programs at Willamette School of Law in Salem, Oregon. Professor Wright will lead our Elder Law Practice Group.



Virgil Wiebe, the clinic director, will supervise the Immigration Law Practice Group.

This fall, UST Law will be opening its Law Clinic alongside a Counseling Clinic operated by UST's Schools of Social Work and Professional Psychology. Construction began in early April on

a custom designed facility housing both clinics.

44 law students were recently selected from a pool of 75 applicants to be the inaugural members of the clinic.

The clinical faculty are ecstatic to announce that Steve Gunn will be joining the Washington University Law Faculty beginning Fall 2003. He will teach in our Civil Justice Clinic and also teach a course on federal Indian Law. Steve, who has extensive experience in public interest litigation and clinical practice, comes to us from Yale Law School where he co-taught in three clinical courses - Community Legal Services, Consumer Rights, and Landlord Tenant Law.

Prior to his appointment at Yale, Gunn was a staff attorney for the Volunteer Lawyers Project of the Boston Bar Association, where he represented low-income individuals and families in housing, public benefits, and disability discrimination cases. Before that, Steve was a Skadden Fellow at the Indian Law Resource Center in Washington, D.C., where he represented American Indian tribes in actions to protect their land, resources, rights, and cultural heritage.

Steve received his bachelor's degree in political science and philosophy in 1992 from Stanford University, where he graduated Phi Beta Kappa. He earned his law degree from Yale University in 1995, where he received numerous awards, including the President's Award for Outstanding Leadership in the Service of the New Haven Community and the C. LaRue Munson Prize for Excellence in Work on Cases in the Clinical Program.

The Law Clinic at Indiana University School of Law-Indianapolis is pleased to report the awarding of long term contracts and promotion to the rank of Clinical Professor of Law to Fran Hardy and Joanne Orr. Joanne and Fran have been key players in the creation and development of our clinical programs and we are proud and pleased that the University has recognized this in its decision. Fran teaches in the Criminal Defense Clinic and Joanne teaches in the Disability Clinic.

Congratulations Fran and Joanne!!!



Professor Grady Jessup will visit at Washington University in Fall 2003. He will teach in our Criminal Justice Clinic and also teach Trial Practice & Procedure.

Grady, who was the recipient of the 2002 AALS Clinical Section Shanara Gilbert Award, is currently the Director of Clinical Programs at North Carolina Central University School of Law. Wash U. is thrilled to have Grady visit, teach, and share his expertise with our students, clients, and faculty.

ANNOUNCEMENTS

CLINIC DIRECTORS LIST SERVE

In an effort to create a sustained mode of communication between clinical legal education programs, and to develop an even stronger network of information sharing within the clinical legal education community, we have created a clinic directors list service.

If you are a clinic director, dean, or administrator (or, broadly put, one charged with the overall management of one or several law clinics—whether externships, simulated courses, community-based, or in-house), we hope that this list service will be useful.

The list service could be a mode of reaching out to others when dealing with systemic or day-to-day issues which impact our

clinic programs and clinical education. For all of us, it can be a means of sharing data, asking and answering questions, making announcements, and the like. We see this list service as a complement to, not a substitute for, list services that now exist—in the sense that subscribers can share information or post questions which most specifically address management and operation of law clinics. To sign up, please go to <http://lists.washlaw.edu/mailman/listinfo/lawclinicdir> and follow the instructions. Or, you can send an email to LawClinicDir-request@lists.washlaw.edu, and place “subscribe” in the body.

Many thanks to Joe Hewitt and Mark Folmsbee of Washburn for setting this up.

Joint AALS and ABA Workshop on Taking Stock: Women of All Colors in Law School (June 16-17, 2003)

Register for the Joint AALS, ABA Commission on Women in the Profession and ABA Section of Legal Education and Admissions to the Bar Workshop on Taking Stock: Women of All Colors in Law School with program sessions starting at 8:45am on Monday, June 16 with a panel on "Getting in the Door: Assimilation, Marginalization, Transformation and Cooptation" and closing with a session on "Challenges, Solutions, Strategies" from 2-4pm on Thursday, June 17, 2003 in New York City.

The registration fee for faculty at AALS Member and Fee Paid Schools is \$430 if received by May 14, 2003. You may register for the Women's Workshop, view the details of the program and review speakers' materials and papers by going to www.aals.org/profdev/women/index.html

Women's Workshop.

You also have the option of registering for the Mid-Year Meeting, which includes all three professional development programs being presented: Conference on Civil Procedure: The Many Faces of Contemporary Civil Procedure and the Conference on Torts: The Judge's New Robe: Rethinking the Judicial Role for 21st Century Torts along with the Women's Workshop by going to www.aals.org/profdev/midyear/index.html We look forward to your participation.

Midwest Clinical Education Conference

The 18th annual Midwest Clinical Teachers conference will be held on Friday and Saturday, October 17th and 18th, 2003, at William Mitchell College of Law in St. Paul, Minnesota. Mark your calendars now, and watch for further announcements on the web and in your mail. If you have ideas about topics that we should be sure to address, or if you want to volunteer to organize a presentation, contact the conference organizers:

Ann Juergens ajuergens@wmitchell.edu;
Beverly Balos, balos001@tc.umn.edu;
Angela McCaffrey amccaffrey@gw.hamline.edu.



Interdisciplinary Clinical Conference on Mental Health and the Law

Spring 2004

In March 2004, Washington University School of Law will host a second conference on Interdisciplinary Clinical Education and Interdisciplinary Practice. This conference is being co-sponsored by the School of Law Clinical Education Program, the Center for Interdisci-

plinary Studies, and the Journal of Law and Policy; the School of Medicine; the School of Social Work; and the Psychology Department and will focus on the many intersections of "Mental Health and the Law."

Professor James Ellis from the University of New Mexico School of Law will present the keynote address. Last year, Jim successfully argued *Atkins v. Virginia* in the Supreme Court, in which the Court held that executing people with mental retardation violates the Eighth Amendment prohibition on cruel and unusual punishment.

He recently was named the National Law Journal 2002 "Lawyer of the Year." We also have confirmed several other stellar faculty presenters for the event from the disciplines of education, philosophy, psychology, and social work. For more information, contact Karen Tokarz at [<tokarz@wulaw.wustl.edu>](mailto:tokarz@wulaw.wustl.edu).

CLINICAL SESSION FOR ANNUAL CONFERENCE PROGRAM IN JANUARY 2004, ATLANTA

The Clinical Section is proud to collaborate with the Litigation and Minority Groups Sections to present our program for the 2004 Annual Meeting. The program is entitled "Theory Meets Praxis: The Impact of Critical Legal Theory on Lawyering Strategies and Experiential Learning," and will seek to develop a dialogue between clinicians and critical legal theorists. The proceedings for our program will be published in the *Seattle Journal for Social Justice*.

The past three decades have witnessed the simultaneous emergence of critical legal theory and clinical legal education. Scholars from these respective fields have produced rigorous and transformative scholarship, and components of these fields are increasingly interwoven through law school curricula. However, the roots from which these fields have grown are seemingly quite different. As a result, while critical legal theorists have incorporated stories/narratives into their courses and scholarship, and while professors in experiential-based courses have incorporated some teachings of critical legal studies into their courses, caseloads and scholarship, these two groups remain relatively isolated, as they have neither forged productive relationships with each other nor critically examined the benefits and limitations of cross-fertilization in these particular contexts.

In particular, the program will explore the following themes: 1) What is the relevance of critical legal theory to lawyering strategies (both litigation and transaction based) and client representation?; 2) How could those

teaching experiential-based courses convey the lessons and insights of critical legal theory to students?; 3) In turn, how can students apply those lessons to client interactions in ways that will enhance understanding and trust, as well as maximize the quality of legal representation?; 4) What lessons can critical legal scholars draw from the practical application of these various critical legal theories? The panelists will explore these questions from both historical and contemporary perspectives, and in various contexts.

After the panelist presentations, the program participants will break into small groups designed to brainstorm ideas generated from the panel discussion. These small groups will connect specific practice areas to critical legal theory (e.g., race/gender and criminal litigation, gender/sexual orientation and family law, race/class and community development, etc.). Specifically, the small groups will devise ways to bridge the theoretical/experiential divide by developing creative ideas for expanding perspectives.

The program will conclude with each small group reporting their ideas to the entire group. This portion of the program aims to reveal synergies that have long been overlooked, as well as foster ideas and incentives for sustained cross-fertilization. Planning committee members are Phyllis Goldfarb (Boston College); Michelle Jacobs (Florida); Grady Jessup (North Carolina Central); Beverly Moran (Vanderbilt); Michael Pinard (Maryland); Gemma Solimene (Fordham), and Bryan Adamson (Seattle).

The University of Missouri - Columbia Family Violence Program

The UMC Family Violence Program has projects under several grants. It has cooperated with the UMC Dept. of Psychiatry in recently concluding an interdisciplinary teaching project funded by the U.S. Dept of Justice. The Missouri Dept. of Public Safety extended a grant to the Family Violence Program in fall 2003 to fund Clinic student travel to represent indigent victims of domestic violence in 22 rural Missouri counties. The Altria Corporation renewed its gift of \$50,000 to fund two annual Family Violence Clinical Teaching Fellowships for the years 2003 and 2004. Megan Phillips completed her fellowship in December 2002, and Lisa May began her fellowship in January 2003.

The Family Violence Clinic collaborates with the UMC Medical School Dept. of Obstetrics to assist indigent terminally ill women make custodial plans for their children. Because Missouri is not one of the twenty states who have enacted stand by guardianships for such parents, UMC law students have written such a bill and located sponsors to introduce it as HB 571 in the 2003 legislative session.

Advocacy, Family Violence, and Public Policy Seminar students have amended Missouri's putative father registry with the purposes of expanding protection of the parental rights of birth father and the safety rights of birth mothers, and expediting the placement of children into permanent homes. Students obtained sponsors who introduced the bill as HB 581 in the 2003 legislative session.

Law students from U Missouri at Columbia, U Missouri at Kansas City, St.

Louis University, and Washington University are collaborating in writing an article describing their efforts with the Missouri Coalition Against Domestic Violence and Project Hope in developing clemency petitions for 11 incarcerated women convicted of killing their batterers.

Seminar student Jennifer Graddy's paper "The Ethical Protocol for Collecting DNA Samples in the Criminal Justice System" was published by the Missouri Bar Journal. Seminar student Emily Prestidge's paper "Severance Pay - His or Hers? How Courts Approach the Classification of Severance Pay at Dissolution: Past Efforts vs. Future Compensation" is in press with the Texas J. of Women and the Law.

Mary Beck published a paper "Toward a National Putative Father Registry Data Base" in 25:3 Harvard Journal of Law and Public Policy 1031 (2002). She is working with the American Academy of Adoption Attorneys and Senator Mary Landrieu (LA) to draft and enact a national putative father registry. She and her husband, Niels Beck (UMC Dept. of Psychiatry/Neurology), presented the results of a study in Vancouver in May 2003 examining how students rank learning of lawyering skills and values in various venues including stand up classes, summer clerkships, externships, and clinical legal education. The research also analyzes the outcomes of interdisciplinary teaching, the relationships between student demographics and enrollment in specific clinics, and the relationships between law students and clinical faculty. Mary Beck is also serving as an expert in a civil domestic violence trial for damages against a professional athlete.

The 2002 Altria Clinical Teaching Fellow Megan Phillips presented at the Missouri Judicial College, where she discussed the application of federal firearms restrictions on persons subject to civil protective orders and the awarding of visitation and child support in protective order cases where paternity is not legally established. Her research on firearms restrictions has formed the basis for her current work-in-progress on that topic. Also during her fellowship, Ms. Phillips developed a brief supporting jurisdiction over out-of-state respondents in child protective order cases using the Uniform Child Custody and Jurisdiction Act. The brief was circulated widely in Missouri and included in a national brief bank.

UMC Journalism students and Family Violence Program law students collaborated in an investigative project examining the re-

sponse to violence against women in four rural Missouri counties. The investigation revealed circular systemic problems with police, prosecutors, and judges and also identified counties in which prosecution of domestic violence and civil protective order filings are disproportionately low. The students' research and investigative products include several televised reports and a paper developed for publication titled, "The Blame Trap: Pitfalls in The Response to Domestic Violence."

The UMC Dept. Education and Counseling Psychology has initiated field placements of senior level psychology graduate students in the Law School's Family Violence Program. Their participation has included teaching the psychodynamics of abusive relationships and informal counseling on professional team building and professional fatigue.

Law and Society Association

The Law and Society Association's annual meeting—large, varied, and exciting—will take place in Pittsburgh from June 5-8. The conference theme is "RIVERS OF LAW: The Confluence of Life, Work and Justice."



Derrick Bell

Full information about the conference, including the preliminary program and registration information, is available on the Association's web site at: <http://www.lawandsociety.org>

As of 4 April, the conference includes more than 950 participants on 233 panels. Eighteen panels will run concurrently over 13 different time slots. As always, the conference has a substantial international flavor. One in five participants hails from outside the United States with sizeable contingents from Australia (18), Canada (35), Israel (12), and the United Kingdom (48).

SALT hero Professor Derrick Bell, of New York University Law School and a native of Pittsburgh, will enliven the meeting's first day (June 5) with a plenary address. Bell will also participate on Friday (June 6) in an Author-Meets-Readers session on his latest book, *Ethical Ambition*.

Ten percent of the panels (23) are concerned with the topic of Race and Ethnicity. These panels, with Bell's plenary address, make the 2003 annual meeting a major conference on race and law. There are also 23 panels on the topic of labor. Thirty-one panels touch in one way or another upon legal history. Crime and Punishment is also a principal theme of the meeting, with 28 panels. Among these are five panels on the death penalty, organized by former Association president Austin

Sarat, of Amherst College.

A sizeable number of panels are concerned with issues of the regulation of corporations and lawyers in the post-Enron age. Professor Susan Stabile, of St. John's Law School, has organized four panels of women scholars of corporate law.

The meeting is exceptionally convivial and new-

**MAY 2004 CONFERENCE TO FOCUS ON
FUNDAMENTAL SKILLS AND TECHNOLOGY
IN CLINICS**

The theme of our May 2004 conference will be "Back to Basics/ Back to the Future." It will be a four-day conference, aimed at re-articulating the fundamental goals of clinical legal education, and the examination of those goals in light of the changed nature of clinical legal education, our clients, and our communities. In looking forward, a portion of this conference will examine critical issues of technology's use and impact on our clinics, our clients, and our pedagogy.

Over the course of three days, the conference will emphasize concurrent sessions and small group interaction. The aim is to allow clinicians to learn and share ideas unique to their teaching and practice areas. Another unique aspect of this program will be the fourth day, which will consist of parallel, one-day workshops on six specific topics: community lawyering/economic development; death penalty; technology; international clinics; reform issues; and ethics and the legal profession. These areas were chosen based on suggestions from many individual clinicians, and small group participants who have clearly expressed the need to focus on myriad, complex and emerging issues that impact our work in these areas. The Planning Committee for the May 2004 Conference is Doug Blaze (Tennessee); Linda E. Fisher (Seton Hall); Susan R. Jones (George Washington); Ken Margolis (Case Western), and Nancy Rapaport (Houston).

comers will feel very welcome. If you have any questions, please feel free to contact me. I hope to see you at the LSA meeting in Pittsburgh!

Tom Russell, Chair, Program Committee
Professor of Law, University of Denver
<http://www.law.du.edu/russell>
<http://www.lawandsociety.org>

**Southern New England School of Law Opens
Immigration Law Clinic.
Irene Scharf, Director**

The Southern New England School of Law in North Dartmouth, Massachusetts is proud to announce the opening of the Immigration Law Clinic, directed by Professor Irene Scharf.

This Clinic provides legal assistance to indigent members of the immigrant community throughout the Southeastern Massachusetts region. The focus of the Clinic is on cases of political asylum as well as those involving detention defense, as there are more than 200 detainees in the local county jail, less than one mile from the Law School. Students receive intensive training in both immigration law and in trial and administrative practice and procedure. Supervision is provided by either Professor Scharf or by a practicing lawyer from the South Coast community whom she is also training. The Program also is aided by several experienced immigration practitioners in the greater Boston area, Senior Mentors, who are available on an as-needed basis to offer advice. Through this collaboration, both students and local members of the legal community will gain the experience and skills necessary to capably handle the various immigration matters that arise in this part of the State. The clinic is a full year course.

For further details please call Southern New England School of Law Immigration Law Clinic at 508-998-9600, extension 174 or e-mail, Ischarf@juno.com.

Committee Reports

COMMITTEE ACTIVITIES AND INITIATIVES

ORAL HISTORY PROJECT SANDY OGILVY

Sandy Ogilvy continues his expansive work in documenting the history of Clinical Legal Education. In December and January, he completed ten interviews, and placed the already-completed interviews in the National Archives of Clinical Legal Education at Catholic University. He is currently performing post-production work on the film which premiered in Montreal, "Seeds of Change". This summer, Sandy plans to begin the layout for a second film that will bring the history project up into the late 1980s or early 1990s.

INTERDISCIPLINARY CLINICAL EDUCATION COMMITTEE REPORT

SUSAN BROOKS, MONICA MAHAN

Over the past two years, the Committee on Interdisciplinary Clinical Education has combined efforts with the Committee on Ethics and Professionalism, and has met jointly with that committee on several occasions. In Montreal, several ideas were generated by those in attendance. The Committee will explore further integration of the themes of ethics and interdisciplinary clinical work into future AALS conferences. In addition, the Committee sought to spearhead the planning of a separate working conference focused on these issues. As of this spring, we will have accomplished both goals. With respect to the first goal, there has been an increasing number of sessions—both plenary sessions and workshops—devoted to these topics at our larger conferences. Regarding the second goal, an ad hoc group comprised of many of our committee members organized a working conference that took place at Washington University in mid-March titled "Promoting Justice Through

Interdisciplinary Education, Practice, and Scholarship."

The committee plans to meet in Vancouver and develop its next steps in terms of new initiatives.

BE A LEADER!! SIGN ON TO CHAIR A COMMITTEE!!

Want to chair one of the 15 committees or working groups of the Clinical Section? Well, here's your opportunity. Currently, some of our able chairs are stepping down, and we need clinicians to carry their efforts forward. If you are interested, please contact any Executive Committee member (contact information listed at the back of the newsletter).

The committees usually meet at least once a year, most often at our May conferences or workshops. Many committees meet during the January Annual program as well. Here are the committees which would greatly benefit from your leadership:

Scholarship Committee:

This committee, headed by Ann Juergens (William Mitchell) and Isabelle Gunning (Southwestern) has provided a forum to present works in progress—now a tradition at our conferences and workshops. Kate Kruse (UNLV) has stepped up to the plate to replace Ann and Isabelle. We would love to have a co-chair working with Kate.

In-House Clinics Committee:

The In-House clinics committee was formed to address systemic issues of in-house clinics, and their ongoing importance to institutional missions. Barbara Babb (Baltimore), Director of the University of Baltimore's Center for Families, Children, and the Courts, has

provided valuable guidance. We would love someone to carry on her leadership.

Mentoring Committee:

Alex Scheer (University of Georgia) and Justine Dunlap (University of Baltimore) have provided outstanding programs and resources for new clinicians. Regrettably, Justine will be stepping down, and we would like someone to work with Alex to continue this vital program for the section.

International Committee:

Roy Stuckey (South Carolina) and Kate Mahern (Creighton) have developed a fine forum for those of us involved in international clinical or externship programs. If you have an interest in leading this committee with Kate, please let us know.

Status, Salary, Tenure, and Promotion Committee:

Both Sally Frank (Drake) and Richard Boswell (Hastings) have ably chaired this committee for several years, and we are all grateful for their service. Issues of equity, academic freedom, and job security continue to present themselves at our institutions. If you would like to continue Sally and Richard's efforts in developing ways of addressing these issues, please volunteer to chair this committee.

Regional Conferences:

With the growth in the number of regional conferences held by clinicians, we benefit greatly by having a coordinator to act as liaison between the regional conference organizers and the Executive Committee. If you would like to be that liaison, contact us.

GRANTS AVAILABLE FOR REGIONAL CLINICAL CONFERENCES!

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

Requests for funding should be directed to the Regional Conference coordinator, Bryan Adamson, at badamson@seattleu.edu at least ninety (90) days prior to the conference. Bryan is available to work with applicants and to assist applicants in developing their applications, which will be reviewed and decided upon by the Executive Committee for the Clinical Section. AALS Section Bylaws prohibit the authorization of funds after a conference has taken place, so no proposals submitted after a conference will be considered. The Section Executive Committee will act on requests within thirty (30) days from receipt of final proposals to provide sufficient planning time for regional conferences.

Guidelines for the proposals are as follows:

1. The maximum size of any one grant will not exceed \$2,000.
2. Proposals must indicate a projected budget for the conference, including a projection of income and expenses that includes: the number of participants expected, the registration fee to be charged participants, projected food and refreshment expenses if any are included in the registration fee, and other expected expenses.
3. Proposals must indicate the names of the states and/or the particular subject matter interests which will be the primary targets for the conference.

4. Conference participants must be charged a registration fee.

5. Travel expenses for presenters who are clinical faculty within the region of the conference may not be subsidized by the conference unless there is an explanation of the unique needs to justify these subsidies. The Clinical Section grant may not be used to subsidize the travel expenses directly since the AALS rules do not permit the Section from spending its money in this way.

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

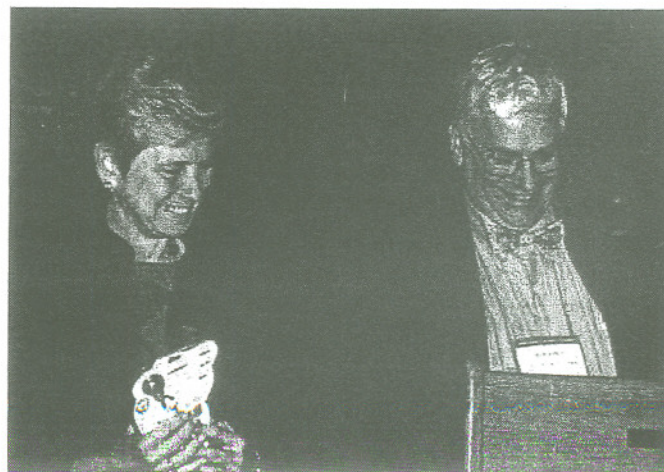
7. Proposals must indicate that any excess income from the conference must be passed on to the school or schools hosting the conference in

the region in the following year. If there is not another conference planned for the following year, the Clinical Section should be reimbursed up to the amount of the grant from any excess income generated by the conference.

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

If you have any questions, please contact Bryan at least ninety (90) days prior to the conference.

Pittsburg Conference Photos - CLEA's 10th Birthday



Externships: Learning from Practice
March 7 - 8, 2003
Columbus School of Law
The Catholic University of America

Nearly five years to the day after the first teaching conference devoted entirely to legal externship pedagogy, sponsored by the The Catholic University of America School of Law, Catholic reprised that seminal conference with *Externships: Learning from Practice*, which attracted over 125 participants from over 75 law schools including attendees from China, Hungary, and Montenegro.

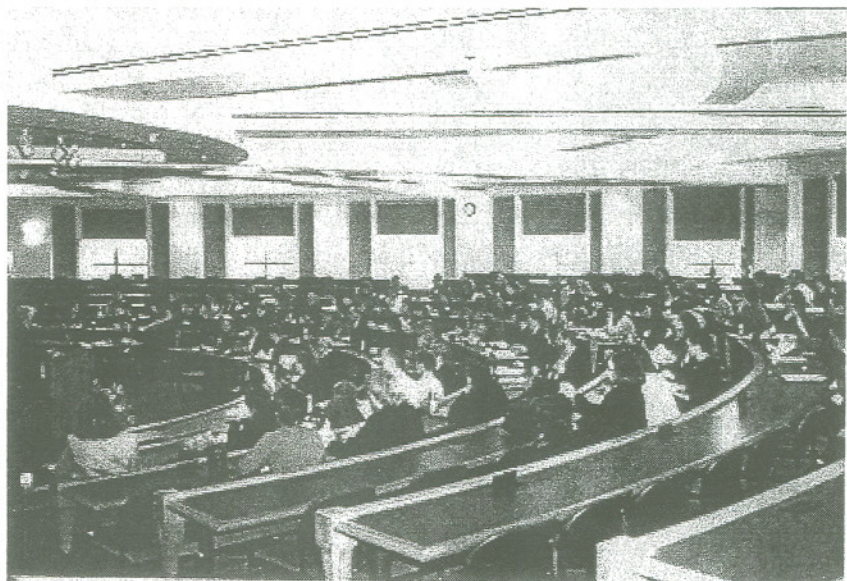
Over two hard-working days, the participants taught and learned from each other through a wide range of plenary, concurrent, and small group sessions. Forty-five speakers, representing both experienced and new externship faculty shared their insights and built new knowledge through the discussions that they led.

Descriptions of the panels, most of the materials prepared for the conference, and photographs of people and scenes from the law school are available on a website created for the conference; please visit this URL: <http://law.cua.edu/News/conference/externships>

The conference planners, Kathryn Kelly, Lisa Lerman, Sandy Ogilvy, and Leah Wortham, anticipate that the energy and ideas generated by the participants at the conference will lead to significant improvements in the theory and practice of legal externship

pedagogy. Plans already are underway to design and present a third conference on externships within the next three years, perhaps on the west coast.

The CLINICAL LAW REVIEW has offered to publish some of the papers created for *Externships* in its spring 2004 issue. Many of the presenters at the conference already have committed to preparing manuscripts for publication. Anyone, whether or not they were able to attend the conference, with an interest in externships is invited to submit a draft manuscript for the issue. Drafts should be sent to Prof. Randy Hertz, editor-in-chief, at NYU by the end of June 2003. For more information, please contact Professor Sandy Ogilvy (Catholic) by phone at 319-6195 or email: ogilvy@law.cua.edu.





Dr. Prof Djuricin (Montenegro), Prof. Ao (China)
and Speedy Rice (Gonzaga)



Janet Weinstein and Linda Morton
(Cal. Western) teaching creativity

EXTERNSHIP COMMITTEE

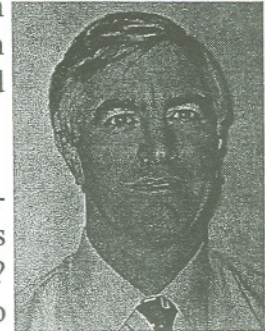
Congratulations to organizers and participants of the Externship Conference at Catholic University. Draft of some of the papers are posted on their website and authors welcome comments. A report of the conference follows.

Survey on externship data continues to be collected. If your school hasn't responded, please complete the form and send to Sandy Ogilvy (ogilvy@law.cua.edu) If you can help make phone calls and get folks to respond, contact Fran Catania (Francis.J.Catania@law.widener.edu)

International News Solicited

by Roy Stuckey

I recently updated my list of clinicians who have consulted or taught in other countries. The list is posted on the website of the University of South Carolina School of Law. Go to <http://www.law.sc.edu>, click on "Academics and Programs," then "Clinical Programs," and look for the compilation.



While updating the list, I realized that I have not received much information recently about clinicians who are involved in international endeavors. Has September 11th slowed down our international work, or am I just out of the loop? I don't know. If you've been involved in international work, I would like to know about it so I can make the compilation as complete as possible and so I can report news about your work in this column.



Here is what I know happened in 2002-2003, so far. **Sue Bentsch**, St. Mary's, is spending a lot of time Europe. In March, 2002, Sue taught ethics to students from Latvia, Estonia, and Lithuania, at the Riga Graduate School of Law in Latvia. In July and August, 2002, she taught Internationalization of the Legal Profession during St. Mary's Institute on World Legal Problems (an ABA-approved summer program) in Innsbruck, Austria. This coming summer, supported by a Fulbright scholarship, Sue will spend part of June and July in Latvia teaching legal ethics to students from Eastern Europe and other former Soviet Union countries.

Philip Gentry, Columbia, evaluated the clinical law program at the Kiril and Metodij University in Skopje, Macedonia in March, 2002. He was supported by the Public Interest Law Institute at Columbia and the Soros Foundation.



Recently, **Maury Landsman** headed to Uppsala, Sweden to teach "Introduction to American Law" as part of Columbia's exchange program. He will be there from mid-March to mid-June, 2003. Maury also reports that a number of Swedish exchange students, an Irish student, and several LL.M. students took his Interviewing, Counseling, and Negotiating course and praised it in their home institutions. He wonders how many other foreign exchange students have taken simulations or clinics as part of their programs in the United States.

That's all I know about 2002-2003. Please remember to share news about your international work. Please use the survey form in the Newsletter, if possible.

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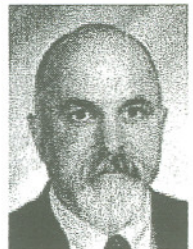
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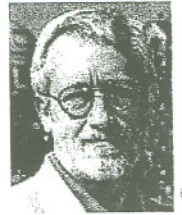
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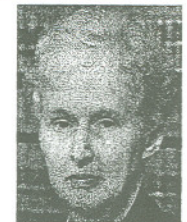


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CONTINUING SURVEY OF CLINICIANS WHO HAVE CONSULTED OR TAUGHT IN A FOREIGN

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 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:



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Decimal fraction salary is supported by hard money: _____

Base salary (exclusive of summer research grants): _____

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Is scholarship is a requirement of your employment: _____

Race/Ethnicity with which you identify: _____

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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): _____

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Type of fifth clinical course taught: _____

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

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