

CLEA Newsletter

CLINICAL LEGAL
EDUCATION
ASSOCIATION

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PRESIDENT'S MESSAGE

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It was great to see so many old and new friends and colleagues at the AALS Clinical Conference in San Diego. Congratulations to **Susan Jones (GW and CUNY)** for chairing such a great conference. I also want to note how much we appreciate the AALS staff for cooperating with us in hosting two CLEA Board meetings, a CLEA membership meeting, a Town Hall on the Best Practices Project and a dance party!

The annual clinical conference gives us a chance to reflect on our work and to learn from our colleagues, but a whole lot of business goes on there as well. I will highlight some of CLEA's recent activities and some of the CLEA business that went on at the conference and then I will suggest some connections between our work and the "service learning" movement that is going on across undergraduate institutions around the country.

Support for Laura Rovner and Clinical Program at University of North Dakota.

As many of you know, **Laura Rovner**, head of the Civil Rights and Disabilities Project at the **University of North Dakota** has Experienced political interference with her program. First, after she and her students sued to remove the Ten Commandments from a public display, a legislator asked the Attorney General for an opinion on the propriety of the law school getting involved in the legislation and CLEA provided the Attorney General its legal analysis. The Attorney General ultimately wrote an opinion in favor of the law school. Then, an individual who was opposed to the removal of the Ten Commandments asked for the clinic's help in seeking to remove a Greek goddess from the courthouse. When the clinic declined to accept this case, Laura was sued in federal court and the **CLEA Political Interference Committee**, **Peter Joy (Wash. U.-St. Louis)**, **Margaret Martin Barry (Catholic)**, **Jay Pottenger (Yale)**, **Alex Scherr (U Georgia)** worked with **Professor Claudia Angelos (NYU)** and NYU's Civil Rights Clinic to file an Amicus Brief in support of Laura. Laura

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told me that she was grateful for CLEA's support and that it felt good to know that the larger clinical community stood ready to help. I am very pleased that CLEA was there to help.

Comments and Report to the ABA

The **ABA Liaison Committee** drafted and submitted "Comments on Proposed Changes to Chapters 3 and 4 of the ABA Standards for the Approval of Law Schools." The comments are located elsewhere in this newsletter. **Margaret Barry** and I will attend a meeting of the ABA Council on Legal Education in Washington, D.C. on June 4th and 5th. CLEA uses this type of meeting to advocate within the ABA for its support of clinical legal education.

Board meetings

CLEA had two Board meetings at the San Diego conference. One of them on our own, and the second one was held jointly with the Executive Committee of the Clinical Section of the AALS. We had a budget report from treasurer **Suzanne Levitt (Drake)**. I am pleased to report that our financial picture is good. Membership continues to increase. We felt confident enough with the budget to vote to authorize an annual expenditure of \$15,000 to pay for administrative assistance for the organization. **Vice President Alex Scherr** and I will conduct a search for either an organization or an individual to provide administrative assistance. We hope to have someone on board for the fall. We expect that increased administrative assistance will relieve the Board of many of the administrative details of keeping an organization running so that the Board can focus on more substantive matters. Maybe this will encourage some of you to run for the Board?

Membership Meeting

I was very impressed that **Andrea Seielstad (Dayton)**, the Chair of the Awards Committee was able to complete

the work of the committee even though she gave birth to her son, Malik earlier than expected and was unable to attend the conference. **Shelly Broderick (D.C. Law School)** and a member of the Awards Committee, stood in for Andrea and gave the awards to **Paul Tremblay (Boston College)** for **outstanding advocate for clinical education** and to projects at **CUNY** and **U. Chicago** for their **innovative clinic projects**.

Gary Palm's previously tabled motion that CLEA adopt a resolution stating that law schools should provide opportunities for clinical legal education experiences to law students who desire such programs was passed unanimously

Best Practices Project—Town Hall Meeting

About 70 clinical teachers attended the **CLEA Town Hall Meeting on the Best Practices Project** and provided feedback and insight. The meeting was moderated by **Justine Dunlap (Southern New England)** and **Susan Kay (Vanderbilt)**. After the meeting the Board unanimously endorsed the principles of the draft document. **Roy Stuckey (North Carolina)**, **Carrie Kaas (Quinnipiac)** **Vanessa Merton (Pace)** and others are planning a conference on the draft of the Best Practices Report to be held next spring at Pace. Here is the link to the project.

<http://professionalism.law.sc.edu/index.cfm>

Summer Workshop in Conjunction with ABA Meeting

Susan Kay (Vanderbilt) is organizing our annual summer workshop in conjunction with the ABA Meeting in August in Atlanta. The workshop will focus on how to be an effective member of an ABA site inspection team. I hope to see you there!

Service Learning

I am part of a group at the University of New Mexico meeting to work on incorporating service-learning as part of

the undergraduate curriculum. I have been struck by the potential connections to clinical teaching. The service-learning movement emphasizes community service and reflection as a way of engaging students with the community and with experiential learning. Later in May we are having a university wide conference that will include about 70 teachers from across the disciplines. I think this movement can be a great source of support for our programs and we also have a lot to offer the movement. **Linda Smith (Utah)** has written about the movement's relevance to externships in a recent issue of the Clinical Law Review. I encourage you to look into this movement at your school. In this, as in many other aspects of higher education, we are leaders.

I look forward to meeting more new and not so new clinical teachers and working toward our shared vision for legal education and clinical teaching.

This is your organization. Come join the ever-growing clinical movement!

**-Antoinette Sedillo Lopez
President**

Correction: Cynthia Dennis (Cooley) was inadvertently omitted from the last **President's Message** as helping organize the CLEA Board's Retreat.

COMMITTEES

ABA LIASON COMMITTEE

**Comments on Proposed Changes to
Chapters 3 and 4 of the ABA Standards
for Approval of Law Schools
Submitted by the Clinical Legal
Education Association
April 2004**

The Clinical Legal Education Association (CLEA) has carefully reviewed the proposed changes to Chapter 3 of the

Standards, as circulated for comment by the Council after its December 2003 meeting, and the proposed changes to Chapter 4, as circulated by the Council after its February 2004 meeting. CLEA agrees that the proposed changes improve the chapters, but believes that relatively minor changes would improve Chapter 3 even further. The comments below focus on explanations of and specific proposals to achieve those changes:

Proposed Changes to Chapter 3: Standard 302.

302(a)(4) now provides that a school shall "require" each student to receive substantial instruction in "the range of other professional skills generally regarded as necessary for effective and responsible participation in the legal profession." If taken by its terms, this means that students will be required to take skills training in more than legal analysis – and that the additional skills to be developed must encompass the full range of lawyering skills.

Interpretation 302-2 says that the instruction "need not be limited to any specific skill or list of skills." This interpretation contradicts the concept of "the range" referenced in the Standard. Indeed, in its list of skills training that would meet the Standard, negotiation, fact investigation and ADR are listed as examples, but the interpretation does not make clear that these would have to be combined to provide the range of skills now required by the Standard. If a school chose to read this narrowly, it might conclude that this provision allows it to provide only one specific skill (such as legal analysis under the casebook method) and technically be in compliance.

Furthermore, in listing examples of what types of instruction could meet 302(a)(4), in-house clinical programs, most of which do cover a wide range of skills, are not expressly included. Thus, CLEA proposes the following:

Interpretation 302-2

~~Professional skills instruction need not be limited to any specific skill or list of skills.~~ Each law school is encouraged to be creative in developing programs of instruction in professional skills related to the various responsibilities which lawyers are called upon to meet, using the strengths and resources available to the school. Clinical programs, trial and appellate advocacy, alternative methods of dispute resolution, counseling, interviewing, negotiating, problem solving factual investigation, organization and management of legal work, and drafting are among the areas of instruction that law schools should consider in developing programs that fulfill Standard 302(a)(4).

To further clarify that clinical courses provide professional skills instruction, we also propose an adjustment to 302-3:

A school may satisfy the requirement for substantial instruction in professional skills in various ways, including, but not limited to, requiring students to take one or more clinical or other courses having substantial professional skills components...

Interpretation 302-5

Standard 302(b) adds “substantial opportunities for” to its previous requirement that law schools offer live-client or other real-life practice experiences. The intent of this change, as expressed by John Sebert and the Chair of the Standards Review Committee, is to strengthen clinical programming by making it clearer that schools offering only one or two clinical courses to their entire student body are not in compliance with the Standards. In fact, that 302(b) exists suggests that it is important for schools to

make clinical instruction available, and the new language expresses the sentiment that compliance means more than making a gesture. Given the recognized benefits of clinical courses in law school, it is hard to justify denying such offerings to students who want to take advantage of them. With that in mind, CLEA suggests replacing the interpretation as proposed with the following:

Interpretation 302-5:

A law school shall offer sufficient clinical opportunities so that every student who wishes to enroll in a clinical course is able to do so, even if the course available is not the student’s first choice.

Standard 304.

CLEA still maintains that its proposal in April of 2003, to add clinical instruction to the current overly narrow reference to classroom instruction, would improve Standard 304. That said, CLEA focuses its suggestion on proposed Interpretation 304-4.

Interpretation 304-9 has been merged into a new Interpretation 304-4, and of note here is the new paragraph added at the end. It needs to be modified. As currently proposed, all field placement programs are excluded from the 45,000 minute rule. This reflects a decision that, despite the quality of the externship program, it will never be considered comparable to whatever is taught in the classroom. The discussion at the Council on this matter this past December suggested that all components of an in-house clinic are included in this definition of “regularly scheduled class sessions” (classroom, supervision, at court, etc.), but that is not the necessary conclusion from reading the Standard. Furthermore, if an externship course meets the criteria set in 304-4(e), what does the exclusion in the last paragraph of 304-4 mean exactly?

In order to clarify that all in-house clinic activity is included under the 45,000 minute rule and that externships that meet the criteria specified in 304-4(e) also are covered, CLEA proposes the following changes to Interpretation 304-4:

Interpretation 304-4:

In calculating the 45,000 minutes of “regularly scheduled class sessions” for the purpose of Standard 304(b), the time may include:

...

Apart from the exceptions enumerated in this Interpretation, a law school shall not include in the 45,000 minutes required to be by attendance in regularly scheduled class sessions at the law school any other coursework, including but not limited to (i) ~~work qualifying for credit under Standard 305;~~(ii) coursework completed in another department, school or college of the university with which the law school is affiliated or at another institution of higher learning; and (iii) (ii) co-curricular activities such as law review, moot court, and trial competitions.

Standard 305.

CLEA in general supports the effort to make this standard both more compact and more specific. In particular, we support the combination of former subsections (e) and (f) into a new subsection (e), and the inclusion of more discretionary standards in each of the subsections of Standard 305 (e). CLEA members who are externship clinicians use a broad range of approaches to externship design and implementation, even within existing standards. CLEA believes that this diversity of approach is healthy, and that the standards should encourage this diversity within well-defined limits of good pedagogical practice.

Standard 305 (c): Part-Time Faculty

The proposed revision eliminates “adjunct faculty” from those permitted to evaluate student performance, and now permits only “full-time or part-time faculty” to evaluate student performance in field placement programs. In general, CLEA supports the limitation of externship evaluators to “faculty.” CLEA understands that this language is not intended as a substantive change in that it permits law schools to hire short-term faculty members to manage externship programs that are designed and supervised by faculty (e.g. to permit a clinician to take a sabbatical semester, or to engage in summer research.) CLEA supports such a reading of this standard.

Standard 305(e)(4): “Training” of Supervisors

The proposed revision draws together disparate sections of the prior standards, and unifies them in one section, a unification that CLEA supports. CLEA has no proposed revision to this standard. However, CLEA notes that the word “training” might imply a requirement to bring field supervisors to the law school for in-house training sessions. While some programs run by CLEA members use this approach, a wide range of other programs run by CLEA members do not.

CLEA argues against such a literal interpretation of the word “training.” Instead, the word should be read to encompass any approach which fully and completely educates field supervisors on the “goals and methods” of the program, whether through formal training sessions or one-to-one contact with externship faculty. See Interpretation 305-4(a) (“A law school that has a field placement program shall develop, publish and communicate to students and field instructors a statement

that describes the educational objectives of the program.”)

Standard 305(e)(5): Site Visits

The proposed revision makes two principal changes. It shifts the required frequency of site visits in “high-credit” programs from every semester to “periodic” visits (or otherwise as “necessary and proper”); and lowers the number of credits in such a program from “more than six” to “four or more.”

CLEA supports the shift in frequency from every semester to periodic visits. However, CLEA received statements of two strongly argued and divergent positions on this issue, from a diversity of thoughtful and experienced clinicians:

– In one view, site visits should occur every semester, as a primary way of assuring that on-site supervisors remain in compliance with the goals and methods of the program. This argument focused on the interaction of the faculty members and the site supervisor, and seemed especially compelling for full-time, full-semester placements at some distance from the law school, where the externship clinician has relatively limited contact with students.

– In the alternate view, externship clinicians felt strongly that they could effectively monitor a placement’s compliance with program goals and methods through designs that require more frequent contact between clinician and student; in this view, interactions with site supervisors play a lesser role than deeper, more pointed conversation between clinician and student. This view seemed more suited to lower-credit programs, with students in residence at the law school and available for frequent contact with faculty supervisors.

CLEA suggests that a reasoned balance of interests on this issue would maintain the dividing line between high-credit and low-credit programs at more than 6 credits, on the understanding that

this reflects the practical line at which students begin to spend less time in residence and thus have less live contact with faculty supervisors. This same approach would also approve the change from “every semester” to “periodic” visits for high-credit externships.

Standard 305(e)(6): One Year Requirement

The proposed revision requires that students have “successfully completed one-third of the school’s coursework required for graduation” before participating in a field placement program. The prior language required “successful completion of at least one academic year of study.”

CLEA favors retaining the former language. Many schools maintain evening divisions, in which students often earn less than “1/3 of the school’s coursework” by the beginning of the first semester after graduation. For many of these students, summer time represents the only opportunity for meaningful participation in an externship program. The 1/3 requirement would effectively prevent them from participating in any externship program until the summer after their second year. The intent of both the present and prior rules appears to permit rising second years to participate in summer externship work; CLEA supports permitting schools with evening divisions to take advantage of this intention.

Proposed Changes to Chapter 4:

CLEA agrees with the proposed changes to various Standards in Chapter 4. CLEA also agrees with the Council’s decision not to propose changes to Standard 405 and its Interpretations, which were revised as recently as August 2001. CLEA interprets the Council’s action not to change Standard 405 or its Interpretations as originally proposed by the Standards Review Committee as an

affirmation of the Council's support of academic freedom for all law faculty, as reflected by the existing language in Standard 405 requiring law schools (i) to have an announced policy on academic freedom and tenure and (ii) to afford full-time clinical faculty a form of security of position reasonably similar to tenure. CLEA believes that tenure or a form of security of position reasonably similar to tenure is essential to protecting academic freedom, and that the existing language in Interpretation 405-6, restricting the termination of clinical faculty members with tenure or renewable long-term contracts only for good cause, is essential for the academic freedom of law faculty teaching clinical courses. CLEA is also pleased that the Council leaves the Standard intact because it requires that a renewable long-term contract must be renewed unless the grounds for termination of a tenured contract are met, using reasonably similar procedures.

Finally, CLEA has received a number of reports of law schools that have resisted implementing Standard 405(c). Some schools have offered contracts as short as three years to clinical faculty and have maintained that those were "long-term" contracts reasonably similar to tenure. Some schools do not permit clinical faculty to vote at faculty meetings, but do permit them to vote on faculty-student committees (usually giving clinical faculty the same voting rights as law students), and then maintain that the clinical faculty are participating in faculty governance in a manner reasonably similar to other full-time faculty. In yet another variation on the voting issue, CLEA has received reports that at least one law school has implemented a system whereby everyone votes at faculty meetings but then any tenured faculty member can ask for a "confirmatory" vote of the tenured faculty and nullify the votes of clinical faculty on a non-tenure 405(c) track. Although the

ABA Accreditation Committee and Council have requested report backs from many of these law schools, some law schools engaged in such maneuvers to circumvent the Standard have not been cited. The high incidence of "report backs" on this Standard supports the need for further clarification of what "reasonably similar" means in connection with security of position and participation in faculty governance. Until that occurs, CLEA urges the Council and the ABA Accreditation Committee to review each ABA Site Visit Report carefully and to enforce the plain meaning of the words "reasonably similar" in Standard 405 so that law schools may not seek to circumvent the Standards through elaborate rationales designed solely to differentiate and provide dissimilar treatment to non-tenure 405(c) track faculty compared to tenure track faculty.

BEST PRACTICES COMMITTEE HOSTS TOWN MEETING

Many CLEA members turned out for the town meeting on **CLEA's Best Practices Project** at the San Diego Clinical Conference in May. **Roy Stuckey, Peter Joy**, and **Alex Scherr** were Best Practices panelists in a discussion facilitated by CLEA board members **Susan Kay** and **Justine Dunlap**. **Roy Stuckey**, the document's principal drafter, outlined the project, begun in 2001 and forecasted its projected completion for next summer. Stuckey noted that Robert McCrate, author of the McCrate Report, has referred favorably to the project in an essay in the latest edition of the Clinical Law Review. He also announced plans for a Best Practices Conference, likely to be held at Pace University Law School in March 2005.

The Best Practice Project was started by then-CLEA Board President **Carrie Kaas** in response to the idea that law

schools are not adequately training law students to enter the practice of law and that, without some prompting, the legal academy will not change the way in which it teaches and trains law students. The Best Practices document sets forth guiding principles that would alter the way in which law is taught. Updates on the project have been a staple of recent clinical conferences, ABA meetings, and AALS conferences. However, this town meeting was held in order to provide the document drafters with CLEA membership input as to both specific sections and the project's general direction. For nearly 1 & ½ hours, CLEA member clinicians asked questions and offered suggestions. Over a dozen people volunteered to review and comment on sections of the document.

The document is still in drafting stages. It is available on the CLEA website, <http://www.cleaweb.org>

Any comments, drafting suggestions or volunteers to write/development sections of the documents may be sent to **Roy Stuckey** at Roy@law.law.sc.edu . Roy is in the process of further drafting and would particularly welcome suggestions and ideas over the next month.

INTERDISCIPLINARY COMMITTEE

Michael Jenuwine, Indiana-Bloomington

The Interdisciplinary Committee met in San Diego, and will be working on 1) a survey of all AALS law school clinics concerning interdisciplinary practice, 2) creating a web page, and 3) organizing a conference focusing on interdisciplinary clinical legal education.

ACTIVITIES AT THE AALS CLINICAL CONFERENCE

San Diego, California



CLEA Hosts Party at Conference





Clinicians hard at work at the Conference



**PAUL TREMBLAY (BOSTON COLLEGE)
NAMED RECIPIENT OF CLEA AWARD
FOR AN OUTSTANDING ADVOCATE FOR
CLINICAL TEACHERS**

This year we honor **Paul Tremblay** who has logged untold hours behind the scenes to further what we do. As a member of the Clinical Law Review editorial board, Paul ensured the growth and quality of the one journal that captures the experiences, ideals, and intellect of our clinical community. His own experiences, ideals and intellect have made him a frequent contributor and participant at clinical conferences and symposia. He has also done the often quiet but necessary work of serving on clinical legal education committees, most notably as co-chair of the Clinical

Legal Education Section's Committee on Ethics and Professionalism.

Paul's advocacy for the clinical community also comes by simply being excellent in everything he does. His stellar performance as teacher and lawyer catches the attention of all around him and raises the stock of clinical legal education in the eyes of all. His impeccable scholarship achieves the same thing - it advances the understanding of thoughtful clinicians, as well as, states unequivocally that clinicians write damn good law review articles too. He's been consistently excellent for well over two decades, and like his many Boston College colleagues who collectively nominated him, we too saw this award as a way of acknowledging Paul's many contributions.

A letter of support submitted by his colleagues during the nomination process drew attention to Tremblay's dedication to the Law School's mission of service to others. "Many clinicians abandon - or at least reduce - the less glamorous parts of the job - supervision and direct service to individual poor people; others choose to take up scholarship at the expense of direct service. Paul has stayed true to the roots of direct, client-centered service to both students and clients. Furthermore he has dignified clinical work and our clients by dealing with ethical issues involved in poverty law and clinics at the highest intellectual and scholarly level."

"Paul's contributions to clinical education do not stop at our law school's door. Instead, Paul seeks opportunities to advance our communal mission through his clinical scholarship. Having advocated vocally for his indigent clients during the day, Paul devotes his nights to distilling his thoughts on the moral contours of lawyering. On occasion, those ideas surface in advice to his profession on their ethical duties in his role as Co-Chair of the Boston Bar Association Ethics Committee

(2000-2003). At other times, Paul's articles challenge each of us to define our own roles in the pursuit of social justice.

MANDEL LEGAL AID CLINIC & CUNY'S WAP PROJECT NAMED CO-WINNERS OF THE CLEA AWARD FOR EXCELLENCE IN A PUBLIC INTEREST CASE OR PROJECT



The **Mandel Legal Aid Clinic's** litigation of the class action suit in *Williams v. Brown* was extremely impressive both in terms of what it accomplished for the community it represented and the scope and magnitude of the commitment demonstrated by **Randolph Stone** and **Craig Futterman** and the clinical students of the University of Chicago. It also speaks highly of the University of Chicago's commitment to clinical legal education -- maintaining litigation of this duration and magnitude requires a commitment of resources such as litigation costs and a continuity of clinical staffing and resources that is necessary to sustain litigation over an extended period of time. The legal issues in the case were extremely challenging; and the clinic successfully faced a nearly \$2 million expenditure of legal resources in its opposition and the expertise of one of the top firms in the country. Perhaps most importantly, the clinic's representation of the class in this case arose out of a community-based **Civil Rights Police Accountability Project** and a longstanding collaboration with the Stateway Gardens community; and it seemed to collaborate with community members in deciding whether to mount litigation as well as in making decisions throughout the litigation. While the clinic engaged also in public education, policy reform, and community work to enhance police accountability and improve police services in low-income communities in Chicago, litigation

became critical to the strategy of police accountability in this case and the clinic was not afraid to pull it from its arsenal. The thoughtful summary by **Mark Heyrman** and the news article also demonstrate how the litigation and collaboration helped restore dignity and courage to a disenfranchised yet self-empowered group of Chicago residents. VERY IMPRESSIVE, INSPIRING WORK!

Craig Futterman accepted the award on behalf of the clinic on May 3 in San Diego, at the Association of American Law Schools' Annual Conference on Clinical Legal Education. "It is truly an honor and privilege to be recognized by our national colleagues," Futterman acknowledged. "While this victory is special, it typifies what we have come to expect from the Mandel Clinic. For more than forty-five years, the Clinic has provided superior legal services to people in need while teaching students about justice and what it means to be a lawyer."



CUNY's **WAP Project** was equally impressive in its scope and outcome. Given the documented importance of receiving a college education on welfare-eligible people's ability to sustain gainful employment (as well as self-fulfillment), the clinic's emphasis on ensuring access to educational opportunities for so many low-income people was the first characteristic that impressed the committee. That so many of the clients assisted by the clinic were single parents and women, many of whom were also victims of domestic violence, was also noteworthy, as was the tremendous success rate that the clinic students and faculty had with respect to keeping these students enrolled in college. The approach overall was a creative, collaborative and multi-faceted way of responding to harsh welfare policy

changes that forced so many people to drop out of higher education. It took place over a period of many years and involved representation of over 1000 clients at administrative hearings, legislative advocacy, public education, know-your-rights initiatives and other coordinated strategies. Among other tangible accomplishments, the clinic has helped keep over 1000 students enrolled in school and promoted legislation establishing, among other things, work study/internship opportunities for low-income students. This is exactly the type of sustained impact work that we hope every clinic would have the opportunity to undertake.



**ESTHER CANTY-BARNES
(RUTGER-NEWARK)
RECEIVES 2004 SHANARA GILBERT
EMERGING CLINICIAN AWARD**

Congratulations to Associate Clinical Professor **Esther Canty-Barnes** of **Rutgers School of Law--Newark**, the recipient of the **2004 AALS Section on Clinical Legal Education's Shanara Gilbert Emerging Clinician Award**. Professor Canty-Barnes is a full-time clinician and the Director of the Rutgers Special Education Clinic. She brings her courage, sensitivity and insights on race and on injustice in the criminal justice and other judicial systems to bear on her work teaching law students and representing children with special educational needs. Professor Canty-Barnes was honored for her achievements at the AALS Conference on Clinical Legal Education on May 3, 2004, in San Diego.

**RECONCEPTUALIZATIONS AND
ASSESSMENTS OF SOCIAL JUSTICE
LAWYERING MODELS**

Kim O'Leary (Cooley)

The concurrent session on Social Justice Lawyering: Synergies and Transitions resulted in the formation of a working group of clinicians interested in sharing ideas and information about strategies for developing new models of social justice lawyering based on hard-nosed evaluation of what works well to make systemic change and what does not work well. **Ian Weinstein (Fordham)** graciously agreed to coordinate the group by e-mail and the group of about 45 people is exploring ways to continue dialogue and to help each other. Ian summarized the aspirations of the group as follows: "We should do honest, critical assessments of our work, such as the study of which Jeff spoke at the conference. Given the state of the world, these assessments are often quite hard to do and the results often pose significant challenges. We are likely to reveal and document inadequacies which are familiar to us, at least anecdotally, to a broader and often unsympathetic audience....These are hard issues, but we cannot hope to improve our work if we cannot talk about it honestly. We need much better data about what we do, how it works and what our clients really need.

Good data is only one part of the puzzle. We also need theories that will help us figure out what to study and how to interpret and respond to the data we gather. That is the reconceptualization piece. How can we think anew about social justice lawyering? How can we shape a social justice practice that responds to and fits with the everyday social structures of late modernity?...."

So, my understanding of a possible goal is to foster a spiral of hard headed

assessments of particular models of social justice lawyering and reconceptualizations of the goals and methods of social justice lawyering, in view of what we learn from the assessments. The idea is to move the practice into the 21st Century and in so doing, advance the cause of social justice." If anyone is interested in joining our working group, send your name by e-mail to iweinstein@law.fordham.edu.

NOTICES

ANNOUNCING THE BELLOW SCHOLAR PROGRAM

Project of The Section on CLINICAL LEGAL EDUCATION of the Association of American Law Schools 2004-2005

GARY BELLOW: CLINICAL PIONEER AND TIRELESS WORKER FOR SOCIAL JUSTICE

Gary Bellow was one of the founders of the Clinical Legal Education movement and also played a key role in establishing legal services for the poor. He began his career as a public defender in Washington, D.C. where he was instrumental in developing what continues to be one of the premier public defender organizations in the country. In 1965, he left to become Deputy Director and then Director of United Planning Organization, the poverty program for the District of Columbia. While there, he was influential in efforts to

obtain funding for civil legal services for the poor as a program of the Office of Economic Opportunity, the government agency directing War on Poverty programs. With the OEO-funded legal services in place, Gary sought a challenging role in one of the new field programs. He found it in 1967 when he became Deputy Director of California Rural Legal Assistance, one of the most ambitious and innovative of the new legal service efforts.

In the fall of 1969, Gary went to the University of Southern California to begin a clinical program, all the while maintaining a large caseload of both civil and criminal matters, all of them handled on a *pro bono* basis. Gary's courses drew hundreds of enthusiastic students and the clinical semester at USC, which he developed with his life-long friend and colleague, Earl Johnson, was one of the most successful and ambitious of the early clinical efforts. Three years later, Gary left USC for Harvard, which was to be his professional home for almost thirty years.

By the time he got to Harvard, Gary had become one of the leading proponents and innovators in the new clinical education effort. At Harvard, Gary continued to examine the question of how students best learn in the clinical setting and how student practice might make a significant contribution to making high quality legal services available to low income people. He realized that there was a dearth of useful material on what lawyers actually do and need to know, particularly in legal aid and defender practices, and, with Bea Moulton, began to compile the readings that would later be published in 1978 as *The Lawyering Process: Materials for Clinical Instruction in Advocacy*. His most tangible legacy is Harvard's community-based Hall and Dorr Legal Services Center, which since 1979 has served thousands of clients each year while providing an excellent learning experience for clinical law students.

After Gary's untimely death on April 13, 2000, the AALS Section on Clinical Education decided to establish the Bellow Scholar Program to honor his memory and further the social justice goals to which he devoted his life.

THE AALS CLINICAL SECTION'S BELLOW SCHOLAR PROGRAM

Gary Bellow was not one to look back and savor his accomplishments. Through a long and difficult illness, until the very day he died, Gary focused on the future: on what needed to be done to improve the lives of poor people and the skills and understanding of their advocates. It thus seemed appropriate to make the program named in his honor forward-looking as well. It is contemplated that the Bellow Scholars will be clinicians who are embarking on important efforts to improve the quality of justice in their communities, and who would like the support and counsel of their peers as they carry out their projects.

Bellow Scholars will receive recognition for their undertakings and the opportunity to meet with interested peers both in developing the project and evaluating the extent to which it has accomplished its objectives. It is hoped that Bellow Scholar gatherings will become a regular part of annual conferences and workshops, and will be a forum in which the qualities that characterized Gary's own work, particularly innovation and critical analysis, can be advanced in the clinical community.

HOW BELLOW SCHOLARS WILL BE SELECTED AND RECOGNIZED

Selecting the Bellow Scholar will be the responsibility of the Section's reconstituted Committee on Lawyering in the Public Interest. Each year, applications will be solicited with proposals due in mid-

October. Bellow Scholars will be designated based on their proposals. There may be one or more or no designations in any particular year. New Bellow Scholars will be announced at the time of the AALS Annual Meeting in January.

Once Bellow Scholars projects are underway, there will be opportunities at AALS workshops or conferences (perhaps as part of the "Works In Progress" sessions) for Bellow Scholars to present their ideas, report on progress and solicit advice and input from interested colleagues. In this way, the clinical community will continue to be involved in the process of learning from ongoing projects. While formal written reports will not be required, it is hoped that the work of many Bellow Scholars will be published and/or disseminated more widely in written form.

APPLYING FOR BELLOW SCHOLAR DESIGNATION FOR 2004-2005

The Bellow Scholar program seeks 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 are invited from clinical teachers in the United States, Canada, and other countries who are able to attend the annual workshops and conferences of the AALS Section on Clinical Education, or who can otherwise cover their own travel expenses. Interested applicants should submit a proposal that includes:

- A detailed description of the project;
- The projected goals of the project;
- A timeline for completion of the project; and
- A description of how the project will be evaluated.

Proposals should be postmarked no later than **October 15, 2004**, and sent to the chair of the **Committee on Lawyering in the Public Interest**:

Professor Mary Helen McNeal
University of Montana School of Law
Missoula, MT 59812

Proposals may also be sent electronically to maryhelen.mcneal@umontana.edu or FAXed to Mary Helen McNeal at (406) 243-2576 on or before the same date, October 15, 2004.

BELLOW SCHOLARS FOR 2002-2003

Jeff Selbin and **Mary Louise Frampton (UC-Berkeley)**, *Evaluating Legal Services Delivery Models*

Sophie Bryan (Hale and Dorr Legal Services Center, Harvard Law School)
Ethical Issues in Group Representation Cases

Doug Smith (Denver, now Minnesota),
Workers' Rights Project

ONLINE BIBLIOGRAPHY OF CLINICAL LEGAL EDUCATION **Sandy Olgivy (Catholic)**

I have posted a revised version of the Online Bibliography of Clinical Legal Education. You may visit the Bibliography at the following URL:

<http://faculty.cua.edu/ogilvy/Index1.htm>

This version of the bibliography of materials relating to clinical legal education is a compilation of entries from the version published by the Clinical Law Review, 7 CLIN. L. REV. Special Issue (2001) and entries collected since the publication of that volume, including new materials published through 2002 and previously published materials that we had

missed in the earlier versions. This version includes, for the first time, abstracts of twenty-two articles written by John S. Bradway between 1928 and 1965.

Professor Bradway is a seminal figure in clinical legal education. He started an experimental, six-week, faculty-supervised clinic at the University of Southern California in 1928. In 1931, he established at Duke University the first full-fledged, faculty-supervised clinic. His work is an inspiration to all clinical faculty who have followed him. Not only was he an active clinical supervisor, but he was a productive scholar and a leading figure in the growth of legal aid programs throughout the nation. Clinicians still grapple with many of the issues about which Bradway thought and wrote.

The next revision is scheduled for late fall 2004. Please let me know of any materials that should be included. You can send me materials to my email address:

ogilvy@law.cua.edu



CLINICIANS NEEDED FOR PUBLISHING OPPORTUNITES THROUGH NITA

The National Institute for Trial Advocacy (NITA) is seeking experienced Clinicians for several publication opportunities, including:

Case Files and teaching materials:

NITA publishes case files for use in law school clinical courses, pre-trial and trial

advocacy courses, and deposition seminars and advanced litigation training. Authors are needed to develop new case files in all areas, **specifically material modeled after cases that students handle in live-client clinical programs (i.e. domestic violence, housing, special education, elder law, immigration, consumer protection, civil rights, environmental law)**. Additionally, NITA publishes litigation related trade books and treatises. NITA has a long and successful history of publishing materials produced by clinicians and other legal practitioners. An Editorial Board and support staff is available to assist in guiding authors through the publication process. For more information, please contact NITA Associate Editor, **Zelda B. Harris** at 520-747-1847 or zelda.harris@worldnet.att.net

Commentary Project: NITA has an ongoing Commentary Project with Lexis. The commentaries examine federal rules and code sections from a practice and litigation standpoint. We have several hundred rule and code section commentaries on line with Lexis (and printed in the U.S. Code Service) ranging from the Federal Rules of Civil Procedure to Title 18 USCS Chap 153, Habeas Corpus. Commentary authors are needed, particularly for Title 28 Judiciary and Judicial Procedure code sections – Chapters 155 Injunctions, Chapter 159 and Chapter 176 Federal Debt Collection – and for Title 18 Crimes, Title 21 Chapter 13 Drug Abuse Prevention and Control, and Title 42 Public Health and Welfare. For additional information about writing a commentary, contact Frank Alan, NITA Editor of Electronic Publishing at (800) 225-8462 or Alan.1@nd.edu or Zelda B. Harris, NITA Associate Editor at 520-747-1847 or zelda.harris@worldnet.att.net

CONFERENCES

Clearing the Air: The Implementation of Tobacco Policy in Arkansas

June 3-4, 2004

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

WILLIAM H. BOWEN SCHOOL OF LAW

The **University of Arkansas-Little Rock, William H. Bowen School of Law** and the **University of Arkansas, Robert A. Leflar School of Law** are hosting a symposium June 3 & 4, 2004 entitled *Clearing the Air: The Implementation of Tobacco Policy in Arkansas*. The two law schools tobacco clinics work together as the Arkansas Tobacco Legal Resource Centers. The Legal Resource Centers provide assistance to local governments seeking to create tobacco related policies. The Centers are part of Arkansas' comprehensive tobacco strategy as a result of the Multi-state Settlement Agreement. The symposium will be held in Little Rock, Arkansas.

The Clearing the Air: The Implementation of Tobacco Policy in Arkansas Symposium seeks to provide those involved with policy creation and implementation in Arkansas a forum in which to share ideas and strategies as well as gain a better understanding of tobacco policy development on a national level. Lecturers at the symposium will include **Robert Kline**, the Senior Staff Attorney of the Tobacco Control Resource Center at **Northeastern University Law School** in Boston, Kevin Dedner of the American Cancer Society, as well as students of the Bowen School of Law Tobacco Control Clinic who will present their research as part of their clinic course. **Ruby Andrew** is the Tobacco Control Clinic Director at the **University of Arkansas –Little Rock** William H. Bowen School of Law and **Jackie Gaithe** is the Director at the

University of Arkansas. For more information on the symposium, please contact Sheena Olson at 501.324.9966.

**2004 Northwest Clinical
Law Conference
October 8-10, 2004**

The **2004 Northwest Clinical Law Conference** will be held **October 8-10, 2004** at Sleeping Lady Mountain Retreat, Leavenworth, Washington (<http://www.sleepinglady.com>) Registration by June 30, 2004, if possible. For questions, contact: clinics@u.washington.edu or (206)543-3434.

**Rocky Mountain Regional
Clinical Conference
October 22-24, 2004**



The **2004 Rocky Mountain Regional Clinical Conference** will be hosted by the **University of Denver** in conjunction with the 100th Anniversary of the College of Law's Clinical Program which will be celebrated that same weekend.

**AALS ANNUAL MEETING
January, 2005
Section on Clinical Education**

The AALS Section on Clinical Legal Education, together with the Section on Law and Aging, will hold a joint program in San Francisco about "**Interviewing and Counseling in Context: New Approaches and New Ideas.**" The session will include

an opening panel of I & C textbook authors discussing how specific client contexts affect interviewing techniques and counseling styles. The second session will consist of four concurrent tracks: older adult clients, child clients, non-English speaking clients and criminal defendants. Some of those tracks will include non-lawyer professionals including a linguist, a child psychologist and a gerontologist, plus clinician-practitioners in each field. Please join us as we jointly develop better lawyering models in these areas of practice.



TO NEW CLINICIANS

Megan F. Chaney will join **Yale Law School** as a **Robert M. Cover Fellow** starting on July 1, 2004 for a two year fellowship. Megan is now a Special Assistant Public Defender at the Miami-Dade County Public Defender's Office in Miami, Florida.

Jennifer Lav joins the **University of Alabama School of Law** as an instructor in clinical law. Jennifer is a graduate of Columbia Law School and clerked for Judge Myron Thompson of the Middle District of Alabama. She will be teaching students in the law school's Children's Rights and Disability Litigation clinics.

Daniel E. Manville has been appointed a Staff Attorney with **Wayne State University Law School's Civil Rights Litigation Clinic**. Dan is a nationally recognized authority on prisoners' rights and has just published a new book, *Disciplinary Self-Help Litigation Manual*.

To order a copy for your clinic or law school library, please send an e-mail to DSHLM@comcast.net.

Sarah Mervine has been appointed to a clinical fellowship position with the Consumer Law Litigation Clinic at the **University of Wisconsin Law School**. Sarah graduated from Northwestern Law School in 2000 and since September 2001 has worked at the Legal Assistance Foundation of Metropolitan Chicago, first as a Skadden Fellow and then as a staff attorney, where she focused on consumer protection and housing. Prior to LAFMC, Sarah was a clerk for Judge Rebecca Pallmeyer at the U.S. District Court for the Northern District of Illinois. She will begin supervising students this summer on a range of consumer protection issues, including credit and debt, misrepresentation and fraud, and "fringe-banking" (payday lenders, rent-to-own stores and the like).

Ronald S. Sullivan will be joining the **Yale Law School** faculty as an Associate Clinical Professor of Law, beginning July 1. Ron leaves as Director of the Public Defender's Office in Washington, DC to become part of the **Jerome N. Frank Legal Services Organization** at YLS. Ron will be instituting and teaching a criminal law clinic.



HONORS, AWARDS & PROMOTIONS

Alexis Anderson (Boston College), previously a Visiting Clinician co-directing the Extern Program, directing the Advocacy

Program, and teaching the first year lawyering process class has been rehired on a long term contract as an **Associate Clinical Professor** who'll be supervising/teaching in the in-house civil clinical program.

Gordon Beggs (Cleveland State), upon recommendation of the faculty, was granted a five-year appointment as **Clinical Professor of Law** by the Provost of the University, the first long-term contract appointment following adoption by the Law School and University of enabling regulations one year ago.



Tim Casey (Columbia), an Associate-in-Law, recently received the **Columbia University Presidential Award for Outstanding Teaching by Graduate Students**. Tim will be joining the faculty at **Case Western Reserve** in July.



Paul Chill (Connecticut) will become the **Associate Dean for Academic Affairs** at University of Connecticut Law School effective July 1 -- the first non-tenure-track faculty member, and the first alumnus of the law school (class of 1985), to hold that position.

George Critchlow (Gonzaga), Associate Professor at the Gonzaga University School of Law, has been appointed **Interim Dean** of the Law School effective July 1, replacing Daniel J. Morrissey who announced April 22 that he would resign effective June 30. Critchlow graduated from Gonzaga in 1977 and currently serves

as Director of the Law School's Clinical Law Program.



Martin Geer (UNLV) received a **Senior Fulbright Lecturer** award to teach at the ILS College of Law in Pune, India, August-December, 2004. He will be working with their clinical program and teaching International Human Rights as well as doing research in the area of prison conditions.



Scott Hughes (New Mexico) has been unanimously recommended by the faculty for **promotion and tenure**



Eric S. Janus (William Mitchell) has been named the next **Vice Dean for Academic Affairs** at William Mitchell College of Law.

Kenneth Kowalski (Cleveland State), upon recommendation of the faculty, was granted a five-year appointment as **Clinical Professor of Law** by the Provost of the University, the first long-term contract appointment following adoption by the Law School and University of enabling regulations one year ago.



April Land (New Mexico) has been unanimously recommended by the faculty for **promotion and tenure**.



Carol Liebman (Columbia) was recently appointed by Mayor Bloomberg to **New York City's Civilian Complaint Review Board**.



Edward Lloyd (Columbia), Evan M. Frankel Clinical Professor in Environmental Law, has been voted a **long term contract** (Columbia's version of clinical tenure) with the overwhelming and enthusiastic support of the entire faculty.



Nathalie Martin (New Mexico) has been unanimously recommended by the faculty for **promotion and tenure**



Kelly Browe Olson (Arkansas-Little Rock) was awarded the University of Arkansas at Little Rock William H. Bowen School of Law **Faculty Excellence Award for Public Service for 2003 - 2004**.

Professor Olson was honored, along with other faculty award winners, at the University's 16th Annual Faculty Excellence Awards ceremony on April 30. Her work with the Arkansas Department of Education on special education mediation and with the Administrative Office of the Courts on dependency/neglect issues was cited.



Dina Schlossberg (Penn), who has done an outstanding job in supervising Penn's Small Business Clinic over the past four years, has been promoted to Penn's **Practice Faculty**. This well-deserved appointment concludes a national search and will enable Dina to continue making her unique mark on the development of our program, its impact on the Philadelphia region, and on the growing world of transactional clinical education for years to come.

Jeff Selbin (UC-Berkeley), EBCLC Executive Director, visited Harvard Law School in March, 2004 as a **Wasserstein Public Interest Fellow**, which recognizes "exemplary lawyers who have distinguished themselves in public interest work and who can assist students who are considering similar career paths."



Stella L. Smetanka (Pittsburgh), Clinical Associate Professor of Law of the Health Law Clinic, was named recipient of a **University of Pittsburgh Chancellor's Distinguished Public Service Award**, which honors

faculty who have made outstanding contributions to the community.



Jane Spinak (Columbia) was the recipient of a **2003 PASS Award** from the **National Council on Crime and Delinquency** for her role as Senior Advisor on a Frontline/Fred Friendly Seminar, "Failure to Protect: A National Dialogue on Child Welfare." (part of a three part Frontline Series on child welfare that also received a 2003 Dupont Broadcasting Award).



Carl Warren (Minnesota) was awarded the **Stanley V. Kinyon Clinical Teacher of the Year Award, 2003-2004**.



Frank Wu (Howard), Professor and former Clinic Director at Howard University School of Law, is the **dean-designate** at **Wayne State University Law School** and will begin his deanship on July 15, 2004.



Christine Zuni Cruz (New Mexico) was a recipient of the **2004 Governor's Award for Outstanding New Mexico Women**.



FROM CLINICAL PROGRAMS

Albany Law School

Albany Law School's new **Health Law Project**, which recently received \$96,000 from New York State to provide high quality legal assistance – specifically in permanency planning matters, including guardianship, health care proxies, powers of attorney, and medical insurance coverage – to low income families impacted by cancer. "With the support from a grant from the New York State Department of Health, the Albany Law School Clinic will be expanding its Health Law Project to provide on site legal services at Albany Medical Center/New York Oncology Hematology to low income families affected by cancer. This collaborative medical-legal initiative is designed to help improve clients' health outcomes through early legal intervention."

The Albany Law School Clinic – which runs the Health Law Project – has addressed the legal needs of people living with AIDS for more than 11 years and recognized that cancer patients had similar – yet unmet – legal needs.

Between 5 and 10 students participate in the Project each semester and receive training in cultural sensitivity, client confidentiality, and professional responsibility, as well as on substantive areas of law. Presentations from social workers and medical personnel help students more fully understand concerns

of people struggling with a chronic medical condition.

The Project is designed to be "accessible" in every way for clients. Legal services are offered at no charge and client meetings may be held in homes, doctors' offices, and hospital rooms. The Project maintains office space at the largest cancer care practices in Albany to enable clients to coordinate legal and medical appointments. A community nurse spread the word about the Project in urban neighborhoods and services are available in Spanish.

The Project also provides trainings for case managers and medical providers about legal concerns of families impacted by cancer.

The Clinic collaborated with New York Oncology and Hematology; Albany Medical Center Pediatric Oncology; St. Peters Hospital and Cancer Care Center; Community Hospice in Albany, Schenectady and Rensselaer Counties; and the American Cancer Society to establish the Health Law Project.

SCHOOL OF LAW – UNIVERSITY OF CALIFORNIA, BERKELEY



E B C L C

East Bay Community Law Center



The **East Bay Community Law Center (EBCLC)** is the community-based component of **Boalt Hall's** clinical program. In January 2004, EBCLC

received the **Alameda County Bar Association's Distinguished Award for Community Service**, the ACBA's highest organizational honor, for its "unselfish and dedicated service to the ACBA and the community."



The **Civil Appellate Litigation Clinic**, which **Paul Chill** directs, recently won a significant victory before the Connecticut Supreme Court. For the first time in more than a decade, the state's highest court reversed a judgment in a termination of parental rights case, holding that a trial court must notify parents in advance if the court intends to draw an adverse inference from the parents' exercise of their (state-law) right to silence in child protection cases. Unfortunately, the court also held -- contrary to our claim on appeal -- that such an inference is substantively proper. The court also stated in dictum, however, that parents who exercise their 5th Amendment privilege in a TPR case may not be subject to an adverse inference, a concept that I believe is without precedent anywhere in the United States. The citation is *In re Samantha C.*, 2003 WL 23472912 (Apr. 27, 2004).



Mary Marsh Zulack and **Conrad Johnson**, together with **Brian Donnelly** teach the "**Lawyering in the Digital Age**" Clinic at **Columbia Law School**. The Clinic received an award from the **Legal Aid Society "For Outstanding Pro Bono Service"**.



The smiling teachers are pictured here with The Honorable Judith Kaye, Chief Justice of New York's highest appellate court.

The award was for developing the first and only Community Technology Center housed within a legal services office-here the Greater Harlem Office of Legal Aid. This spring clinic students developed the web site for the Center, which includes a great deal of information specifically tailored to meet the pressing civil legal needs of low-income New Yorkers. Clinic students are collaborating with Legal Aid Society attorneys, staff and the community to expand the breadth and use of this emerging resource.



Regina Germain, Visiting Assistant Professor of Law at **University of Denver College of Law**, has organized an **Immigration Court Watch Program** in conjunction with the Asylum Project of DU's Graduate School of International Studies.

The Court Watch Program is a response to a pilot project of the Immigration and Custom Enforcement (ICE) Agency's new policy of arresting all immigrants at the conclusion of their

immigration court proceedings in the Denver Immigration Court. After the arrest, ICE determines whether the person should be detained or released on his/her own recognizance. ICE has arrested and detained immigrants denied relief even if they have reserved appeal. Initial bonds are often set at \$15,000 to \$20,000. ICE also arrests immigrants *granted* relief if the government has reserved appeal. To date, immigrants granted relief have not been detained after their arrest, but have been released on their own recognizance.

As part of the Court Watch Program, students observe immigration court proceedings and report on the outcome by completing a questionnaire. Students volunteering for the program include DU law students and graduate students from DU's Graduate School of International Studies. In order to observe court proceedings, they must first attend a two-hour training session. The Court Watch Program was implemented with the full knowledge and cooperation of the Denver Immigration Court. Not only does the program gather valuable information to evaluate this pilot program, it also exposes students to the practice of immigration law and administrative hearings.



Joan Meier recently launched the **Domestic Violence Legal Empowerment and Appeals Project (DV LEAP)**. DV LEAP is a new non-profit organization based in D.C. but operating nationwide, which is dedicated to providing pro bono appellate advocacy in domestic violence cases with issues of significance to battered women and their children. DV LEAP screens referred cases and places appropriate ones with

participating pro bono lawyers while providing close consultation and mentoring, and/or litigates them in-house. Although it is still in the start-up phase, DV LEAP already has four active cases, in the District of Columbia, Washington state, New Jersey, and Maryland.

If you would like to know more, may have a case to refer, or know of potentially interested contributors, contact Joan Meier at Jmeier@law.gwu.edu.

The **Federal, Criminal and Appellate Clinic** at **George Washington University Law School** won a case in the intermediate appellate court in Maryland that has received some publicity because it generated the first published opinion in the state to apply the new Supreme Court interpretation of Confrontation Clause rights (*Crawford v. Washington* 124 S. Ct. 1354 (2004)).

Third year student **Edward Griffin** argued the case, *Snowden v. State*, ___ Md. App. ___ (No 2933, Sept Term 2002, April 5, 2004) assisted on the brief by third year student **Abihail Garcia**. The clinic is directed by Professors **Jennifer Lyman** and **Anne Olesen** which handles direct appeals in serious Maryland criminal cases, as well as some post-conviction claims at the trial level.



In the fall, **Michael Jenuwine** will be starting a **Mental Health and Disability Law Clinic** at **Indiana University - Bloomington** School of Law (and will be stepping down as the Associate Director of their Child Advocacy Clinic).

UNIVERSITY OF MINNESOTA

Jean Gerval was a **Visiting Professor** at **Uppsala University** in Uppsala, Sweden teaching "Introduction to American Law"

Steve Simon provided the following judicial education programs:

"Evidence in the Courtroom", General Jurisdiction Course, National Judicial College (March, 2004)

"Evidence in the Courtroom" and "Courtroom and Trial Management", South Dakota Annual Judicial Conference (April, 2004).

Child Support Hearing Management Training Program, Minnesota Child Support Magistrates (May, 2004)

Doug Smith will be a **Visiting Clinical Professor** at the University of Minnesota Law School for the 2004-5 year.

University of Nevada, Las Vegas

William S. Boyd School of Law

As usual, there's lots of clinical news emanating from Las Vegas. We're very excited that Externship Director **Marty Geer** has been awarded a Fulbright to teach at the ILS Law School in Pune, India, for a semester starting in August. Congratulations, Marty!

The Thomas & Mack Legal Clinic just finished our first year with all four clinics, Capital Defense, Child Welfare, Juvenile Justice, and Immigration in operation. The **Immigration Clinic**, represented clients from twenty-four countries in its first year, and through the leadership of co-directors **Leticia Saucedo** and **David Thronson** has received a substantial federal grant to expand immigration programs. The grant will be used in part to supervise first year students, who will for the first time next year have an opportunity to provide immigration services as part of Boyd's

required first year community service program.

Under the direction of **Joan Howarth** the **Capital Defense Clinic** continues to concentrate on developing mitigation cases, and now represents one client in post-conviction proceedings and one who is preparing for re-trial after a reversal of both conviction and death penalty by the Nevada Supreme Court.

In addition to its usual representation of children in delinquency court, under the direction of **Kate Kruse** the **Juvenile Justice Clinic** this Spring undertook a policy project related to state bar efforts to require disclosure of juvenile adjudications. That project resulted in a change in the question asked of applicants to the Boyd law school. Finally, this summer will bring a change in leadership. Congratulations to **Annette Appel**, who has been appointed **Associate Dean for Clinical Studies**, replacing **Joan Howarth**, who will become the **academic dean**.



April Land, **Aliza Organick** and **Carol Suzuki** conducted a concurrent session on "**Cultural Considerations in Problem Solving and Advocacy**" at the AALS Conference on Clinical Legal Education on May 3, 2004. Working through a composite client problem, the session participants discussed ways clinical teachers can effect a more culturally sensitive legal system through developing comprehensive law clinic procedures, exploring interests of the various parties which impact a legal matter, and teaching students to be more cross-culturally competent. Professors **Land** and **Suzuki** teach the **Community Lawyering Clinic** at the University of New Mexico School of

Law. Professor **Organick** has taught in UNM's **Southwest Indian Law Clinic** as a visiting professor. She will start a clinic regarding Native American communities and tribal courts in Kansas at **Washburn University School of Law** starting in the fall. We wish Aliza the best in her new position!

Pace Law School

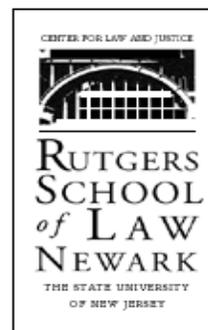
The **Securities Arbitration Clinic** at Pace Law School (SAC) has had some noteworthy successes this past semester, including obtaining a total of \$40,000 in settlement money from broker-dealers. Our students successfully negotiated a substantial settlement of an arbitration proceeding on behalf of a recent retiree who was persuaded to cash out her pension plan and make unsuitable investments. Students also deserve accolades for their representation of a disabled, retired firefighter in an arbitration case they submitted for decision on the papers. They successfully negotiated a highly favorable settlement with the brokerage firm and are awaiting a decision from the arbitrator regarding the liability of the individual broker.

In addition, in the fall of 2003, SAC launched the **Pace Investor Rights Project (PIRP)**, made possible by a generous grant from the New York State Attorney General's Office, which just completed its first academic year sponsoring advocacy, research and educational programs in the area of investor justice for New York State investors.

The Advocacy Program, under the direction of Professor **Jill Gross**, continues and expands the work of SAC, particularly during the summer months through student internships. PIRP's Research Program, directed by Professor **Barbara**

Black, has researched, drafted and filed several comment letters with securities regulators on rule filings that can affect the interests of small investors. Additionally, PIRP is currently organizing a **National Investor Rights Symposium** to be held at Pace Law School on March 31 – April 1, 2005 to explore current legal issues in the area of investor justice.

Finally, in the area of investor education, PIRP's staff attorney **Alice Oshins**, a graduate of SAC, has launched our website - www.law.pace.edu/PIRP. The site contains descriptions of PIRP's activities, news on upcoming seminars and events, and links to related sites that provide information on investments and legal rights of small investors. In March, PIRP presented its inaugural investor education seminar on the topic "Investor Rights and Responsibilities," co-sponsored by Pace Law School's Barrister's Guild. This well-attended seminar aimed to better educate law students as to their legal rights and responsibilities when investing through a securities brokerage firm and a mutual fund. PIRP will be presenting this seminar to the general public at two Westchester public libraries in May 2004.



In January, 2004 the **Constitutional Litigation Clinic** at **Rutgers Law School** under the direction of **Frank Askin** along with the American Civil Liberties Union filed a lawsuit in Union County Superior Court challenging the denial of voting rights to persons on probation or parole in

New Jersey on behalf of the New Jersey State Conference of the NAACP, the Latino Leadership Alliance of New Jersey, Councilwoman Patricia Perkins-Aguste, Councilman Carlos J. Alma, and ten individuals on parole or probation. The lawsuit, the first of its kind nationwide filed in state court, asserts that state laws denying probationers and parolees the right to vote is a denial of “equal protection under the law” under the New Jersey Constitution inasmuch as members of racial minority groups are vastly over-represented in the criminal justice system.

The **Constitutional Litigation Clinic** also filed a class action lawsuit against 13 New Jersey municipalities who refused to repeal ordinances banning nonresidents from using municipal parks and making it a criminal offense to violate the restriction. Prior to filing the suit, 18 municipalities repealed their ordinances and another 26 are in the process of doing so after demand letters from the Clinic were sent to municipalities discovered to have the restrictive ordinances. The suit was filed after successfully defending individuals charged with violating restrictive park rules on a case by case basis. Students in the Clinic have worked on the case under the supervision of **Penny Venetis**.



In its first year of operation, the staff and faculty of the **University of St. Thomas Interprofessional Center for Counseling and Legal Services**, has been honored as the recipient of the **UST Law School's 2004 "Living the Mission" Award for Excellence in Professional Preparation**. The Interprofessional Center calls on the unique marriage between law, social work and psychology to provide students with the opportunity to help the

underserved and the working poor. The union between these three disciplines allows our students to draw on their faith perspective while developing the practical skills necessary for becoming accomplished servant leaders in the practice of law. The UST Law mission acknowledges the benefits of providing students with opportunities for interdisciplinary study and experiential learning, the very core of the Interprofessional Center.

A recent ABA site visitor commented on the excellent progress of the clinical program. The Center is already establishing itself as a point of excellence in the professional preparation of our students at UST as a highly innovative and successful clinical program. **Mary Hernandez** (Administrative Assistant), **Crixell Suteria** (Legal Assistant), **Kathy Bredezen** (Office Manager), **Nekima Levy-Pounds** (Assistant Professor), **Jennifer Wright** (Associate Professor) and **Virgil Wiebe** (Assistant Professor and Director of Clinical Education) shared in the award.

Professor **Nekima Levy-Pounds** was the key note speaker at the University of St. Thomas Black Law Students Association's "Night of Distinction." Professor Levy-Pounds addressed the attendees on the topic of "**Brown v. Board of Education: How Education Creates Opportunity**." Professor and Clinical Education Director **Virgil Wiebe** received the Association's **2004 Community Service Award** at the event.

Along with the successful completion of our first year as a Center, two of our Clinical faculty will have articles published this spring. Professor **Virgil Wiebe** published "**Washing Your Feet in the Blood of the Wicked: Seeking Justice and Contending with Vengeance in an Interprofessional Setting**," in the inaugural issue of the **University of St. Thomas Law Review**, Spring 2004. "**Protecting Who from What, and Why, and How?: A Proposal for an Integrative**

Approach to Adult Protective Proceedings”, authored by Professor **Jennifer L. Wright**, will be published in the spring edition of the **Elder Law Journal** of the University of Illinois – Urbana/Champaign.

It has been an exciting and demanding year at the Interprofessional Center and we are thrilled to have provided members of UST’s inaugural class with the opportunity to participate in clinic as part of their law school experience.



It was wonderful to see so many of you in San Diego and to have the chance to share the show **Barred from Life** with you. Now I am thrilled to share news of the **Northern CA Innocence Project's** biggest victory, the exoneration and release of John Stoll from prison after he served 20 years for 17 counts of child molestation, convictions based on coerced testimony from 6 young children. These children, now men, came forward this year and testified that they had never been molested by John and that their testimony 20 years ago were lies they were forced to tell by a Bakersfield sheriff and social worker. John is now free and we get to delight in his joy as he is experiencing the world again for the first time in 20 years. Work on John's case was a collaboration between two clinical programs: The **California Innocence Project** at **Cal Western** (CIP) and the **Northern CA Innocence Project** at **Santa Clara** (NCIP).



The Syracuse University College of Law Office of Clinical Legal Education enjoyed another year of tremendous success and growth. With funds secured by the Dean via the Office of the New York State Attorney General, the Office of Clinical Legal Education inaugurated a new **Securities Arbitration Clinic** this year. This clinic, co-directed by Professor **Margaret Harding**, a non-clinic faculty member who teaches securities law, among other courses, and **James Sonneborn**, a local lawyer who practices in the securities arbitration law field, was one of only six New York law schools to receive funding to start or continue a Securities Arbitration Clinic this year. These Securities Arbitration clinics were established to “enhance investor and consumer legal protection and awareness” by providing representation to eligible investors, primarily elderly people, in New York State who have lost all or some of their investments as a result of improper conduct by their stock brokers, investment advisors, securities firms, and mutual funds dealers in connection with the purchase or sale of a security.

In addition to the new Securities Arbitration Clinic, our **Low Income Taxpayer Clinic** received its third year of funding in the competitive IRS grant award process. This clinic, co-directed by **Rob Nassau** and **Sherm Levey**, two private lawyers, has become an integral part of our clinic program and now must turn away clients, given the increasing demand for its services. Last year alone, the work of this clinic's students resulted in literally thousands of dollars returned by IRS to the clinic's clients. Student attorneys in the LTC are generally able to resolve the controversies of their clients administratively, although this year, the

LITC filed petitions in the United States Tax Court on behalf of their clients, and then tried these cases in Tax Court in April 2004.

SU's four other clinics also enjoyed a busy and successful year. **The Children's Rights and Family Law Clinic**, directed by Visitor **Suzette Melendez**, represented clients on a range of family law cases, including child support and grandparent custody cases, as well as a federal court case involving alleged abuse of our client when he was a child in foster care. This Clinic also represents clients in special education cases and on other matters involving the rights of children.

The Community Development Law Clinic, directed by Professor **Deborah Kenn**, provided legal advice and services to local community economic development organizations, including providing general counsel services to many ongoing not-for-profit corporations and new organizational clients. In addition, the CDLC has ventured into the for-profit realm of practice by representing a local economic development center that has successfully created a Business Resource Center, which provides technical and educational assistance to people wanting to start their own businesses.

The **Criminal Law Clinic**, directed by Visitor **Charles Keller**, also proved to be an exciting year for its students, who represented over 50 clients, charged with more than 150 offenses in this past semester alone. The most common offenses were assault, larceny, drug possession, and property damage crimes. Criminal Law Clinic students made over 100 appearances before four different judges in Syracuse City Court. The students' zealous efforts resulted in over forty percent of all the Criminal Law Clinic cases being dismissed outright or granted Adjournments in Contemplation of Dismissal.

In another significant victory, the **Public Interest Law Firm** succeeded in securing access for a client who uses a wheelchair to a local ice cream store. This year, PILF, as it is known was directed by Professor **Daan Braveman** and Visitor **Alma Lowry** who supervised students providing legal assistance on a range of civil rights cases, including helping a predominantly African-American neighborhood in Syracuse challenge the siting and design of a regional sewage treatment facility planned for their neighborhood. In another project, PILF students worked with residents of a subsidized housing development to ensure that the mold found in their apartment has been appropriately removed or to find safer housing. PILF students also represented other clients in their race, religious, or gender-based employment discrimination complaints. PILF also continued its commitment to serving clients from the disability community by working on a number of disability-related cases, ranging from ensuring that Syracuse's public transportation is accessible to riders with disabilities, researching the facts and legal claims for a disability-based employment discrimination case and a case against a dentist for failing to provide interpreter services to a deaf patient, and representing people with disabilities on their Supplemental Security Income (SSI) claims.

Beginning in Fall 2004, **PILF** will be directed by a new faculty member, **Michael Schwartz**. Michael graduated from NYU Law School and received his LL.M from Columbia. He also holds a degree in Drama and has worked at the NY Attorney General's Office as well as in his own practice specializing in representing people who are deaf, which he is as well. Michael is currently working towards his Ph.D. in Disability Studies at Syracuse University's School of Education. Syracuse University has the nation's first graduate program

offering a certificate in disability studies, and this year became the first law school in the country to offer a joint degree in Law and Education, with a concentration in disability studies. This new joint degree program is coordinated by Professor **Arlene Kanter**, who is also the College of Law's current Director of Clinical Legal Education.

At the end of 2004-05, **Arlene Kanter** will be stepping down after 16 years as Director of Clinical Legal Education at Syracuse University College of Law. Under her direction, the clinic program grew from two to six active clinics, which now includes nine full and part-time tenured or visiting faculty and four support staff. She is also responsible for developing the school's highly regarded Externship Program, which she will continue to direct, at least, for a while. Although Arlene will continue to work on some disability cases in the clinic after she steps down as the overall director, she will focus her teaching and research on disability law and policy, as she has been named **co-director** of Syracuse University's new interdisciplinary **Center on Disability Studies, Law and Human Policy**.

As a result of these changes in the clinics, Syracuse is searching now for three new clinic faculty members, including a new overall Director of Clinical Legal Education. Candidates for the Director position should currently be a director of a clinic or have comparable experience, as well as litigation experience, and a record of scholarship. Clinic faculty with expertise in children's rights and family law, and criminal law are invited to apply for the positions in the Children's Rights and Family Law Clinic, and the Criminal Law Clinic, respectively. We will also be hiring a practitioner-in-residence for 2004-05. The ad for these three positions and the practitioner-in-residence is included in the position announcement section of this newsletter, and on line at the CLEA

website at <http://www.cleaweb.org>. For more information about our clinic programs or the job openings, please contact Professor Arlene Kanter at kantera@law.syr.edu or by phone at 315-443-4582.

Arlene Kanter made the following presentations:

Disability Rights and Legal Education, Presentation at Conference on Disability and Legal Education, co-sponsored by the Washington College of Law, American University, and the American Bar Association Commission on Mental and Physical Disability, Washington, D.C., March 17, 2004.

Disability and Human Rights Law: An Interdisciplinary Approach, Presentation at Conference on Mental Health and Law, Washington University, St. Louis, March 19, 2004.

The Globalization of Disability Rights Law, Presentation at the International Law Association, New York, NY, October 24, 2003.

Foreign Policy and Disability: Legislative Strategies and Civil Rights Protections to Ensure Inclusion of People with Disabilities, Presentation to Congressional Committee and press conference, October 10, 2003.

A Comparative View of Disability Law in Israel and the United States, Ministry of Justice, Jerusalem, Israel, August 2003.

The Globalization of Disability Rights Law - A Thirty Year Retrospective, Conference of the Syracuse Journal of International Law and Commerce, Syracuse, NY, March 28, 2003.

Ethical Issues in Externships, Externships: Learning from Practice Conference,

Columbus School of Law, Washington, D.C., March 8, 2003.

Externships: The Basics, Externships: Learning from Practice Conference, Columbus School of Law, Washington, D.C., March 7, 2003.

Disabling Images of People with Disabilities in Film and Law, International Conference on Humanities and Arts, Honolulu, CA, January 2003.



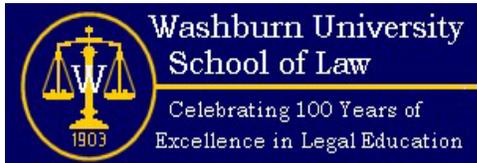
Four students from the **Tulane Criminal Clinic** achieved a dismissal in a highly publicized murder case that spanned two states and twenty-five years. In 1975, Mr. Ernest Eugene Harper allegedly stabbed his wife to death in New Orleans, Louisiana. Before the State filed any charges, Mr. Harper left Louisiana and moved to Oklahoma. In October 2003, the New Orleans District Attorney sought to extradite Mr. Harper on second-degree murder charges.

The Tulane Criminal Clinic filed a Motion to Quash the Indictment, arguing that the relevant statute of limitations had expired. Forestalling a tolling defense, student investigation produced teletypes and internal police department memoranda, dating back to 1975, demonstrating that the New Orleans authorities knew of Mr. Harper's whereabouts. As a result of the students' careful research, the Orleans Parish District Attorney's Office dismissed the charges against Mr. Harper. (Criminal law trivia junkies take note, this is the same Ernest Harper who won a unanimous victory in the United States Supreme Court in *Harper v. Young*, 520 U.S. 143 (1997)). For more on this story, see 2004 WL 58755722.

The Tulane Criminal Clinic continues to work with **Tulane's Domestic Violence Clinic**, to provide holistic legal assistance to victims of domestic violence who have been charged with crimes. In a recent case, the State charged our client with felony aggravated battery for stabbing her boyfriend in the shoulder. On cross-examination, the boyfriend admitted that, prior to the stabbing, he had hit the defendant with both fists. The District Attorney's office subsequently dismissed the case.

In a similar case, a client was charged with misdemeanor battery for throwing a pair of scissors at her boyfriend. At trial, clinic students obtained a directed verdict of "not guilty." As a result of the Criminal Clinic's innovative and successful approach to the criminal defense of domestic violence victims, a recent conference of the National Association of District Attorneys featured Tulane's Criminal Law Clinic as a "showcase" program.

The Criminal Clinic's Supreme Court practice continues to grow. Last year the Tulane Criminal Clinic successfully challenged the constitutionality of four state statutes governing the formation of New Orleans grand juries. *State v. Dilosa*, 848 So.2d 546 (2003). This year, at the request of the district court, students **Paul Drevensted** and **Jeni Stinson** briefed and argued, before the Louisiana Supreme Court, a related grand jury challenge. The Louisiana Supreme Court will also hear students argue the constitutionality of a Louisiana competency statute which relegates irrestorably incompetent, non-dangerous defendants, to a term of probation, under the supervision of the Department of Corrections.



Washburn Law School is very pleased to announce the addition of two dynamic clinicians to our faculty. This fall, **Aliza Organick** will join us from the University of New Mexico. Aliza will develop a Native American practice at the Washburn Law Clinic. Additionally **Janet Thompson Jackson** will join us from the University of Baltimore. Janet will teach stand-up classes and develop a transactional/community development law practice at Washburn. We expect the transactional clinic to be launched in another year. Both Janet and Aliza have been hired as tenure track faculty members.

In addition, Washburn is delighted that **Curtis Waugh** has agreed to continue as a visiting professor in the Washburn Clinic for another year. Curt jump-started our civil law practice and will continue his excellent work, expanding this practice during the next academic year.

This year, Washburn Law School's **Center for the Excellence in Advocacy** began a program in which we hosted a scholar-in-residence whose area of expertise is Advocacy. In mid March, we were fortunate to present **Doug Colbert**, our colleague from the **University of Maryland**, as our first **Advocacy Scholar-in-Residence**. Doug Colbert was an outstanding inaugural scholar-in-residence, spending time with students, faculty, attorneys and judges. Doug drew from his breadth of experience and spoke on a wide range of topics in several different settings.

Doug began his visit by making a presentation to Washburn's law faculty on the benefits of encouraging a broad interpretation of scholarship. This is

clearly a topic of interest to clinicians. He spoke very persuasively about writings such as op-ed pieces and amicus briefs being valued as scholarly work.

Throughout his visit, Professor Colbert was in the halls of the law school talking with students and faculty. Students also joined him at breakfast each morning. On one particular morning Doug took a morning run with a student on the route that Linda Brown traversed every day on the way to what is now the *Brown v. Board of Education* National Historic Site. He also got a "sneak peek" at the moving *Brown* exhibit.

Doug made himself available in several classroom settings, presenting and working with the Constitutional Law class, the Constitutional Litigation Seminar, the Trial Advocacy Class, and, of course, the Clinic seminar. After dining with student leaders from NALSA, HALSA and AALSA, Doug delivered a public lecture for the community, discussing the history of the 13th amendment and how it can be used in litigation today. He closed his presentation with a discussion of *Brown v. Board of Education* and its impact on the rights of African Americans.

During a luncheon presentation to local attorneys, judges and politicians, Doug spoke about *Gideon* and the importance of the right to counsel. He related stories from his days with the NYC Legal Aid Society as well as the important work he and his students have done on bail reform in the Access to Justice Program at the University of Maryland. Finally, Doug was introduced on the State Senate floor where he met with sponsors of a bail reform bill.

During his visit, Doug was an excellent ambassador for clinical education. He reinforced to an already "pro-clinic" faculty the wisdom of their commitment to experiential education and he consulted with our dean on ways to further support the efforts of faculty who

teach in the clinic. The entire Washburn Law community thanks Doug Colbert for the valuable contribution he made to our law school during his visit.



Evelyn Cruz will continue another year under the **Robert M. Cover Fellowship** program.

Peggy Delinois Hamilton, who has concluded her Cover Fellowship, will remain with us, teaching **Community and Economic Development**. As part of a \$25 million bank merger settlement, Peggy will be leading our effort to charter a community development bank.



BOOKS & PUBLICATIONS

Alexis Anderson (Boston College),



Arlene Kanter (Syracuse), and



Cindy Slane (Quinnipiac), *Ethics in Externships: Confidentiality, Conflicts, and Competence Issues in the Field and in the Classroom*, 10 CLINICAL L. REV. 473 (2004).



Annette Appell (UNLV), *Disposable Mothers, Deployable Children* (review essay of Randall Kennedy's INTERRACIAL

INTIMACIES), 9 MICH. J. RACE & L. 421 (2004).



Beverly Balos (Minnesota), *The Wrong Way to Equality: Privileging Consent in the Trafficking of Women for Sexual Exploitation*, 27 HARV. WOMEN'S L.J. 137 (2004)

Beverly Balos (Minnesota), *A Man's Home is His Castle: How the Law Shelters Domestic Violence and Sexual Harassment*, 23 ST. LOUIS U. PUB. L. REV. 77 (2004).

Cynthia Batt (Temple) and



Harriett N. Katz (Rutgers-Camden), *Confronting Students: Evaluation in the Process of Mentoring Student Professional Development*, 10 CLINICAL L. REV.



Mary Beck (Missouri-Columbia), *Spotlight: Response to Violence Against Women at the University of Missouri at Columbia*, 23 ST. LOUIS U. PUB. L. REV. 227 (2004).



Barbara A. Blanco (Loyola-Los Angeles) and



Sande L. Buhai (Loyola-Los Angeles), *Externship Field Supervision:*

Effective Techniques for Training Supervisors and Students, 10 CLINICAL L. REV. 611 (2004).



W. Lewis Burke (South Carolina) and Belinda F. Gergel, eds., MATTHEW J. PERRY, THE MAN, HIS TIMES, AND HIS LEGACY (University of South Carolina Press 2004).



Paul J. Cain (Northern Illinois), *A First Step Toward Introducing Emotional Intelligence Into The Law School Curriculum: The 'Emotional Intelligence and the Clinic Student' Class*, Vol. 14, No. 1 LEGAL EDUC. REV. (2003).



John J. Capowski (Widener), *Evidence and One-Liner: A Beginning Evidence Professor's Exploration of the Use of Humor in the Law School Classroom*, 35 ARIZ. ST. L.J. 879 (2003).



Robert Dinerstein (American),



Stephen Ellmann (New York Law School),



Isabelle Gunning (Southwestern)

&



Ann Shalleck (American), *Connection, Capacity and Morality in Lawyer-Client Relationships: Dialogues and Commentary*, 10 CLINICAL L. REV. 755 (2004).



Erica M. Eisinger (Wayne State), *The Externship Class Requirement: An Idea Whose Time Has Passed*, 10 CLINICAL L. REV. 659 (2004).



John J. Francis (Washburn), *Failure to Advise Non-Citizens of Immigration Consequences of Criminal Convictions: Should This Be Grounds to Withdraw a Guilty Plea?* 36 U. MICH. J.L. REFORM 691 (2003).



Cynthia Geerdes (Illinois), *Now You See It, Now You Don't: When Color-Conscious Means Color Blind*, 13 J. AFFORDABLE HOUSING & COMMUNITY DEVELOP. LAW (Winter 2004).



Philip Genty (Columbia), *Damage to Family Relationships as a Collateral Consequence of Parental Incarceration*, 30 FORDHAM URB. L.J. 1671 (2003).



Toby Golick (Cardozo) and Janet Lessem, *A Law and Social Work Clinical*

Program for the Elderly and Disabled: Past and Future Challenges, 14 WASH. U. J.L. & POL'Y 183 (2004).



Leigh Goodmark (Baltimore) and



Catherine F. Klein (Catholic), *Deconstructing Teresa O'Brien: A Role Play for Domestic Violence Clinics*, 23 ST. LOUIS U. PUB. L. REV. 253 (2004).



Zelda B. Harris (Arizona), *The Predicament of the Immigrant Victim/Defendant: "VAWA Diversion" and Other Considerations in Support of Battered Women*, 23 ST. LOUIS U. PUB. L. REV. 49 (2004).



Conrad Johnson (Columbia) and



Victor M. Goode (CUNY), *Emotional Harm in Housing Discrimination Cases: A New Look at a Lingering Problem*, 30 FORDHAM URB. L.J. 1143 (2003).



Susan R. Jones (George Washington), *Promoting Social and Economic Justice through Interdisciplinary*

Work in Transactional Law, 14 WASH. U. J.L. & POL'Y 249 (2004).



Peter A. Joy (Washington St. Louis), *Evolution of ABA Standards Relating to Externships: Steps in the Right Direction?*, 10 CLINICAL L. REV. 681 (2004).



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Arlene Kanter (Syracuse), *The Globalization of Disability Rights Law*, 30 SYRACUSE J. OF INT'L LAW & COM 243 (2003).

Arlene Kanter (Syracuse), *The Presumption Against Extraterritoriality As Applied to Disability Discrimination Laws: Where Does It Leave Students with Disabilities Studying Abroad?* 14.2 STAN. L. & POL'Y REV. 291(2003).



Robert R. Kuehn (Alabama), *A Normative Analysis of the Rights and Duties of Law Professors to Speak Out*, 55 S.C. L. REV. 253 (2003).



Maury Landsman (Minnesota),

Moral Judgment of Law Students Across Three Years: Influences of Gender, Political Ideology and Interest in Altruistic Law Practice, 45 S. TEX. L.REV. 891 (2004) (with Steven P. McNeal).



Carol Liebman (Columbia),

MEDIATING BIOETHICS DISPUTES: A GUIDE TO SHAPING SHARED SOLUTIONS (United Hospital Funds, 2004) [with Nancy N. Dubler).



Beth Lyon (Villanova) [with Sarah

Cleveland & Rebecca Smith], *Inter-American Court of Human Rights Amicus Curiae Brief: The United States Violates International Law When Labor Law Remedies are Restricted Based on Worker's Migrant Status*, 1 SEATTLE J. SOC. JUST. 795 (2003).



Jacqueline Nolan-Haley

(Fordham) and Bronagh Hinds, *Problem-Solving Negotiation: Northern Ireland's Experience with the Women's Coalition*, 2003 MO. J. DISP. RESOL. 387.

Jeffrey T. Renz (Montana), *Stare Decisis in Montana*, 65 MONT. L. REV. 41 (2004)



Robert Rubinson (Baltimore),

Client Counseling, Mediation, and Alternative Narratives of Dispute Resolution, 10 CLINICAL L. REV. 833 (2004).



Suzanne J. Schmitz (Southern

Illinois), *The Role of Law Schools in Improving Access to Justice: The Story of the Southern Illinois University School of Law and the Family Mediation Program*, 28 SO. ILL. U. L.J. 1 (2003).

Suzanne J. Schmitz (Southern Illinois),

What's the Harm?: Rethinking the Role of Domestic Violence Advocates and the Unauthorized Practice of Law, 10 WM. & MARY J. WOMEN & L. 295 (2004).



Steve Simon (Minnesota)

Papers Presented:

Vehicles Sanctions for Repeat DWI Offenders: Factors that Facilitate or Impede Their Adoption or Implementation,

Mid-Year Meeting of

Transportation Research Board Committee on Alcohol, Drugs and Driving (August, 2003)

Time to Adjudication and Likelihood of DWI Recidivism, Annual Life

Saver's Traffic Safety Conference (March 2004)

Time to Adjudication and Likelihood of DWI Recidivism, Minnesota

Traffic Safety Association (April 2004).



Linda F. Smith (Utah), *Why Clinical Programs Should Embrace Civic Engagement, Service Learning and Community Based Research*, 10 CLINICAL L. REV. 723 (2004).



Larry R. Spain (Texas Tech), *Collaborative Law: A Critical Reflection on Whether A Collaborative Orientation Can Be Ethically Incorporated Into the Practice of Law*, 56 BAYLOR L. REV. 141 (2004).



Jane Spinak (Columbia), *Why Defenders Feel Defensive: The Defender's Role in Problem-Solving Courts*, 40 AM. CRIM. L. REV. 1617 (2003).

**NEED FOR ABA ACCREDITATION
PROCESS TO ENFORCE AFFIRMATIVE
ACTION MUCH MORE VIGOROUSLY**

Gary Palm

Affirmative action as practiced by American law schools has led to a decrease in the number of African-Americans and Mexican-Americans enrolled during the past six (6) years. The ABA is not enforcing its anti discrimination policies. But more needs to be done soon while there is the 25-year window under *Grutter* for private and even governmental affirmative action using racial criteria. The data provided by the Law School Admission Council is devastating and sad.

The number (3040) of African-Americans enrolled in law schools in the

fall of 2003 declined by 4.8% from the number (3192) enrolled in 1998-'99. Likewise the number (702) of Chicano/Mexican-Americans enrolled in the fall of 2003 declined by 10.7% from the number (786) enrolled in 1998-'99. During the same time period, the number (32,707) of Caucasian/Whites enrolled in the fall of 2003 increased by 10.3% from the number (29,657) in 1998-'99. The percentage of African-Americans in law schools declined from 7.6% in 1998-'99 to 6.6% in 2003. Chicano/Mexican-Americans dropped from 1.9% to 1.7% since 1998-'99.

While enrollment of African-Americans declined, both their average Grade Point Average ("GPA") and their average LSAT have steadily risen--from 3.01 in 1998-'99 to 3.10 in 2003 and 148 LSAT to 150 in the same time period. For Chicano/Mexican Americans the average GPA went from 3.11 in 1998-'99 to 3.22 in 2003 and the average 151 LSAT to 154 in 2003.

The present accreditation standards by their terms and weak enforcement efforts are failing. The Standards clearly prohibit discrimina- tion.

"(a) A law school shall foster and maintain equality of opportunity in legal education, including employment of faculty and staff, without discrimination or segregation on ground of race, color, religion, national origin, sex, or sexual orientation.

(b) A law school may not use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, sex, or sexual orientation."

But the affirmative action standard is not nearly as strong:

"Standard 211. EQUAL OPPORTUNITY EFFORT.

Consistent with sound legal education policy and the Standards, a law school shall demonstrate, or have carried out and maintained, by concrete action, a commitment to providing full opportunities for the study of law and entry into the profession by qualified members of groups, notably racial and ethnic minorities, which have been victims of discrimination in various forms. This commitment typically includes a special concern for determining the potential of these applicants through the admission process, special recruitment efforts, and a program that assists in meeting the unusual financial needs of many of these students, but a law school is not obligated to apply standards for the award of financial assistance different from those applied to other students." Standard 211.

As shown by the decline in minority enrollment, the ABA has failed to do its job. With *Grutter* on the books, the ABA could use its professional educational judgment to conclude (as the University of Michigan Law School did) that each law school must have a critical mass of "qualified members of groups, notably racial and ethnic minorities, which have been victims of discrimination in various forms." Standard 211. The clinical education community should propose that the ABA adopt an accreditation interpretation requiring each law school to determine whether it has a "critical mass" of such students. If there is not a "critical mass" at any school, the school shall immediately, without any delay whatsoever, begin using racial and ethnic criteria to admit a "critical mass" of such students.

The Accreditation Committee can then take enforcement action against any school failing to act promptly and in good faith to achieve a "critical mass." Enforcement should begin this fall. Since the ABA is not a government actor, its requirements will be less vulnerable to attack than governmental bodies, including state law schools. National accreditation requirements will deflect local criticism to Deans and faculty at schools required to comply. But most importantly, this action would be just.

We cannot allow a further decline in minority enrollment and must act together as part of our commitment to equal justice and elimination of the badges and incidents of slavery.

POSITION ANNOUNCEMENTS



Immigrant and Refugee Rights Clinic

We invite applications for a full-time Teacher/Supervising Attorney starting August 2004 in the Immigrant and Refugee Rights Clinic of the Law School's Main Street Legal Services Clinic ("IRRC"). We are seeking creative and experienced teachers with a desire to work collaboratively in a diverse environment, a serious commitment to or interest in clinical teaching, and a commitment to our mission as a public interest law school. In collaboration with other IRRC faculty, duties include direct supervision of third-year students in litigation and policy advocacy projects; development of curriculum, simulations and advocacy materials; joint classroom teaching; and participation in law office management.

Experience in Immigration Law is required. Experience in public interest representation, including significant

litigation experience, clinical teaching or supervisory experience, and/or bilingual proficiency preferred. While the current programmatic focus of IRRC is on refugee rights, immigrant labor, and immigration benefits, we are open to a partial shift in the work of the clinic, contingent on the experience of the successful candidate, community need, potential pedagogical consequences, and the demands posed by our current docket. J.D. degree or its equivalent required. Adjunct faculty members are expected to achieve excellence in teaching and service to the school and wider communities.

Salary is commensurate with experience, scaled between \$50-75,000. Appointment is renewable by the Law School from year-to-year depending on performance. Exact start date is reasonably flexible. CUNY School of Law is an affirmative action/equal opportunity employer. We affirmatively seek diversity in our staff with regard to gender, race, national origin, sexual orientation, and physical abilities.

To apply, please send cover letter and resume. No phone calls or e-mails please. The position will remain open until a suitable candidate is found. Early applications are encouraged. Contact: **Bernice Cohn**, Administrator, Clinical Search Committee; City University of New York School of Law at Queens College; 65-21 Main Street; Flushing, New York 11367.



Clinical Staff Attorney Environmental Law Clinic

Columbia Law School invites applications for the position of **clinical staff attorney**. Under the supervision of the clinical professor of environmental law, the successful candidate will supervise

student cases and projects and assist in teaching the classroom component of the environmental law clinic. The successful candidate will also work with the clinical professor of environmental law to build an environmental law program at Columbia that reflects and engages, both intellectually and practically, leading developments in environmental law, and the institutions, policies and law practice associated with it. We are particularly interested in candidates who demonstrate leadership skills, the capacity to develop innovative methods of clinical education, and familiarity with new forms of public interest lawyering.

Candidates must have a J.D. degree, excellent academic credentials, membership in a bar, at least five years of significant litigation experience, and a demonstrable interest in environmental advocacy for and/or representation of individuals, communities and organizations that are disproportionately impacted; clinical teaching experience is desirable, but not essential. The appointment is expected to be for a term of two to three years depending upon experience and funding.

The position will begin no later than September 1, 2004 and, depending on the availability of the successful candidate, could begin as early as Summer, 2004.

Columbia University is an Equal Opportunity Employer and encourages applications from women and minorities.

Applicants should send a resume and cover letter to:

Edward Lloyd

Evan M. Frankel Clinical Professor of
Environmental Law
Columbia Law School
435 West 116th Street, Box E-17
New York, NY 10027
Voice: 212-854-4376
Fax: 212-854-3554
E-mail: elloyd@law.columbia.edu

There is not an official closing date. Review of applications will begin in May, 2004 and those interested are encouraged to apply as soon as possible.



Attorney

Asylum & Immigration Law Clinic

Description: The DePaul College of Law seeks applicants for a full-time attorney position in its **Asylum and Immigration Law Clinic**. The Asylum and Immigration Law Clinic is an in-house clinic, which offers a year-long clinic course. Under faculty supervision, students research and respond to technical assistance requests from community-based organizations (CBOs) providing immigration legal services in the Chicago area. In addition, the Clinic prepares students to represent clients seeking asylum or related remedies before the Executive Office for Immigration Review or the Asylum Office.

The available attorney position is to co-teach and supervise the technical assistance component of the Clinic course and reports to the Asylum and Immigration Law Clinic Coordinator. The attorney is directly responsible for drafting and providing responses to technical assistance requests from partner CBOs. The attorney will also be responsible for developing and coordinating partnerships with CBOs; expanding the number of CBO partners who access services through the technical assistance project; encouraging community-based service learning for students and providing technical assistance for the CBOs. In conjunction the Asylum and Immigration Law Clinic coordinator, the attorney will be responsible for planning and developing programs to meet the goals of the project, including workshops and materials on

immigration law and technical assistance for the staff of the CBOs. Other responsibilities include attending INS, government, community coalition and other forums that involve representation of refugees and immigrants in the Chicago metropolitan area; assisting in fundraising for the program; and other projects as agreed upon by the Clinic and the attorney. In addition, the attorney will be responsible for preparing course materials and supervising student representation in technical assistance requests opened under the Clinic.

Requirements: BA/BS, JD and a minimum of two years experience with either low-income immigrant legal assistance projects, clinical education programs or related experience, and ability to work independently and as a part of a team. Proficiency in a second language, particularly Spanish, is preferred.

Salary: DOE.

Please visit <http://depaul.jobplanet.com/> to apply for the position on-line.

Any questions regarding position should be submitted directed to:

Sioban Albiol
Asylum and Immigration Law Clinic
DePaul College of Law
25 E. Jackson, Room 1050
Chicago, IL 60604
Phone: 312/362-8292
Fax: 312/362-6918
salbiol@depaul.edu



Director, Juvenile Justice Clinic

Loyola Law School, Los Angeles seeks applicants to become the **Director** of its new **Juvenile Justice Clinic**. The Director will be responsible for establishing and running an in-house, live client clinic

dedicated to the representation of youth charged with delinquency offenses in Los Angeles juvenile court. The Director will help structure the curriculum for a trial advocacy class focused on juvenile defense, teach the class and supervise students in their representation of youths in juvenile court. The Director will also have primary responsibility for hiring and supervision of other clinic staff and liaison with the juvenile courts.

Minimum qualifications for the position are a JD degree, strong academic record and at least five years experience in criminal litigation, primarily in defense work. The applicant should have experience working with at-risk youth, preferably in the juvenile delinquency system. Prior experience teaching law students or training lawyers is preferred but not required. Spanish-speaking ability is also preferred but not required. Applicants must either be active members of the California bar or be able to gain admission shortly.

The Director will be appointed an Associate Clinical Professor of Law. This is a full-time, full-year position with renewable terms, to begin in the fall semester of 2004. The position will remain open until filled.

Loyola Law School maintains a strong commitment to diversity in its faculty. Applications from women and members of groups traditionally underrepresented in legal academics are especially welcome.

Applicants should send a resume, cover letter and the names of three references to **Professor Samuel H. Pillsbury**, Chair of the Juvenile Clinic Hiring Committee, Loyola Law School
919 S. Albany Street
Los Angeles 90015.

**Assistant Professor of
Clinical Education**

POSITION:

Assistant Professor of Clinical Education in the clinical programs of the **Center for Ethics & Public Service** at the University of Miami School of Law, primarily the Community Health Rights Education ("CHRE") Clinic. CHRE is an interdisciplinary medical-legal curriculum-based clinical program in poverty law practice, research, and teaching dedicated to improving the health and legal outcomes for poor families who are patients at hospitals and community clinics affiliated with the University of Miami Schools of Medicine and Nursing.

QUALIFICATIONS:

JD and admission to Florida Bar or must pass next exam, and at least three-five years of poverty law practice experience with superior professional practice skills required; experience as a formal mentor and supervisor of law students, beginning attorneys or other professionals, and experience managing and developing accomplished professionals, including program management abilities, preferred; excellent written and verbal communication and interpersonal skills; demonstrated ability to work independently and creatively, as well as collaboratively, to further broad interdisciplinary program needs in demanding high-stress circumstances; expertise in poverty law (public benefits and immigration) and community-based advocacy with ability to develop similar expertise in interdisciplinary professional staff and students; strong motivation, initiative, and commitment to meeting the medical-legal needs of poor families; strong organization, time management, case

management, and documentation skills. Ability to speak Spanish and Haitian Creole highly desirable.

RESPONSIBILITIES:

- Report to the Faculty Director of the Center for Ethics & Public Service.
- Responsible for the day-to-day management and evaluation of clinical staff and students, program development, including an assessment of program needs and the development of new areas of practice, and training of staff and students in public benefits, immigration, and community outreach.
- Assist the Faculty Director to define clinical program goals and provide ongoing leadership to achieve these goals.
- Assist the Faculty Director in developing educational materials and clinical practice instruction for clinical and non-clinical courses in fields related to program, and undertake overall responsibility for running clinical orientation sessions and skills seminars.
- Assist the Faculty Director in traditional and innovative clinical classroom teaching (videotapes, role play exercises, simulations, supervision and feedback sessions) including critiquing student performances, giving demonstrations, and providing written evaluations and grades for students on all aspects of medical-legal poverty practice and procedure, including interviewing and counseling, factual investigation and discovery, case analysis and strategy development, motion practice, negotiations, pretrial conferences, hearings, trials, and appeals.
- Directly supervise law students each semester in all aspects of direct

service, law reform, and community-based client representation and ensure that clients are provided with high quality representation; develop seminars for clinical students on poverty law practice and medical-legal collaboration in advocacy, policy, and ethics; cover student cases when necessary and serve as lead counsel; coordinate interdisciplinary programs in poverty law practice and medical-legal advocacy, including conferences, research, amicus briefs on poverty law and medical-legal issues, and other written projects.

- Train hospital staff (physicians, nurses, and social workers) in medical-legal rights and entitlements and help to strengthen the advocacy efforts of both physicians and attorneys on health policy issues affecting poor families.
- Maintain effective relationships with local courts, bar associations, and agencies.
- Work with the Faculty Director and Administrative Coordinator to oversee and help prepare the budget and conduct fund-raising as needed, including responsibility for grant writing and reporting, and cultivation, solicitation, and stewardship of donors.
- Participate in Center-wide projects and in the Center's clinical programs as an interdisciplinary laboratory for innovation in clinical legal education, professional judgment and values, and community service.

Initial appointment shall be for one (1) year, with two (2) further appointments of one (1) year each, followed by further appointments of four (4) to five (5) years each. Eligibility for reappointment to subsequent terms is based on performance and program needs. Appointments are

contingent upon review of the Director of the Center for Ethics & Public Service, Dean of the School of Law, Clinical Committee, and vote of the faculty of the School of Law. Criteria shall be excellence in teaching, service, and legal scholarship.

The University of Michigan Law School Child Advocacy Law Clinic

The University of Michigan Law School is seeking a clinical faculty member to join us in our Child Advocacy Law Clinic.

Michigan has a strong commitment to clinical legal education and we now have 10 clinical faculty on the long-term track. Clinical faculty members are on 9-month academic year appointments and are eligible for summer financial support for case coverage and special projects. Our long-term contract policy provides for two successive three-year contracts for Clinical Assistant Professors, followed by renewable seven-year contracts upon promotion to Clinical Professor of Law. The committee is interested in applications from lateral candidates as well as entry-level candidates. Clinical faculty salaries and benefits are extremely competitive.

The Child Advocacy Law Clinic specializes in children's legal issues, particularly child protection and child welfare law. With one or two colleagues, the newly-hired faculty member will teach the clinic's classroom component in professional skills, ethics, and child welfare law and practice. The faculty member will supervise law students representing children, parents and the county child protection agency in several Michigan counties and will also engage in research and writing projects related to child welfare law and policy. The Child Advocacy Clinic has an interdisciplinary focus and is part of the Law School's effort to promote child welfare law careers. Trial experience, a strong academic record and

experience in child welfare law are desired.

Applications are due **August 15, 2004**. We invite informal inquiries at any time. We would like to fill the position by January 2005, but could delay to Fall 2005 for the right candidate. The University of Michigan is an equal opportunity/affirmative action employer.

A letter of interest and resume, as well as all inquiries, should be directed to:

Donald N. Duquette

Clinical Professor of Law and
Director

Child Advocacy Law Clinic
University of Michigan Law School
625 S. State Street
Ann Arbor, Michigan 48109-1215
Email: duquette@umich.edu

University of Nevada, Las Vegas

William S. Boyd School of Law

Thomas & Mack Legal Clinic

Director, Nevada Immigrant Resource Project

Applications are being accepted for the position of **Director** of the **Nevada Immigrant Resource Project**, a project of the Immigration Clinic at the Boyd School of Law's Thomas & Mack Legal Clinic. The Project will expand the services provided by the Immigration Clinic and improve immigrant communities' access to quality legal services and information.

The Boyd School of Law is a new, state-supported law school, the first in Nevada's history. Located at the University of Nevada, Las Vegas in a desert mountain setting and in one of the fastest growing cities in the country, the law school commenced classes in August 1998, has a faculty of 37 new and experienced legal educators, and is now occupying its new, permanent facility at the heart of the UNLV

campus. The law school received full accreditation by the American Bar Association in February 2003 and was accepted as a member of the Association of American Law Schools in 2004.

UNLV is a premier urban university located in the vibrant city of Las Vegas, surrounded by the Mojave Desert. UNLV is the state's largest comprehensive, doctoral degree granting institution with 22,000 students and more than 700 full-time faculty. UNLV provides traditional and professional academic programs for a diverse student body and encourages innovative and interdisciplinary approaches to teaching, learning and scholarship.

Responsibilities:

- Create and lead a public service program that will engage first year law students in outreach to immigrant communities and advocacy on issues related to immigration.
- Supervise Project staff consisting of three part-time attorneys and administrative support.
- Oversee research and creation of training and educational materials on issues affecting immigrants.
- Plan and facilitate informational and advocacy meetings related to immigration law and policy.
- Coordinate liaison meetings with key stakeholders including immigrant groups, domestic violence shelters, community centers, consulates, unions, and the immigration service.
- Contribute to individual representation work of the clinic through case coverage, student supervision and oversight of intake and case screening procedures in conjunction with outreach.
- Develop training and support network for alumni practicing in the area of immigration law.
- Compile reports and prepare grant proposals related to sustaining and expanding Project to improve the

immigrant community's access to quality legal services.

Qualifications:

Candidates must have JD degree, membership in a state bar, 2-4 years relevant experience in area of immigration, and bi/multilingual ability. Spanish speaker preferred. Excellent writing, analytical, organizing and supervising skills required. Strong public policy and teaching experience needed.

Salary: 50s, commensurate with experience.

Deadline: The position will begin no later than July 1, 2004. Depending the availability of the successful candidate, the position could being as early as May 2004. Candidates are encourage to apply no later than May 15, 2004. Applications will be accepted until the position has been filled.

To apply, submit a letter of application, resume and the names of three references to **Associate Dean for Clinical Studies Joan W. Howarth**, Thomas & Mack Legal Clinic, P.O. Box 71075, Las Vegas, Nevada 89170-1075 or via email to jhowarth@unlv.nevada.edu. For more information, contact Joan Howarth at (702) 895-2330 or Professor David B. Thronson at david.thronson@ccmail.nevada.edu or (702)895-2422.

UNLV is an Equal Opportunity/Affirmative Action employer. Person are selected on the basis of ability without regard to race, color, sex, age, national origin, sexual orientation, religion, disability or veteran status.



Tenured/Tenure Track Clinic Faculty Positions

Syracuse University College of Law invites applications for three tenure track

or tenured faculty positions in its Office of Clinical Legal Education, including the overall Director of Clinical Legal Education. The faculty positions will begin in Fall 2005, at the earliest.

Director of Clinical Legal Education – The College of Law is searching for a new overall Director of Clinical Legal Education to oversee the Office of Clinical Legal Education which consists of six clinics, nine (full and part-time) faculty, and four members of the administrative staff. In addition to administering the Office of Clinical Legal Education, the Director will provide direct supervision to clinic students. Candidates who are clinical faculty with at least four years of clinical teaching (or similar) experience, substantial administrative experience, and a commitment to and a record of legal scholarship are strongly encouraged to apply for this position. No particular subject area expertise is required, although experience in litigation is strongly preferred.

Clinic Faculty Positions - In addition to the overall Director position, the College of Law plans to hire two additional tenure track clinic faculty. One position seeks applicants with expertise in children rights and family law to supervise students in the Children's Rights and Family Law Clinic. The second position seeks applicants with criminal defense experience to supervise students in the Criminal Law Clinic. Candidates who have at least two years of clinical teaching (or similar) experience, litigation experience in the subject area, and a commitment to and record of legal scholarship are strongly encouraged to apply.

Syracuse University is committed to integrating its clinics into the overall mission of the College of Law. Faculty who teach in our in-house clinics are full members of the tenured and tenure track

faculty, and have support for writing and research, including a pre-tenure, paid semester leave. Clinic faculty have academic year appointments, except for the Director who has a calendar year appointment. Candidates who are interested in learning more about the clinics may contact Professor Arlene Kanter, at kantera@law.syr.edu, who is stepping down as Director of Clinical Legal Education after 16 years. Interested applicants should send a cover letter and curriculum vitae to **Professor Richard Goldsmith**, Chair, Appointments Committee, Syracuse University College of Law, Syracuse, New York 13244-1030, or by e-mail to Professor Goldsmith at rigoldsm@law.syr.edu. Syracuse University College of Law is an EEO/AA employer and is committed to diversity in hiring. The three positions will remain open until they are filled, although candidates are strongly encouraged to apply as soon as possible, and preferably by October 1.



New Practitioner-In-Residence Program

Syracuse University College of Law is pleased to announce a new **Practitioner-in-Residence Program** within its Office of Clinical Legal Education. This new program will allow the clinics to hire one or more practicing attorneys or judges who wish to spend one year or more in the clinics, working alongside tenure track clinic faculty and students on clinic cases.

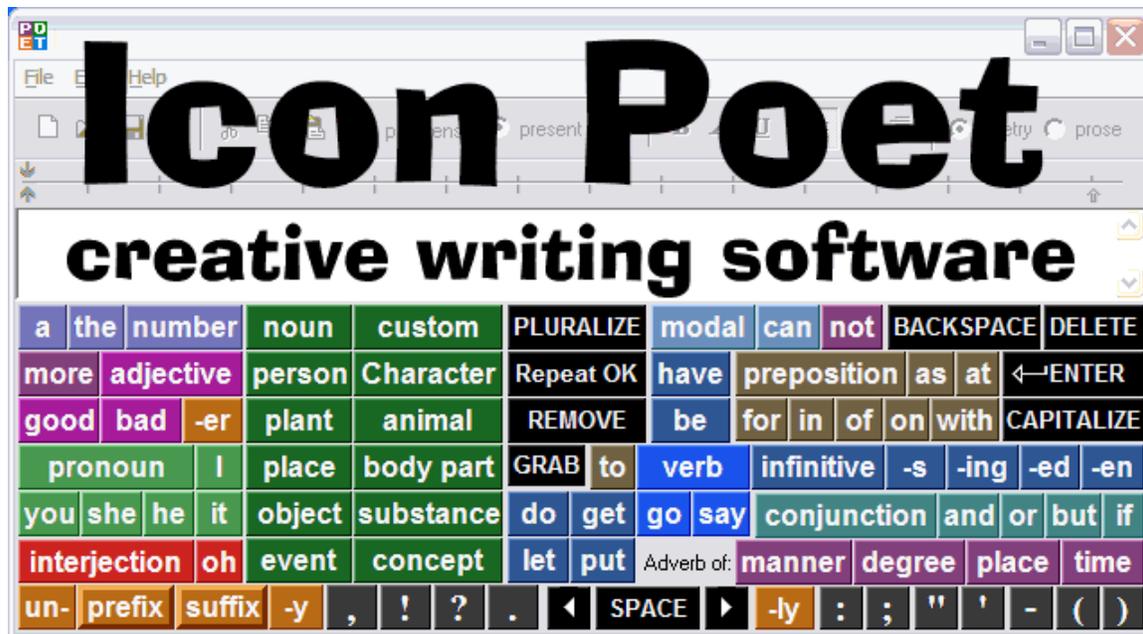
Candidates for a Practitioner-in-Residence position should have a minimum of three years relevant legal experience. The Practitioner-in-Residence will be selected based on his or her legal experience, the fit between his or her area of expertise and clinic needs, and his or her interest in and experience supervising

or mentoring law students. The term of the contract will be a one year renewable contract, although alternative contract arrangements are possible, including a longer term appointment. The Practitioner-in-Residence will be considered a full or part-time employee of the College of Law, and will receive the full range of benefits. The position is a 12-month appointment and the salary will be commensurate with the candidate's prior experience. Syracuse University College of Law is an EEO/AA employer and is committed to diversity in hiring. The Practitioner-in-Residence position for 2004-05 will remain open until it is filled, although applicants are strongly encouraged to apply as soon as possible, and preferably before **July 1**.

Interested applicants should send a cover letter, resume and the name of three references to Professor **Arlene Kanter**, Director of Clinical Legal Education at Syracuse University College of Law, Suite 306, Syracuse, New York, 13244-1030 or by email to kantera@law.syr.edu.

The next issue of the CLEA Newsletter will be published in September, 2004. Items to be included may be submitted to the Editor by mail, fax or email as follows:

Larry R. Spain
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NO, THIS IS NOT AN ATTEMPT TO PUSH THIS SOFTWARE! IT IS A WAY OF ANNOUNCING THIS YEAR'S CLEA CREATIVE WRITING CONTEST, IN WHICH WE EXPECT TO PROVE THAT SOFTWARE CAN'T REPLACE THE THINKING AND CREATIVITY OF OUR COLLEAGUES.

If you were at the Clinical Conference in San Diego early this month, you had a chance to see and hear many useful, interesting and important things, but you did not get to hear a reading of excerpts from the winning entries in the CLEA Creative writing contest. That is because the contest begins now! Entries are due on October 15. Many people have already indicated that they are ready to submit work, but many people will be able to use the summer to improve or produce their work.

This is the 5th year of the contest and it is time to turn over the leadership to a new generation of supporters of creative writing. Calvin, Nancy and I are very glad that Keri Gould, (St. John's, gouldk@stjohns.edu), Justine Dunlap (Southern New England, jdunlap@snese.edu), Debora Wagner (St. Louis U., wagnerd@slu.edu), Marla Mitchell-Cichon (Cooley, mitchelm@cooley.edu), and Alex Scherr (Georgia, scherr@arches.uga.edu) have volunteered to continue and expand the contest. If you are interested in working on the administration of the contest, please contact any one of them, but you won't be able to also submit an entry to the contest.

Watch for more details soon, but a sneak preview would show that a student competition is also included this year for the first time. Be sure to tell your students that after exams they should sharpen their creative pencils and prepare a submission for the fall.

Contest rules and more information will be posted shortly on the CLEA Website (www.clea.org).

Plan now to attend the annual AALS conference in San Francisco in January so that you can hear the one thing that you missed in San Diego: Readings from the winning entries.

Bob Seibel

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