



# CLEA Newsletter

February, 2006

Volume XIV, Number 2

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## PRESIDENT'S MESSAGE

Susan L. Kay  
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First, and most importantly, CLEA owes a huge debt to **Alex Scherr**, who served as an extraordinary president during the past year. Having now been in the presidency for three weeks, I have come to realize how hard Alex worked last year, and yet he handled the task with such skill and humility that it seemed almost effortless when viewed from the outside. He managed the many people and projects with incomparable grace and competence—and made the journey enjoyable for all of those who worked with him. Among his many achievements are the shepherding of Best Practices to the implementation phase as well as successful advocacy in ABA Standards matters. Thank you, Alex, for all you have done for clinical education and for CLEA.

In an interesting turn of events, many organizations—most especially CLEA—have turned their attention to academic freedom for clinicians. This coalescence is no surprise to us as clinicians—in recent years, academic freedom has been tested more in clinical teaching than it has been in non-clinical teaching or scholarship. As we all know, tenure was created in the academic to protect academic freedom—to allow faculty to say what was needed to be said, regardless of the political popularity of the message. And, while the ABA Standards for the Accreditation of Law Schools require that law schools have an established and announced policy with regard to tenure and academic freedom, they only require that clinical faculty be given either tenure or a “form of security of position reasonably similar to tenure.” A position reasonably similar to tenure has been interpreted to include both clinical tenure and long term contracts. Last summer, the Council on Legal Education and Admission to the Bar was considering comments to clarify the type of long-term contract which meets the standard—and, from the floor, the amendment was proposed which states that: “Long-term contract” means at least a five-year contract that is presumptively renewable or other arrangement sufficient to ensure academic freedom.

It is now clear that the purpose of both tenure and clinical status is to ensure academic freedom.

Even prior to the time that the ABA made this change, the AALS Section on Clinical Legal Education was planning its annual meeting program on academic freedom in the clinical setting. The program, entitled “Practicing Law in the Academy: Clinics, Clinical Faculty and Academic Freedom,” provided a forum for ideas about the necessity as well as the constraints on academic freedom within clinics. This program was an outgrowth of the Section’s ongoing Taskforce on Clinicians and the Academy. The Taskforce has been charged with addressing two broad topics: (1) who is teaching in clinical programs and with clinical methodologies in U.S. law schools; and (2) what are the most appropriate models for clinical appointments within the legal academy.

It is clear that CLEA must, in coordination with the AALS Section on Clinical Legal Education, continue to lobby on behalf of strong protection of academic freedom for clinical faculty. I worry that some of the most vulnerable clinicians – those in experimental programs and/or on short term contracts – are most subject to interference, both from the schools and from the outside. Part of CLEA’s efforts this year is to increase membership efforts among newer clinicians, especially those on short-term contracts. CLEA and the Section also both stand ready to assist any clinician who is the subject of interference in his or her work.

CLEA is continuing its efforts on ABA advocacy. The Board made a commitment last spring that ABA advocacy would be a high priority of the organization. We are very grateful to the members of CLEA’s Standards Advocacy Committee – **Alex Scherr, Paula Williams, Gary Palm, Jon**

**Dubin, Michael Pinard and Antoinette Sedillo Lopez.** CLEA has been a presence at all meetings of the Council of the Section on Legal Education and Admission to the Bar and has attended and spoken at meetings of the Standards Review Committee when issues of importance to clinicians have been discussed.

**Cynthia Dennis and Brad Colbert** have agreed to continue work on CLEA’s membership committee, with special attention to attracting members who are on short term contracts, or who may not be listed in the AALS Faculty Directory because of the nature of their contractual relationship with their schools. Please let me know if you would like to serve on that committee.

**Roy Stuckey** has continued his incredible work on the **Best Practices Project**, the drafting of which will be completed by this summer. With help from many members of CLEA, Roy has drafted an extraordinary document which will likely change the conversation about legal education in this country. With drafting almost complete, **Peter Joy** has agreed to chair the **Implementation Committee**. The other members of that committee are **Bryan Adamson, Bob Dinerstein, Carrie Kaas, Antoinette Sedillo Lopez, Mary Lynch, Sandy Ogilvy and Roy Stuckey.**

CLEA’s **Web Committee** (chaired by **Paula Galowitz**) is working to make the website more attractive and user-friendly. If you would like to serve on that committee, or if you have ideas about the website, please let me know.

In November, CLEA membership elected **Bill Ong Hing, Margaret Moore Jackson, Randi Mandelbaum and David Santacroce** to three year terms on the Board. They join **Mark Aaronson, Christine Cimini, Brad Colbert, Kim Diana Connelly, Cynthia Dennis, Grady Jessup, Ellen Marrus, Gary Palm,**

**Michael Pinard**, **Laura Rovner**, and **Jeff Selbin**. **Paula Williams** was elected **Vice President** and **Paula Galowitz** was re-elected to the position of **Secretary**, while **Suzanne Levitt** continues to serve as **Treasurer**. We are also fortunate to have the wisdom and wit of our outgoing president **Alex Scherr** for another year. With this Board in place, CLEA is firmly positioned to move forward to serve the needs and interests of its members.

And last, but by all means not least, we are all indebted to **Larry Spain** for his continuing work on our newsletter. Presidents change, committees change, but Larry's commitment and diligence remain constant.

Please contact me if there is anything that you think CLEA ought to be doing that it isn't or if you want to become more involved in its activities. I look forward to seeing all of you in New York at the Clinical Workshop.

**-Sue Kay**



## **ELECTION RESULTS**

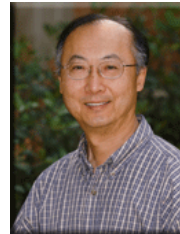
The following individuals were elected during the **2005 CLEA Elections**:



**Paula Williams (U Tenn.)  
Vice-President (President-Elect)**



**Paula Galowitz (NYU)  
Secretary**



**Bill Ong Hing (UC Davis)  
Board Member**



**Randi Mandelbaum (Rutgers-Newark)  
Board Member**



**David Santacrocce (Michigan)  
Board Member**



**Margaret Moore Jackson (North Dakota)  
Board Member (new clinician)**

## CLEA's Best Practices Project Moves Forward



**Roy Stuckey (South Carolina)**

We had a very productive discussion about the revised section on experiential learning during the AALS meeting. Many thanks to the hard core people who came to the 7:00 a.m. meeting. One idea that came out of the meeting was to add a description of a model best practices curriculum. I have begun putting some thoughts in writing, and I would appreciate suggestions about this.

The **Best Practices Implementation Committee** also met in Washington. Among other topics, the committee considered which forums might present opportunities for discussing best practices for legal education. It also discussed the possibility of creating a speakers' bureau once the project is completed. The idea is to identify people who are willing to visit schools and present colloquia, and to provide training and support to facilitate this, e.g., materials and PowerPoint.

We hope to complete the project no later than this summer. Another draft will be posted by the end of March. This will give the Steering Committee, the CLEA Board, and anyone else who wants to review the document an opportunity to read it carefully before the AALS Clinical Conference in May. During the conference, the Board will discuss the document and any proposed revisions.

Hopefully, a final draft can be produced fairly soon thereafter.

All suggestions for improving the best practices document are welcomed. The December 15, 2005, draft is posted on-line at <http://professionalism.law.sc.edu> (look in the "news" section on the main page). Please send your ideas to me at [Roy@law.law.sc.edu](mailto:Roy@law.law.sc.edu).

### **DIVERSITY – ONE GIANT STEP FORWARD: THREE MAJOR STEPS BACK**

### **I GIANT STOP FORWARD: STANDARDS REVIEW COMMITTEE RECOMMENDS THAT LAW SCHOOLS MUST SHOW "RESULTS" NOT JUST "EFFORTS" TO ACHIEVE DIVERSITY.**

The ABA's Standards Review Committee made its final recommendations on revising Standards 210-212. The Committee showed its steadfast commitment to adding diversity for the first time as a requirement for an admissions program. Before this meeting, the Committee had limited these requirements to "efforts" with no requirement for "results" of a diverse student body. The Committee changed its position and was convinced by arguments of certain of its members that it was time that "results" be required in light of the declining admission of certain minorities since 1994 (even while there are more applicants in these groups than ever with increasingly higher average LSAT and average undergraduate grade point averages). They successfully argued that schools were not showing sufficient "effort" so that "results" must be required. Nevertheless, the Committee decided by only one vote to put the "results" requirement into Interpretation instead of an Accreditation Standard. Unfortunately, John Sebert (the outgoing consultant) has indicated that he sees the addition of

“results” will not have any impact on existing practice; even though the existing interpretation has permitted the decrease in black and Latino enrollment.

Consequently, it is imperative that we let the Council for the Section of Legal Education know before its February 9th meeting that we want the word “results” moved from the interpretation into the standard itself so that it is clear that the addition of “results” means a change in how the accreditation committee uses results in determining compliance.

We believe that the positive changes made by the Committee happened because the Committee members were deeply moved by the testimony at its hearing of representatives of SALT and CLEA, the leadership of the Hispanic Bar Association, the National Bar Association, the National Lawyers Guild and the written submissions of many more groups. **Vernellia Randall** deserves special recognition for her hard work in organizing the response. The petitions signed by law teachers and statements made by them showed the necessity of a diverse student body to effective legal education. Without this outpouring of eloquent support, we are convinced that the Standards Review Committee would not have moved to a “results” requirement.

## **II. IN A MAJOR STEP BACK, THE COMMITTEE RECOMMENDED REPEALING TWO PROVISIONS THAT HAVE LONG BEEN THE BEDROCK FOR ENFORCEMENT OF CIVIL RIGHTS IN LAW SCHOOLS.**

### **A. The Committee’s Action Could Mean That “Circumstantial Evidence” of Disparate Treatment and “Disparate Impact” Cannot Be Considered.**

The Committee refused to change its recommendation that language that

allowed circumstantial evidence of discrimination be eliminated from Standard 210:

“(c) The denial by a law school of admission to a qualified application is treated as made upon the ground of race, color, religion, national origin, sex, or sexual orientation if the ground of denial relied upon is

\* \* \*

(2) an admissions qualification of the school which is intended to prevent the admission of applicants on the ground of race, color, religion, national origin, sex, or sexual orientation though not purporting to do so.”

The elimination of Standard 210(c)(2) can be read as prohibiting the long-standing disparate treatment proof method to show actual discrimination in admissions. We need to fight hard to keep this provision. Disparate treatment and disparate impact methodologies have been recognized by the Courts for decades. Yet the Committee’s proposal rejects them and worse, by repealing disparate treatment will support an argument that disparate treatment arguments are now prohibited. The Committee also rejected our Group’s proposal to specifically allow the use of “disparate impact” approaches. Please let the Council know your views on allowing both methods of proof.

### **B. A Second Horrible Step Back To Permission *De Jure* Discrimination.**

The second anti-civil rights step was to allow states to discriminate in admissions. The provision to be eliminated states:

“(c) The denial by a law school of admission to a qualified application is treated as made upon the ground of race, color, religion, national origin, sex, or

sexual orientation if the ground of denial relied upon is

“(1) a state constitutional provision or statute that purports to forbid the admission of applicants to a school on the ground of race, color, religion, national origin, sex, or sexual orientation, or Standard 211(c).”

This provision was originally a very important civil rights victory over state-ordered discrimination. So why repeal it and give anti-minority advocates an opening. And some states are meddling in admission programs by prohibiting use of race in affirmative action programs, financial aid and the like. Some states have or are contemplating restrictions of “immigrants” going to state law schools. One can easily contemplate other discriminatory state requirements in admissions and financial aid programs. The Committee gave no reason to eliminate this provision other than that the Committee felt that states would not re-impose segregated law schools. The Chair and several Committee members indicated that they saw no harm in retaining this Standard as it has been in the Standards since the 1960's. Worse, by repealing this provision, it could be argued that the ABA permits state-ordered segregation. This permission should never be granted by the ABA.

### **C. The Third Step Back – The Committee Refused To Implement The U.S. Supreme Court’s Landmark Ruling In *Grutter*.**

The Committee, in a divided vote, specifically required that each school must have a “critical mass” of minorities as approved by the U. S. Supreme Court in *Grutter*.

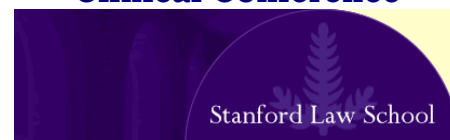
The Dean of the University of Michigan Law School opposed our proposal out of concern that having *Grutter* affirmative

action programs adopted by the ABA, as an accrediting agency, rather than a law school faculty, might lead to *Grutter* being modified by the Supreme Court. Of what good is *Grutter*, if bodies with authority do not implement it widely? One way to view his remarks is that *Grutter* should be applied only to his law school. It would be a shame. We argue that any law school that adopts the “critical mass” approach in compliance with the ABA’s (the accreditation body) exercise of its educational expertise will have a better chance of success in defending its diversity program if attacked in the Courts than if there is no ABA requirement if his views prevail after the important leadership provided by Michigan on diversity.

Remember to send your comments to: **Stephen Yandle**, Deputy Consultant, at the ABA Chicago office (321 North Clark Street, Chicago, Illinois 60610; (312) 988-6743; or [yandles@staff.abanet.org](mailto:yandles@staff.abanet.org)).

## **CONFERENCES**

### **2006 Northern California Clinical Conference**



**February 25, 2006**

The **2006 Northern California Clinical Conference** will be held at **Stanford Law School** on **February 25, 2006** from 9:00-5:30.

The keynote speaker for the event will be Professor **Bill Quigley**, Director of the Law Clinic and the **Gillis Long Poverty Law Center** at **Loyola University New Orleans**. The one-day program will include sessions on:

- Policy Advocacy in a Clinical Setting
- Criminal Representation from Indictment to Expungement and Everything Between
- Civil Advocacy in Cross-Cultural Contexts
- Evaluating Clinical Performance: Feedback, Grading Policies, and Methods of Evaluation
- Supervising Clinical Students: How Directive Should We Be?
- Constructing Seminars and Classroom Components of Clinical Courses

The event will also feature introductions of all Northern California clinical programs and a reception for new clinicians. This conference was planned and developed through the efforts of the following members of the Host Committee: **Mark Aaronson (Hastings); Angelo Ancheta (Santa Clara); Miye Goishi (Hastings); Larry Marshall (Stanford); Jeff Selbin (Boalt & East Bay Community Law Center); Marci Seville (Golden Gate) and Chuck Weisselberg (Boalt).**

For further information or to register please contact **Judy Gielniak** at [jgielniak@law.stanford.edu](mailto:jgielniak@law.stanford.edu) or (650) 736-8213.

### **Externships 3: Learning from Practice, A National Leadership Conference**

**LOYOLA**  
LAW SCHOOL | LOS ANGELES

**SOUTHWESTERN LAW SCHOOL**

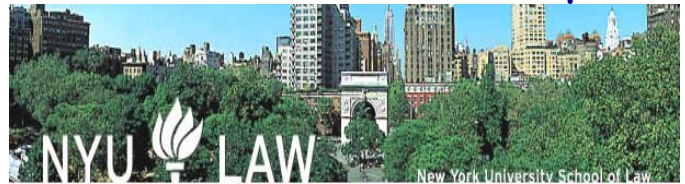
**March 24-25, 2006**

The Externships 3: Learning from Practice Conference hosted by GLACE (the Greater Los Angeles Consortium on Externships in association with The Catholic University and Columbus School

of Law will be held at Loyola Law School and Southwestern Law School March 24-25, 2006. To access the online version of the conference brochure, to register and to get special group hotel conference rates, visit

<http://www.swlaw.edu/academics/extern/externship3> .

### **Clinical Law Review Clinical Writer's Workshop**



**April 29, 2006**

**Call for Papers:** The Clinical Law Review invites manuscripts or written proposals for submission to the first of what we hope will be a regularly offered Clinical Writer's Workshop to be held at NYU Law School on Saturday, April 29, 2006, for clinical teachers writing in any subject area (clinical pedagogy, substantive doctrinal law, interdisciplinary analysis, empirical work, etc.). The purpose of this one-day workshop is to provide an opportunity for clinicians writing from perspectives embedded in practice to discuss their works-in-progress in depth with clinicians from other schools. In whatever area they write, clinicians—because they are situated in the world of practice—bring valuable perspectives and a different scholarly voice to the legal academy, a voice which can be uniquely understood and encouraged by other clinicians. Clinicians attending this conference will be divided into small groups by subject matter, which will be facilitated by past or present Clinical Law Review Editorial Board members. During the course of the day, each group will “workshop” the draft of each group member.

Who is eligible? All clinicians and those who are interested in becoming a clinical teacher. There is no set limit on the number of years of clinical teaching.

Registration deadline: Those interested in participating must register by e-mail or FAX to Randy Hertz at [randy.hertz@nyu.edu](mailto:randy.hertz@nyu.edu) or FAX # 212-995-4031 by February 28, 2006. Registration should include an abstract (at least one paragraph long) describing the article or article proposal. Assignments to subject-matter groups will be made on the basis of these abstracts.

Registration and Lodging: There is no registration fee for the workshop. Meals will be provided, but participants will be responsible for their own travel and lodging expenses. Because the workshop will take place on the day before the AALS Clinical Workshop and both workshops will take place in New York City, those who are attending both workshops may wish to stay at the hotel for the AALS Clinical Workshop. Lodging is also available at Club Quarters in the Wall Street area (212-575-0006) at an NYU discount rate (confirmation code "NYU428") if reservations are made by March 1, 2006.

Submission deadline: Submissions should be in the form of either (1) a draft manuscript of an article; or (2) a detailed written prospectus for an article that the clinician plans to write (expanding on the abstract), including a description of the article and background material about the subject matter and the literature that already exists on the subject. Submissions will be circulated to every member of the small group to which the participant has been assigned. The deadline for submissions is March 31, 2006.

Clinical Law Review  
Clinical Writer's Workshop  
April 29, 2006

Registration Form

Name: \_\_\_\_\_  
E-mail address: \_\_\_\_\_  
Phone: \_\_\_\_\_  
FAX: \_\_\_\_\_  
School: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My submission will be:

- a manuscript of an article I am writing
- a written prospectus for an article I plan to write

Please attach a one-paragraph abstract describing the subject-matter of your article.

E-mail or FAX to: Randy Hertz, New York University School of Law, at:

- E-mail: [randy.hertz@nyu.edu](mailto:randy.hertz@nyu.edu)
- FAX: 212-995-4031



## **Creating Healthy Communities: Ending Homelessness**



**February 23-24, 2006**

A National Conference entitled "Creating Healthy Communities: Ending Homelessness" will be held at St. Louis University School of Law February 23-24, 2006. The conference is sponsored by the American Bar Association's Forum on Affordable Housing and Community Development Law and the Saint Louis University Public Law Review. Speakers will include Maria Foscarinis of the National Law Center on Homelessness and Poverty, Philip Mangano of the Interagency Council on Homelessness, as well as other nationally recognized experts on housing for the poor and all aspects of homelessness. Among the speakers will be Mayor Mevlin Holden of Baton Rouge, Louisiana, who will discuss how his community is dealing with those who are newly homeless from the hurricanes. We hope all of you can join us. Please note the nonprofit rate for the conference which will apply to educational institutions.

Here is a link to the conference brochure. <http://www.abanet.org/forums/affordable/programs/2006/022306healthcommunitiesbrochure.pdf>

**TRADE & LEGAL AID: Tools for Economic Development and Independence  
Nassau, Bahamas  
July 6-8, 2006**

The Northeast People of Color Legal Scholarship Conference and the American and Caribbean Law Initiative are proud to

present TRADE & LEGAL AID: Tools for Economic Development and Independence. TRADE & LEGAL AID will be held in beautiful Nassau, Bahamas from July 6 to July 8, 2006.

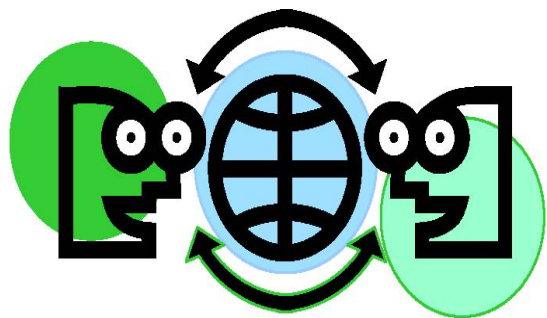
This exciting joint conference will explore two themes important to the Caribbean: the challenge of delivering legal services to the poor and marginalized and the recurrent tensions between sovereignty and trade and economic development. The conference will consider how trade and economic development affect the achievement of equality and justice for all in developing countries. There will be a focus on the Caribbean nations but the discussions will also draw on the experiences of other countries. :

We will also be continuing the tradition of various NEPOC events. If you are interested in doing a work-in-progress presentation at the conference, please email your name, your affiliation and the title of your work-in-progress by **April 1, 2006** to **Alafair Burke** at **Hofstra Law School** at [Alafair.S.Burke@hofstra.edu](mailto:Alafair.S.Burke@hofstra.edu).

The actual paper will not be due until June 1st, 2006. We will try to accommodate as many presenters as possible, but we will use a first-come, first serve basis. The work-in-progress can be on any topic related to the law and does not have to discuss trade or legal aid. Works in progress presentations are particularly good opportunities for junior faculty who want to present their work in a supportive environment and get feedback from more senior faculty. If you are interested in being a commentator for a work-in-progress, please also contact Alafair Burke.

We are also currently accepting nominations for the **Haywood Burns / Shanara Gilbert Awards for Activist Teachers and Scholars**. Nominees should be outstanding legal scholars who have contributed to their schools, their

communities and to the greater legal academy of faculty of color. Past winners include Adrien Wing, Derek Bell, Randy Scott McLaughlin, Cruz Reynoso, Maria Arias, Odeana Neal, Judy Scales-Trent, Deborah Post, Jon C. Dubin and Elizabeth M. Iglesias. Please email your nomination along with a supporting statement to **Deborah Post** at **Touro Law School** at [DEBORAHP@tourolaw.edu](mailto:DEBORAHP@tourolaw.edu) by **February 15th, 2006**.



**International Collaboration in Teaching, Learning, Lawyering & Scholarship**



**May 3-4, 2006**

The **Global Alliance for Justice Education (GAJE) North American Region International Conference, International Collaboration in Teaching, Learning, Lawyering & Scholarship**, will be held at **Fordham Law School** on **May 3 -4, 2006**, immediately following the AALS Clinical Workshop. It will begin with a reception on Wednesday, May 3 and meet throughout the following day.

A link to the conference brochure is available on [www.gaje.org](http://www.gaje.org).

**23<sup>rd</sup> Annual Edward V. Sparer Symposium**  
**Civil Gideon: Creating a Constitutional Right to Counsel in the Civil Context**



**March 28, 2006**

**Penn Law** is pleased to announce the **23rd Annual Edward V. Sparer Symposium, Civil Gideon: Creating a Constitutional Right to Counsel in the Civil Context**, on **March 28, 2006**. The Symposium, co-sponsored by the Philadelphia Bar Association Law School Outreach Committee and the American Bar Association Equal Justice Planning Committee, the Symposium will kick off the ABA's week-long Equal Justice Conference in Philadelphia on March 28-April 1. Selected papers will be published by the Temple Political and Civil Rights Law Review.

**BACKGROUND**

The United States stands alone among mature democracies in failing to articulate a fundamental right to counsel in disputes involving both civil and criminal matters. The absence of a right to counsel in vitally important civil and quasi-criminal matters including child custody disputes, rights to housing, habeas corpus appeals, and immigration matters, coupled with the severe underfunding of the indigent civil legal aid and defense systems translates into a denial of the promise of equal access to justice for all.

A growing national movement focused on implementing a constitutional right to civil counsel in what has been termed 'Civil Gideon' has emerged. This Symposium will explore the many issues surrounding the right to counsel in the

civil context as well as the areas in which improvements can be made to meet the civil legal needs of the poor.

The Journal seeks papers on a wide range of topics related to the movement to implement Civil Gideon including the following:

- Who is most impacted by the absence of a civil right to counsel? Are certain groups disproportionately adversely impacted by the absence of a right to representation in civil proceedings, e.g. race or ethnic groups, persons with disabilities, limited English proficient immigrants, youth, etc. What issues are raised for right to counsel claims from the interstices of poverty and race? Are certain strategies for implementing a Civil Gideon concept impacted by the analysis, e.g. state court litigation; legislation; collaboration within the existing civil legal assistance community?

- What is the nature and scope of federal and state constitutional claims for a right to counsel in civil cases? What is the constitutional framework for articulating a civil right to counsel? Is there any rationale under the federal constitutional framework to revisit the case of *Lassiter v. Department of Social Services of Durham County*, 452 U.S. 18 (1986)? Does *Mathews v. Eldridge*, 424 U.S. 319 (1976) remain a viable approach to right to counsel concerns in civil matters?

- Are there particular classes of cases or criteria that should be the focus of a civil right to counsel? If so, what classes or criteria and what is the jurisprudential basis for the distinction? If not, then how does the universal right to counsel get articulated and applied in a given case and by whom? What system would best respond to a universal right?

- What is the international law framework for recognition of a civil right to counsel to counsel and what relevance does it have for efforts in this country? What questions does the international framework answer or help address for the implications of a civil right to counsel?

- What is the historical context for recognizing or articulating a civil right to counsel? What patterns of development of legal change or recognition of rights does a legal theory, need or development pass through before it is firmly implanted in the judicial consciousness or conscience of a broader community?

A copy of the program schedule may be found at:

<http://www.law.upenn.edu/psp/students/Sparer06Program.pdf>

For more information contact:

**Kristen Dama**, Sparer Symposium Planning Chair at [kdama@law.upenn.edu](mailto:kdama@law.upenn.edu)



## NEW CLINICIANS

**Michelle Caldera (Connecticut)** has joined the **University of Connecticut** School of Law as a **Clinical Instructor** and **William R. Davis Teaching Fellow** teaching in the **Asylum and Human Rights Clinic**. She was previously a Staff Attorney with the New York Association of New Americans. She received her J.D. from Columbia Law School.



**Jenny-Brooke Condon (Seton Hall)** is a **2005-2007 Faculty Fellow** at the **Center for Social Justice** at **Seton Hall Law**. She teaches in the Immigration and Human Rights Clinic, as well as the Civil Litigation Clinic. Jenny-Brooke comes back to Seton Hall Law School, where she earned her J.D. Previously, Jenny-Brooke was Litigation Director at the World Organization for Human Rights USA, in Washington, D.C., where she oversaw refugee and asylum cases involving gender-based violence and human rights abuses resulting from the war against terrorism. Jenny-Brooke's commitment to public interest began as a law student, and continued through two Summer Public Interest Law Fellowships, as well as in international human rights and women's rights work. Jenny-Brooke clerked for the Hon. Barry T. Albin, Associate Justice of the New Jersey Supreme Court.



**Kendra Chencus (Southern New England)** has been selected to establish and direct the new **Community Development Clinic** at **Southern New England School of Law**. Opening in January 2006, the Community Development Clinic will provide legal services to area non-profits. In addition to her clinical work, she teaches Business Organizations and an externship course. Professor Chencus holds a tenure-track position as an assistant professor of law. She came to Southern New England with extensive experience in non-profit business law, having practiced at the

Boston law firm of Hemenway & Barnes for six years.



**Tigran Eldred**, currently a **Visiting Assistant Professor of Law** teaching in the **Lawyering Skills** program at **NYU**, has been hired by **Lewis and Clark** in Portland. He begins at Lewis and Clark in June, and is taking the place of their former colleague, **Sandy Hansberger**, who is now the Executive Director for **Oregon's Campaign for Equal Justice**, which raised close to a million dollars last year to help fund Oregon's legal services programs.



**Raymond Morasse (Seton Hall)** joins the **Center for Social Justice** at **Seton Hall Law** as a **Visiting Clinical Associate Professor**, supervising the Housing and Homelessness Clinic. Ray has the unique perspective of having been a student attorney, staff attorney and later, clinical teacher, all in the same clinic. Previously, Ray was in private practice in criminal defense. Before that, he worked for the Public Defender's Office as both a clerk and an Assistant Deputy Public Defender. From his activities in law school to the present, Ray has pursued distinguished service to public interest law and community outreach



**Ann Pfeiffer (Syracuse)** joined **Syracuse University College of Law** as their **Externship Coordinator** after

completing her second term as a city court judge in Rochester, NY. Ann has taught a section of Syracuse's externship seminar for the past couple of years, and we are delighted to have her and our new Assistant Coordinator, Kim McIlroy with us full time.



**Walter Werderich (Northern Illinois University)** joined the clinic this past September. Wally was a public defender for several years prior to joining the clinic and practiced for several years with a small civil practice firm after graduating from law school. This past fall semester, Wally co-supervised the **Elder Law Clinic**. He is supervising the **Mediation Clinic** and co-supervising the **Domestic Abuse Clinic** this semester



**The Center for Social Justice at Seton Hall Law** belatedly introduces **Jessica Yager**, a **2004-2006 Faculty Fellow**. In this role, Jessica Has been assisting Professors Baher Azmy and Shavar Jeffries with the **Civil Litigation Clinic**. Previously, Jessica clerked for Federal District Court Judge Napoleon A. Jones, Jr., in the Southern District of California. Jessica is a graduate of New York University School of Law, where she was a Root-Tilden-Kern Public Interest Scholar. During law school, Professor Yager worked at the American Civil Liberties Union's National Legal Department, the civil rights firm of Koob and Magoolaghan, and the Legal Aid Society's Juvenile Rights Division.



## HONORS, AWARDS & PROMOTIONS



**Alberto Benitez (George Washington)** received a vote of the faculty extending his contract through 2012 which will be automatically extended for six years thereafter.



**Bree Buchanan (Texas)**, Clinical Professor and Director of the Children's Rights Clinic at the University of Texas School of Law, received the **Rogoff Award for Contributions to Public Interest Law** from the Austin Bar Association.



**J. Herbie DiFonzo (Hofstra)** has been named the **Director of Hofstra's LL.M. in Family Law Program**. The LL.M. Program was developed in response to contemporary family law practice's increased demand for specialization and need for an interdisciplinary focus for resolving family issues. Only the third

such program in the United States, Hofstra's LL.M. Program in Family Law furthers the Law School's commitment to developing skilled and compassionate family lawyers who have a thorough grounding in the issues central to the field - divorce, family violence, child custody, abuse, neglect and support - as well as knowledge in related areas such as tax, contracts, real estate, and partnership law, child psychology and treatment options. Hofstra's LL.M. program meets the needs of all students, whether they seek to concentrate on matrimonial issues - marital dissolution, child custody, and property distribution; child protection issues - child abuse and neglect and the child welfare system; or one of the growing areas of subspecialty - international family law, legislative reform, or representing gay and lesbian families. A substantial externship or clinical component is a vital part of the program.

For further information, please contact Maureen Kessler, Director of Graduate Admissions Hofstra Law School  
 121 Hofstra University, Hempstead, NY 11549-1210  
 Phone: (516) 463-5270  
 Fax: (516) 463-4710  
 E-mail: [lawmck@hofstra.edu](mailto:lawmck@hofstra.edu)  
[www.hofstra.edu/law/llmfamilylaw](http://www.hofstra.edu/law/llmfamilylaw)

**J. Herbie DiFonzo** was also selected to give **Hofstra's Fall 2005 Distinguished Faculty Lecture**, entitled "**The Surprising Unreliability of DNA Evidence: A Tale of Bad Labs and Good Statutes of Limitations**" at Hofstra University on October 19. The lecture explored how DNA evidence has proven itself to be unexpectedly unreliable, due not to any question about the scientific principles underlying its methodology, but rather to the public DNA labs' systemic corruption, gross negligence, and endemic failure to properly train technicians on how to process DNA samples. To make the situation worse, prosecutors and state

legislators-convicted of DNA's perfection - have been rushing to extend, outflank, and even eliminate statutes of limitations on sex offenses. Prof. DiFonzo will conclude by suggesting several reforms aimed at restoring confidence to the process of DNA identification and testimony.



**Susan Rutberg (Golden Gate)**, **Director of the Criminal Litigation Clinic and Innocence Project**, received the **Community Service Award** at the **University's Annual Alumni Awards Ceremony** on October 19th at the San Francisco Palace Hotel. The award is given in recognition of exemplary leadership and outstanding service contributions to the local community. Prof. Rutberg was recently named a local hero by the San Francisco Bay Guardian for her efforts in the Innocence Project. The first sentence of the explanatory article says it all, "Thanks to Rutberg and her colleagues, a guy named Peter Rose strode out of prison in October 2004 after serving 10 years for a crime he didn't commit."



Professor **Ellen Scully (Catholic)** (right) is honored on November 4, 2005 for her 25 years as director of **Columbus Community Legal Services** (1979-2004). A two-hour reception in her honor packed the law school's Keelty Atrium with friends, colleagues and well-wishers.

Though she loudly protests the idea, for many people the face of Columbus Community Legal Services is the face of its long-time director, Ellen Scully. She assumed leadership of the clinic in 1979 and spent the next quarter century tirelessly teaching, advocating and caring. Professor Scully was always a patient and thorough instructor in the classroom. She was the calm and reassuring voice to thousands of students before their first nerve-wracking appearance in a real courtroom before a real judge. She provided unflagging support, encouragement and backing to clients, colleagues and fellow legal clinicians.

Professor Scully decided to step down as clinic director in 2004, though she continues there as a faculty professor. Leadership of the clinic is now in the sure hands of long-time Families and the Law clinic instructor, **Catherine Klein**.

On November 4, 2005, the law school hosted a long overdue reception in honor of Professor Scully's quarter-century of invaluable service as the heart and soul of Columbus Community Legal Services. The event was the capstone of a longer program that day that celebrated the 35th anniversary of CCLS by inviting back some of its most prominent alumni to share recollections of their experiences as students.

The law school atrium was packed with Scully friends and fans. Former students and clients, colleagues past and present, all came to say 'thank you' to a woman who has lived her principles and led by example. In the face of an effusive outpouring of praise from speaker after speaker, Professor Scully was, to the end, characteristically modest.

"When you honor me, you honor CCLS," said Scully. "My heroes are our clients."



**Karen Tokarz (Washington University St. Louis)**, the Director of the Clinical Program at Washington University, was selected to receive a **Distinguished Faculty Award** at the University's Founder's Day celebration in November. The award is a University-wide award and is a real tribute to Karen's remarkable impact not only on the law school but also throughout the University and larger community.



**FROM CLINICAL PROGRAMS**

UNIVERSITY of BALTIMORE  
**SCHOOL OF LAW**

**CFCC** Center  
for Families,  
Children  
& the Courts

**Hosts Conference on Addiction and Substance Abuse for Family Courts**

Pledging to change the way in which they do business on a day-to-day basis,

participants at a recent **University of Baltimore School of Law Center for Families, Children and the Courts' (CFCC) conference** stated that the information and training received at the conference forced them to re-evaluate the ways in which they address substance abuse and addiction among families. The September 23, 2005, conference – **“A Family Disease: The Impact of Addiction and Substance Abuse on Children, Families, Family Courts, and Communities”** – brought together over 150 judges, masters, attorneys, and service providers to learn about and discuss a holistic approach to the wide range of issues surrounding substance abuse and addiction. Current and former CFCC Student Fellows played key roles in organizing and hosting the conference.

As part of its post-conference activity, CFCC now is developing for publication a bench book for judges, masters, and court staff on addiction and substance abuse as they affect families and children in the family justice system. CFCC Student Fellows also are participating in research and writing of this bench book.

The conference was funded by the Open Society Institute-Baltimore and the Maryland Administrative Office of the Courts, and it was co-sponsored by the American Bar Association Standing Committee on Substance Abuse. It featured national leaders in the addiction field, such as H. Westley Clark, Director of the Center for Substance Abuse Treatment; David Lewis, Founder of the Center for Alcohol and Addiction Studies at Brown University; Hon. Karen Freeman Wilson, Chief Executive Officer of the National Association of Drug Court Professionals; and Hon. Peggy Hora, Alameda County (California) Superior Court. Experts, leaders and advocates in addiction issues from Maryland were also

represented throughout the conference program.

The University of Baltimore School of Law Center for Families, Children and the Courts (CFCC) continues to involve law students in a variety of CFCC's programs and initiatives, as well as to provide them with an in-depth examination of the policies and theories surrounding court reform in family law. In addition to the conference, CFCC Student Fellows have been engaged in the Truancy Court Program for Baltimore City, a program designed as an early intervention and non-punitive approach to truant behavior that targets and addresses the root causes of truancy. It is a cooperative venture with the Baltimore City Public School System, the District and Circuit Courts, and the Mayor's Office to encourage elementary and middle school students to attend school. CFCC Student Fellows act as liaisons among the schools, the courts, and CFCC, and they assume responsibility for a number of tasks involved in implementing the program.

A third-year law student enrolled in the CFCC Student Fellows Program describes her experience: “The CFCC Student Fellows program has enhanced my knowledge and understanding of how great an impact the legal system and its players can have on children, families, and all others who come before it. This understanding will affect the way I practice law and choices I make in my professional career. This program has been the most unique "class" I have taken in law school in that the students not only learn about the research and data analyzing the courts and their effects, but the students also have the opportunity to work within an actual court modeled on this research.”

The course is taught by Professor **Barbara Babb**, CFCC's Director, and **Gloria Danziger**, CFCC's Senior Fellow.



For further information, please contact Professor Babb at 410-837-5661; [bbabb@ubalt.edu](mailto:bbabb@ubalt.edu); or consult CFCC's website at: <http://law.ubalt.edu/cfcc/index.html>



### **New Duke Law Clinic Helps Low-income Taxpayers in Disputes With IRS**

Duke Law School has started a new clinic in which students, under faculty supervision, will represent low-income clients in collection and examination matters before the IRS. The clinic may also represent clients in tax controversies in the United States Tax Court.

The Clinic is directed by Professor **Alan I. Weinberg**. Professor Weinberg brings almost 40 years of tax law experience to the Duke faculty, including 28 with the Chief Counsel's office. From 1981 until 1995 he was the district counsel for the IRS in Greensboro, NC. More recently, he has spent the past 10 years handling issues involving the IRS with Ernst & Young LLP, the last 5 years as a Principal.

For Duke Law students, the clinic represents an opportunity to "learn to effectively represent clients before the IRS," says Weinberg. "Not only will we be providing an important service by helping individual taxpayers, but we will be teaching our students that there are ways to prevail when dealing with the IRS. Those are valuable skills to bring to a practice."

The launch of the Low-Income Tax Clinic, coincides with the opening of Duke Law's new, state of the art clinics' wing, which brings together all of the Law School's direct service clinics, including the **AIDS Legal Project**, the **Children's**

### **Education Law Clinic, the Community Enterprise Clinic and Wrongful Convictions.**

For more information on the Low-Income Tax Clinic, please contact Professor Weinberg through the Duke Law Clinics at (919) 613-7169.

### **Duke Law School AIDS Legal Assistance Project Celebrates 10th Anniversary**

The Duke Law School AIDS Legal Assistance Project (the "**AIDS Law Clinic**") celebrated its 10th anniversary in December 2005. The AIDS Law Clinic, one of several in-house legal clinics offered by Duke Law School, is the only law office in North Carolina devoted exclusively to issues important to people with HIV, including Social Security and private disability, permanency planning for children of HIV-infected parents, end-of-life planning, insurance, privacy and discrimination.

Over its history, the AIDS Law Clinic has provided representation to more than 1,000 low-income clients from communities across North Carolina. In addition to providing specialized, timely legal services to clients who would otherwise not be represented by counsel, the AIDS Law Clinic offers law students the opportunity to deepen their substantive legal knowledge and to develop their lawyering skills. In all cases, students work closely with Law School faculty, including Professor **Carolyn McAllaster**, the AIDS Law Clinic's Director, and **Allison Rice**, its Supervising Attorney.

Duke Law School was among the first law schools in the country to make clinical legal education part of its curriculum, offering its first clinic in 1933. The AIDS Law Clinic is the oldest of the Law School's currently active clinics.

## GEORGETOWN

On January 24, 2006, the **Georgetown Law Center's Juvenile Justice Clinic**, in coordination with the Inter-American Commission on Human Rights and the National Juvenile Defender Center, sponsored a symposium: **After Roper v. Simmons: the Role of International Human rights Principle in the Administration of Juvenile Justice**. In March 2005, the U.S. Supreme Court struck down the juvenile death penalty, holding that it was contrary to the Eighth and Fourteenth Amendments to the U.S. Constitution, and recognizing that international human rights principles could be relevant to the constitutional dimensions of domestic juvenile justice issues. Through instruments such as the Convention on the Rights of the Child, the International Covenant on Civil and Political Rights, and the American Declaration of the Rights and Duties of Man, the international community has developed specialized rules, principles and standards that apply to children. The symposium provided an overview of such laws and focused on their relevance to domestic juvenile justice issues. It also explored new research in adolescent brain development that confirms and strengthens the need for specialized treatment of juveniles in accordance with international standards. Professors **Kris Henning** and **Wally Mlyniec** spoke, joined by members of the Inter-American Human rights Commission and scholars from across the hemisphere.

University of Nevada, Las Vegas

## William S. Boyd School of Law

On January 12-14, 2006, the law school hosted an invitational working conference, **Representing Children in Families: Children's Advocacy and Justice Ten Years After Fordham**. The **Thomas and Mack Legal Clinic** and its faculty were heavily represented in the planning and implementation of the conference. The conference was a follow up to the Conference on Ethical Issues in the Legal Representation of Children held at Fordham Law School in December 1995 which **Annette Appell** and **Pam Mohr** attended. Annette, who had been using the Fordham materials in her child welfare clinic since the conference, had the idea to convene a ten years after Fordham conference at UNLV. The clinic faculty, most of whose clinical teaching involves children and families, were very supportive as was her Dean, Dick Morgan. Two years later, that idea later culminated in this January's gathering of 95 clinicians, academics, attorneys, and child and youth advocates, mostly, but not exclusively, law-trained, and all with varied experiences with representation of children in a variety of legal contexts.

The conferees produced written reports and recommendations regarding representation children in families and the relationships between children's advocacy and justice. These reports and recommendations, along with the fourteen opening papers and approximately ten response papers will be published later this year in a special edition of the NEVADA LAW JOURNAL, vol. 6, no. 3. In addition to Annette, the planning committee for the conference included **Bruce Green (Fordham)** and **Bernardine Dohrn**

**(Northwestern)** [the organizers of the first Fordham in 1995] and **Susan Brooks (Vanderbilt), Marty Guggenheim (New York University)** and **Jean Koh Peters (Yale)**. Thomas and Mack Legal Clinic faculty involved in the conference included **Kate Kruse** (working group reporter and response paper author), **David Thronson** (opening paper author), **Dr. Rebecca Nathanson, Dr. Ina Dorman, Leticia Saucedo, Pamela Mohr,** and **Mary Berkheiser.**

## Pace Law School

The **Pace Law School Post-Conviction Project** convinced the Nassau County District Attorney's Office to dismiss Rape and Homicide charges that were pending against a clinic client, Dennis Halstead.

Dennis had been convicted in 1986 of participating in the rape and murder of Theresa Fusco, a young woman who disappeared on her way home after leaving work at a roller skating rink. Charges were also dismissed against co-defendant, John Restivo, represented post-conviction by the **Cardozo Innocence Project**, after co-defendant, John Kogut, represented by Paul Castelihero with the New Jersey based Centurion Ministries, was acquitted after trial.

The convictions had been vacated back in the summer of 2003, and the clients released then, after 17 years in jail, when the prosecution conceded that the exculpatory results of DNA testing on newly found forensic evidence would have changed the outcome of the trial if those results had been presented to the original jury. DNA testing proved that the victim had sex before her death with one man who was not either Halstead, Restivo or Kogut.

The prosecution declined to dismiss at that time, however, insisting that the three were guilty and that there was an explanation consistent with guilt for the exculpatory evidence. However, Supreme Court Justice Ort's Christmas Eve decision to acquit John Kogut, finding that John had falsely confessed to the crime, discouraged the prosecution from proceeding against Dennis Halstead and John Restivo.

Clinic students were instrumental in discovering the forensic evidence, which changed the case, and had been overlooked in the homicide detectives' squad room warehouse for 15 years.

## SETON HALL LAW

### Defending the Rule of Law in Guantanamo

Seton Hall University School of Law Professor **Baher Azmy** is leading a group of civil clinic students in a case at the forefront of controversy: Guantanamo Bay "enemy combatant" Murat Kurnaz' habeas corpus petition. Murat Kurnaz was arrested in Pakistan, November 2001, on his way home after visiting there to enrich his religious education. He has been in custody ever since, spending most of his time incommunicado at Guantanamo.

Kurnaz has maintained his innocence from the outset. In light of the *Rasul* case, which held that Guantanamo Bay is U.S. territory, thus affording due process rights to detainees there, he is now able to undertake the petition process with some hope of success, thanks to the help of Professor Azmy, Clinical Fellow **Jessica Yager** and the Center for Social Justice students. Although limited by distance and the cumbersome security clearance procedures mandated by the sensitive

nature of evidence documents, clinic students have fully participated in decision-making, drafting sections of briefs and motions, letters, briefing books, press releases and untraditional advocacy documents. Recently, Kurnaz received the government's "factual return", a significant development, and Professor Azmy is optimistic, and hopes that a release is forthcoming.



Recently, the **Stanford Environmental Law Clinic** won a major victory in its long-running legal battle over the proposed development of the world's largest garbage dump adjacent to Joshua Tree National Park in California's fragile Mojave Desert.

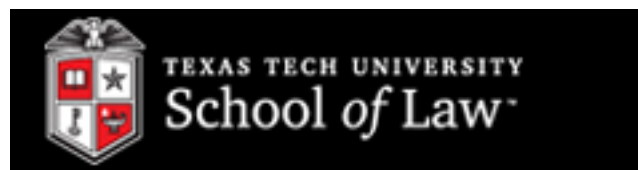
In late 1998, the federal Bureau of Land Management (BLM) agreed to exchange nearly 4,000 acres of federal public land nestled up against national park wilderness lands to a private mining company for the purpose of creating an enormous solid waste landfill, in return for a handful of scattered desert lands elsewhere in the Mojave. The exchanged lands provide important buffer habitat for dozens of species, including the endangered big horn sheep and desert tortoise. The proposed landfill, if it goes forward, would accept up to 20,000 tons per day of trash to be rail-hauled and trucked from hundreds of miles away in Southern California's densely populated coastal communities

Since its inception, the Stanford Environmental Law Clinic has been representing the National Parks Conservation Association in that group's efforts

to stop this project. Students worked at the administrative level drafting comments on the proposal and, later, an administrative appeal to the Interior Board of Land Appeals. After the administrative appeal was denied, the Clinic pursued the matter in the district court, arguing that the land exchange was not in the public interest, that the federal government did not obtain fair market value for the exchanged lands, and that the environmental review for the project was so narrowly constrained that it failed to evaluate other management options for these federal lands, especially its preservation as an important buffer for wildlife and wilderness protection.

In a September 20, 2005 decision, the district court agreed with the Clinic's arguments, finding that BLM's decision was arbitrary, capricious, an abuse of discretion and in violation of the Federal Land Policy and Management Act and the National Environmental Policy Act.

Congratulations to **Debbie Sivas** (Director of the Environmental Law Clinic) and all the attorneys, staff and students who have worked so long and so hard to make this happen.



**Texas Tech University School of Law** hosted the **5<sup>th</sup> Annual Rocky Mountain Regional Clinical Conference, Promoting Collaboration in Clinics**, October 21-22, 2005. A total of 35 clinical faculty and professional staff attended the conference with sessions for both faculty and administrators/professional staff. The sessions for clinical faculty included *Interdisciplinary Clinics* with **Kate Kruse (UNLV)** and **Ina Dorman (UNLV)**;

*Collaboration Among Clinics* with **Janet Heppard (Houston)** and **Wendy Ross (Texas Tech)**; *Law School Clinical Curricular Issues* with **Kate Kruse (UNLV)**; *Establishing a New Clinical Program* with **Jessica Dixon (SMU)**; *Funding and Resource Development* with **Diana Velardo (Houston)**; *Teaching Professionalism in the Clinic* with **Gail Lutz (Houston)**; *Social Justice Mission of Law School Clinics* with **Martina Cartwright (Thurgood Marshall)**, **Leslie Mansfield (Tulsa)**, **Lori J. Guevara (Tulsa)** and **Thelma Harmon (Thurgood Marshall)**; and *A Dialogue Between Faculty and Administrators: What We Can Learn from Each Other and How We Can Promote our Objectives through Collaboration* with **Larry Spain (Texas Tech)**, **Don Tomlinson (Houston)**, **Elma Moreno (Texas Tech)**, **Mary Mendez (St. Mary's)** and **Wendy Ross (Texas Tech)**.

Sessions for administrators and professional staff included sessions on *Administrative Duties* with **Elma Moreno (Texas Tech)**; *Law Office Automation* with **Roselda Graham (Arizona State)**; *Working with Data Bases* with **Mary Mendez (St. Mary's)**; *Dealing with Difficult Clients* with **Samirah Abdalah (Texas Tech)**; and *Handling Students Engaging in Unethical/Unprofessional Conduct* with **Barbara Perez (Texas)** and **Samirah Abdalah (Texas Tech)**.

Next year's conference will be hosted by the **University of Nevada Las Vegas**.

UNIVERSITY OF WASHINGTON



On November 30, 2005, the University of Washington School of Law announced a \$33.4 million dollar gift from the Bill and Melinda Gates Foundation in honor of William Gates Sr.'s 80th birthday. The

senior Bill Gates is a U.W. law school alumnus, a regent of the U.W. and a prominent retired attorney still actively engaged in civic activities. This donation will provide full-ride three-year scholarships for five entering students each year for eighty years. Students must commit to spending at least five years in public service work after graduation. In addition to scholarships, the donation will support speakers and symposia on public service issues, as well as collaboration with other Washington Law Schools. The community is looking forward to the implementation of this generous gift.

The Law School also has a public service requirement. This may be satisfied by students completing either a clinic or an externship (in the non-profit, government and judicial sectors). Many students enroll in both during their law school careers at the UW.

Currently, nine clinics, eight in-house and one off-site, comprise the Clinical Law Program that serves a relatively small J.D. population of 560 students and 135 LL.Ms. Approximately 90 students enroll in the clinics each year:

**Children and Youth Advocacy (Lisa Kelly, Director; Kim Ambrose, Supervising Attorney)**-- advocates on behalf of young people (between the ages of 10 and 18) who are in the child abuse and neglect prevention system and seeks holistic resolutions of their problems.

**Berman Environmental Law (Michael Robinson-Dorn, Director)**-applies a multi-disciplinary approach to issues such as air and water pollution, fisheries, wildlife protection and nuclear waste management through investigations, research, consultation, publication and litigation.

**Innocence Project Northwest (Jackie McMurtrie, Director)**-pursues legal remedies for inmates convicted of serious crimes with a viable claim of

innocence and evidence to support the claim (most often post-conviction DNA test results).

**Low-Income Taxpayer (Scott Schumacher**, Director)-represents clients in disputes with the IRS in administrative proceedings and in the federal courts on such issues as innocent spouse relief, earned income tax credit, taxation of retirement plan loans/withdrawals and collection matters.

**Mediation (Julia Gold**, Director)-provides students as neutral third parties, who facilitate the voluntary settlement of disputants' issues in areas such as employment discrimination, landlord-tenant, contracts and consumer-merchant disputes.

**Refugee and Immigrant Advocacy (Gillian Dutton** of the Northwest Justice Project, Director)-assists refugees and immigrants with issues related to subsistence, health care, employment and training via administrative advocacy on their behalf.

**Technology Law and Public Policy (Bill Covington**, Director)-partners with public and private entities to explore proposals for, or changes to, laws concerning high technology businesses and issues.

**Tribal Court Criminal Defense (Ron Whitener**, Director)-serves as the public defender for adult members of federally recognized Indian tribes who have been charged with violations of the Tulalip Tribes Criminal Code.

**Unemployment Compensation (Deborah Maranville**, Director)-represents workers with claims for unemployment benefits in administrative proceedings and in the state appellate courts on issues such as misconduct, good cause for quitting work, and the constitutionality of recent state legislation.

Many of you know **Alan Kirtley**, Director of the Clinical Law Program, who

is on sabbatical through June, 2006, and **Deborah Maranville** been serving as Acting Director during his absence.



The **Washington University in St. Louis Interdisciplinary Environmental Clinic** won an important victory in September, 2005 in federal court on behalf of communities exposed to toxic lead emissions.

In a case filed by the Interdisciplinary Environmental Clinic on behalf of Leslie and Jack Warden, long-time residents of Herculaneum, Missouri, and the Missouri Coalition for the Environment, Judge Richard Webber ruled:

\* The U.S. Environmental Protection Agency (EPA) "blatantly disregarded Congress' mandate that the lead NAAQS [National Ambient Air Quality Standard] be reviewed at five year intervals."

\* The EPA's proposed timeline for completing its long-overdue review of the lead NAAQS is too long, and "wholly defeats the mandate of Congress."

\* The EPA must complete the lead NAAQS review, with a series of interim deadlines beginning December 1, 2005, by no later than Sept 1, 2008. "The Court will not be inclined to grant extensions."

\* "Plaintiffs are entitled to reasonable attorney fees."

The EPA initially set the governing lead NAAQS in 1978, and has never revised it despite a requirement under the Clean Air Act that the agency review the federal standards every five years. During the intervening years, the federal threshold for lead poisoning has dropped dramatically, and the World Health

Organization published a substantially more protective standard for Europe. The EPA commenced the lead NAAQS review last November, after the Clinic filed the lawsuit. The agency will now have to expedite its schedule to meet the Court's tighter deadlines.

The Court's ruling holds particular significance for the community of Herculaneum, Missouri, where the nation's largest lead smelter has been operating since the 1890's. A substantial percentage of Herculaneum's children have been lead poisoned, and lead has contaminated many yards and streets. Although the air in Herculaneum finally came into compliance with the outdated lead air standard in late 2002 (except for a violation during the first quarter of 2005), officials predict that yards and streets that were previously cleaned will be recontaminated within the next 3-4 years.

Lead is a toxic metal that can damage the health of people and animals when particles containing lead are ingested or inhaled. Lead poisoning causes devastating and permanent health effects, particularly in infants and young children whose brains and bodies are developing. Lead poisoning is associated with neurological damage, anemia, chronic kidney disease, and, in extreme cases, coma or death. Exposure to lead, even at low levels, can decrease IQ, increase learning disabilities, and increase hyperactivity and related behavioral problems in children.

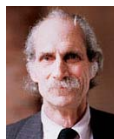
The Interdisciplinary Environmental Clinic's work on this case (dating back to the Spring 2004 semester) reflects the combined efforts of students in the Schools of Law, Arts & Sciences, Medicine, and Engineering, along with faculty and staff: **Maxine Lipiles**, **Beth Martin**, **Sarah Rubenstein**, and **Kathleen Logan**.



## BOOKS & PUBLICATIONS



**Ty Alper (UC-Berkely),**



**Anthony Amsterdam (NYU), Todd E. Edelman (Georgetown),**



**Randy Hertz (NYU), Rachel Shapiro Janger, Jennifer McAllister-Nevins, Sonya Rudenstine (Florida Coastal), and Robin Walker-Sterling, *Stories Told and Untold: Lawyering Theory Analyses of the First Rodney King Assault Trial*. 12 CLIN. L. REV. 1 (Fall, 2005).**



**John J. Ammann (St. Louis U.), *Winds of Change*. 14 AFFORDABLE HOUSING & COMMUN. DEV. L. 278 (2005).**



**Bruce A. Boyer (Loyola Chicago), *Justice, Access to the Courts, and the Right to Free Counsel for Indigent Parents: The Continuing Scourge of Lassiter***

*v. Department of Social Services of Durham.* 35 U. CHI. L.J. 363 (2005).



**Susan L. Brooks (Vanderbilt),** *Practicing (and Teaching) Therapeutic Jurisprudence: Importing Social Work Principles and Techniques Into Clinical Legal Education.* 17 ST. THOMAS L. REV. 513 (2005).



**Stacy Caplow (Brooklyn),** *"Tacking Too Close to the Wind": The Challenge to Prosecution Clinics to Set Our Students on a Straight Course,* 74 MISS. L.J. 919 (Spring, 2005).



**Christine N. Cimini (Denver),** *Principles of Non-Arbitrariness: Lawlessness in the Administration of Welfare.* 57 Rutgers L. Rev. 451 (2005).



**Larry Cunningham (Texas Tech),** *The Use of "Boot Camps" and Orientation Periods in Externships and Clinics: Lessons Learned from a Criminal Prosecution Clinic.* 74 MISS. L.J. 983 (Spring, 2005).



**Leigh Goodmark (Baltimore),** *Telling Stories, Saving Lives: The Battered Mothers' Testimony Project, Women's Narratives, and Court Reform.* 37 ARIZ. STATE L. J. 710 (2005).



**Dina Haynes (UNLV),** *Client-Centered Human Rights Advocacy.* CLIN. L. REV. (Spring, 2006) [forthcoming].



**Susan R. Jones (George Washington),** *Transactional Law, Equitable Development, and Clinical Legal Education.* 14 J. AFFORDABLE HOUSING & COMMUN. DEV. L. 218 (2005).



**Peter Joy (Washington U, St. Louis),** *Prosecution Clinics: Dealing with Professional Role.* 74 MISS. L.J. 955 (Spring, 2005).



**Robert Kuehn (Alabama),** *Scientific Speech: Protecting the Right of Environmental Scientists to Express Professional Opinions.* 35 ENVTL. L. REP. 10857 (2005).



**Mary A. Lynch (Albany),** *Designing a Hybrid Domestic Violence Prosecution Clinic: Making Bedfellows of Academics, Activists and Prosecutors to Teach Students According to Clinical Theory and Best Practices.* 74 MISS. L.J. 1177 (Spring, 2005).





**Beth Lyon (Villanova)**, "New International Human Rights Standards on Unauthorized Immigrant Worker Rights: Seizing an Opportunity to Pull Governments Out of the Shadows" in HUMAN RIGHTS AND REFUGEES, INTERNALLY DISPLACED PERSONS AND MIGRANT WORKERS: ESSAYS IN MEMORY OF JOAN FITZPATRICK AND ARTHUR HELTON (Anne Bayefsky, Ed).

**Beth Lyon (Villanova)** and



**Sarah Paoletti (American)**, "Inter-American Developments on Globalization's Refugees: New Rights for Migrant Workers and Their Families," in the EUROPEAN YEARBOOK OF MINORITY RIGHTS.



**Nathalie Martin (New Mexico)**, *Poverty, Culture and the Bankruptcy Code: Narratives from the Money Law Clinic.* 12 CLIN. L. REV. 203 (Fall, 2005).



**Angela McCaffrey (Hamline)**, *Hmong Veterans' Naturalization Act: Precedent for Waiving the English Requirement for the Elderly.* 19 GEO. IMMIGR. L. J. 495 (Summer, 2005).



**Jean Montoya (San Diego)**, *The University of San Diego Criminal Clinic: It's*

*All in the Mix.* 74 MISS. L.J. 1021 (Spring, 2005).



**William P. Quigley (Loyola New Orleans)**, *Reflections from the Journals of Prosecution Clinic Students.* 74 MISS. L.J. 1147 (Spring, 2005).

**Irene Scharf (Southern New England)**, *Nourishing Justice and the Continuum: Implementing a Blended Model in an Immigration Clinic,* 12 CLIN. L. REV. 243 (Fall, 2005).



**Suzanne J. Schmitz (Southern Illinois)**, *A Critique of the Illinois Circuit Rules Concerning Court-Ordered Mediation.* 36 LOY. U. CHI. L.J. 783 (2005).



**Hans P. Sinha (Mississippi)**, *Introduction, Symposium, Prosecutorial Externship and Clinical Programs,* 74 MISS. L. J. v. (Spring, 2005).

**Hans P. Sinha (Mississippi)**, *Prosecutorial, Externship Programs: Past, Present and Future.* 74 MISS. L.J. 1297 (Spring, 2005).



**Linda F. Smith (Utah)**, *Benefits of An Integrated (Prosecution & Defense) Criminal Law Clinic.* 74 MISS. L.J. 1239 (Spring, 2005).



**Lisa C. Smith (Brooklyn),**

*Community Prosecution: Can a Law School Prosecutors Clinic Adopt This Approach?* 74 Miss. L.J. 1281 (Spring, 2004).



**Margaret A. (Peggy) Tonan**

**(Montana),** *Beauty and the Beast-Hybrid Prosecution Externships in a Non-Urban Setting*, 74 Miss. L.J. 1043 (Spring, 2005).



**Lisa Torracco (New Mexico),**

*The New Mexico District Attorney Clinic: Skills and Justice*. 74 Miss. L.J. 1107 (Spring, 2005).

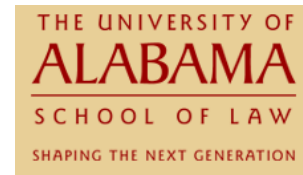


**Louise G. Trubek (Wisconsin),**

*Crossing Boundaries: Legal Education and the Challenge of the "New Public Interest Law"*. 2005 WIS. L. REV. 455.



## POSITION ANNOUNCEMENTS



### Directors, Civil and Domestic Violence Law Clinics

The **University of Alabama School of Law** is seeking applicants for the positions of **Director** of its **Civil Law Clinic** and **Director** of its new **Domestic Violence Clinic**. The Directors will oversee and/or conduct all phases of legal advocacy for clinic clients, teach and supervise law clinic students, manage other law clinic staff, and teach other courses in the law school's curriculum, as needed.

**QUALIFICATIONS:** Minimum qualifications include a J.D. degree from an ABA accredited law school, a distinguished academic record, and experience as a clinical teacher or practicing lawyer. Candidates must either be licensed to practice law in Alabama or become licensed no later than one year after accepting the position. Preference will be given to applicants with significant experience in civil or domestic violence matters.

**SALARY:** Commensurate with experience and qualifications.

**TO APPLY:** Please send a letter of interest, resume, and contact information for three references to Professor **Robert Kuehn**, Director of Clinical Programs,

University of Alabama School of Law, Box 870382, Tuscaloosa, AL 35487-0382. For further information regarding the position, contact Robert Kuehn at (205) 348-0316 or rkuehn@law.ua.edu.

**APPLICATION DEADLINE:** The positions will remain open until filled.

The University of Alabama is an Equal Opportunity/Affirmative Action employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.



### Visiting Clinical Professor

**Albany Law School** invites applicants for a one year appointment as **Visiting Clinical Professor** in our award winning Clinical Legal Studies Program. The Visiting Professor will be responsible for supervising students in our **Civil Rights and Disabilities Law Project** and teaching the weekly class that accompanies the clinic. This project offers extraordinary opportunities to work with students representing clients with disabilities and to partner with other legal and advocacy organizations as part of the NYS System of Protection and Advocacy for Persons with Developmental Disabilities.

The Visiting Clinical Professor will also join in clinic faculty governance in our collegial law office setting.

The position commences on June 1, 2006 and continues for the 2006-07 academic year.

**Qualifications:** 5 + years related practice experience, demonstrated interest in teaching/mentoring, law school teaching experience a plus, admitted to practice in New York.

Please submit letter of interest and resume by **March 1, 2006**, to:

Professor **Nancy Maurer**, Co-Director, Clinical Legal Studies, Albany Law School, 80 New Scotland Ave., Albany, NY 12208. [nmaur@mail.als.edu](mailto:nmaur@mail.als.edu)

Albany Law School is an equal opportunity employer.



### Visiting Professors Practitioners in Residence

The **Washington College of Law, American University**, is seeking applications for **Visiting Professors** and **Practitioners in Residence** in its Clinical Program for academic year 2006-7. Among the clinics in which vacancies are likely to occur are the Civil Practice Clinic, Domestic Violence Clinic, Intellectual Property Clinic, International Human Rights Clinic, and Women and the Law Clinic. Washington College of Law's in-house, "live-client" Clinical Program is nationally recognized for its breadth of offerings, its leadership in scholarship and the development of clinical methodology, and its contributions to increasing access to justice for under-served clients.

Teaching and supervisory responsibilities will depend on the applicant's experience, interest, and the overall needs of each clinical program. Responsibilities for Visiting Professors include teaching the seminar component of the clinic, conducting case rounds and supervising students in their fieldwork. In addition, Visiting Professors teach a course outside of the clinical curriculum and participate fully in all aspects of the life of the law school. Practitioner in Residence positions are year-to-year appointments which, depending on the needs of the particular clinic and the Clinical Program, may be extended beyond the initial year.

Responsibilities for Practitioners in each

clinical program include teaching the seminar component of a clinic, conducting case rounds and supervising students in their fieldwork. Practitioners also teach an additional course outside of the clinical curriculum.

Minimum qualifications for all positions include a JD degree, outstanding academic record, three years' experience as a lawyer and membership in a bar, and familiarity with some aspect of the practice area of the particular clinic of interest. Appointment as a Visiting Professor is limited to those who are faculty members at another law school who are eligible to return to that law school. Desired qualifications for Visiting Professors include experience or training as a clinical teacher, published legal scholarship, and participation in clinical teachers' conferences and workshops. American University is an EEO\AA employer committed to a diverse faculty, staff and student body.

Applications consisting of a curriculum vitae and cover letter should be sent to Professor **Robert Dinerstein**, Chair, Faculty Appointments Committee, c/o Office of the Dean, American University, Washington College of Law, 4801 Massachusetts Avenue, NW, Washington, DC 20016, with a copy to Professor **Susan Bennett**, Director of the Office of Clinical Programs, at the same address.



**Attorney/Teaching Fellow  
Family Clinics**

The **University of Baltimore School of Law** invites applications for a **fellowship** to start on or about July 15, 2006, with an earlier date possible due to Clinic needs. This public interest fellowship program offers practicing

attorneys exposure to law school clinical teaching. The fellow's duties include direct supervision of case work of clinic students and clinic classroom teaching in coordination with clinic faculty. This position is a contractual appointment for up to two years which is potentially renewable for one additional year due to particular case coverage or teaching needs.

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

**Salary:** \$50,000 year 1; \$53,000 year 2. The position, which entails year-round responsibilities, includes full benefits, including retirement annuities, research support and travel allowance.

Applicants should submit a letter of interest and curriculum vitae by **February 24**, to Professor **Leigh Goodmark**, Family Law Clinic, University of Baltimore School of Law, 1420 North Charles Street, Baltimore, Maryland 21201. Phone: (410) 837-5706; fax: (410) 333-3053. The University of Baltimore is an equal opportunity employer and minority candidates are encouraged to apply.

**SCHOOL OF LAW - BOALT HALL**

**Coordinator of Field  
Placement Program**

The **University of California School of Law (Boalt Hall)** seeks a **Coordinator of Field Placement Program**.

**Job Description:** Boalt Hall's Field Placement Program offers second and third-year law students the opportunity to earn academic credit while interning with government agencies, non-profit organizations, and judicial chambers. Approximately 70-100 students enroll in the program each academic year. As described below, the Field Placement Program Coordinator oversees every aspect of the Program's operation, advises students, communicates with the students' supervisors, visits field placements, reviews reports, participates in programs at Boalt Hall and interacts with Boalt Hall faculty, staff and administrators. He or she seeks to strengthen the supervision at each placement, increase the connection between classroom learning and the placement, and monitor students' progress. The Coordinator also teaches a one-unit seminar for judicial externs every semester, and conducts workshops for students and field placement supervisors. He or she does not supervise the students' actual legal work in their placements. The Coordinator also supervises an administrative assistant, who is responsible for the clerical and recordkeeping elements of the Field Placement Program and for assisting with event planning. This is an academic position. Advising Students – 40%

The Coordinator works closely with students to assure a successful field placement. The Coordinator organizes regular programs each semester to inform students about the Field Placement Program and the types of placements that are available. The Coordinator advises students individually regarding the selection of an appropriate placement based upon their previous experience (both work and academic), their existing skills, their personal goals for an externship (i.e., skills development,

substantive law experience, exposure to new area of practice), and the types of experiences offered by each agency or office. The Coordinator also advises students about other clinical or skills opportunities that may be available to students, outside of the Field Placement Program. After students enroll in the Field Placement Program, the Coordinator assists them with any problems which may arise during the semester such as supervisory issues, time management issues, or meeting their goals for the placement. Problems may be addressed through working with the student to develop a plan of action or through direct intervention by the Coordinator, depending upon the nature of the problem. Visiting Placement Sites, Communicating with Placement Supervisors, and Conducting Supervision Workshops –15%

The Field Placement Coordinator develops relationships with the students' supervisors at the various agencies, non-profits, and judicial chambers. Currently, over sixty agencies and non-profits are on list of approved placements for Boalt Hall students, in addition to judicial chambers in the Bay Area. The Coordinator screens new potential placements, and ensures that appropriate plans of supervision are in place for existing placements. He or she personally visits placement sites and meets with placement supervisors to assess the nature of the supervision, types of available projects, resources available to students, qualifications for student interns, and suggestions about the Program. The Coordinator also reviews reports by the supervisors about the students and communicates when needed with the individual supervisors. In addition, in collaboration with the Bay Area Consortium of Externships (BACE), the Coordinator offers training to supervising attorneys once a year. These

trainings, which offer continuing education credit, provide an opportunity to work with a large number of attorneys to improve student supervision skills, to share solutions to common challenges, and to convey to these supervisors the school's goals for Boalt's externs.

#### Reviewing Student Materials – 15%

Students in the Field Placement Program are required to submit time sheets, interim reports, final reports, journals, supervisor evaluations and writing samples. The Coordinator reviews and retains these materials. As part of this review, the Coordinator monitors and evaluates the students' experiences and seeks to identify and address any problems that may arise at a placement.

#### Teaching Seminars and Workshops -- 15%

Each semester, the Coordinator teaches a one-unit "Judicial Externship Companion course." The course is required of all students who are placed in a judicial chambers as part of the Field Placement Program. The course is typically offered in the evening hours. It may be given an hour per week for 14 weeks, or taught in a smaller number of 2-hour sessions. Materials from past administrations of the course will be available.

The Coordinator also develops and offers four 2-hour workshops each semester that are required for all students enrolled in the Field Placement Program other than judicial externs. The workshops bring students together to discuss issues of common concern, including research and writing, ethics, how to develop a positive professional relationship with a placement supervisor and other topics.

Interacting with Faculty, Staff and Administrators; Developing the Field Placement Program and other Opportunities for Students –15%

The Coordinator interacts with other faculty, staff and administrators. Boalt Hall has an extensive clinical and skills program, which includes in-house clinics, a community-based clinic, and a large number of simulation courses. The Coordinator participates in meetings and programs with the clinical and skills faculty, and assesses how the Field Placement Program may best develop in light of these other opportunities. He or she also meets with other faculty and administrators and may consult on placement opportunities that may be developed in coordination with courses at Boalt Hall or with Boalt Hall's various centers.

Boalt Hall's Career Development Office advises students about career opportunities, including in the governmental and non-profit sector. The Coordinator meets with career development staff, attends various programs offered by the Career Development Office, and works with that staff to maximize the students' placement and career opportunities.

#### Qualifications

##### Required:

1. J.D. Degree, and membership in at least one state bar.
2. Five years' experience as a practicing attorney, including significant employment with public interest organizations or government agencies.
3. Excellent organizational and collaborative skills.

##### Preferred:

1. Teaching experience.
2. Experience as a judicial law clerk.
3. Significant knowledge of public interest organizations and government agencies in the Bay Area.
4. Experience supervising law students or interns.

The salary range for this position is \$63,048 to \$69,252 annually, with the midpoint at \$66,120. The initial salary will be commensurate with qualifications and experience. A salary beyond the midpoint likely will be reserved for future merit increases.

Applicants should apply either via email or in writing by **February 18, 2006**, including a cover letter discussing qualifications, a full resume of education and relevant experience, law school transcript, and three references to:

Assistant Dean Michele Frasier  
202 Boalt Hall, School of Law  
University of California  
Berkeley, CA 94720-7200  
Email: mfrasier@law.berkeley.edu

Please refer potential reviewers to the UC Berkeley Statement of Confidentiality found at:

<http://apo.chance.berkeley.edu/evalltr.html>

The School of Law at the University of California, Berkeley is committed to the support and encouragement of a multicultural environment and seeks candidates who can make positive contributions in a context of ethnic and cultural diversity.



### **Director of Clinical Education**

The **University of Colorado Law School** is seeking a **Director of Clinical Education**. The Director will administer and oversee all live-client clinics and externships, teach a clinical course, and provide vision and leadership for the Law

School's extensive and diverse clinical offerings. (Please see our web-site for descriptions at <http://www.colorado.edu/law/>) The Director's duties include the following:

#### ***Direction and administration of all clinical programs.***

- The Director will provide administrative oversight of all live-client clinics and externship programs in the Law School, including holding regular clinical faculty and staff meetings, ensuring compliance with externship program requirements, and coordinating with the Assistant Dean of Students and Professional Programs on all relevant matters.
- The Director will supervise all personnel working in the clinical program, including conducting annual reviews of all full-time, adjunct, and visiting clinical faculty; providing regular oversight of teaching and curriculum; and supervising clinic staff.
- The Director will develop and review new clinic proposals; participate in public relations; oversee clinic technology; oversee clinic financial accounts; participate in any clinic fundraising; and coordinate the student evaluation process.
- The Director will draft vision and mission statements consistent with faculty guidance and the Law School strategic plan, and will lead a process of assessing current clinical credit limitations, status of clinical faculty, consistency with ABA rules, and future growth of clinical programs consistent with the Law School's substantive areas of strength.

#### ***Teaching in the clinical program.***

- The Director will teach a clinical course at the Law School. The Director's teaching responsibilities will be consistent with clinical program needs, as well as the Director's areas of expertise; possibilities include immigration, general civil, or other subject areas in which there is academic faculty and student interest; a reduced

teaching load, either a one-semester clinic or a year-round clinic with fewer students, is possible so that administrative functions can be performed.

### **Scholarship and Writing**

- Production of scholarship is encouraged, and if the Director has a demonstrated interest in and ability to engage in scholarly and service-oriented writing, the Law School is eager to accommodate that interest.

### **Qualifications**

The ideal candidate will have leadership ability, excellent written and oral communication skills, strong interpersonal skills, a robust work ethic, and a commitment to the goals of the School of Law.

The ideal candidate will also have a history of providing legal services to underserved and needy clients, a vision for clinical education in the law school setting, and experience in management and administration.

Minimum requirements include: a history of commitment to clinical education; a law degree; a minimum of five years of relevant legal practice and/or clinical teaching experience; effective interpersonal skills; excellent management skills; and strong written and oral communication skills. The successful candidate must apply for Colorado licensure as soon as possible after assuming the Director position.

### **Terms and Salary**

This is a twelve-month, full-time non-tenure-track Faculty/Directorship position reporting to the Assistant Dean of Students and Professional Programs. After an initial probationary period, the Director position is subject to multi-year, renewable contracts. Salary will depend on experience.

This position is available on June 1, 2006 or as soon as possible thereafter.

Review of applications will begin upon posting of the position. Applications will be accepted until the position is filled. Applicants should direct a cover letter, resume, and the names, addresses and telephone numbers of at least three professional references to:

Director of Clinical Education Search Committee

Attn: **Sarah Krakoff**, Chair

University of Colorado at Boulder

401 UCB

Boulder, CO 80309-0401

The University of Colorado at Boulder strongly supports the principle of diversity. We are particularly interested in receiving applications from women, ethnic minorities, disabled persons, veterans and veterans of the Vietnam era.



### **Supervising Attorney Community Enterprise Clinic**

**Description:** The Duke Law Community a Clinic is seeking a Supervising Attorney to work closely with the Clinic's Director in all aspects of the Clinic beginning no later than the start of the 2006 Fall semester. Primary responsibilities include supervising the client work of second and third year law students enrolled in the Clinic; co-teaching the seminar component of the Clinic with the Director; identifying and developing new clients and cases for the Clinic; assisting with the management of the Clinic, including, without limitation, fundraising; and providing direct representation, support and training to clients and other community-based organizations throughout the Clinic's service area.

**Background:** The Clinic, which began



operation in July 2002, is the only one of the Law School's clinics that focuses exclusively on providing students with the opportunity to develop the legal skills that are particularly related to a transactional practice. Under the supervision of the Clinic's faculty, students represent non profit corporations, as well as other community-based organizations on a wide range of matters in the areas of corporate, securities, tax, real estate, affordable housing and community development law. In addition to offering excellent experiential educational opportunities for students, the Clinic also seeks to be a catalyst for the further development of the community economic development industry in North Carolina and throughout the Southeast.

To Apply: The ideal candidate will have two or more years of full-time transactional law practice and be licensed in North Carolina or able to sit for the next North Carolina Bar Exam. Additionally, previous clinical law teaching, experience in affordable housing and community development law, prior success in fundraising, a demonstrated commitment to community-oriented lawyering and/or fluency in Spanish are a plus. This position will be a twelve-month appointment at Duke Law School. People of color and women are encouraged to apply. Duke University is an Equal Opportunity/Affirmative Action Employer.

Duke Law School offers competitive salaries and excellent benefits. Interested applicants should apply in writing by submitting a statement of interest and their curriculum vitae by **March 1, 2006** to:

Andrew H. Foster  
Associate Clinical Professor of Law &  
Director, Community Enterprise Clinic  
Duke University School of Law  
Box 90366  
Durham, NC 27708-0364

[foster@law.duke.edu](mailto:foster@law.duke.edu)

### **Clinical Fellow Community Enterprise Clinic**

**Description:** The Duke Law Community Enterprise Clinic is seeking a Clinical Fellow to work closely with the Clinic's students and faculty during the academic year commencing on July 1, 2006. Primary responsibilities include: providing direct representation, support and training to clients and other community-based organizations throughout the Clinic's service area; advising students enrolled in the Clinic; serving as a Teaching Assistant with respect to the seminar component of the Clinic; and identifying and developing new clients and cases for the Clinic. This fellowship will provide a recent law school graduate with an interest in affordable housing and community development law and/or clinical law teaching the opportunity to gain valuable experience in these areas while contributing importantly to the work of the Clinic.

**To Apply:** The ideal candidate will have two or less years of full-time transactional law practice and be licensed in North Carolina. Additionally, experience in affordable housing and community development law, experience as a teaching assistant at the undergraduate level or higher; a demonstrated commitment to community-oriented lawyering and/or fluency in Spanish are a plus. This position will be a twelve-month appointment at Duke Law School. People of color and women are encouraged to apply. Duke University is an Equal Opportunity/Affirmative Action Employer.

Duke Law School offers competitive salaries and excellent benefits. Interested applicants should apply in writing by submitting a statement of interest and their curriculum vitae by March 15, 2006

to:

Andrew H. Foster  
Associate Clinical Professor of Law &  
Director, Community Enterprise Clinic  
Duke University School of Law  
Box 90366  
Durham, NC 27708-0364  
[foster@law.duke.edu](mailto:foster@law.duke.edu)



### Visiting Clinical Professors

The **University of Illinois College of Law** in Urbana Champaign seeks **Visiting Clinical Professors** for twelve month appointments beginning in July 2006. There is some possibility that additional years of visiting or permanent positions might be available.

Candidates must have a J.D., be admitted to practice in Illinois or another jurisdiction so that they are eligible to be admitted pursuant to Illinois under Supreme Court Rule 717 that allows for Limited Admission for those working in law school clinics that provide legal assistance to indigent persons, have three years practice experience, and exhibit an interest or have a background in clinical teaching. Prior law teaching experience and legal scholarship is desired but not required.

Responsibilities will include supervising law students in representing individual and/or organizational clients and teaching the simultaneous classroom component to the clinic. Depending on institutional needs and individual interests, there is a possibility of the candidate teaching one additional course or summer school. Illinois is interested in receiving applications from candidates with any area of expertise that address the legal needs of a low income population,

and the nature of the clinic work can be adapted to the candidate's experience and interests.

Salary and benefits will depend on the qualifications of the candidate.

The University of Illinois College of Law is an equal opportunity employer and encourages applications from all candidates.

Applications consisting of a letter of interest, resume and contact information for three references should be either mailed or e-mailed to Associate Dean **Ralph Brubaker**, University of Illinois College of Law, 504 E. Pennsylvania, Champaign, Illinois 61820 or [rbrubake@law.uiuc.edu](mailto:rbrubake@law.uiuc.edu). Applications are being accepted immediately and will be considered until the positions are filled.

Inquiries can be sent to either Associate **Dean Brubaker** [rbrubake@law.uiuc.edu](mailto:rbrubake@law.uiuc.edu) or Professor **Nina W. Tarr**, Director of Clinical Education [ntarr@law.uiuc.edu](mailto:ntarr@law.uiuc.edu).



### Director, Securities Arbitration Clinic

**St. John's University School of Law** invites applicants for a full-time faculty clinical teaching position as the **Director of the Securities Arbitration Clinic** and an **Assistant Professor of Clinical Education**. The Clinic provides representation to underserved small investors in negotiations and arbitration proceedings before the National Association of Securities Dealers and the New York Stock Exchange. The Securities Arbitration Clinic commenced operation in the fall of 2004. Responsibilities include direct student supervision in their

representation of clients, preparation of seminar materials and other clinic manuals, seminar teaching, and overall administration of the clinic. Clinic students also conduct Investor Education Programs throughout the New York City metropolitan area. Applicants should have experience in handling securities disputes. Prior clinical teaching is preferred. The faculty member will serve under a one year contract which is renewable for a second year. Thereafter, the Director will be eligible to apply for a three year renewable contract. Position to start May 2006, to monitor existing cases during summer and prepare for fall semester.

To apply, please mail or e-mail application to **Andrew J. Simons**, Associate Academic Dean, St. John's University School of Law, 8000 Utopia Parkway, Jamaica, New York 11439; [simonsa@stjohns.edu](mailto:simonsa@stjohns.edu). St. John's University School of Law is an equal opportunity employer.



### Clinical Faculty

**Saint Louis University School of Law** invites applications for a full-time **clinical faculty** position. The position will begin at the start of the 2006-2007 academic year. This is a long-term position for which unlimited renewals are possible.

The clinician will supervise students working in an in-house clinic. The position will involve supervision of students in a variety of cases including administrative law, litigation, and transactions, with the successful candidate having input into the types of cases selected. The faculty member will also assist in teaching various skills

courses at the law school and will work with a number of experienced clinical teachers. The position ordinarily will run over the course of the academic year (August 15 through May 15) and a separate contract for summer teaching is possible.

Candidates should have distinguished academic and practice records as well as a commitment to clinical teaching. Qualifications include a J.D. degree, admission to the Missouri Bar, eligibility for reciprocity, or a willingness to sit for the first bar examination after joining the faculty. The successful candidate should have distinguished practice experience in an area of law compatible with the Clinic's priorities. Ideally, candidates will have experience and training in clinical teaching methods, either through prior experience as a clinical faculty member or through supervision of law students in other clinical settings.

The School of Law operates both in-house clinic and externship programs. Current in-house programs include criminal law, family law, immigration, community development, real estate, housing, civil rights litigation, health law, estate planning and mediation. Externships are available at various government offices and nonprofit organizations.

Saint Louis University is an equal opportunity/affirmative action employer and applications from individuals who will add to the diversity of the law school's faculty are encouraged.

To apply, submit a resume to:

**John J. Ammann**

Clinical Search Committee

Saint Louis University School of Law

3700 Lindell Blvd.

St. Louis, MO 63108



## Clinical Director

### Seattle University School of Law

invites applications and nominations for a tenure-track **Director of Clinical Programs** to begin in the 2006-07 academic year. The Law School is looking for a Director who will build upon the strong foundation of our existing clinical programs, and further deepen our commitment to providing a high quality clinical education program for our students while also serving the diverse needs of a modern urban community. The Director, working with the Dean and the Associate Dean for Academic Affairs, administers and oversees all live-client clinics; supervises career and adjunct faculty and administrative staff; develops and implements law clinic policies and procedures; oversees and develops the clinical curriculum; and provides vision and leadership for the Law School's extensive and diverse clinical offerings. The Director will be expected to teach at least one clinical class, and produce scholarship and engage in other forms of professional development consistent with our tenure-track standards. The Director will also work with other faculty and centers within the law school and university, as well as stakeholders in our community, to coordinate and give direction to the school's mission of educating for justice.

Seattle University School of Law, with 1,100 students and a current student-faculty ratio of 16-1, educates ethical lawyers who distinguish themselves through their outstanding professional skills and their dedication to law in the service of justice. Faculty, students, and

staff form a vibrant, diverse, and collaborative community that promotes leadership for a just and humane world. The Law School's commitment to academic distinction is grounded in its Jesuit Catholic tradition – one that encourages open inquiry, thoughtful reflection and concern for personal growth. Innovation, creativity and technological sophistication characterize our rigorous educational program, which prepares lawyers for a wide range of successful and rewarding careers in law, business and public service.

Seattle University, founded in 1891, continues a 450-year tradition of Jesuit Catholic higher education. The University's Jesuit Catholic ideals underscore its commitment to the centrality of teaching, learning and scholarship, of values-based education grounded in the Jesuit and Catholic traditions, of service and social justice, of lifelong learning, and of educating the whole person. Located in the heart of dynamic Seattle, the University enrolls approximately 6,000 undergraduate and graduate students in eight colleges and schools. Students enjoy a university ethos characterized by individualized faculty attention, a strong sense of community, a commitment to diversity, and an outstanding faculty.

Seattle University is an equal opportunity, affirmative action employer. Finding prejudicial discrimination inconsistent with the mission of the University and the spirit of free academic inquiry, Seattle University does not discriminate in hiring on the basis of age, sex, race, religion, national origin, familial status, sexual orientation, or disability. This policy complies with the spirit and the letter of applicable federal, state, and local laws.

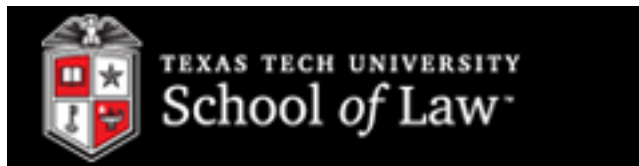
Applications will be considered starting **February 1, 2006.**

**Contact: Ronald C. Slye**, Associate Professor and Director of International & Comparative Law Programs, Chair, Clinical Director Search Committee, Seattle University School of Law, 901 12th Ave, Box 222000, Seattle, WA 98122. Telephone: (206) 398-4045; Fax: (206) 398-4036; E-mail: slye@seattleu.edu.

## SETON HALL LAW

### Tenure-Track Faculty Community Development Clinic

**Seton Hall University School of Law** invites applications for a **tenure-track faculty** position teaching a **community development clinic** in the school's Center for Social Justice. Applicants may be lateral or entry-level. The faculty person hired will have an opportunity to develop this new transactional clinic -- designed to serve Newark and the surrounding northern New Jersey area -- according to his or her area of expertise, e.g., affordable housing development, representation of local nonprofits, etc. Faculty in the Center ordinarily supervise eight students per semester, but also have the opportunity to teach other courses with a corresponding reduction in clinic workload. The CSJ clinics confer five credits per semester, and include a two-hour classroom seminar each week.



### Director, Criminal Justice Clinic

The **Texas Tech University School of Law** is seeking to fill a **tenure-track**

position primarily devoted to clinical teaching for the 2006-07 academic year. The successful candidate will have responsibility for administering and teaching the law school's **Criminal Justice Clinic**, a clinical program providing representation to indigent defendants in criminal cases in Lubbock County and the surrounding metropolitan area. Approximately two-thirds of the successful candidate's teaching load will be devoted to clinical teaching with an expectation of teaching a criminal law doctrinal course or another related doctrinal or skills course each semester. Once hired, faculty members are evaluated and advancement determined by contributions in the areas of teaching, research and service.

Texas Tech University, with approximately 28,000 students, is located in Lubbock, Texas located in the high plains of West Texas. The metropolitan area serves as home to about 250,000 people. The law school has approximately 650 students and 35 full-time faculty members. Lubbock enjoys a low cost of living, including very affordable housing prices, and easy access to other parts of the country via three major airlines that offer daily flights.

Texas Tech is committed to a policy of equal opportunity for all in every aspect of its operations and encourages applications from all qualified persons. We encourage applications from candidates with diverse backgrounds and persons traditionally under-represented in law schools. Cover letter, resume, and contact information for three references should be sent to: Professor **Jorge A. Ramirez**, Chair, Personnel Committee, Texas Tech University School of Law, 1802 Hartford Avenue, Lubbock, TX 79409-0004. Applications will be accepted until the position is filled. Questions about the clinical program at Texas Tech may be

directed to Professor **Larry R. Spain**,  
Director of Clinical Programs, at (806)  
742-3787 x 227 or [Larry.Spain@ttu.edu](mailto:Larry.Spain@ttu.edu).

The next issue of the CLEA Newsletter will  
be published in May, 2006. Information  
to be included in the newsletter may be  
submitted to the editor:

Larry R. Spain  
Texas Tech University School of Law  
1802 Hartford Avenue  
Lubbock, Texas 79409-0004  
(806) 742-3787 x 227  
(806) 742-4199 FAX  
[larry.spain@ttu.edu](mailto:larry.spain@ttu.edu)

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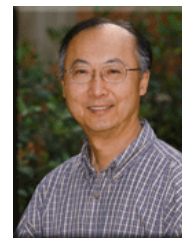
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