

## CLEA NEWSLETTER

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## PRESIDENT'S MESSAGE

Alexander Scherr  
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The drill of closing our clinics for the semester has set in, and the rush towards graduation has either accelerated or just barely subsided for most of us. With all that each spring throws at us, the energy and excitement of the Chicago conference might almost seem to have disappeared. Almost . . . but not quite: CLEA's events in Chicago, taken together with a high-quality AALS Conference, and a significant Section-sponsored town hall meeting, demonstrates how active and thriving the clinical community continues to be, both for its members and for legal education as a whole.

CLEA sponsored two major events at this year's conference. The biennial New Clinicians Conference took place April 29-30 at the Palmer House Hotel. **Kim Diana Connolly (South Carolina)** led the planning group, with a committee of **Michael Pinar (Maryland)**, **Christine Cimini (Denver)** and **Carolyn Wilkes Kaas (Quinnipiac)**. The Conference enrolled more than 60 participants, including many walk-ins: popular enough to once again break even while assuring a low cost to participants. Many, many thanks go to our team of dedicated clinicians, both new and experienced, who devoted their time and energy to assuring that the newest members of our community were oriented to clinical teaching.

CLEA also held its annual Membership Meeting and Dance on Sunday evening, May 1. Over 70 members attended to hear about CLEA's activities and awards. Among the events:

-Reports by **Roy Stuckey (South Carolina)** on progress on the **Best Practices Project**, and by **Margaret Martin Barry (Catholic)**, **Jay Pottenger (Yale)** and **Peter Joy (Washington St. Louis)** about this year's critical standards advocacy work with the ABA.

- The presentation of a check from the **Per Diem Project** to the **Chicago Coalition for the Homeless**, as this year's recipient. The Coalition was chosen by this year's CLEA Per Diem

Committee, which included **Randy Schmidt (Chicago), Jeff Selbin (East Bay Community Law Center), Gary Palm** and **Mark Aaronson (UC-Hastings)**, after consultation with Chicago area clinical programs. The total amount donated (so far) comes to almost \$2,500.

— Announcement of this year's CLEA Creative Writing Awards. See elsewhere in this newsletter for a complete list of award winners. Many thanks to the CLEA Creative Writing Awards Committee, this year led by **Keri Gould (St. John's)**.

— Announcement of this year's **CLEA Award for Public Interest Project**. This year's award went to **Florida State University, Children's Advocacy Center, Children in Prison Project** and to the **University of Maryland School of Law Clinical Program's Walter Henry Arvinger Legal Defense Team**. In addition, CLEA also made individual awards to students, as nominated by their schools. Thanks for these awards and for the Outstanding Advocate Award, go to this year's **CLEA Awards Committee**, led by **Andrea Seielstad (Dayton)**.

— Announcement of this year's **CLEA Award for Outstanding Advocate for Clinical Education**. This year's award went to **Jay Pottenger (Yale)** for his outstanding, and outstandingly quiet, effective and dedicated service on behalf of clinical education.

CLEA's Standards Advocacy efforts kicked into high gear at the

May Conference. In meetings throughout the weekend, the CLEA Board redoubled its commitment to full-scale advocacy on the A.B.A. standards. In addition to providing technical and financial support to the effort, the Board authorized the creation of a petition in support of CLEA's long-held positions. When presented to the membership at the May 1 meeting, the petition drew a strong and very constructively critical response. After a redraft, it was signed by over 220 clinicians at the conference, and by even more since. In addition, the Board authorized its standards advocacy group to draft a letter responding to recent criticisms by Deans of the proposed changes in the Standards. That letter and the signed petitions, were hand-delivered to the A.B.A. Consultant's office on Tuesday, May 3. Further advocacy efforts continue as I write, including individual advocacy with Deans and continued efforts to attend and speak at all of the upcoming A.B.A. meetings.

I can't leave the subject of standards advocacy without mentioning and praising the Town Hall meeting held on Monday, May 2, under the sponsorship of the Clinical Section of the AALS. The ABA Standards reflect an effort to define the regulatory minimums which law schools must consider in structuring their clinical programs. CLEA has committed itself to achieving the best possible outcome to the ABA efforts. But substantial debate exists within the clinical community on the merit of various approaches to clinician participation in law schools: In

effect, we differ in our own aspirations for the presence, participation and influence of clinicians in the enterprise of legal education. I want to praise the leadership of **Chuck Weisselberg (UC Berkeley)** and the Section's Executive Committee for recognizing the importance of this debate, and for moderating an extremely wide ranging discussion of the relevant issues. This town hall raised issues of direct relevance to CLEA's work with the A.B.A., and provided a rich and valuable foundation from which each of us can continue to advocate at our individual schools.

The CLEA Board also reaffirmed its support for the **Best Practices Project**. The Board and the membership received reports from the recent **Best Practice Conference**, sponsored by Pace University Law School and organized by **Vanessa Merton (Pace)**. In light of the extraordinary success of the conference, the Board decided that the time has come to shift from drafting the document to implementation: that is, to taking up the challenge of making the document a living influence on the delivery of legal education. To this end, CLEA will form a **Best Practice Implementation Committee**, tasked with moving the Best Practice Project from the drafting phase to the enacting phase.

I want to add a note of thanks to this year's CLEA Board for its hard, intense work in Chicago. We held evening meetings and morning meetings, staying late and starting early in order to cover an

extraordinarily broad agenda of business. We also continued our tradition of meeting jointly with the Executive Committee of the Section, to describe our activities to each other, and to discuss areas of common concern. All told, the CLEA Board held four separate meetings over six hours, and covered a huge range of business. I feel lucky to have such an active and engaged Board with which to work during this year.

Looking ahead, you can expect a number of upcoming events and activities for CLEA. This summer, we plan to hold another annual Summer Conference, simultaneously with the ABA's annual meeting in Chicago. The fall will see our annual election of new members to the Board. Finally, we expect to make progress not only with Best Practices and with Standards Advocacy, but also with outreach to an increasingly vulnerable pool of transient clinicians, and with strengthening CLEA's organizational and financial position for future years.

Thanks again to all who have helped with the work of CLEA so far this year. If the next seven months are as active and fulfilling as the first five, I should have much to report in the next newsletter.

-Alex



## NEWS & ACTIVITIES

### **Comment on Proposed Changes to Chapter 4 of the ABA Stds. for Approval of Law Schools**

**Submitted by the Clinical Legal  
Education Association**

**March 9, 2005**

The Clinical Legal Education Association (CLEA) has reviewed the language reported for comment by the Council at its December 2004 meeting, and will focus its attention on proposed changes to Standard 405. CLEA agrees with the Council that changes are needed to harmonize the varied approaches to the treatment of clinical faculty that do not comply with the “reasonably similar” treatment required by Standard 405c.

CLEA previously submitted comments to the Standards Review Committee reflecting the concern that modifications in the Interpretations should reinforce the plain meaning and intent of 405c that “[a] law school shall afford to full-time clinical faculty members a form of security of position reasonably similar to tenure, and non-compensatory prerequisites reasonably similar to those

provided to other full-time faculty members.” CLEA believes that the proposed amendments to Interpretations 405-6 and 405-8 do not go far enough to achieve that end. Specifically,

1. the proposed change to Interpretation 405-6 does not make it clear that the long-term contracts either must be presumptively renewable or a school must have “good cause” not to renew for the contracts to be reasonably similar to tenure.

2. the proposed change to Interpretation 405-8 does not guarantee that clinical faculty shall have the right to vote on personnel matters involving clinical faculty, a right which is necessary for clinical faculty voting rights to be reasonably similar to other full-time faculty.

Thus, CLEA resubmits its proposed language and arguments submitted to the Standards Review Committee last August, and asks that the Council consider the language CLEA originally proposed as more consistent with the requirement of Standard 405c that full-time clinical faculty shall be treated “reasonably similar” to other full-time faculty.

CLEA submits its comments aware that there is a small but vocal group of law deans who object to any steps that guarantee full-time clinical faculty treatment reasonably similar to that of other full-time faculty, as required by Standard 405. CLEA believes that this resistance has been longstanding and resulted in the so-called unwritten “common law” of the Accreditation Committee that

largely permitted some law schools to avoid compliance with Standard 405. In 1996, the ABA House of Delegates adopted the current language in Standard 405 over the objection of some of the same deans who oppose the current proposals meant to reaffirm that the plain language adopted by the ABA House of Delegates in 1996 means what it says.

CLEA notes that the resistance to regulation by the ABA was most recently present in 2003 when the Council rejected a proposal to do away with tenure all together. The Council wisely determined that arguments against security of position for all law faculty were outweighed by long-standing principles of the need for security of position to guarantee academic freedom. As with other faculty, those who teach clinical courses hold a variety of views as to how the balance should be struck with regard to tenure. However, one position is clear: to the extent that some faculty have the security and authority that come with tenure, all faculty should have it.

With regard to academic freedom, guaranteed by security of position, the law faculty who have been most visibly vulnerable of late have been clinicians. In the past several years, clinical faculty at Tulane University, University of Pittsburgh, and University of North Dakota have been attacked for making access to the courts available to clients in environmental and civil rights matters. Without security of position reasonably similar to other full-time law faculty, such attacks might

persuade clinical faculty that they should not risk their employment by following their ethical obligation to represent even unpopular clients or causes.

The governance issue speaks to the second-class citizenship still prevalent at far too many law schools in an even more fundamental way. Faculty who have little or no say in decisions made about curriculum, grading, admissions, appointments and promotions, budget, and other areas of the law school operation are effectively invisible. Their views do not count because they can be disregarded. This creates a dynamic within schools that makes it difficult to engage in serious dialogue about the role of clinical programs within the curriculum, or for clinical faculty to feel sufficiently related to the educational enterprise that structurally relegates them to the sidelines. Furthermore, students are aware of this inferior status and often view the courses accordingly. They may care about their clients and appreciate the learning that goes on in clinic, but the message from the school that the faculty and therefore the programs are somehow inferior is not lost on them.

Some would argue that because faculty on separate clinical tracks are not always required to publish they are somehow faculty of lesser intellectual depth, thereby justifying distinctions with regard to security and governance. However, if clinical programs are accepted as a valuable part of the law school enterprise and traditional scholarship is not seen by a



given school as integral to that form of teaching, it seems disingenuous to then argue that this means the faculty hired are or should be treated as inferior.

CLEA notes that the unequal treatment of clinical faculty at some law schools has a disparate impact on women, who are represented in larger numbers on clinical faculties than on the other full-time faculties at most law schools.<sup>1</sup> Although resistance to treating clinical faculty reasonably similar to other full-time faculty may not be rooted in gender discrimination, it is irrefutable that treating clinical faculty reasonably similar to other full-time faculty with regard to security of position and non-compensatory perquisites, including participation in faculty governance, will do much to end the current disparate treatment of women law faculty at some law schools.

Finally, CLEA notes that the proposed changes reported by the Council do not create new accreditation requirements. What they do is rectify the disjunction between the plain language that law schools “shall afford . . . reasonably similar” treatment for full-time clinical faculty and other full-time faculty

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<sup>1</sup> Data collected from the AALS indicate that for the 1996-1999 academic years women comprised 26% of conventional tenure and tenure-track faculty but 68% of faculty not on a conventional tenure track. The 1998 ABA annual questionnaire demonstrate that 61% of women and 39% of men teaching in clinical programs are not tenured or tenure-track. See Richard Neumann, WOMEN IN LEGAL EDUCATION: WHAT THE STATISTICS SHOW, 50 J. Legal Educ. 313, tables 7 & 11 (2000).

and the so called common law of the Accreditation Committee that has permitted law schools to ignore the requirements of Standard 405c. All accreditation Standards are created equally, and the plain language of each Standard must be given full force if there is to be integrity in the accreditation function. CLEA applauds the Council for taking action to put the accreditation process on track by reversing a trend in the creation of “common law” that is direct contradiction with the plain language of Standard 405. Any “common law” that conflicts with the language of a Standard raises serious due process issues and suggests that not all law schools may be treated equally in the accreditation process. By guaranteeing that the plain language of Standard 405 will be followed, the Council will be taking a positive step toward reaffirming that each law school, each law student, each law faculty member, and the public can trust in the regularity and integrity of the ABA accreditation process. American legal education deserves no less.

### **Proposed Changes Interpretation 405-6**

A form of security of position reasonably similar to tenure includes a separate tenure track or a program of renewable long-term contracts. Under a separate tenure track, a full-time clinical faculty member, after a probationary period reasonably similar to that for other full-time faculty, may be granted tenure. After tenure is granted, the faculty member may

be terminated only for good cause, including termination or material modification of the entire clinical program.

A program of renewable long-term contracts shall provide that, after a probationary period reasonably similar to that for other full-time faculty, the services of a faculty member in a clinical program may be either terminated or continued by the granting of a long-term contract that shall thereafter be renewable *except for good cause*. For the purposes of this Interpretation, “long-term contract” means at least a five-year renewable contract. During the initial long-term contract or any renewal period, the contract may be terminated for good cause, including termination or material modification of the entire clinical program.

For the purpose of this Interpretation, each school shall define “good cause” as that term is defined and applied to other full-time faculty members whose tenure or security of position may be withdrawn for good cause.

### **Interpretation 405-8:**

A law school shall afford full-time clinical faculty members an opportunity to participate in law school governance in a manner that is reasonably similar to other full-time faculty members. Participating in a manner reasonably similar to other full-time faculty members means having governance rights equal to other full-time faculty members, except that, if the clinical faculty are on a separate tenure-

track or renewable long-term contract program, such clinical faculty may be restricted from voting on individual personnel decisions involving other full-time faculty with different classifications, provided other full-time faculty are similarly restricted from voting on individual personnel decisions involving clinical faculty. In matters except for personnel decisions involving individual full-time faculty with different classifications, clinical faculty and other full-time faculty shall have equal opportunity to participate in faculty governance. This Interpretation does not apply to those persons referred to in the last sentence of Standard 405(c).



## **CLEA AWARDS**

### **2004-2005 CLEA CREATIVE WRITING CONTEST**

The winners of the 2004-2005 CLEA Creative Writing Contest are as follows:

#### **Fiction:**

**Faculty, 1st place**



**Stacy Caplow (Brooklyn),**  
*“Dead to Write”*

**Faculty, Honorable Mention**



**Ruth Stone (Florida State),**  
*"Ozzie Menendez"*  
**Ruth Stone (Florida State), "A**  
*World of Trouble"*

**Student, 1st Place**

**Richard Elem (St. John's), "Eye of**  
*the Hurricane"*

**Student, Honorable Mention**

**Barbara Brekke (U. of St.**  
*Thomas) "Eddie is Happy"*  
**Talia L. Kolluri (Minnesota),**  
*"While the Baby Cried"*

**Children's Fiction:**

**Faculty 1st Place**



**Cindy Slane (Quinnipiac),**  
*"Morgan's Magical Mystic*  
*Adventure"*

**Poetry:**

**Faculty 1st Place**

**Michael Gregory (Harvard), "Her**  
*Retreat"*

**Honorable Mention**

**Michael Gregory (Harvard),**  
*"Epithalamion" & "The Present"*

**Student 1st Place**

**Emily Karr-Cook (Albany),**  
*"Reflections"*

**Student, Honorable Mention**

**George Kleinert, "An Asylum**  
*Story"*

The contest was judged by a wonderful group of talented writers including **Richard Sweren** (writer & producer of Law & Order), **Ross Berg** (screenwriter), and **David Gould** (author, with Sol Wachtler, of the novel "Blood Brothers) judging the fiction entries, and **Roger Weingarten** (Director of the MFA program in poetry at Vermont College) and **Peggy Turano** (published poet and professor at St. John's Law School) judging the poetry entries.

**CLEA AWARDS FOR  
OUTSTANDING CLINICAL  
ADVOCATE, PUBLIC  
INTEREST ADVOCACY &  
OUTSTANDING STUDENT  
Andrea Seielstad (Dayton)**

For those of you who missed the CLEA Awards Ceremony in Chicago, the Awards Committee wanted to announce the winners of this year's awards. There were many wonderful nominations and lots of exciting and important work going on within our clinical programs. Thanks to all of you who submitted nominations. Thanks also to **Alex Scherr (Georgia)** and to committee members **Calvin Pang**



(Hawaii), Shelly Broderick (U of D.C.), and Jeff Selbin (UC-Berkeley) for their insights, assistance, and friendly collaboration in the work of the committee.

**Outstanding Clinical Advocate Award**



**Jay Pottenger (Yale)**

-for his significant and sustained contributions to and advocacy on behalf of clinical legal education, the status of its teachers, and its role within the Academy.

**Public Interest Advocacy Award**

THE FLORIDA STATE UNIVERSITY COLLEGE OF LAW

children's  
advocacy  
center

**Children in Prison Project**

**Directed and supervised by:**



**Paolo Annino**



**Ruth Stone**

-for for a creative and multi-faceted project of critical importance initiated in 1998 to address a variety of legal and subsistence needs, civil and human rights, of children consigned to adult prison.

For more details of the program and the problems it addresses, see [http://www.law.fsu.edu/academic\\_programs/jd\\_program/cac/index.php](http://www.law.fsu.edu/academic_programs/jd_program/cac/index.php) & <http://www.law.fsu.edu/journals/lawreview/downloads/282/Annino.pdf>

&



**Walter Henry Arvinger Legal Defense Team**

**Supervised by:**



**Michael Millemann**



**Steven Schwinn**



**Renee Hutchins**

-for successful and creative advocacy that, besides inspiring a number of students in public

interest lawyering and contributing to significant curricular change within the law school, also resulted in an innocent defendant receiving executive clemency and revived a tradition of executive clemency dormant for some time in Maryland.

**Outstanding Student Awards:**

**Michael J. Childers**  
Thomas M. Cooley School of Law

**Joseph Silva**  
Pace University School of Law

**Heather Holloway**  
Duke University School of Law

**Kim McLeod**  
Notre Dame Law School

**Nellie Halloran**  
Albany Law School

**Toby Jandreau**  
University of Maine School of Law

**Synta Keeling**  
**Mansi Shah**  
**Rachel Sussman**  
**Mark Haufrect**  
Washington College of Law,  
American University

**Sarah A. Potter**  
Roger Williams University School of Law

**Mariana Vielma**  
University of St. Thomas School of Law

**Jaime Ito**  
Florida State University College

of Law

**Cortney Coates**  
William Mitchell College of Law

**Tovah Flygare**  
University of Minnesota School of Law

**Anne Borelli**  
University of Alabama School of Law

**Emily Spear**  
University of Illinois College of Law

**Matthew Goldberg**  
University of California, Hastings College of Law

**Melissa Morgan**  
Texas Tech University School of Law

**Juliette Riviere**  
**Matthew Hoffman**  
**Anna Wagner**  
Columbia University School of Law

**Tom Turek**  
Catholic University, Columbus School of Law

**Matthew Lowy**  
The University of Montana School of Law

**Casey Jacobson**  
University of North Dakota School of Law

**Javier Pacheco**  
Case Western Reserve Univ. School of Law

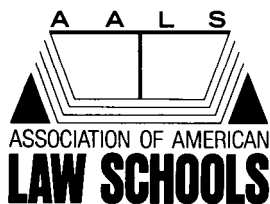
**Elizabeth Billies**  
**Villanova University School of Law**

**Alison Michelle Wood**  
**Katherine M. Todd**  
**Katherine Lucille Thomas**  
**Vanderbilt Law School**

**Thomas David Hoyle**  
**University of South Carolina School of Law**

**Jyoti Raval**  
**Quinnipiac University School of Law**

**Amy Johnson**  
**University of Nevada, Las Vegas, Boyd School of Law**



## **SECTION ON CLINICAL LEGAL EDUCATION**

### ***Shanara Gilbert Award***



**Melissa Breger (Albany)**

The Executive Committee of the AALS Section on Clinical Legal Education is proud to announce that **Professor Melissa Breger** was

selected as the **2005** recipient of the **Shanara Gilbert "Emerging Clinician" Award** which was presented at the Workshop on Clinical Legal Education's Awards Luncheon on May 3, 2005 in Chicago, Illinois. Professor Breger is a Clinical Assistant Professor of Law and the Director of the Family Violence Clinic at Albany Law School, Union University, where she has been teaching since 2002.

At Albany Law School, Professor Breger is known as an inspiring teacher of social justice and law. Whether she is teaching about the particular issues raised for women of color, or is negotiating with local prosecutors to consider the particular perspective and needs of the survivor/client/victim, she brings all her knowledge and experience to make the criminal and family court justice system work better for the people most affected by it. Professor Breger is a dynamic advocate for partnership with community legal services who works tirelessly to expand access to justice. Her scholarship has focused on teaching professionalism in a clinical setting and institutional lawyering in the clinical legal education context.

The Shanara Gilbert Award is given for a recent entrant into clinical legal education who has demonstrated all or some of the following qualities:

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

(2) an interest in international clinical legal education;

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

(4) service to the cause of clinical legal education or to the AALS Section on Clinical Legal Education; and

(5) an interest in the beauty of nature.

The Executive Committee would like to thank the Awards Committee for its work in the selection process:

**Carol Suzuki, chair (New Mexico); Paula Williams (Tennessee); Maury Landsman (Minnesota); Kurt Eggert (Chapman); and James Cohen (Fordham).**

## **COMMITTEE REPORTS**

### **CLEA PER DIEM PROJECT COMMITTEE**

**Jeff Selbin  
(East Bay Community Law Ctr.)**

Thank you to the many people who supported the per diem project in Chicago - almost \$2,500 was raised at the conference for the **Chicago Coalition for the Homeless (CCH)**. (For more information about CCH's current efforts and past accomplishments, please visit its website: <http://www.chicagohomeless.org/indexnew.asp>).

For those of you who did not have the opportunity to do so in Chicago, we are writing to encourage you to send in a post-conference contribution.

We would like to get the money to CCH by the end of the

month, so please mail your tax-deductible checks - payable to "CLEA" and with "Per Diem Project" noted in the memo line - no later than Friday, May 20, to:

**Suzanne Levitt  
Drake University Legal Clinic  
2400 University Avenue  
Des Moines, Iowa 50311**

Thank you for your continued support of this important tradition in our community.

### **EXTERNSHIP WORKING GROUP**

**Harriet Katz (Rutgers-Camden)**

A short report on what we did in this group seems warranted for the benefit of the folks who were in another group or did not make it to Chicago. (For those who did not read the materials, the program consisted largely of working groups, with no concurrent sessions. Due to agitation of myself and others, an externship group was formed, alongside other subject matter groups.) Our group was co-facilitated by myself and **Jim Klein (Toledo)**.

Attendance: worth noting that we had 24 folks assigned to the Externship group and another 12-15 attended one or more sessions. We had to drag chairs in from other rooms. Obviously, this group was welcome. Our group included some very experienced externship faculty and also folks new to externship, some coming from on-campus clinics and others from practice.

Sunday Session 1: on the classroom component we focused on the classes contemporaneous with a mixed group of placements. It is challenging to define learning goals and come up with reading or discussion content that is engaging to all students in such a group. On the other hand, diverse placements can be interesting to the students. Helpful features of a successful class have been, for some, a stress on personal development, sometimes using shared journaling, speakers from practice, and class presentations by students. .

Sunday Session 2: Supervision We discussed what makes a good field supervisor, and how to communicate those standards. Various kinds of training and requirements were described, including certification of supervisors, personal relationships and communications, manuals, training workshops, and discussions at site visits. There are quite large differences among programs on this point, largely relating to the goals of the program and the resources available to monitor/implement it.

Monday Session 3: teachable moments. We talked about alternatives to classes, such as reflective journals, webpage discussion groups, site visits. We also talked about the challenge of counseling a student about a situation at the placement, either personal or professional, when we don't have all the facts.

Monday Session 4 Up to this point, we had been following the prescribed topics, but we decided to diverge because there were other

matters we wanted to accomplish. These were: to follow up on the most interesting ideas from the previous sessions, to complete our report-back planning efficiently, and to carve out time to follow up on the idea of influencing the 2006 conference content which had been talked about in the Externship Committee meeting. We divided this session into 3 parts.

First, we spent additional time on one of the promising classroom ideas, which was presentations by students. We talked about how students can be mentored into doing effective and interesting presentations that result in that student or group of students, as well as others in the class, examining an important aspect of lawyering.

Second, we followed up on the idea of using a site visit as a conference between supervisor, faculty, and student. These visits can be appreciated by the field supervisors and students, promote compliance with school standards and student learning goals, and provide an opportunity to model good supervision methods.

Third, we spent the final few minutes planning our report-back to the final workshop meeting. Although this report planning was supposed to take up the 4th and final working group meeting time, we wanted to use that time to focus on next year's conference.

Tuesday, Final session: **Bob Kuehn (Alabama)** was a member of the working group and is on the planning committee for next year's conference. He participated in a discussion of



those plans and how externship can be recognized as an important and distinctive perspective on clinical legal education.

Structurally, we agreed to recommend that an externship person should be part of every plenary and any relevant concurrent sessions (if there are any.) As to content, next conference is on the theme of Collaboration, for which externship is a natural. Some areas of collaboration that are part of externship are: between student and field supervisor, among students, between the law school and the legal agencies in the community, between faculty and those sharing the supervision duties such as adjuncts and field supervisors. We could also have a specific session or way to communicate highlights of Externship3, which will have been held a few weeks before. The timing is important to recognize – the Clinical conference planning group will meet in June and is expected by AALS to largely complete a plan at that time.

GET YOUR COMMENTS/IDEAS FOR 2006 TO **BOB KUEHN** [rkuehn@law.ua.edu](mailto:rkuehn@law.ua.edu)

### **INTEGRATION COMMITTEE** **Kathy Hessler (Case Western)**

Members of the Integration Committee, and friends, will be presenting a panel entitled **“Integrating Multiple Teaching Methodologies into Clinical and Non-Clinical Course”** at the **Law and Society Annual Meeting** in Las

Vegas in June. We hope to encourage dialogue and to share tips. Presenting will be, **Kathy Hessler (Case Western Reserve University School of Law)**, **Kim Connolly (The University of South Carolina School of Law)**, **Paula Williams (University of Tennessee School of Law)**, **Ben Barton (University of Tennessee School of Law)**, and **Justine Dunlap (Southern New England School of Law)**.

Additionally, the Committee is continuing the work of determining the scope of integrative and innovative work being done by our colleagues, both substantively and methodologically. **Kim Connolly** is taking responsibility for gathering and organizing this information, which we hope to post on the CLEA website, as well as on the AALS Clinical Section’s website.

We are asking for your help in identifying work which integrates methodologies (skills and substance, use of technology, etc.) in short, the combination of anything which has been considered traditional to your setting (clinic, externship, academic support program, seminar, etc.) and something new to that setting in substance or methodology. Now is the time to brag about your work, your program, and the work of your colleagues. If you have doubts about whether something fits this description, send it to us. If you think a colleague will hesitate to brag for herself, or is too busy, let us know about that work. We are defining our task broadly in order to compile as comprehensive a list as possible for the benefit of

all. Once the list is compiled, we will notify the list and make it available to all who are interested. <mailto:connolly@law.law.sc.edu>

The Committee would welcome any and all who are interested in the work of this committee, and is working on a mission statement (and considering developing a new and more descriptive name) to guide the work of the committee as well as to help others understand the nature of that work.

## CONFERENCES

### COMING INTO COMMUNITY A Workshop on Clinical Legal Education



**June 16-18, 2005**  
**Providence/Bristol, Rhode Island**

**What:** This two day workshop will focus on models of legal education that bring law students, law faculty, and law school educational and service programs into the local community. Participants will observe existing programs in the particular contexts of Rhode Island's urban, statewide and environmental communities and actively engage in interdisciplinary, network-building exercises. These experiences will serve as the

catalyst for discussions about goals, methodologies, and challenges. Throughout the conference, participants will have the opportunity to develop models and strategies for their home schools and communities.

**Where:** The workshop will be held in multiple locations in Rhode Island. The Roger Williams University School of Law in Bristol will serve as the base for participants, but a number of workshop sessions will take place at community-based sites and at the law school's Providence clinic offices. Transportation to and from campus will be provided.

**Who:** The workshop is designed for: teachers in clinical legal education programs, including non-lawyer faculty; law faculty whose courses include significant community-based clinical components; and public service program administrators with teaching or program development responsibilities.

**When:** June 16-18, 2005. The workshop opens with a reception and dinner on the evening of Thursday, June 16, with a keynote address by Doug Ammar, director of the Georgia Justice Project in Atlanta. A full program of events takes place in Providence on Friday, June 17 and in Bristol on Saturday, June 18. Time will be set aside after the workshop for reflection and planning for future events and programs.

**Registration, Housing and Transportation:** The cost for this two-day workshop is \$125.00. The fee includes: opening reception and dinner at the law school on

Thursday; Friday dinner at a restaurant in Providence's Federal Hill District; continental breakfast and full lunch on Friday and Saturday; transportation to and from workshop events; and all workshop materials. Checks should be made out to Roger Williams University.

**For More Information:** Contact **Nancy Cook** at [ncook@rwu.edu](mailto:ncook@rwu.edu) or 401/276-4880.

**4th Annual Health Advocacy Conference: Charting the Course Together**



**Albany, New York  
June 23, 2005**

On June 23, 2005 the Albany Law School's Clinic: Health Law Project will present its 4th Annual Health Advocacy Conference: Charting the Course Together. This initiative was developed in collaboration with community social and legal services organizations. Practical workshops will focus on legal issues affecting individuals and families affected by HIV and/or cancer, including eligibility for disability benefits, child care assistance, affordable housing, and health insurance coverage.

**National Conference on Teaching Contract Drafting**



**Chicago, Illinois  
July 20-21, 2005**

After many years of being eclipsed by the many law school courses on litigation skills, the teaching of contract drafting and other transactional skills is on the verge of flourishing.

Contract drafting courses and law school transactional clinics are spreading. New teaching techniques are being developed. Students are beginning to see a transactional skills education as critical to their career development. And employers are increasingly interested in having transactional skills taught.

So it's time to get together and talk about how we teach contract drafting, how we can do it better, and how we can get it taught in more places in the curriculum. Here's when and where it will be:

**July 20 - 21, 2005**

**Northwestern University School of Law Chicago, Illinois**

Among the speakers will be Stephen Armstrong, Robin Boyle, Thomas P. Brown, Scott J. Burnham, Charles M. Fox, Eric Goldman, Susan Irion, George Kuney, Christina Kunz, Richard K. Neumann, Jr., Helene Shapo, and Tina Stark. The conference is sponsored by Northwestern Law School.

If you are new to teaching contract drafting, this conference will help you improve your teaching skills. If you have a lot of experience teaching contract drafting, this conference will raise provocative issues and put you in touch with others in the field. If you teach transactional courses and want to add a focus on drafting, this conference will show you how. If you are a legal writing teacher and want to branch out into contract drafting, this conference will give you the background to do it.

The Contract Drafting Conference will immediately precede the July 21-23 conference of the Association of Legal Writing Directors, and it will be easy to attend both of them. Both conferences will occur at Northwestern Law, and they will share the same conference hotel. If you are an ALWD member and attend both conferences, you will get a discount on the registration fee for each conference. If you are not an ALWD member, you can attend the Contract Drafting conference and then attend the first day of the ALWD conference, for a small additional fee.

Northwestern Law and the conference hotel are in a great neighborhood, steps from the lakefront and the North Michigan Avenue shopping district, and a short ride from Chicago's great museums. The city's beaches, jogging and cycling paths, and parks stretch north and south of the law school. At the nearby Navy Pier amusement park, Chicago

hosts a huge fireworks display twice a week. In the evenings, you will be free to join fun conference activities or explore the city on your own.

If you teach Legal Writing or Contracts, you will soon receive a conference schedule and Registration materials by regular mail. Or you can request them from Judith Rosenbaum at [j-rosenbaum2@law.northwestern.edu](mailto:j-rosenbaum2@law.northwestern.edu). Additional information about the conference is available at: <http://www.law.northwestern.edu/faculty/conferences/TeachingContractDrafting.pdf>

The Drafting Conference organizing committee members are Susan Irion (Northwestern), Richard K. Neumann, Jr (Hofstra), Judith Rosenbaum (Northwestern), and Tina Stark (Fordham).

## 2005 Midwest Clinical Conference



**Topeka, Kansas  
October 7-8, 2005**

The **2005 Midwest Clinical Conference** will be held on **October 7-8** at **Washburn University School of Law** in Topeka, Kansas. Conference events will include a visit to the newly opened and very impressive *Brown v. Board Of Education of Topeka* National Historic site. We are busily planning the conference's

presentations and events. Conference topics tentatively will include:

1. Teaching Cross Cultural Understanding: The Importance of Communicating with Our Clients and Conveying Our Clients' Stories to the Court.
2. Story-telling as an Advocacy Skill: Keeping the Client in the Story.
3. Clinical Education: A Means to Achieving Social and Economic Justice.

We intend to have all these topics tie into the legacy of *Brown v. Board of Ed.* Anyone who is interested in providing input, helping with planning, or serving on a discussion panel should contact John Francis at

[john.francis@washburn.edu](mailto:john.francis@washburn.edu).

New(er) clinicians are encouraged to participate. Watch for future announcements about details of the conference plans.

Looking down the road beyond this year's conference, Notre Dame plans to host the Midwest Conference in 2006 and Drake plans to host in 2007.

### **Fifth Annual Rocky Mountain Regional Clinical Conference**

**TEXAS TECH  
UNIVERSITY™**

**Lubbock, Texas  
October 21-22, 2005**

Texas Tech University School of Law will host the 5<sup>th</sup> Annual

Rocky Mountain Regional Clinical Conference October 21-22, 2005.

The Conference will include separate tracks for Clinic Administrators and Professional Staff. A focus of the conference will be on Interdisciplinary Clinics and Collaboration Among Clinics.

However, a number of other topics are also being developed, including a session on receiving feedback from clinic students and alumni.

Anyone interested in assisting with planning, moderating a panel or speaking should contact Larry Spain [lspain@law.ttu.edu](mailto:lspain@law.ttu.edu)

Additional conference information and registration materials will be distributed this summer.



### **Tulane Law Clinic 25<sup>th</sup> Anniversary Celebration** **New Orleans, Louisiana** **November 11, 2005**

**SAVE THE DATE:** The Tulane Law Clinic will host a 25<sup>th</sup> Anniversary celebration the weekend of November 11, 2005 in New Orleans, Louisiana. This event will include a Regional Workshop for clinical educators, with a particular emphasis on domestic violence and interdisciplinary teaching methods.



**"ENRICHING CLINICAL  
EDUCATION"**

**Sixth International Clinical  
Conference**

UCLA SCHOOL of LAW

Institute of Advanced Legal Studies  
School of Advanced Study University of London

**Lake Arrowhead, California  
October 27-30, 2005**

**First Drafts of Papers Due : June  
20, 2005**

A reminder that first drafts of papers for the **Sixth International Conference on Clinical Legal Education and Scholarship** are due on June 20. Acceptances will be made shortly after that date. We would be very happy to consider papers that were not submitted at the abstract stage. Submissions should be sent or emailed to:

*Summer Rose  
Conference Administrator*

*UCLA School of Law  
Box 951476  
Los Angeles, CA 90095-1476*

*Rose@law.ucla.edu*

**Conference dates:** Thursday  
October 27 through Sunday  
October 30, 2005

**Conference location:** UCLA  
Conference Center at Lake  
Arrowhead, California

**Conference purpose:**

The purpose of this conference is to explore ways in which we can enrich clinical education. The conference will proceed on the basis that clinical legal education is now a mature, well-established part of the law school curriculum. Clinical teaching methodology is generally accepted as an essential and respected part of mainstream legal education. Thus our focus should shift from issues of acceptance to issues of sophistication. At this point, we expect the conference to be centered on three broad themes: *Skills Training Revisited*, *Structuring the Clinical Experience*, and *Learning from other Perspectives*. Potential paper topics are limited only by your own thinking about how clinical education should respond to the challenge of preparing our students to work in an increasingly complex, multi-party, technologically sophisticated, interdisciplinary legal world.



**Save the Date**

**Externships 3:  
Learning From Practice  
A National Externship Conference**

**March 24 & 25, 2006  
Los Angeles, CA**

**Friday, March 24:**



**Sat., March 25:**



**Hosted by  
GLACE**

The Greater Los Angeles Consortium on Externships: a consortium of law school externship program directors from Loyola, Pepperdine, Southwestern, UCLA, USC and Whittier in association with The Catholic University of America Columbus School of Law

Call for Presentations and papers in September, 2005.

For conference information and updates, see

<http://events.lls.edu/externships/>

or

[www.swlaw.edu/externconference](http://www.swlaw.edu/externconference)



**NEW CLINICIANS**



**Warren Binford** will become the new **Director of the Willamette University College of Law Clinical Law Program** where she will also be an **Assistant Professor of Law** on June 1, 2005. Warren graduated from Harvard Law School in 1998 and brings seven years experience working in a large firm, Pillsbury Winthrop Shaw Pittman where she was highly dedicated to *pro bono* work. She is also an international advocate for children's rights.

**Victoria Brown-Douglas** has been hired to fill the newly created position of **Assistant Director of Professional Skills** at **St. John's University School of Law**. Vicki will work closely with the externship and trial advocacy programs. Vicki comes to St. John's as an accomplished trial attorney specializing in criminal defense and family law. Prior to opening her own practice, Vicki was a Manhattan ADA and an Assistant NY State Attorney. Vicki's extensive legal experience and wonderful teaching talent (she has taught in the St.

John's trial advocacy programs and served as a coach to one of their external trial teams) makes her an ideal addition to their Professional Skills program

**Prentiss Cox** will join the **University of Minnesota** as a full time member of the clinical faculty starting in the fall of 2005. Prentiss is currently Managing Attorney at the Minnesota Attorney General's Office Consumer Division. Prentiss brings an expertise in consumer law including telemarketing fraud, predatory lending, equity stripping and other consumer related areas. Prentiss will teach in the Civil Practice Clinic, bringing in more consumer cases and will develop a Consumer Law Clinic.

He is a 1990 *magna cum laude* graduate of the University of Minnesota Law School and clerked for the Honorable P.H. Marshall of the Northern District of Illinois.

**Melissa Mather** will join **The Mandel Legal Aid Clinic** of the **University of Chicago Law School** next fall as a **Clinical Lecturer** in their **Civil Rights and Appellate Advocacy Projects**. Melissa comes to the University of Chicago by way of Austin, Texas, where she has been litigating civil and criminal matters, including the death penalty appeals of Douglas Alan Roberts. Before starting her own practice, Melissa worked in law firms in New York and Austin, and clerked for Judge Garza of the U.S. Court of Appeals for the Fifth Circuit.



**Michael Schwartz** began this year at Syracuse University College of Law as an assistant professor and director of the Public Interest Law Firm (PILF). PILF now focuses on disability rights litigation and advocacy on behalf of people with disabilities. As a graduate of NYU Law School and Brandeis University, Michael began his legal career as a law clerk to the Judge Broderick of the Southern District of New York, who originally decided the case of Rowley v. Board of Education of Hendrick Hudson School District. Michael then worked at the Manhattan District Attorney's Office, the Civil Rights Division of the U.S. Department of Justice in Washington, D.C., the NYS Attorney General's Office, and the Civil Rights Bureau of the NYS Department of Law. He was also an actor with the National Theater of the Deaf. Currently, Michael is completing his dissertation as a candidate for a Doctor of Philosophy in Cultural Foundations of Education, with a concentration in Disability Studies from the School of Education at Syracuse University. Michael is also co-editor, with Professor Arlene Kanter, of the Legal Developments section of the AAMR Journal, the leading journal in the field of mental retardation, and he was recently invited to Norway to present a paper at an international conference sponsored by the Nordic Network of Disability Research.

**Giovanna Shay** will be the next **Robert M. Cover Fellow** at **Yale Law School's Jerome N. Frank Legal Services Organization** from July 1, 2005 to June 30, 2007. Gio comes to us from the Public Defender Service for D. C. and was a 1997 graduate of Yale Law School. She will be doing most of her fellowship working with the Complex Federal Litigation, Criminal Defense and Prison Legal Services clinics.

**Frank Vandervort** has accepted a clinical tenure track position as Assistant Professor of Law in the **Child Advocacy Law Clinic** at the **University of Michigan Law School**. Frank has long years of experience in child welfare law, including that of Deputy Defender with the Legal Aid and Defender Association of Detroit where he represented children in child welfare and delinquency cases and as Executive Director of the Children's Law Center in Grand Rapids, Michigan. Most recently Frank has been the Program Director of the Michigan Child Welfare Law Resource Center at the University of Michigan where his role has been to develop and present training programs and resource material for lawyers, judges and social workers handling child welfare cases. As Resource Center Director Frank served as editor of the Michigan Child Welfare Law Journal.

Frank has been heavily involved in child welfare law and policy throughout the state of Michigan and nationally. Among other things he served as Chair of the Children's

Law Section of the State Bar of Michigan and President of the Michigan Chapter of the American Professional Society on the Abuse of Children. Frank is also heavily engaged in interdisciplinary case work and research in collaboration with the UM School of Social Work.

## HONORS, AWARDS & PROMOTIONS



**Beverly Balos (Minnesota)** has been honored with the **Sheila Wellstone Gold WATCH Award** by WATCH, an organization dedicated to improving the justice system's response to violence against women and children. Professor Balos participated in drafting Minnesota's Domestic Abuse Act, one of the first statutes in the country concerning domestic violence. She has dedicated her academic and community work to analyzing and developing effective legal remedies for addressing violence against women.

The Sheila Wellstone Gold WATCH Award is given annually to recognize leadership on behalf of women and children who are victims of sexual assault, domestic abuse, or child abuse. Professor Balos was recognized for her work in the areas of violence against women, domestic violence and feminist jurisprudence. Balos' distinguished career includes more than 20 years at the University of Minnesota Law School, where she

teaches courses and clinics on domestic violence; which include criminal prosecution, civil orders for protection, and law and violence against women. She co-authored the casebook *Law and Violence Against Women: Cases and Materials on Systems of Oppression*, and has published numerous articles addressing, for example, sexual harassment, domestic assault, prostitution and legal scholarship for social justice.

In addition to her outstanding academic work, Professor Balos is a dedicated volunteer with community organizations, using her expertise to analyze and draft legislation, review complex cases, and promote effective public policy and legal reforms that address violence against women. She is a member of the Minnesota Coalition for Battered Women's Legislative Advisory Group and the Hennepin County Family Violence Coordinating Council. Balos is a member of the Board of Directors for the St. Paul Domestic Abuse Intervention Project and a member of the Minnesota Department of Corrections Mental Health Unit Review Board.

WATCH is a volunteer-based, nonprofit organization that monitors cases of domestic violence, sexual assault, and child abuse and neglect in Hennepin County, and strives to improve the justice system's handling of these cases".



**Leslie Book (Villanova)**

was awarded **tenure** and **promoted to professor**.



**Melissa Breger (Albany)**

has been **promoted to Associate Clinical Professor with long term contract**. Professor Breger, winner of the 2005 Shanara Gilbert Award, directs the ALS Domestic Violence Project: Family Violence Unit which represents victims/survivors of domestic violence in Family Court.



**Juliet Brodie (Wisconsin)**

has been **promoted from Clinical Assistant Professor** to Clinical Associate Professor.



**E. James Burke (Maine)**

has been appointed **Associate Clinical Professor**. Jim had been a Visiting Clinical Professor for the past few years and we're very happy that we're able to make his "visit" a permanent one. In addition to teaching in our General Practice Clinic, Jim has supervised the development of their Prisoner Assistance Clinic, through which students provide civil legal services



to prisoners in the Maine state corrections system. Jim is a graduate of Bates College and the Western New England School of Law.



**Joseph Connors (Albany)**

has been **promoted to Associate Clinical Professor with a long term contract**. Professor Connors directs the ALS Health Law Project which provides legal representation to individuals and families dealing with AIDS/HIV and/or cancer.



**Keith Findley (Wisconsin)**

has been **promoted** from Clinical Associate Professor to **Clinical Professor**.



**John Francis**

**(Washburn)** was granted **tenure** and **promoted to full professor**.



**Meg Gaines (Wisconsin)**

has been **promoted** from Clinical Associate Professor to **Clinical Professor**.



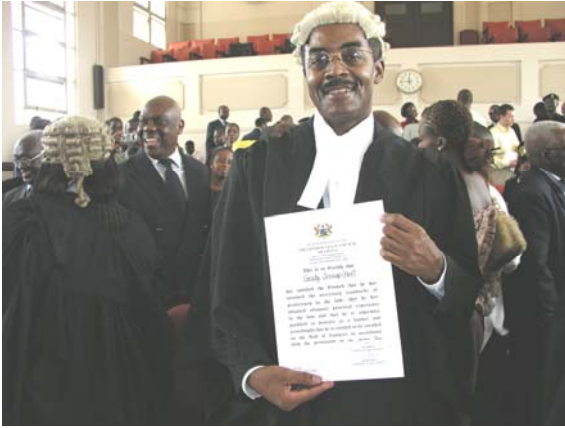
**Phillip Gentry (Columbia)**

has been awarded the inaugural **Public Interest Professor of the Year Award**. This student-selected Award for Public Interest Law is given to the faculty member or administrator who has most supported and inspired a significant portion of the public interest law student community. The citation stated: "Always compassionate and patient with his students, Philip Gentry is one of Columbia Law School's most outstanding teachers. Tirelessly committed to enhancing opportunities at CLS, Philip influences so many students through his work with the Prisoners & Families Clinic, moot court, and professional responsibility. Philip is a man whose commitment to public service and love of the law shine through every day. For these reasons and so many more, we honor Professor Philip Gentry with the 2005 Public Interest Professor of the Year Award."



Interim Dean and Professor of Law **Diane C. Geraghty(Loyola-Chicago)**, was inducted as one of the seven **2005 Laureates of the Illinois State Bar Association Academy of Illinois Lawyers** in Chicago on April 7, 2005. For information on the Academy and the Laureate Award, visit

<http://www.isba.org/laureates.html>.



**Grady Jessup**, displays a certificate presented to him by Ghana's Supreme Court Justice Dr. George Kingsley Acquah after being enrolled as a member of the **Ghana Bar**. Jessup, who was awarded a **Fulbright Fellowship** to teach at the Ghana School of Law and conduct research during 2004, passed an exam and was the only U.S. citizen and one of 10 lawyers admitted to the Supreme Court Bar on April 7, 2004. He will be returning to Ghana on May 29 to complete the research component of the Fulbright Fellowship after visiting at Thomas M. Cooley this Spring.



**Arlene Kanter (Syracuse)**, Professor of Law and Co-director of SU's Center on Disability Studies, Law and Human Policy, was recently recognized as the newest **Meredith Professor**. For 10 years, the Laura J. and L. Douglas Meredith Teaching

Professorships have been one of Syracuse University's highest teaching honors. Recognized for their outstanding teaching, Meredith Professors are accorded lifelong status as members of an honored group of educators. For the full story go to <http://sunews.syr.edu/fullstory.asp?id=4050514>



**Bob Kuehn (Alabama)**, Director of Clinical Programs, was named **Co-Director** of the law school's **Judicial Externship and Summer Externship Programs**.



**Maureen Laflin (Idaho)**, Director of Clinical Programs, has been **promoted to full professor**.



**Michele LaVigne (Wisconsin)** has been **promoted** from Clinical Associate Professor to **Clinical Professor**.



**Kermit Lind (Cleveland-Marshall)**, who teaches in the Community Advocacy Clinic has

been recommended by the faculty for a **5 year long term contract**.



**Mary Lynch (Albany)** was one of the recipients of **The Legal Aid Society of New York's 2004 Pro Bono Award** for "outstanding service" to Legal Aid clients for her work on clemency for battered women.



**Steve Meili (Wisconsin)** has been **promoted** from Clinical Associate Professor to **Clinical Professor**.



**Suzette Melendez (Syracuse)**, who, since 2002 has been the acting director of the Children's Rights and Family Law Clinic, was hired this year as an **assistant professor** and **Director of the Children's Rights and Family Law Clinic**. Suzette comes to us from Legal Services of New Jersey where she was the supervising attorney of the Domestic Violence Representation Project, after working at Legal Aid in Manhattan. Suzette is a graduate of the University of Connecticut Law School and the State University of New York in Binghamton.



**Ann Moynihan (Fordham)**

will become the school's next **Associate Dean for Administration**.



**Millard Murphy (UC**

**Davis)**, staff attorney of the Prison Law Clinic, has earned the school's **Distinguished Teaching Award**. A committee of students, faculty, staff and alumni selected Murphy for the award, which recognizes superior teaching and commitment to academia.

Murphy supervises between 10 and 14 students each semester as the students represent state prisoners in administrative law cases that pertain to civil and human rights issues; specifically, issues related to physical and mental health, disabilities, visitation, release dates, parole board matters and guard brutality.

Murphy also teaches the Community Legal Education Seminar (Street Law) and Negotiations at UC Davis. His other activities include being a member of the Committee for the Protection of Human Subjects of the California Health and Human Services Agency and chair of the Board of Directors of Legal Services for Prisoners with Children in San Francisco.



**John Pray (Wisconsin)**

has been **promoted** from Clinical Associate Professor to **Clinical Professor**.



**Judy Oling (Wisconsin)**

has been **promoted** from Clinical Associate Professor to **Clinical Professor**.



**Monica Schurtman**

**(Idaho)**, who directs the Tribal and Immigration Clinic at the University of Idaho College of Law, was granted **tenure**.



**Larry Spain (Texas Tech)**

has been selected by the **Texas Bar Foundation** to receive the **Outstanding Law Review Award** for an article published in a law review published by one of the Texas law schools relating to the legal profession, the practice of law, or substantive law as applied to the practice of law. The article selected is *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).



**Rod Uphoff (Missouri-**

**Columbia)**, Associate Dean for Academic Affairs and Elwood L. Thomas Missouri Endowed Professor of Law, has been named **director of the University of Missouri South Africa Educational Program**. Rod will lead the University's South African initiatives, which include the Law School's new summer school program with the University of the Western Cape in Cape Town. For details about the program, see <http://mail.law.missouri.edu/sap/>



**Ian Weinstein (Fordham)**

has been elected **Chair of the Fordham's Retention, Tenure, and Promotion Committee**.



**Paulette Williams**

**(Tennessee)** received a favorable vote of the faculty at the University of Tennessee College of Law for **tenure**.





## ON THE MOVE



**Sue Bentch (St. Mary's)**

will retire from full-time teaching at St. Mary's at the end of this academic year, June 1.



**Larry Cunningham (Texas Tech)**

will be teaching at Stetson University this summer and will visit at Texas Wesleyan next academic year.



**Sandra Hansberger**

**(Lewis & Clark)**, after 17 years of clinical teaching at Lewis & Clark, has accepted a position as the Executive Director of the Campaign for Equal Justice and will leave the clinical program September 1.



**Zelda Harris (Arizona)**

will be teaching the Civil Justice Clinic at Villanova University School of Law for the Fall 2005 semester as a visiting professor. Professor Harris will be replacing **Professor Dveera Segal** who will be out on leave during the Fall 2005 semester. Professor Harris is currently a Clinical Professor of Law and Director of the Domestic Violence Law Clinic at The University of Arizona, James E. Rogers College of Law, Tucson, Arizona.



**Theresa Hughes** joins the faculty at **St. John's University School of Law** as an **Assistant Professor of Clinical Education** as well as **co-founder** and **Director** of our new **Child Advocacy Clinic**, which will be an interdisciplinary program representing children in child protective proceedings in Queens County Family Court.

Theresa comes to St. John's with a background in clinical education having taught at Hofstra Law School's Child Advocacy Clinic for four years and this past Spring at CUNY School of Law's Juvenile Defender Clinic. In the 1990's, Theresa served as a senior staff attorney at the Juvenile Rights Division of the Legal Aid Society of



the City of New York as well as an attorney at Covenant House Legal Services. She has also represented adult and child-clients in New York State Family Court as a court appointed attorney.

Theresa received her J.D. from CUNY School of Law, her M.A. from Brooklyn College and her B.A. from Manhattan College. She has written in the areas of juvenile justice, child welfare and professional ethics.



**Mary Helen McNeal**

**(Montana)**, former Chair of the AALS Clinic Section, will join the **Syracuse University College of Law** faculty as a **full professor and Clinic Director**. She will oversee the six in-house clinics as well as directly supervise some of the students enrolled in the clinics. Mary Helen comes to us from the University of Montana where she was a full professor and Clinic Director. Prior to her arrival at University of Montana in 1996, Mary Helen taught at Boston College and University of Maryland Law Schools. She was a Scholar in Residence at the Center of Social Justice at the University of California at Berkeley in the Spring of 2004, and she is the recipient of the AALS Teacher of the Year Award in 1998. She also worked as law clerk and staff attorney at the Maryland Legal Aid Bureau after graduating from the University of Maryland School of Law and

Georgetown University. Mary Helen is also author of law review articles, including, “Toward a Civil Gideon Under the Montana Constitution: Family Law as the Starting Point,” forthcoming, *Montana Law Review*, Spring, 2005 and “Unbundling and Law School Clinics: Where’s the Pedagogy,” *7 Clinical Law Review* 341 (2001). Mary Helen will replace **Arlene Kanter** who is stepping down after 17 years as Director of Clinical Legal Education but who will continue directing Syracuse's Externship Program, as well as directing the COL new Disability Law and Policy Program, and Syracuse University's new Center on Disability Studies, Law, and Human Policy.

**Jenny Roberts** has been hired by Syracuse University College of Law as an assistant professor and director of the Criminal law Clinic. Jenny comes from NYU where she was a senior research fellow at NYU Law School's Center for Research in Crime and Justice and where she taught in the Lawyering Program. Jenny worked at the Legal Aid Society for several years after clerking for the Honorable John S. Martin, Jr., of the U.S. District Court for the Southern District of New York. She is a *magna cum laude* graduate of NYU Law School and the recipient of such honors as Order of the Coif, the NYU Arthur Garfield Hays Civil Liberties Fellowship; and Note and Comment Editor of the NYU Law Review. She is also a *cum laude* graduate of Yale University and author of “Too Little, Too Late: Ineffective Assistance of Counsel, the Duty to Investigate,

and Pretrial Discovery in Criminal Cases,” which is forthcoming in the Fordham Urban Law Journal, May 2004.



**Wendy Ross (St. Mary's)** will join the tenure-track faculty at **Texas Tech** June 1 where a portion of her teaching will be in the clinical program.



## FROM CLINICAL PROGRAMS



The **University of Alabama School of Law** is adding a new clinic in the fall. The **Sustainable Communities Law Clinic** will provide legal assistance to individuals and community organizations seeking to improve the economic, cultural, social, or environmental well-being of disadvantaged or underserved communities. This new clinic will be directed by **Bob Kuehn** and joins the existing Capital Defense, Civil, Criminal Defense, and Elder Law Clinics at the University of Alabama.

## GEORGETOWN



**Wally Mlyniec** has announced that he will step down as Associate Dean for Clinical Education and Public Interest programs effective June 30. Wally has been the Clinical Dean or Clinical Coordinator at Georgetown for 19 years. During that time, Wally was at the forefront in the struggle for parity; during his tenure, the status of the clinical faculty moved from adjunct professors with no permanent status, to long-term contractual professors, to full tenured professors with equal status at the law school. Under Wally's leadership, the clinical programs moved from disparate programs housed off-campus to a fully integrated program central to the law school's mission and recognized as one of the premier programs in the country. Wally also developed the fellowship program with a full series of seminars on clinical pedagogy and teaching workshops. He created the Office of Public Interest and Community Service, which coordinates all public interest activities at the Law Center. In his spare time, he continued to produce scholarship, remained active in national clinical education, and managed the design and building of two new buildings at the Law Center.

Wally managed to do all of this while remaining a trusted friend, advisor, and role model to the clinical faculty. Luckily, after a sabbatical, he will continue as a faculty member and colleague, teaching in the Juvenile Justice Clinic, working with graduate fellows and write.



Georgetown University Law Center Dean T. Alexander Aleinikoff announced the appointment of Georgetown Law Professor **Deborah Epstein** as **Associate Dean for Clinical Education and Public Interest**, effective July 1. She will succeed Wallace J. Mlyniec, who is returning to the faculty after almost two decades in the post.

As Associate Dean for Clinical Programs, Epstein will oversee Georgetown's 13 clinics, which have long been ranked as the strongest in the nation. Epstein has an extensive background in clinical education; she is currently the director of Georgetown Law's Domestic Violence Clinic, which trains students to provide high quality legal assistance to indigent victims of domestic violence. She also designed and co-directed the D.C. Superior Court's Domestic Violence Intake Center. Until September, 2001, she served as director of Georgetown's Emergency Domestic Relations Project, which provides advocacy services to

thousands of victims of intimate abuse each year.

## Harvard Law School

HLS Clinical Instructor **Tara Twomey** and University of Iowa College of Law Professor Katherine Porter have launched a multi-year empirical study of creditors claims in bankruptcy, particularly claims made by mortgage companies in Chapter 13 bankruptcy cases.

The study is funded through the generous support of the National Conference of Bankruptcy Judges' Endowment for Education and responds to recent reports suggesting that mortgage servicers are filing inaccurate claims in bankruptcy cases. The inaccuracies may cause debtors to pay more to mortgage companies than is actually due. In some cases, such overcharges could prevent debtors from saving their homes from foreclosure.

Because of the central place of homeownership in Americans' financial lives, Twomey and Porter believe that it is imperative to understand the interaction between mortgage companies and borrowers. For families in financial distress, the threat of losing their home frequently drives their decision to file bankruptcy. A vast majority of the hundreds of thousands of Americans who file Chapter 13 bankruptcy each year hope to use the bankruptcy process to hang on to their largest asset—their home.

In the last two years, bankruptcy courts have begun to issue opinions highlighting the failure of mortgage servicers to provide accurate information to debtors and to comply with the Bankruptcy Code and Bankruptcy Rules. One of the leading decisions in this area is *In re Maxwell*, 281 B.R. 101 (Bankr. D. Mass. 2002), which was litigated by Harvard's Hale and Dorr Legal Services Center in 2002. The court addressed the mortgage servicer's failure to provide any documentation to support its proof of claim and described the various demands made upon the debtor: "Thus, Fairbanks, in February 2000, represented that the Debtor owed it \$48,691.36 less than what it demanded of the Debtor in April of 1998 and \$192,963.64 more than it demanded of her on July 13, 1999." The court found that "Fairbanks, in a shocking display of corporate irresponsibility, repeatedly fabricated the amount of the Debtor's obligation to it out of thin air." The court concluded that Fairbanks violated the Fair Debt Collection Practices Act, the Real Estate Settlement Procedures Act, the Massachusetts Consumer Credit Cost Disclosures Act, and that the terms of the loan were unconscionable. After the court's decision, the debtor settled the case for a full discharge of her mortgage, \$50,000 in damages, and attorney's fees.

Data from a three-year pilot foreclosure prevention program at the Hale and Dorr Legal Services Center of Harvard Law School suggests the extent to which mortgage servicer errors may be

distorting the accurate distribution of funds in bankruptcy. Among twenty-two Chapter 13 bankruptcy cases filed by the Center to halt pending foreclosures, analysis of the mortgagees' proofs of claim identified six cases in which the proof of claim overcharged the debtor. The errors ranged from \$200 to \$10,000. In six other cases, Truth in Lending Act or state law lending violations were identified. These loans were rescinded, which saved the debtors \$2,500 to \$300,000. In total, defenses to the mortgage or inaccurate proofs of claim were found in 54 percent of the Chapter 13 cases in the program.

The empirical study that Twomey and Porter are undertaking will gather data to measure the extent to which problems with mortgage claims in bankruptcy cases exists on a national level. The project will help lawmakers understand whether reform is needed to ensure that debtors pay only what is legally owed to mortgage companies.

**LOYOLA** est. 1870  
**UNIVERSITY CHICAGO**

### **Business Law Center Clinic**



A production crew from the State Department's Public Affairs Office of Broadcast Support came to Loyola School of Law this past fall



to film portions of a news documentary entitled "Small Business Contributions to the National Economy." Knetica Media arrived at the law school to interview and film Professor **Joseph Stone**, Dean Emerita Nina S. Appel, Loyola law students, and former clients of Loyola's Business Law Center Clinic. The goal of the project, said producer Maryam Jazayeri, was to show audiences in Eastern European countries such as Russia how small businesses, including those run by women, can be successfully owned and operated in the United States. The documentary also demonstrated how the U.S. legal system provides assistance to small businesses in an effort to boost the economy. Loyola's Business Law Center Clinic represents entrepreneurs and community members who wish assistance in forming small businesses and not-for-profit corporations in the Chicago area.

Students typically work with several clinic clients during the course of a semester, under the supervision of Clinic Director and Professor of Law Joseph Stone. The documentary, which included a segment about Loyola's Business Law Center Clinic, was scheduled to run early this year.



**St. John's University School of Law** is delighted to announce the

fall, 2005 opening of their new **Child Advocacy Clinic**, which will be an interdisciplinary program representing children in child abuse and neglect proceedings in New York State Queens County Family Court. **Theresa Hughes** will be directing the program, and welcomes hearing from her fellow clinicians at [hughest@stjohns.edu](mailto:hughest@stjohns.edu) or (718) 990-1424.

### **UNIVERSITY OF ST. THOMAS**

The University of St. Thomas Law School presented a "Living the Mission" award to students from five professions working with immigrants in the Interprofessional Center for Counseling and Legal Services. The students from law, social work, psychology, geography, and history were cited for demonstrating (1) the highest standards of professional excellence, (2) tireless commitment to seeking the holistic well being of their clients, (3) awe-inspiring passion for social justice, (4) innovative approaches to interdisciplinary collaboration, and (5) a dedication to supportive teamwork over individual gain. This group of students poured literally thousands of hours of time into working with their clients to attain legal protection from deportation; mental health in the wake of brutal torture; physical well-being in the form of medical and dental care; provision of basic human needs like food, shelter, and clothing, and securing employment; and social and religious connection through education and contact with



persons from their faith communities.

Third year student Mariana Vielma has been awarded a CLEA Outstanding Student Award. Mariana was unanimously nominated by the UST clinical faculty for her outstanding achievements over three semesters in the Clinic. Her nomination was based on her excellent work on individual client cases and on group advocacy and policy reform projects, on her thoughtfulness and reflection in the legal, ethical, strategic and interprofessional issues raised in the classroom, and on her outstanding contributions to the clinical community at UST.

Kathleen Exel, a third year student, was selected from a highly qualified field of candidates to join the Interprofessional Center as a Law Fellow for three years following her May 2005 graduation. Kathleen will be joining the Immigration Law Practice Group, serving as a staff attorney and supervisor.

Professor Nekima Levy-Pounds will be rejoining the Interprofessional Center in May 2005, after taking parental leave following the birth of Phalen, Jr. ("PJ") on December 15, 2004. Professor Levy-Pounds, demonstrating the highest level of client commitment, conducted a conference call from the hospital with UST faculty and fellows about a hearing to be held that day.

## STETSON UNIVERSITY COLLEGE OF LAW

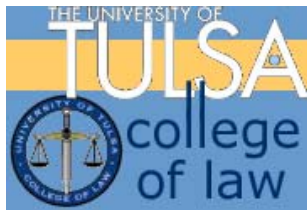
**Stetson University College of Law** in St. Petersburg, Florida started an immigration law clinic in the Spring of 2005. The clinic was created after the students advised the administration through a petition that they were interested in having the opportunity to represent immigrants. The immigration clinic was created in conjunction with Gulfcoast Legal Services, also in St. Petersburg, and is taught by **Fernando A. Nuñez**.

The end of the semester was wonderful because my ultimate interest of getting students to the Court system to help the wheels of justice squeak forward was successfully reached. On April 19, 2005 a merits hearing was held on one of the clinic's clients. On that day Gracie Gomez represented a Mexican immigrant on an application for cancellation of removal. Gracie, a product of Stetson's trial advocacy training, was flawless, thought on her feet and did a phenomenal job. There were several surprises during the trial but ultimately our Mexican client gets to stay in the United States with his lovely family.

Watching the embrace of the couple after the Judge rendered the decision was wonderful. Being able to tell the couple's children that they did not have to go back to Mexico (and they did ask Gracie as soon as we got out of the Courtroom) was also great.

As always, the trial involved more than the day of the hearing. It

involved a memorandum of law drafted by Joy Gomez that both the Judge and the opposing counsel on the record indicated was great and very helpful in their approach to the trial. It also involved Teresa Ortiz's preparation of about eight witnesses. Teresa, Joy and Gracie together were instrumental in the outcome and their contribution led to positively affecting a family's life. Although this is a modest achievement, I wanted to share it with you because I am proud of the students and because I look forward to Stetson's students making great inroads in defending immigrants' rights.



**Leslie Mansfield (Tulsa)** and **Charles J. Ogletree, Jr. (Harvard)** returned from testifying at a briefing on the 1921 Tulsa Race Riot for the Congressional Black Caucus on May 10, 2005. The event was co-chaired by U.S. Rep. Bennie G. Thompson (D-MS); Maxine Waters (D-CA); and John Conyers, Jr. (D-MI). The lawsuit filed on behalf of 123 living survivors and 272 descendants against the City of Tulsa and State of Oklahoma was filed in February 2003 in U.S. District Court in the Northern District of Oklahoma. The lawsuit was the work of a national team of civil rights attorneys led by lead counsel Charles J. Ogletree, Jr., Jesse Climenko Professor of

Law, Harvard Law School. Professor Mansfield served as local counsel.

Professor Ogletree briefed the members on the long journey to justice faced by the survivors and descendants of the riot, while Professor Mansfield briefed the members on the present status of the remaining 93 elderly survivors of the Tulsa Race Riot, most of whom still live in the Tulsa area. Twenty-nine (29) survivors have died since the lawsuit was filed in February 2003. She also briefed the members on the status of reparations for the survivors and descendants as well as the lack of progress of the memorial, the Greenwood Redevelopment Authority and the scholarship fund.

Testifying also were three of the elderly Riot Survivors: Otis Clark and Wes Young of Tulsa and Olivia Hooker of New York. Panelists included members of the legal team: attorney Michael Hausfeld of Cohen, Milstein, Hausfeld and Toll and Dr. Leon Litwack, a Pulitzer Prize winning Professor of History at the University of California, Berkeley and Eddie Faye Gates, member of the Oklahoma Commission to Study the 1921 Tulsa Race Riot.



**Aliza Organick (Washburn)** made a presentation at the Mid-West People of Color Legal Scholarship Conference on April 8,

2005 at Notre Dame University. The presentation was titled *Taking Voting Rights Seriously: Is Race Undermining Our Commitment to Democracy*. Aliza presented with Steve Ramirez, who is also on the faculty at Washburn.



**Conference on “Poverty, Wealth, and the Working Poor: Clinical and Interdisciplinary Perspectives”**

More than 200 lawyers, social workers, community leaders, government officials, and judges, as well as faculty and students, attended the Washington University School of Law fifth annual conference on access to equal justice, held March 31-April 1, 2005. Focusing on **“Poverty, Wealth, and the Working Poor: Clinical and Interdisciplinary Perspectives,”** this year’s conference was co-sponsored by the School of Law’s Clinical Education Program, Center for Interdisciplinary Studies, and *Journal of Law and Policy*, and the George Warren Brown School of Social Work. Clinical faculty, **Steve Gunn, Peter Joy, Maxine Lipeles,** and **Karen Tokarz,** coordinated the conference.

Keynote speaker, **William P. Quigley (Loyola, New Orleans),** spoke on “Ending Poverty as We Know It: Guaranteeing a Right to a Job at a Living Wage.” Quigley,

author of a book by the same title, is the Janet Riley Distinguished Professor of Law at Loyola University in New Orleans and the director of the Law Clinic and Gillis Long Poverty Law Center.

A nationally recognized social justice advocate and commentator, Quigley spoke passionately and frankly about his goal to eradicate poverty, and his proposal for a constitutional right to a job at an “earn-a-living” wage. “We have the promise of freedom of religion and freedom of speech; we have promises of these political rights. It’s time that we talk about social and economic rights, as well,” he said.

**Mark R. Rank,** Herbert S. Hadley Professor of Social Welfare, George Warren Brown School of Social Work, and author of *One Nation Underprivileged: Why American Poverty Affects Us All*, and **Laura Lein,** professor of social work and anthropology, University of Texas, and co-author of *Making Ends Meet: How Single Mothers Survive Welfare and Low Wage Work*, responded to Quigley and provided additional perspectives on poverty, wealth and the working poor.

“Collateral Consequences of Criminal Convictions on Welfare, Work, and Economic Well-Being” was addressed by **Patricia Allard,** associate counsel of criminal justice, Brennan Center for Justice, New York University; **Debbie Mukamel,** director, Prisoner Reentry Institute, John Jay College of Criminal Justice, City University of New York and author of *After*

*Prison: Roadblocks to Reentry*; and **Michael Pinard**, assistant professor of law, University of Maryland.

A third panel, focusing on "Race, Homeownership, and Asset Accumulation," included **Thomas M. Shapiro**, Pokross Professor of Law and Social Policy, Brandeis University Heller School for Social Policy and Management, and author of *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*; **Rajesh Nayak**, Equal Justice Fellow and staff attorney at the Sergeant Shriver National Center on Poverty Law in Chicago; and **Diane Thompson**, staff attorney at the Land of Lincoln Legal Assistance Foundation.

"Race, Poverty, and Environmental Justice," was the focus of the fourth panel that included **Sheila R. Foster**, professor of law and co-director of the Stein Center, Fordham University, and **Luke W. Cole**, director of the Center on Race, Poverty and the Environment in San Francisco, co-authors of *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*.

Small group facilitators included: **John J. Ammann**, Associate Clinical Professor of Law and Director, Legal Clinic, St. Louis University; **Stephanie C. Boddie**, Assistant Professor of Social Work, Washington University, and co-author of *The Invisible Caring Hand: American Congregations and the Provision of Welfare*; **Juliet M. Brodie**, Clinical Assistant Professor of Law, University of Wisconsin

School of Law, and co-author of *Poverty Law: Cases & Materials*; **Susan L. Brooks**, Clinical Professor of Law, Vanderbilt University, and co-author of *Creative Child Advocacy: Global Perspectives*; **Nancy L. Cook**, Associate Professor of Law and Director, Community Justice and Legal Assistance Clinic, Roger Williams University, and **Jim Gannaway**, Division Director of Casey Family Services, Providence, Rhode Island.

The Washington University *Journal of Law & Policy* will publish an interdisciplinary volume from the conference that will include articles by Bill Quigley, Stephanie Boddie, Susan Brooks, Juliet Brodie, Luke Cole, Nancy Cook, Laura Lein, Mark Rank, and Tom Shapiro. To watch the conference on streaming video, you can go to: <http://law.wustl.edu/Clinics/Conferences/InterdisciplinaryConf/2005/povertyvideos.html>



The Clinical Law Program at Willamette University College of Law is the recipient of a gift of \$1 million plus an additional million dollars when another million dollars is raised to match.

In addition, a \$600,000 challenge grant from Meyer Memorial Trust will help renovate the Carnegie Building, formerly Salem's first public library, at the corner of State and Winter streets. Built in 1912, the renovated building will be home to four co-curricular College of Law Programs

including the Clinical Law Program, the Center for Law and Government, the Oregon Law Commission, the Willamette Law Review as well as the law school's Office of Admissions. Willamette University needs to raise an additional \$1.4 million in the next two years to secure the challenge grant. Once renovated, the building will be named the Oregon Civic Justice Center.

The Carnegie Building is in the block adjacent to the law school, next door to the university's Hallie Ford Museum of Art and only three blocks from our county courthouse and Oregon's appellate courts.



**William Mitchell College of Law**, Saint Paul, Minnesota, offered its students a **Community Development Clinic** this spring. The clinic is designed for students interested in transactional work, and focuses on the challenges of addressing issues of poverty, neighborhood revitalization, and community economic development using legal skills, reflective thinking, and creative problem-solving. Clinic students this spring are working on three sets of projects – one project is with a citizen group which is drafting its neighborhood plan; the second

project is the drafting of reasonable accommodation policies for two housing providers; the third project is policy work with three local non-profits who are working on housing and homelessness issues. This summer, the clinic will focus on legal issues facing young people ages 16 to 22 who are aging out of foster care or are homeless. Students will work on a major policy initiative aimed at addressing problems facing this particular age group, and on related projects. Work will include policy, program and legal research, statutory drafting and strategic planning.

The challenge of the Community Development Clinic is to grapple with the unstructured issues facing a community. Unlike the individual client who appears with a pre-defined legal issue (“I want a divorce” or “I was denied public benefits”), community development clients present legal issues at a stage where it is possible to strategize about solutions that don’t involve litigation. Students learn how their skills as analytical thinkers, their knowledge of substantive areas of the law and the legal process in its broadest sense, and their research, writing and oral skills can be used to address issues facing a community.

The classroom component has been a mixture of project work, discussion of the lawyer’s role in community economic development, and hands-on work with tools for policy analysis and strategic planning.

William Mitchell's clinic program, ranked nationally, was



one of the first to be established at a U.S. law school more than 30 years ago; the community development clinic brings to nine the number of clinics available to William Mitchell students. This clinic was created and taught by **Diane Marie Dube**, Resident Adjunct Professor. In addition to being a 20 year lawyer, Diane is completing a Masters of Public Affairs at the Humphrey Institute at the University of Minnesota with a concentration in housing and community development.



**New Criminal Defense  
Clinic at Yale Law School**

**THE SAMUEL AND ANNA JACOBS  
CRIMINAL JUSTICE CLINIC**

The Criminal Defense Clinic at Yale affords students the opportunity to represent, under faculty supervision, indigent clients who are charged with criminal violations in the New Haven Superior Court. The clinic is a full year offering that consists of two semester-long courses. The first semester is a seminar entitled *Criminal Defense: Theory and Practice*, which serves as a pre-requisite for enrolling in the second semester offering. The *Theory and Practice* seminar explores and critiques the fundamentals of zealous, client-centered criminal defense advocacy, analyzes the relevant ethical rules and norms that organize and define the criminal defense lawyer's conduct,

and applies theory to practice by focusing on how a defense lawyer develops a theory of the case from particular factual predicates, and how a defense lawyer frames a motions practice under the Fourth, Fifth, and Sixth Amendments.

The second semester focuses primarily on fieldwork, although a weekly seminar is required. In the seminar, students will receive "skills" training that will equip them with the tools necessary to competently, diligently, and ethically represent their clients. The seminar portion also will include robust discussions of case theory and the requisites of good investigation in individual cases. The fieldwork component will allow students to represent clients in all aspects of a criminal prosecution – from the initial hearing of a detained client to the acquittal or sentencing. Such representation will include client interviews and counseling, investigation, development of defense theories, preparation for and participation in adversary hearings and/or motion hearings, plea negotiations, and representation at trial or plea hearings, as appropriate. Between 8 and 12 students are enrolled each semester.





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**Justine A. Dunlap (Southern New England)**, *Sometimes I Feel Like A Motherless Child: The Error of Pursuing Battered Mothers For Failure to Protect*. 50 LOY. L. REV. 565 (2004).



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**Renee McDonald Hutchins (Maryland)**, *Coming Off the Bench: Observations of a Rookie Clinician*. U. MD. L.J. RACE, RELIGION, GENDER & CLASS 297 (2004).



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[http://www.hamline.edu/law/facadmin/angela\\_mccaffrey.html](http://www.hamline.edu/law/facadmin/angela_mccaffrey.html)



**Steve Meili (Wisconsin)**, *Consumer Law* (misrepresentation, lemon law, unfair debt collection practices, and unlawful repossession), THE WISCONSIN PRACTICE SERIES, 4<sup>th</sup> Ed. (Thomson/West).



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**Stephen A. Rosenbaum (UC-Berkeley)** [with Patricia A. Massey], *Disability Matters: Toward a Law School Clinical Model for Serving*

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## POSITION ANNOUNCEMENTS



### Assistant Dean for Public Interest Law

The **University of Alabama School of Law** is accepting applications for the position of **Assistant Dean for Public Interest Law**. This position will be responsible for overseeing the operation of the Law School's Public Interest Law Institute; overseeing career counseling and public interest employment opportunities, including certain government and public interest jobs; and directing student public interest activities, including the public interest law board, Deans' Community Service Award and Order of the Samaritan Award. The Assistant Dean also will

teach a course related to public interest law.

Requires J.D degree or equivalent from an ABA accredited law school; 2-4 years experience working in, or having personal familiarity with, public interest law placements, including governmental placements; good interpersonal and communication skills; ability to teach law students in a classroom setting; and valid U.S. Driver's License. Travel required.

Visit Employment Opportunities at [www.jobs.ua.edu](http://www.jobs.ua.edu) for more information and to apply.



### **Tenure-Track Clinical Faculty**

**Ave Maria School of Law** invites applications for a tenure-track clinical teaching position. The position involves teaching in our **Asylum and Immigrant Rights Law Clinic**. The clinic is a one-semester offering that currently focuses on representing asylum seekers. With the addition of a new clinical faculty member the clinic hopes to expand its representation to include battered immigrants and victims of trafficking. The law school invites applications from both experienced and entry-level candidates.

Duties of the position include development of curriculum, simulations, and advocacy materials; classroom teaching; direct supervision of students in client representation and other

forms of advocacy; representing clinic clients (as necessary, principally when the law school is not in session); participation in law office management, and scholarship.

Candidates should have an excellent academic record with at least a J.D. degree. Preferred post-J.D. experience and credentials include advanced degrees, judicial clerkship or similar experience, relevant legal practice or similar experience, commitment to public interest, and clinical teaching experience. A demonstrable commitment to excellent classroom teaching and scholarship are required. Applicants must be qualified for admission to a bar. We welcome applications from women, members of minority groups, and others who will enhance and diversify our faculty.

Interested candidates should submit a letter of application and current curriculum vitae to: Steven Safranek, Chair Appointments Committee, 3475 Plymouth Road, Ann Arbor, Michigan 48105. Applications will be accepted until the position is filled, however, priority consideration will be given to applications received prior to July 1, 2005.



**Clinical Faculty  
Elder Law Clinic and Economic  
Justice Clinic**

The **City University of New York School of Law** invites applications for a full-time clinical teaching position. The position involves teaching in our **Elder Law Clinic** and our **Economic Justice Clinic**. These clinics are currently one-semester offerings and we are searching for an individual who can teach effectively in both clinics. Applicants should have prior experience in the subject area of at least one of these clinics and a willingness to develop expertise in both.

The Elder Law Clinic provides students with the experience of practicing in an elder law practice representing clients in a variety of cases and working on projects designed to have an impact on legal issues beyond individual representation. The primary focus of our docket is on cases involving adult guardianships, planning and drafting (wills, trusts, and advance directives), government benefits, and estate administration.

The Economic Justice Clinic, working in close collaboration with a welfare rights organization, engages in a broad range of

advocacy on behalf of welfare recipients who are working towards college degrees in the CUNY system. The project provides direct representation in individual cases and advocates for legislative and administrative reforms to expand welfare recipients' access to higher education.

Duties of the teaching position include development of curriculum, simulations, and advocacy materials; classroom teaching; direct supervision of third year students in client representation and other forms of advocacy; representing clinic clients, as necessary (principally when the law school is not in session); and participation in law office management.

Applicants should have at least four years experience as a practicing attorney in elder law, welfare law, or related areas, and a demonstrated commitment to public interest lawyering. Experience as a clinical teacher is preferred, although the potential for excellence in clinical teaching will be considered.

The initial appointment to the position would be for one year, beginning in August, 2005, with the possibility of renewal. Salary range is \$50,000 - \$75,000 depending on qualifications and experience for a 12 month full-time contract. 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

please. Email of cover letter and resume will be accepted. The position will remain open until a suitable candidate is found. Early applications are encouraged. Contact: Sirena Enczelewski, staff search committee, City University of New York School of Law at Queens College; 65-21 Main Street; Flushing, New York 11367, enczelewski@mail.law.cuny.edu



### **Low-Income Taxpayer Advocacy Clinic Director**

**Duke University School of Law** is seeking a full-time **Director** for its new **Low-Income Taxpayer Advocacy Clinic** (the "Clinic"). The Clinic is an educational and service program of the Law School funded in part through a grant from the IRS. During the school year, the Director will supervise Duke Law School students enrolled in the Clinic in connection with the representation of low-income taxpayers in federal and/or state tax controversies. When the Law School is not in session, the Director will be primarily responsible for ensuring that all client matters are properly handled.

In addition to supervising students enrolled in the Clinic and overseeing all the Clinic's cases, the Director will be responsible for designing and teaching the classroom component of the Clinic. This component will provide substantive law and skills training to enrolled students. Other

responsibilities include, without limitation, participation in fundraising to support the Clinic.

The ideal candidate will have experience handling federal and/or state tax controversies, a commitment to providing legal services to the poor and a strong interest in clinical teaching. A demonstrated success in fundraising is a plus. At a minimum, candidates must be admitted to practice in North Carolina and have been licensed for at least two years by August 1, 2005.

Duke Law School is an equal opportunity employer, women and people of color are strongly encouraged to apply. Salary is DOE, with excellent benefits.

To apply, please send a cover letter and a copy of your resume to:

Ms. Sandra Pettiford  
Clinic Administrator  
Duke Law School  
201 W. Main Street, Suite 202D  
Durham, NC 27701

### **UNIVERSITY OF MONTANA**

#### **Clinical Director**

The **University of Montana School of Law** invites applications for a tenure-track position as **Clinical Director** beginning in the 2006-2007 academic year. The Clinical Director devotes approximately two-thirds time to supervision of students in an internal clinic or in one or more of our hybrid externships and approximately one-third time directing the overall clinical



program. All third-year law students are required to enroll in a clinic, with approximately 20% fulfilling that requirement in one of our three in-house clinics and 80% fulfilling that requirement in one of our 14 external placements. The Clinical Director engages in the full range of faculty activities, including scholarship and service.

The successful candidate will be expected to be admitted to the State Bar of Montana within one-year of employment.

More information about this position, including a full position description and the hiring criteria, is posted on our Website: [www.umt.edu/law](http://www.umt.edu/law). Applicants should submit a cover letter specifically addressing how their experience qualifies them to direct the clinical program. Applicants should also include a current resume, and the names, addresses and telephone numbers of three references. Application materials should be sent to Professor John Horwich, Chair, Faculty Appointments Committee, The University of Montana School of Law, 32 Campus Drive, Missoula, MT 59801-6552. For more information, please contact Professor Horwich at 606/243-2366 or [john.horwich@umontana.edu](mailto:john.horwich@umontana.edu).

Applications will be reviewed beginning April 1, 2005, and the application period will remain open until the position is filled. The University of Montana is an equal opportunity/affirmative action employer and encourages applications from qualified women, minorities, Vietnam era veterans, and persons with disabilities.

The next issue of the CLEA Newsletter will be published in mid-September. Items for that newsletter may be submitted to the Editor by mail, fax or email as follows:

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