



# CLINICAL LEGAL EDUCATION ASSOCIATION

CLEA NEWSLETTER

- Updates from CLEA Committees
- Articles on Clinical Education
- Upcoming CLEA Events at AALS Clinical Conference
- Upcoming Clinical Events

## President's Message



**Jeff Baker  
(Pepperdine)**

As we draw near to the close of the school year and our annual conference, I am ever grateful for CLEA's greatest strengths. Through collaboration and community, we are stronger. Through diversity, inclusion, and empowerment, we advance justice best. Those may be countercultural virtues, but we claim them in hope that our work together will have lasting effect.

In this issue of the newsletter, we read good reports from CLEA's several committees. These committees advance the heart of our work, to seek justice, to promote good teaching, and to improve legal education. We are in the second year of a five-year strategic plan, thoughtfully crafted and implemented, to move CLEA into a new era of strength and effect. Please read the reports and extend gratitude to the chairs and members hard at work for clinical education.

Through the work of the Advocacy Committee, we see again the influence and credibility that CLEA has built over more than twenty-five years of engagement. This month, Joy Radice, co-chair of the committee with Kendall Kerew, appeared before the ABA to present CLEA's comments on two pressing issues in legal education. The comments addressed the nature of experiential learning and law school admissions. The Advocacy Committee drew from its deep expertise to produce persuasive comments

that the Board ratified. On experiential learning, we were the sole voice rising to confer with the ABA's policy-makers, and they accepted and incorporated our suggestions. On law school admissions, we were one of several groups advocating for better admissions processes, and CLEA was persuasive.

This success is built on the foundation of clinical professors' hard work and expertise. For decades, CLEA has harnessed the power of clinicians across the nation to advocate for justice and education. Our ever-expanding membership, now over 1,300 professors, gives CLEA powerful standing on critical issues. CLEA's close reading, expertise, insight, and advocacy are important to the ABA and to the legal academy. This influence is the result of generations of clinical professors organiz-

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## President's Message, continued

ing and growing this community and the many talented people taking up the cause anew.

On this point, CLEA's new logo will be on full display at the AALS Clinical Conference and on all our platforms and correspondence this year. It is a bright, clear image for CLEA, after many months of work by the Communications Committee. Lauren Bartlett, the committee chair, ably shepherded the design process and its roll-out this spring.

The new logo represents much about CLEA at this moment in its history. We built it for digital use in a rapidly changing world. It retains CLEA's traditional colors as a reminder of the long work of its pioneers. Its purple capital-C declares our work as clinical law professors and our critical work in the academy. Its beacon is a symbol of leadership, confidence, and optimism. This is who we are. CLEA and clinical law professors are leading voices for legal education, access to justice, law reform, and systemic justice in the world.

### CLEA EVENTS AT THE AALS CLINICAL CONFERENCE:

**Board of Directors Meeting**

**Monday, April 30, 2018, 7:30—8:45 am**

**Clark 1, 7th Floor**

**The Palmer House Hilton Hotel**

**CLEA Board of Directors' Meetings are open to all.**

### CLEA EVENTS AT THE AALS CLINICAL CONFERENCE:

**Membership Meeting**

**Tuesday, May 1, 2018, 7:30—8:30 pm**

**Salons 6 & 7, 3rd floor**

**The Palmer House Hilton Hotel**

**We hope to see you there!**

### 2018 CLEA Executive Committee

Jeffrey R. Baker (Pepperdine), President

Lisa V. Martin (Univ. South Carolina), Co-Vice President

Daniel Schaffzin (Memphis), Co-Vice President

Praveen Kosuri (UPenn), Treasurer

Tiffany R. Murphy (Arkansas-Fayetteville), Secretary

C. Benjie Louis (Hofstra), Immediate Past Co-President

Beth Schwartz (Fordham), Immediate Past Co-President

### 2018 CLEA Board of Directors

Jodi Balsam (Brooklyn)

Caitlin Barry (Villanova)

Lauren Bartlett (Ohio Northern)

Llezzlie Green Coleman (American)

Melanie DeRousse (Univ. Kansas)

Kara R. Finck (UPenn)

Lindsay Harris (UDC)

Laila Hlass (Tulane)

Derrick Howard (Valparaiso)

D'lorah Hughes (UC-Irvine)

Kendall L. Kerew (Georgia State)

Elizabeth McCormick (Tulsa)

Joy Radice (Tennessee)

Joanna Woolman (Mitchell Hamline)

## Communications Committee Report

### Our New Logo: The Beacon

You may have noticed a big change to the CLEA website, social media, and other communications this month. CLEA has a brand new logo! Last fall, we sought out and reviewed bids from graphic designers, and selected [TBD+](#), a design firm based in Baltimore, MD. We reviewed several drafts before settling on the “beacon” logo design. We like the beacon because it em-

phasizes “clinical” as central to CLEA’s mission and the rays of light suggest unity and endurance. In late February, after a recommendation from the Communications Committee, the full CLEA Board voted to approve the new logo.

Please stop by the CLEA table at the AALS Clinical Conference in Chicago to pick up some awesome swag featuring the new beacon logo.



Lauren Bartlett  
Chair  
(Ohio Northern)

### CLEA Externship Committee Conducts “Paid Externship” Survey and Launches Webinar

By Jodi Balsam

In March 2018, the CLEA Externship Committee conducted a nationwide survey on how law schools have responded to the 2016 revisions to ABA Standards 304 and 305 governing externship courses. Specifically, the survey sought information about law school reaction to the repeal of the prohibition on awarding academic credit to students for externship work that is compensated.

When the 2016 standards revisions took effect, law schools were allowed to develop their own policies on whether to continue the ban or to permit “paid externships.” CLEA conducted a brief survey at that time to gauge law school response to the change, with results that suggested that schools needed more time to consider the issue.

CLEA has now conducted a follow-up survey on paid externships, announced at the Externships 9 Conference in Athens, Georgia in March 2018. The survey sought to learn the extent to which schools are retaining the ban or allowing some form of payment for externship fieldwork. If the latter, the survey enquired about the types of place-

ments that pay students, the total number of students to date who have actually been paid for externship work, the average amounts students have been paid, the impact on externship program policies, practices, and resources, and whether concerns about paid externships have been borne out.

At this writing, the survey team is still crunching the numbers, and plans to report on survey results beginning in May 2018, in conjunction with a webinar offered to the entire externship community: “Paid Externships: Choices and Challenges.” The webinar will present topline survey results and offer guidance to schools who are studying the issue. This guidance will air the reasons for retaining the ban, as well as countervailing pressures. Policy choices on paid externships exist on a broad spectrum that the webinar will explore, along with how to design and implement paid externships to protect academic rigor and integrity.

For more information about CLEA’s “Paid Externship” survey and webinar, please contact co-chairs [Jodi Balsam](#),

[jodi.balsam@brooklaw.edu](mailto:jodi.balsam@brooklaw.edu) or [Kendall Kerew](mailto:kkerew@gsu.edu), [kkerew@gsu.edu](mailto:kkerew@gsu.edu).



Jodi Balsam  
(Brooklyn)



Kendall Kerew  
(Georgia State)

#### INTERESTED IN SUBMITTING YOUR WRITING TO THE CLEA NEWSLETTER?

CLEA is looking for short articles on clinical teaching, social justice, and other creative writing that more closely resemble what you might read in a bar journal instead of a law review (fewer pages, fewer endnotes). CLEA is now soliciting submissions for our Fall edition. Please [email](#) any member of the CLEA Newsletter committee. We welcome your ideas and feedback.



### Per Diem Committee Report

Each year, the CLEA Per Diem Project asks attendees at the AALS Clinical Conference to donate an amount equivalent to a day's per diem payment to an organization working in the area where the conference occurs. In recent years, individual donations to the Award have totaled between \$5,000 and \$10,000. For the last two years, the authors of Learning From Practice have also donated their royalties to the Per Diem Project, which has increased the

total donations significantly. The Per Diem Committee is pleased to announce that Chicago Volunteer Legal Services has been selected to receive the Per Diem Award this year. Chicago Volunteer Legal Services provides thousands of hours of free legal services to low-income residents of Chicago in a variety of practice areas, including family law, landlord/tenant, consumer, bankruptcy, and immigration. Donations to Chicago Volunteer Legal Ser-

vices can be made online (<http://www.cvla.org/donate>) or at the awards luncheon on Tuesday, May 1, 2018. Per Diem Committee: Karla McKanders, Joanna Woolman &

Leigh Goodmark  
Chair  
(Maryland)



### 2018 CLEA Award for Excellence in a Public Interest Case or Project

The CLEA Board of Directors is thrilled to announce that the **Health Justice Project at the Loyola University Chicago School of Law** is the recipient of the 2018 CLEA Award for Excellence in a Public Interest Case or Project.

Between 2015-2017, the Health Justice Project addressed antiquated federal laws that forced children residing in federally assisted housing to become lead poisoned at four times the Centers for Disease Control and Prevention level before requiring any lead hazard inspection. At the same time, zero-bedroom units were exempt from any protection and families were forced to stay in the unit poisoning their children if they wanted to retain their rental assistance. After representing families and investigating the issue nationwide, the students took a "big tent" approach and, with the Sargent Shriver National Center on Poverty Law and Green & Healthy Homes Initiative as partners, convened a coalition of affected families, numerous law school clinics, national nonprofits and experts from public health, medical, sci-

entific, and legal fields. Students drafted a Petition for Rulemaking under the Administrative Procedure Act urging HUD to update the Lead Safe Housing Rule, launched a social media campaign, conducted outreach to policymakers, drafted model comments to federal rulemaking, trained families in advocacy skills, and provided technical and drafting advice to members of Congress. As a result, HUD updated its regulations to match the CDC standard, Congress amended federal law to remove the zero-bedroom unit exemption; the Government Accountability Office conducted a study on the issue; and Senators introduced a bi-partisan bill requiring primary prevention of lead poisoning in federally assisted housing, among other successes. During this effort, Emily Benfer served as the Director of the Health Justice Project and Clinical Professor of Law, and Allyson Gold as a Visiting Clinical Professor of Law. Today, the clinic is directed by Kate Mitchell and continues to represent children lead poisoned in federally assisted housing and advance healthy homes policy.

**Honorable Mention:** The CLEA Awards Committee received numerous outstanding nominations and determined that the following nominations merited an honorable mention.

**The Children & Family Justice Center at the Bluhm Legal Clinic (Northwestern)** is a holistic law center that has represented youth in conflict with the law for more than 20 years. In 2006, the CFJC, along with other organizational partners, formed the Illinois Coalition for the Fair Sentencing of Children to challenge the extreme sentencing of youth and, specifically, the sentence of juvenile life without parole. The Coalition, including CFJC students and faculty, has been at the forefront of the issue—representing individuals in cases designed to expand the reach of the Eighth Amendment and state constitutional principles, authoring amicus briefs to

*Continued on p. 5*



**2018 CLEA Award for Excellence in a Public Interest Case or Project,  
continued**



the U.S. Supreme Court and state supreme courts, testifying before legislative bodies, and supporting and training attorneys around the country. The CFJC's faculty and students have represented individuals in six Miller v. Alabama resentencing cases, resulting in these clients receiving drastically reduced sentences and in several of them returning home after decades in prison.

In the aftermath of Hurricane Irma, the **University of Miami School of Law's Health Rights Clinic** filed a lawsuit against the Florida Department of Children and Families (DCF) and the USDA, alleging that their Disaster Supplemental Nutrition Assistance Program's in-person registration requirement, limited availability of sites in outdoor parks, and lack of reasonable accommodation as mandated by the Americans with Disabilities Act resulted in thousands of needy people being deprived of their food benefit entitlements. Clinic interns Megan Cheney,

Joseph Cottingham, Jalyn Delancy, Britany Hynes, Jorge Jaile, Rachael Kratz, Nicole Langesfeld, Joshua Mandel, Geoffrey Marcus, Thomas Voracek, and Bryan Walsh assisted supervising attorneys JoNel Newman and Melissa Swain in advocating for their own clients who needed disaster relief and contributed to the initial planning, discovery, research, and writing portions of the lawsuit. Thus far, 4,400 DSNAP recipients have received \$3.7 million as a result of the lawsuit.

**The Neighborhood Law Clinic at the University of Wisconsin Law School** <https://law.wisc.edu/eji/nlc/> assists hundreds of low-wage workers each year who often need help recovering unpaid wages. In 2013, the clinic represented a Latino subcontractor who had not been paid for work performed for a construction company. NLC students took primary responsibility for the case, with careful guidance from NLC Clinic Director, Mitch. They engaged in exten-

sive investigation and negotiation in an attempt to settle the case. When that failed, they filed a complaint in state court, conducted extensive discovery including numerous depositions, and responded to multiple motions, culminating in a five-day jury trial handled almost entirely by two NLC students. The result: the jury awarded the client the full amount of damages as well as treble exemplary damages—the maximum amount allowable under the statute. The case spanned four years between the initial intake meeting and trial, with four different teams of students working the case.



Anju Gupta  
Co-Chair  
(Rutgers)



Jane Stoever  
Co-Chair  
(UC-Irvine)

**New Clinicians Committee Report**

The primary work of the New Clinicians Committee is to offer support, orientation, and an introduction to clinical education to those who are new. Traditionally, committee members plan and present CLEA's New Clinicians Conference every two years just before the start of the AALS Clinicians Conference. This year committee members are exploring NCC programming in new formats, such as presentations at the regional conferences and webinars. This spring we are also excited to announce Wendy Vaughn accepted to co-

chair the committee. If you are interested in joining the committee to support the efforts, we are seeking new members. Please reach out to either Wendy Vaughn at [wvaughn@niu.edu](mailto:wvaughn@niu.edu) or Chrissy Cerniglia at [ccernigl@law.stetson.edu](mailto:ccernigl@law.stetson.edu).



Wendy Vaughn  
Co-Chair  
(Northern Illinois)



Chrissy Cerniglia  
Co-Chair  
(Stetson)

**EXTERNSHIP EVENTS AT  
THE AALS CLINICAL  
CONFERENCE:**

**Externship Social Dinner,  
Sunday, April 29, 7:00 pm  
Park Grill**

**Externship Subcommittee  
Meetings:**

**Monday, April 30, 7:30-9 am  
224 S. Michigan Avenue, Suite  
250, Mezzanine Level**

**Wednesday, May 2, 7:30-8:45 am  
Location TBA**

**RSVP [here](#) or all three events**



## Report from CLEA Advocacy Committee



Kendall Kerew  
Co-Chair  
(Georgia State)



Joy Radice  
Co-Chair  
(Tennessee)

Recently on the Lawclinic and LEX-TERN listservs we shared comments (available [here](#)) from CLEA to the ABA Council on the Section of Legal Education and Admissions to the bar, drafted by the CLEA Advocacy Committee and approved by the Board of Directors. With gratitude for the hard work of the Advocacy Committee, we are happy to share this report from the Standards Review Committee recent hearings.

Earlier this month, the SRC of the ABA Council of the Section of Legal Education and Admissions to the Bar met to take testimony and consider proposed changes to Accreditation Standards 303 and 304 regarding experiential education and 501 and 503 regarding admissions.

CLEA was the only organization to submit a [comment](#) and to testify regarding the SRC's proposed revisions to Standards 303 and 304. Joy Radice, co-chair of CLEA's advocacy committee, presented CLEA's positions during the hearing.

The SRC had proposed a version of Standard 304 that did not include two important requirements – that experiential courses be “primarily experiential in

nature” and that students receive “direct supervision” from faculty in all three types of experiential courses. CLEA maintained that eliminating these two requirements would significantly weaken the six-credit experiential requirement and the SRC agreed. It unanimously voted to add the language “primarily experiential in nature” to 304(a) and to add “direct supervision” to the requirements. The newly-revised version of Standard 304, proposed by the SRC, appears below. The red, underlined language was added to Standard 304 during this month's SRC meeting:

**Standard 304. EXPERIENTIAL COURSES: SIMULATION COURSES, LAW CLINICS, AND FIELD PLACEMENTS**

(a) Experiential courses satisfying Standard 303(a)(3) are simulation courses, law clinics, and field placements that must be primarily experiential in nature and must:

(1) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;

(2) develop the concepts underlying the professional skills being taught;

(3) provide multiple opportunities for performance;

(4) provide opportunities for student performance, self - evaluation, and feedback from a faculty member, or, for a field placement, a site supervisor;

(5) include a classroom instructional component; or, for a field placement, a classroom instructional component, regularly scheduled tutorials, or other

means of ongoing, contemporaneous, faculty - guided reflection; and (6) provide direct supervision of the student's performance by the faculty member or, for a field placement, direct supervision by the faculty member or site supervisor.

With respect to the proposed revisions to Standards 501 and 503 regarding law school admissions, the current proposal by the SRC is to eliminate the requirement that law schools consider a standardized test score as part of the admissions process. CLEA, SALT, and ETS (Educational Testing Service, which administers the GRE), [supported](#) this proposed change, while LSAC strongly opposed it. Both CLEA and SALT stressed the negative impact the LSAT has had on diversity and the need for a more holistic approach to admissions. After the hearing, the SRC made no changes in its proposal regarding Standards 501 and 503.

The Council will consider the SRC's recommendations during its next meeting, scheduled for May 10-12, 2018, in Washington, D.C. The ABA Section on Legal Education is undergoing a major restructuring in that the Council, the Accreditation Committee, and the Standards Review Committee are being merged into one - leaving only the Council to do the work of all three.



## CLEA's Best Practices Committee Report



Melanie DeRousse  
Co-Chair  
(Univ. Kansas)



Laila Hlass  
Co-Chair  
(Tulane)

Beginning the summer of 2018, CLEA's Best Practices committee will present the "Teaching Justice Webinar Series": five one-hour webinar sessions highlighting new experiential approaches to teaching justice in the classroom during the 2018-2019 academic year.

Sessions will draw on the wisdom of current resistance movement and examine its intersection with criminal justice, immigration policy, racial justice, economic justice, and international human rights, among other issues. Each session will focus on a particular topic and class, where teachers will share teaching goals and methods, including assigned readings, prompts, and exercises. Additionally, participants can engage in a question and answer session after the presentations. The series seeks to highlight strategies including bringing voices of marginalized people into the classroom and bringing students into communities, prisons, courts, detention centers and other sites where they can grapple with concepts of accompaniment, client-centered advocacy, and justice.

Speakers will include: Annie Lai, Assistant Clinical Professor of Law and Co-Director, Immigrant Rights Clinic at

UC Irvine; Amna Akba, Assistant Professor of Law, Ohio State University, Moritz College of Law; E. Tendayi Achuime, Assistant Professor of Law, UCLA Law School; Renee Hatcher, Director of the Business Enterprise Law Clinic, Assistant Professor of Law at The John Marshall Law School; Eve Hanan, Associate Professor of Law, UNLV-William Boyd School of Law, and more speakers will be announced at a later date. Further information regarding registration and the dates of series, will be posted on the lawclinic listserv and CLEA's website.

During 2017, CLEA's Best Practices committee engaged with the law teaching community at conferences across the country in an effort to share ideas in implementing the many excellent ideas in *Building on Best Practices: Transforming Legal Education in a Changing World* (LexisNexis 2015), edited by [Deborah Maranville](#), [Lisa Radtke Bliss](#), [Carolyn Wilkes Kaas](#), [Antoinette Sedillo Lopez](#) and featuring contributions by a multitude of clinicians. Committee members and book contributors presented at the AALS Clinicians' Conference in Denver in May, the Institute for Law Teaching and Learning Conference in Little Rock in July, and the Midwest Conference on Clinical Legal Education in October.

Melanie DeRousse (Kansas) and Laila Hlass (Tulane) are co-chairing the committee for 2018-2019. Committee members include Susan Brooks (Drexel), Jill Engle (Penn State), Carolyn Kaas (Quinnipiac), Allison Korn (UCLA), and Emily Suski (South Carolina).

## CLEA Conference Committee Report

The CLEA Conference Committee (D'lorah Hughes, Margaret Johnson, Lisa Martin, Jeff Pokorak, Bob Probasco) is pleased to report its support for the following events and conferences during the 2017-18 term:

- Applied Legal Storytelling Conference
- Externships 9
- Midwest Clinical Conference
- National Law School Veterans Clinic Consortium Conference
- New England Clinical Conference
- Southern Clinical Conference

Information on upcoming and past events and the application for sponsorship are available at: <http://www.cleaweb.org/Conferences-Events-&-Meetings>. If you have questions or information on an event you'd like posted, please email us at [events@cleaweb.org](mailto:events@cleaweb.org).



D'lorah Hughes  
Chair  
(UC-Irvine)

CLINICAL LEGAL EDUCATION BY THE NUMBERS

A recurring column by Robert Kuehn, Washington University School of Law



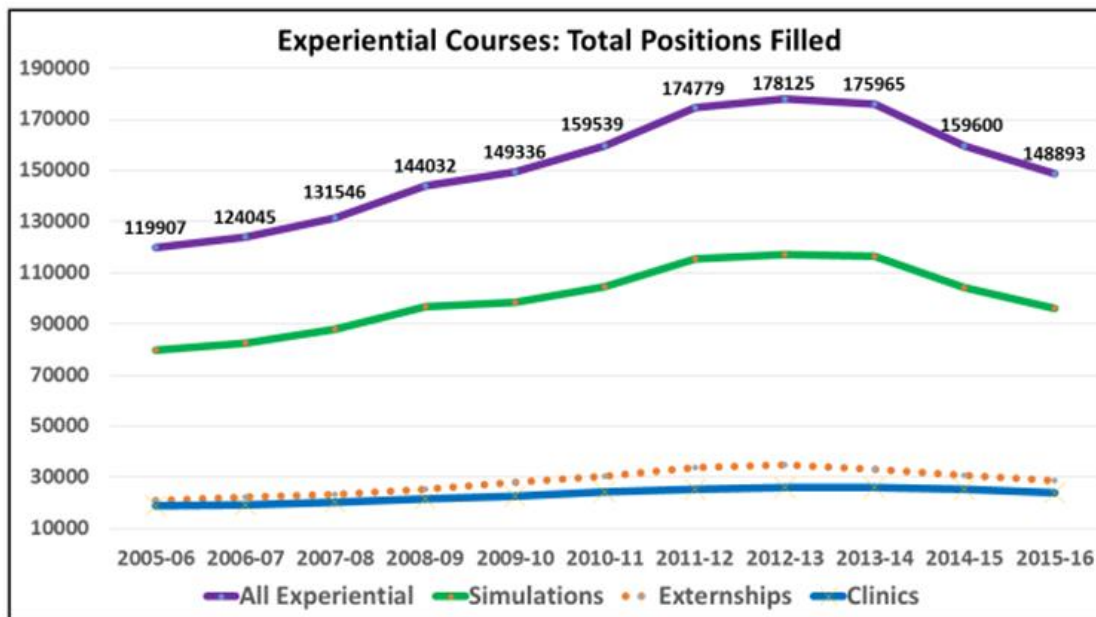
Mandatory Professional Skills Training: What a Long Strange Trip It's Been

The ABA first adopted standards for accreditation of law schools in 1921. But, as explained in a recent article by my colleague Peter Joy, it was not until 1993 that schools were required to provide a program of education that would prepare students for the practice of law, not simply for admission to the bar. And not until 2005 did schools have to begin to ensure that each J.D. student receives instruction in the professional skills necessary for effective participation in the legal profession. Even then, the ABA determined that a student needs only "one solid credit" hour of skills training to be considered adequately prepared to begin the practice of law.

Since the adoption of a professional skills requirement, law school enrollment has declined precipitously, graduates have struggled to find employment, and bar passage rates

have dropped in many states. In the midst of this turbulent period, in 2014 the ABA recognized the inadequacy of its one-credit skills requirement and adopted a six-credit experiential requirement that will apply to graduates starting next year. With a decade of mandatory professional skills training now completed, it is a good time to examine enrollment trends in law clinic, externship, and simulation courses over the past ten classes of law students.

Reviewing data submitted to the ABA in annual questionnaires certified by each school's dean to be true, accurate, and complete, there has been significant growth in enrollment in experiential courses since academic year 2005-2006. Total enrollment in law clinic, externship, and simulation courses has increased by almost 25% over the past ten years.



Some of the growth before 2011 might be attributable to increased law school enrollment. But, as seen below, the rate of increased participation in experiential courses has far outpaced law school enrollment, which is down by over 20%. It is also of note that the growth in experiential course enroll-

ment started even before the first group of graduates were subject to the new one-credit professional skills requirement so this increased enrollment was fueled by much more than that requirement.

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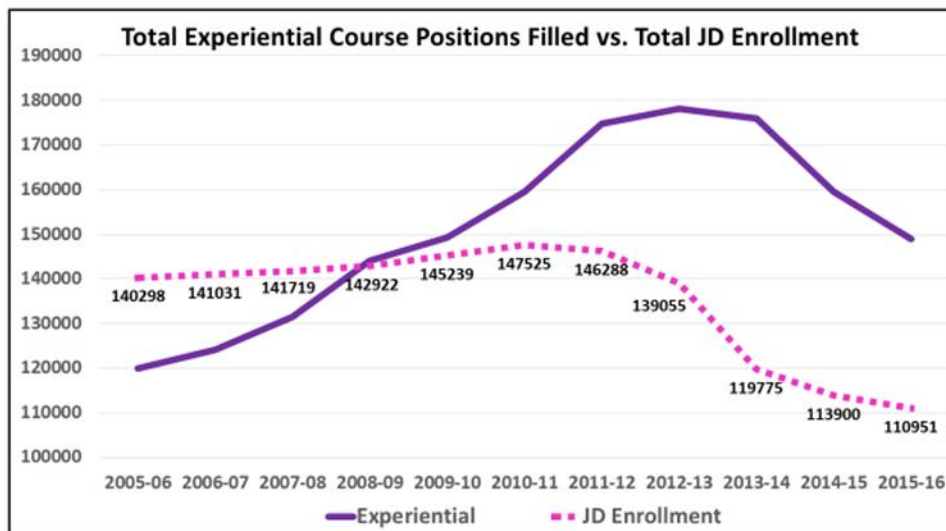


CLINICAL LEGAL EDUCATION BY THE NUMBERS

A recurring column by Robert Kuehn, Washington University School of Law

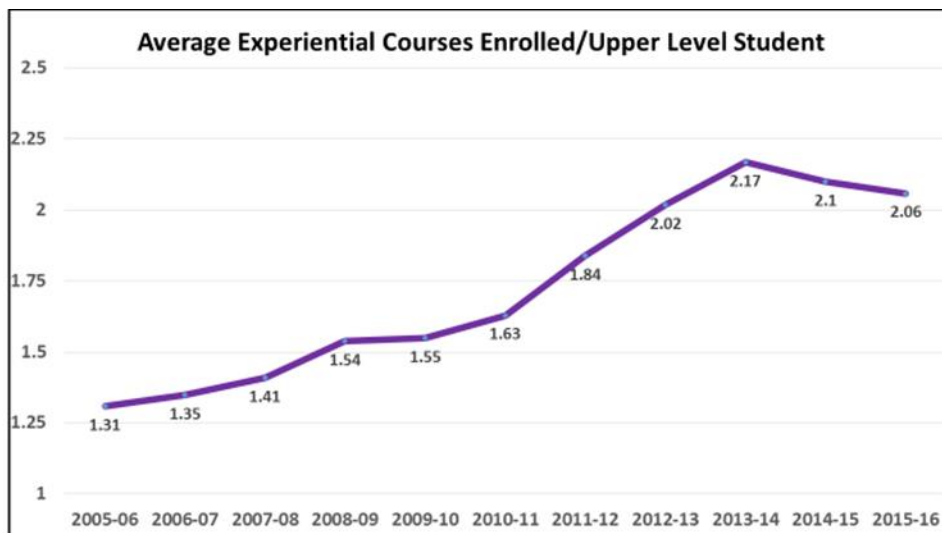


Mandatory Professional Skills Training: What a Long Strange Trip It's Been, continued



This experiential course growth independent of law school enrollment is illustrated in the next two graphs, which track enrollment growth per upper-level student. Although slightly the last few years, upper-level students enrolled in an

average of 2.06 experiential courses in 2015-16, a 57% increase in enrollment per student over the ten-year period.



Law clinic and externship enrollment reflect this growth. Clinic enrollment is up 57% and externship up 74% (the ABA stopped requiring schools to report actual law clinic positions “filled” after 2016; only purported positions

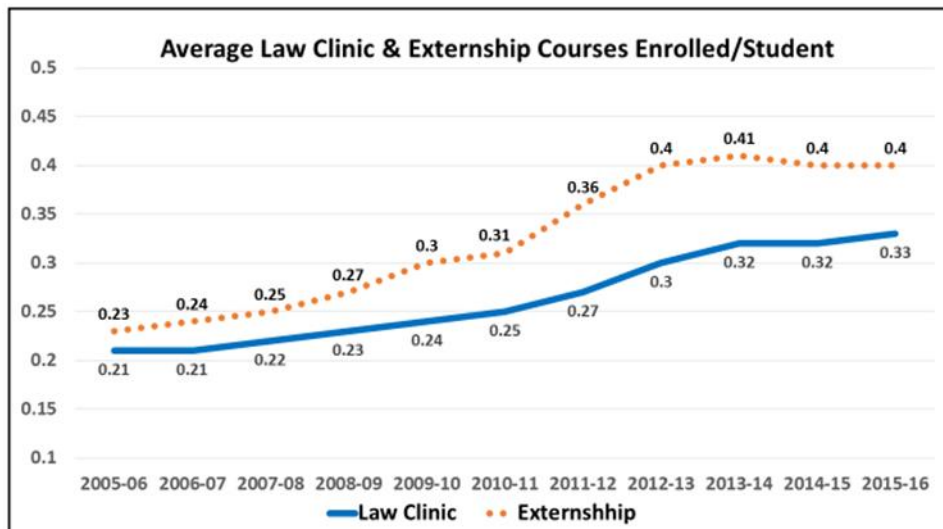
“available” is now reported). Enrollment in externships has always exceeded clinic enrollment but was particularly strong beginning in 2011, a time when graduate employment rates dropped significantly.

**CLINICAL LEGAL EDUCATION BY THE NUMBERS**

*A recurring column by Robert Kuehn, Washington University School of Law*

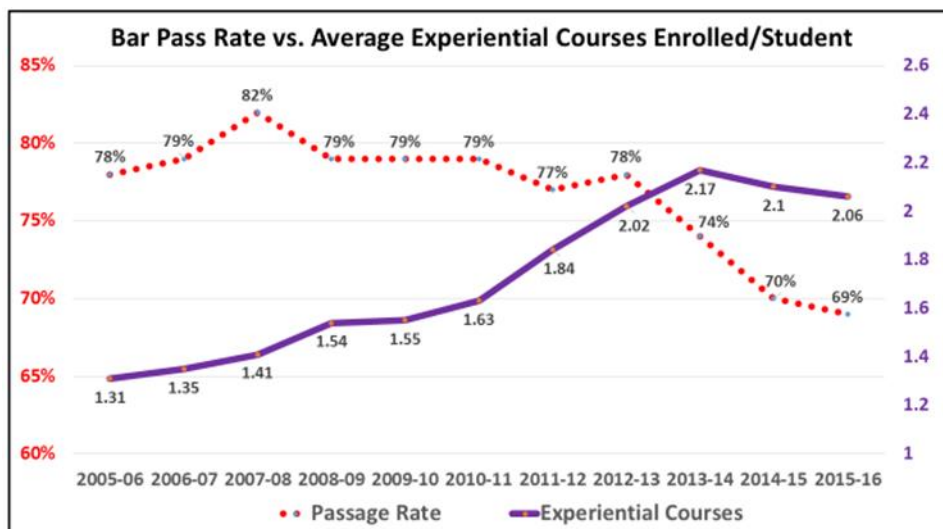


**Mandatory Professional Skills Training:  
What a Long Strange Trip It's Been, continued**



Some have suggested that the recent drop in bar passage may be due to increased enrollment in experiential courses and the possible substitution by students of skills courses for typical doctrinal coursework. However, the next graph indicates that [bar passage rates](#) were fairly steady from 2006-2013,<sup>3</sup> a time when experiential course enrollment increased by over 50%, and the recent decline in

bar passage coincided with decreased experiential enrollment. In addition, David Moss (Wayne State) and I will be publishing the results of our joint study of ten years of law graduate performance on the bar exam which finds no association (positive or negative) between taking experiential courses and passing the bar.



Others posit that rather than the increase in experiential course enrollment, the bar passage decline may be due to the decreased LSAT credentials of entering J.D. students,

an association seen in the next graph plotting the median LSAT of entering students against bar exam results three years later.

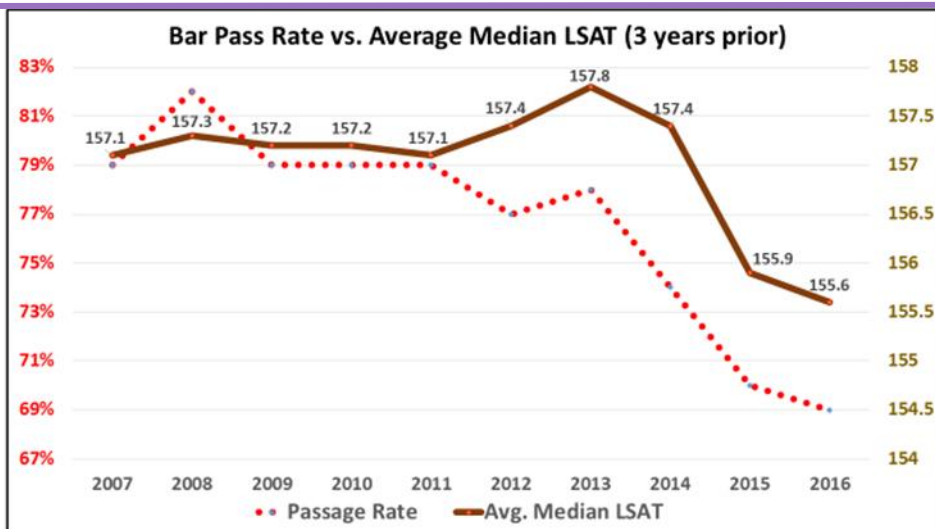
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CLINICAL LEGAL EDUCATION BY THE NUMBERS

A recurring column by Robert Kuehn, Washington University School of Law

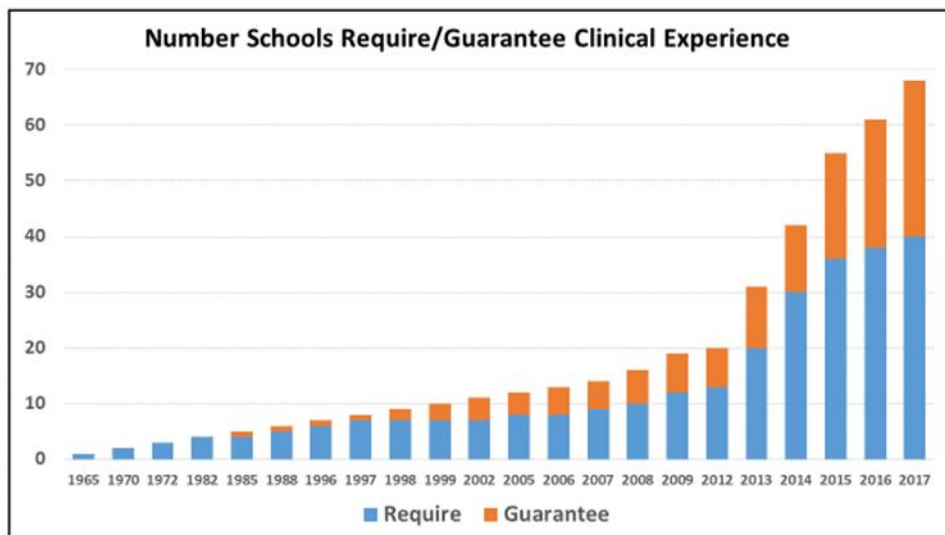


Mandatory Professional Skills Training: What a Long Strange Trip It's Been, continued



When the ABA was debating the increase in required experiential coursework in 2014, it also considered a request to require every student to obtain a real-life practice experience through a law clinic or externship. Although the ABA declined to require every J.D. student to graduate with

a clinical experience, there has nonetheless been a dramatic increase in the number of schools that require or guarantee enrollment in a law clinic or externship course before graduation, increasing from just 12 schools in 2005 to 68 in 2017:



Because of the growth in available positions for students in law clinic and externship courses over the past decade, many more schools also could easily require or guarantee a clinical experience to every student. In their most recent reports to the ABA, 90% of schools had sufficient capacity in their existing law clinic and externship courses to adopt a require-

ment or guarantee without adding any additional courses or slots for students. Yet, only 33% of schools currently ensure that each graduate may have a clinical experience in spite of [evidence showing that a clinical experience can be provided to all students](#) without the need to increase tuition.<sup>4</sup>

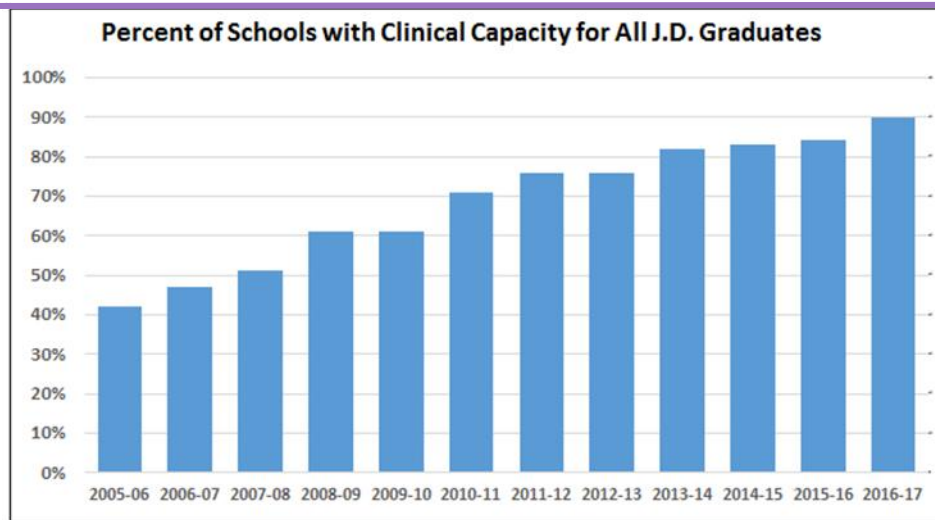
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## CLINICAL LEGAL EDUCATION BY THE NUMBERS

A recurring column by Robert Kuehn, Washington University School of Law



**Mandatory Professional Skills Training:  
What a Long Strange Trip It's Been, continued**



It took the ABA over 70 years to recognize that the purpose of law schools, like all other professional schools, is to prepare its graduates for successful entry into their profession, not just success on a licensing exam. The recent adoption of a skills requirement was an important step toward that preparation. But, a mere six credits is hardly sufficient training in the “professional skills needed for

competent and ethical participation as a member of the legal profession” that the accreditation standards require.<sup>5</sup> Let’s hope it’s not another 70 years before law students are finally provided the enhanced professional skills training that they truly need to successfully begin the practice of law and is common in other professional schools, including a mandatory clinical experience for all graduates.

### Notes

<sup>1</sup> Peter A. Joy, *The Uneasy History of Experiential Education in U.S. Law Schools*, \_\_\_ DICK. L. REV. \_\_\_ (forthcoming 2018), available at [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3129111](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3129111).

<sup>2</sup> Enrollment data available at <http://www.abarequireddisclosures.org> (2011-2017) and ABA-LSAC OFFICIAL GUIDE TO ABA-APPROVED LAW SCHOOLS (2005-2010).

<sup>3</sup> Bar exam statistics available at <http://www.ncbex.org/statistics-and-research/statistics/statistics-archives/>.

<sup>4</sup> Robert R. Kuehn, *Universal Clinical Legal Education: Necessary and Feasible*, 53 WASH. U. J.L. & POL’Y 89 (2017), available at [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2942888](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2942888).

<sup>5</sup> AM. BAR ASS’N, 2017-2018 STANDARDS AND RULES OF PROCEDURE FOR APPROVAL OF LAW SCHOOLS, Std. 302(d), available at [https://www.americanbar.org/groups/legal\\_education/resources/standards.html](https://www.americanbar.org/groups/legal_education/resources/standards.html).

### Robert Kuehn

is Associate Dean of  
Clinical Education & Professor of Law  
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## Reflections on #MeToo

by

Jane K. Stoeber

The voices and choruses of “me too” have been on my mind and heart this year, especially as national attention expanded from famous actors and celebrities to farmworkers, hotel workers, law clerks, USA Olympic gymnasts, and so many more. Sites of vulnerability and problematic power differentials were exposed, people spoke out in bold demonstrations of solidarity, there were consequences, and the ultimate reach continues. It has to.

Through #MeToo—a movement created by Tarana Burke in Harlem a decade ago and popularized by Alyssa Milano with her October 15th social media post—we see just how common and ceaseless sexual assault, abuse, and harassment are. Millions of people around the world considered their own experiences and mustered up courage to make a public statement, even if only to post #MeToo without any details. Within a day, nearly half of Facebook users in the United States were friends with someone who had posted “Me too,” and millions more offered “Me too” posts in the following months. And there is a real solidarity that comes from hearing the voices and stories of your real-life friends and family—experiences that can’t readily be dismissed—which was part of the story of marriage equality.

#MeToo caused us to consider and catalog what we’d tolerated, endured, and survived. Memories that had been

tucked away were now on a replay reel, and sleep was difficult. My Domestic Violence Clinic students and I talked about the fact that many of us were recalling incidents and what emotionally consuming work it was, and we thought harder about what we ask of our clients.

#MeToo caused individuals to consider whether their experiences “counted” as #MeToo moments, with definitional questions loaded with societal conceptions and judgment. My students and I discussed how we each come to the clinic with different understandings of gender-based violence, how our clients have to self-identify as desiring domestic-violence-related interventions to come to a domestic violence clinic, and how stories of sexual violence can be especially hard to tell in court. I’ve been in conversation with many clients seeking to make sense of sexual assault and reproductive coercion in intimate relationships—clients describing events, pausing, and asking, “Was that rape?” I prepare my students that, during client interviews, they may receive very different responses to the question, “Were you raped?” as compared with, “Did you ever engage in sexual activity because you were afraid of what would happen if you didn’t?” or, “Did your partner ever harm you during sex?” A judge recently brusquely interrupted a client’s testimony about physical assault and forced sex to ask, “Are you talking about rape?” Our client responded, “I guess so, but it hap-

pened so much.” We’re not as accustomed to thinking about these violations in intimate, trusted relationships.

In addition to #MeToo sparking these discussions, we reflected on movement politics and how the #MeToo movement was displaying some of the same faults of earlier feminist movements, omitting or silencing certain voices and perspectives. We also talked about vast, tragic, heartbreaking institutional failures.

As media accounts continued, we saw people getting fired or quickly leaving their jobs, and we talked about what our clients want. More often than not, they don’t desire or pursue jail time. They instead want peace, freedom from violence for themselves and their children, and eventual freedom from hurt and anger about the abuse. We had conversations about what justice, accountability, healing, and redemption might look like.

The future of feminism shouldn’t be limited by our imaginations or the current civil and criminal justice systems. It must recognize compound trauma histories and know the urgency of intersectionality. We have to keep asking people what they want, what they need, how they’re doing, and we have to really listen and see if we can deliver. As we make this movement, I hope we can have tough conversations about what justice means, whether forgiveness is part of the conversation, and how we can

*Continued on p. 14*



**Reflections on #MeToo**

by

**Jane K. Stoever**

avoid past failures. This movement isn't just about reckoning, but should be about radical change, healing, and even redemption.

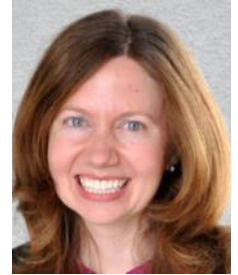
I hope to see you at the clinical conference and to continue the conversation.

**Jane K. Stoever**

is  
Clinical Professor of Law

&  
Director, Domestic Violence Clinic

at  
University of California, Irvine School of Law.



**Good News : Moves, Honors & Promotions**



**Nick Schroeck (Wayne State)**, Assistant Professor and Director of the Transnational Environmental Law Center, was honored by the Great Lakes Environmental Law Center.

**American's Bob Dinerstein** (Disability Rights Law Clinic) is now an associate editor for the Journal of Legal Education (Feb 2018-present).



**Brett Dignam**, Clinical Professor of Law, has been named **Columbia** Law School's first Vice Dean of Experiential Education.

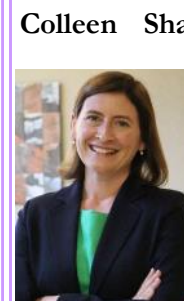
Experiential Education.



**Casey Faucon (Denver)** will be Assistant Professor and Director of the Entrepreneurship & Nonprofit Clinic, University of Alabama School of Law (starting July 1, 2018).



**Machelle Hall**, Clinical Instructor in the **Tulane** Law School Environmental Law Clinic, received the 2018 CityBusiness Leader in Law Award.



**Colleen Shanahan (Temple)** will be joining **Columbia** Law School faculty as Associate Clinical Professor of Law in July.



**Tanya Asim Cooper (Pepperdine)** received a [fellowship](#) to attend the Harris Manchester College Summer Research Institute in the University of Oxford.

**JoNel Newman (Miami)**, Health Rights Clinic, has been awarded this year's C. Clyde Atkins Civil Liberties Award by the Miami Chapter of the ACLU.



**Norrinda Brown Hayat, (UDC)** will be joining the **Rutgers** faculty and will become the new Director of the Rutgers Civil Justice Clinic and Associate Clinical Professor on the Newark campus this Fall.



**Caroline Bettinger-Lopez (Miami)** received a [Roddenberry fellowship](#) to start the COURAGE (Community Oriented and United Responses to Address Gender Violence and Equality) Project.



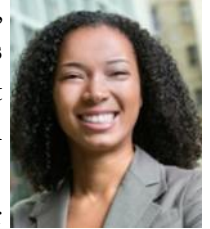
**Judy McMorrow (Boston College)** will be its newest Dean of Experiential Learning as of July 1, 2018. She will also be overseeing BCLS's international initiatives.





### Good News : Moves, Honors & Promotions

The AALS Clinical Section Executive Committee is pleased to announce that Professor **Alina Ball**, founding director of the Social Enterprise & Economic Empowerment Clinic at **UC Hastings College of the Law**, has been selected as this year's recipient of the Clinical Section's Shanara Gilbert Award! **The award will be presented to Alina during our luncheon at the Clinical Legal Education Conference in Chicago, on Monday, April 30.**



Designed to honor an "emerging clinician," the award honors a clinical professor with ten or fewer years of experience who has (1) a commitment to teaching and achieving social justice, particularly in the areas of race and the criminal justice system; (2) a passion for providing legal services and access to justice to individuals and groups most in need; (3) service to the cause of clinical legal education or to the AALS Section on Clinical Legal Education; (4) an interest in international clinical legal education; and (5) an interest in the beauty of nature (desirable, but not required).

The Clinical Section's Awards Committee, which recommended Alina for this award, emphasized Alina's cutting-edge work building the Social Enterprise & Economic Empowerment (SEEE) Clinic, which she designed to help students understand how corporate law can impact the advancement of social and economic justice in low-income and working class communities of color. The SEEE Clinic has provided foundational transactional support to important community groups, including a Latino farmworker cooperative seeking to run its own water company and an urban business that hires and trains adults with criminal convictions or without high school degrees. Her work to address reentry as a community economic development issue was highlighted as a pioneering aspect of her Clinic. The committee also stressed Alina's deep and reflective scholarship, which has blazed a new trail in understanding social enterprise, and her award-winning teaching (she is recipient of the 2016 Student Choice Award for Faculty Member of the Year and won the inaugural award for Outstanding Faculty Contributions to the UC Hastings Community). Alina's students emphasize her ability to contextualize clients' missions and teach higher order skills needed to be successful counsel for community-based organizations. In addition, Alina has shown a sustained commitment to serving as in-house counsel to groups that promote access to justice, and has been a leader in the clinical community in deepening transactional pedagogy to promote economic empowerment. Please join us in extending a hearty congratulations to Alina for this richly deserved award!

### **The *Clinical Law Review* will hold its next **Clinical Writers' Workshop** on Saturday, September 22, 2018 at NYU Law School. The registration deadline is June 30, 2018.**

The Workshop provides an opportunity for clinical teachers who are writing about any subject (clinical pedagogy, substantive law, interdisciplinary analysis, empirical work, etc.) to meet with other clinicians writing on related topics to discuss their works-in-progress and brainstorm ideas for further development of their articles. Attendees will meet in small groups organized, to the extent possible, by the subject matter in which they are writing. Each group will "workshop" the draft of each member of the group.

**By June 30, all applicants will need to submit a 3-5 page mini-draft or prospectus. Full drafts of the articles will be due by September 1, 2018. Applicants for scholarships will be required to submit, with their 3-5 page prospectus that is due by June 30, a proposed budget for travel and lodging and a brief statement of why the scholarship would be helpful in supporting their attendance at this conference.**

Information about the Workshop – including the Registration form, scholarship application form, and information for reserving hotel rooms – is available [on-line](#). Comments and suggestions should be sent to [Randy Hertz](#).



**Good News : Moves, Honors & Promotions**

**Jayesh Rathod (American)** received the Pauline Ruyle Moore Scholarship Award, for *Danger and Dignity: Immigrant Day Laborers and Occupational Risk*, 46 Seton Hall L. Rev. (2016).



**Sandy Freund (Rutgers)** has been recommended for promotion to the Rutgers version of “clinical tenure” on the Clinical Scholar track.



**Rachel Moran (Denver)** will be Assistant Professor at University of St. Thomas (MN) School of Law beginning July 1, 2018.

**Lisa Jordan**, Professor of the Practice, has assumed the directorship of the **Tulane** Environmental Law Clinic.



**Joanne Gottesman (Rutgers)** was honored with the “Defensores de la Justicia” Award at the 15th Annual Alianza Banquet.



**John Kettle III (Rutgers)** has been recommended for promotion to the Rutgers version of “clinical tenure” on the Clinical Scholar track.



**New Clinicians**

**Katie Meyer** joins the faculty of **Washington University** School of Law as Director of our new Immigration Clinic. Katie joins WashU from the Migrant & Immigrant Community Action Project where she has been the Program Coordinator and Supervising Attorney.



**Amelia Wilson** will be joining **Columbia** Law School's Immigrants' Rights Clinic on July 1 as a Supervising Attorney .

**Jonathan Smith** joins the faculty of **Washington University** School of Law as the new Director of our Entrepreneurship Clinic. He joins WashU after serving as Deputy City Attorney for Redwood City, California, and practicing at Fenwick & West.



**Remembrances**

**Roger C. Wolf**  
**(Maryland)**  
1941-2017  
[Obituary](#)



**Jim Trowbridge**  
**(Quinnipiac)**  
1941-2018  
[Obituary](#)







**Retirements & Emeritus**

**Elliott Milstein**, one of the founders of clinical legal education, has taken emeritus status after 45 1/2 years at **American** and one year as a clinical teacher at the University of Connecticut.



**Carol Liebman (Columbia)**, Clinical Professor and Director of Clinical Programs will be going emerita on June 30, 2018.



**Jack Feinstein**, Director of the **Rutgers** Civil Justice Clinic, retired in December, 2017. Jack started working as a Clinical Staff Attorney at the Rutgers Urban Clinic in 1982.



**Good News: Books & Publications**

**Anne M. Choike (Wayne State)** *Gallery-Supported Art Exhibitions:*



*Critiquing Crayola*, 9 Colum. J. Tax L. 67 (2017).

**Sandy Freund (Rutgers)** (pic on p. 15); *IRS Retirement Levies: What's Become of a Secure Future?*, 158 Tax Notes 507 (2018).

**Patience Crowder (Denver)**, *Contracting for Complexity: Collective Impact Agreements in Community Economic Development*, Journal of Affordable Housing & Community Development Law, Volume 26-1 (2017) (Symposium); *Impact Transaction: Lawyering for the Public Good Through Collective Impact Agreements*, was selected for inclusion in the eleventh edition of the Environmental Law and Policy Annual Review (ELPAR).



**David R. Katner (Tulane)** *Up In Smoke: Removing Marijuana from Schedule I*, forthcoming, Boston University Public Interest Law Journal (2018); *Creating State or Regional Dental Registries to Identify Pediatric Dental Abuse or Neglect*, 1(5) Biomedical Journal of Scientific and Technical Research (Oct. 20, 2017); *Considerations in Identifying Pediatric Dental Neglect and the Legal Obligation to Report*, 147(10) Journal of the American Dental Association 812 (Oct. 2016) (with Christopher Brown and Suzanne Fournier).



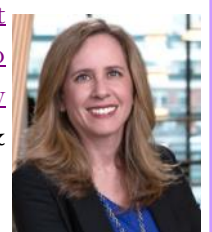
**Leah Hill (Fordham)** *Disrupting the Trajectory: Representing Disabled African American Boys in a System Designed to Send Them to Prison*, 45 Fordham Urb. L.J. 201 (2017); *Loving Lessons: White Supremacy, Loving v. Virginia, and Disproportionality in the Child Welfare System*, Fordham Law Review, Forthcoming, Spring 2018.



**John Craft (Faulker)** *New Elder Abuse Protection Orders*, 79 ALA. LAW. 1, 42 (2018).



**Michele Gilman (Baltimore)**, [Davos Grapples with Inequality](#), The Conversation, Jan. 26, 2018; [Three Myths About the Poor That Republicans are Using to Support Slashing US Safety Net](#), The Conversation & Salon, Dec. 13, 2017.



## Good News: Books & Publications



**Tamara Kuennen (Denver)** *Intimate Partner Violence & Men's Professional Sports*, with Chelsea Augelli, \_\_\_ Sports & Entertainment L.J. \_\_\_ (forthcoming 2018).

**Robert Kuehn (Washington Univ. - St. Louis)** (pic on p. 12) [\*Addressing Bias in Administrative Environmental Decisions\*](#), 37 J. OF NAT. ASS'N OF ADMIN. L. JUDICIARY 693 (2017).



**Margaret E. Johnson (Baltimore)**, *Feminist Judgments & #MeToo*, 94 Notre Dame L. Rev. Online \_\_ (2018) (forthcoming).



**Claire Donohue (American)** [\*A Feminist Framing of Non-Consensual Pornography\*](#), 17 U. Md. L. J. Race Relig. Gender & Class 247 (2017).



**Robert Holmes (Rutgers)** REFLECTIONS ON NEWARK: THE GIBSON YEARS, 1970-86 (RUTGERS UNIVERSITY PRESS; FORTHCOMING 2018, Robert Holmes Ed.)

**John B. Snyder, III (Baltimore)** co-authored Chapter 2 of Effectively Representing Your Client Before the IRS, 8th Edition, to be published by the American Bar Association Section of Taxation in spring 2018.



**Paul Radvany (Fordham)** *The Importance of the Federal Rules of Evidence in Arbitration*, Symposium 36 Rev. Litig. 469 (2017).

**Jon C. Dubin (Rutgers)**, 2018 UPDATE FOR SOCIAL SECURITY LAW, POLICY & PRACTICE: CASES AND MATERIALS (CO-AUTHORED W/ FRANK S. BLOCH, AMERICAN CASEBOOK SERIES, WEST ACADEMIC PUB. CO.) (2018); SOCIAL SECURITY DISABILITY LAW AND PROCEDURE IN FEDERAL COURT (2018 EDITION; CO-AUTHORED WITH CAROLYN A. KUBITSCHKE) (THOMSON REUTERS PUB. CO.) (2018).



**Philip Genty (Columbia)**, *Celebrating the Difference: A U.S. Educator's Perspective on Legal Education Under the Civil and Common Law*, in RE-THINKING LEGAL EDUCATION UNDER THE CIVIL AND COMMON LAW: A ROADMAP FOR CONSTRUCTIVE CHANGE 1 (Richard Grimes ed., 2018) (Routledge).



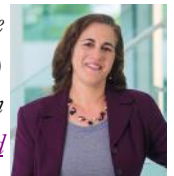
**Shoba Sivaprasad Wadhia (Penn State)**, [\*Immigration Enforcement Under Trump: A Loose Cannon\*](#) on Harvard Law Review Blog; [\*Countdown to DACA Deadline\*](#) on American Constitution Society Blog.



**Christopher Lasch (Denver)** [\*Understanding "Sanctuary Cities"\*](#), 59 B.C. L. REV. \_\_ (with R. Linus Chan, Ingrid Eagly, Dina Francesca Haynes, Annie Lai, Elizabeth M. McCormick, and Juliet P. Stumpf, forthcoming 2018); *A Common-Law Privilege to Protect State and Local Courts During the Cimmigration Crisis*, 127 YALE L.J. F. 410 (2017), [\*Cimmigration Resistance and the Case of Sanctuary City Defunding\*](#), 57 SANTA CLARA L. REV. 539 (with Annie Lai, 2017).



**Jenny Roberts (American)** *Misdemeanors and the Innocence Movement*, 98 B.U. L. Rev. 101 (2018) (symposium on *Misdemeanor Machinery: The Hidden Heart of the American Criminal Justice System*); [\*Informed Misdemeanor Sentencing\*](#), 46 Hofstra L. Rev. 171 (2018) (symposium on Judicial Responsibility for Justice in Criminal Courts); [\*Training for Bargaining\*](#), 57 William & Mary L. Rev. 1445 (2016) (co-authored with Prof. Ronald Wright); [\*Supreme Court Supports Immigrant's Right to Understand Consequences of Conviction\*](#), Collateral Consequences Resource Center, (June 27, 2017).



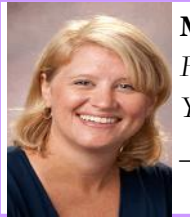
## Good News: Books & Publications



**Llezlie Green Coleman (American)**, *Rendered Invisible: African American Low-Wage Workers and the Workplace Exploitation Paradigm*, 60 How. L.J. 61 (2016); *Disrupting the Discrimination Narrative: An Argument for Wage and Hour Laws' Inclusion in Antisubordination Advocacy*, 14 Stan. J. Civ. Rts. & Civ. Liberties 49 (2018).



**Peter Joy (Washington Univ. - St. Louis)**, *The Uneasy History of Experiential Education in U.S. Law Schools*, \_\_ DICK. L. REV. \_\_ (forthcoming 2018); *A Judge's Duty to Do Justice: Ensuring the Accused's Right to the Effective Assistance of Counsel*, 46 Hofstra L. Rev. 139 (2017); *Postconviction Prosecutorial Duties*, 32 CRIM. JUST. 53 (Winter 2018) (co-author).



**Meredith Schalick (Rutgers)**, *The Sky is Not Falling: Lessons and Recommendations from Ten Years of Reinstating Parental Rights*, 51 FAM. L. Q. \_\_ (forthcoming 2017).

**Cori Alonso-Yoder (American)** Response, *Jennings v. Rodriguez: Against the Backdrop of Executive Enforcement and Legislative Inaction, the Court Revisits the Issue of Prolonged Immigration Detention*, Geo. Wash. L. Rev. On the Docket (Mar. 5, 2018).



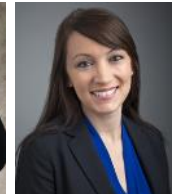
**John Kettle (Rutgers)** (pic on p. 16), *Conceptual Expression in a Copyright World: Protecting Ideas From the Shadow of Preemption, A Call for Legislative Action*, 17 J. MARSHALL INTELL. PROP. L. REV. 1 (2017).

**Bob Dinerstein (American)** (pic on p. 14), *Supported Decision-Making for People with Disabilities: International Origins and Influences*, 42 (3) TASH CONNECTIONS 15-18 (Fall 2017); *Supportive Decision Making as an Alternative to Guardianship*, National Alliance for Direct Support Professionals (NADSP) 14 (2) Frontline Initiative (2017)—Published by University of Minnesota, Research and Training Center on Community Living (RTC), Institute in Community Integration.

**Jennifer Rosen Valverde (Rutgers)**, *Preparing Tomorrow's Lawyers to Tackle 21st Century Health and Social Justice Issues*, 95 DENVER L. REV. \_\_ (forthcoming 2018); *An Indefensible Idea: Eliminating Individualization from the Individuals with Disabilities Education Act*, 46 J. L. & EDUC. 235 (2017).



**Nicole Godfrey & Danielle C. Jefferis (both Denver)** *Chapman v. Federal Bureau of Prisons: Stopping the Venue Merry-Go-Round*, \_\_ DENVER L. REV. ONLINE \_\_ (forthcoming 2018).



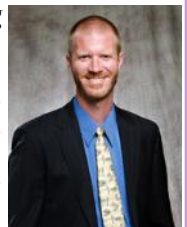
**Rob Rubinson (Baltimore)**, *Realizing Dispute Resolution: Meeting the Challenges of Realism through Mediation*, 18 Nev. L. J. 1 (2017).



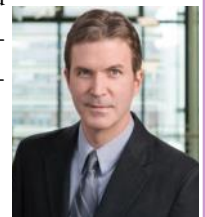
**Bernice Grant (Fordham)**, *Symposium, Democratizing Entrepreneurship: Online Documents, Tools, and Startup Know-How*, J. Affordable Housing & Commun. Dev. L. 26 (1), 193-224 (with Praveen Kosuri and Jeff Thomas).



**Kevin Lynch (Denver)**, *Forced Pooling as Private Eminent Domain*, Sabin Colloquium on Innovative Environmental Law Scholarship, Columbia Law School, New York, NY (May 31 – June 1, 2018).



**Dan Hatcher (Baltimore)**, *Maryland Needs to Stop Forcing Foster Children to Pay for Their Own Care*, Baltimore Sun, April 2, 2018.





## Good News: Books & Publications



**Alexis Karteron (Rutgers)**, *Arrested Development: Rethinking Fourth Amendment Standards for Seizures and Uses of Force in Schools*, 18 NEV. L. J. \_\_\_\_ (forthcoming 2018).

**Rachel Moran (Denver)** (pic on p. 15), *In Police We Trust*, 62 Villanova Law Review 953 (2017).



**Binny Miller (American)**, *Cultural Brokers in the Changing Landscape of Legal Education: Associate Deans of Experiential Education*, 2 J. of Experiential Learning 98 (2017); *"Everything you need is in here": Missing Elements in a Trauma-Sensitive, Multiracial Framework for Foster Parenting*, 6 Ind. J. L. and Social Equality 112 (2018) (with Maya Coleman).



**Laura Rovner (Denver)**, *On Litigating Constitutional Challenges to The Federal Supermax: Improving Conditions And Shining a Light*, 95 Denver U. L. Rev. 457 (2018).

**Sherizaan Minwalla (American)**, *Voices of Yazidi Women: Perceptions of Journalistic Practices in the Reporting on ISIS Sexual Violence*, 67 Women's Studies Int'l F. 53 (March-April 2018) (with Johanna Foster).



**Victoria Phillips (American)**, *Beyond Trademark: The Washington Redskins Case and the Search for Dignity*, 92 Chi.-Kent L. Rev. 1065 (2017).



**Stacy Seicshnaydre (Tulane)**, *Rigging the Real Estate Market: Segregation, Inequality, and Disaster Risk* (with Robert A. Collins, Cashauna Hill, and Maxwell Ciardullo) published in April 2018 by The Data Center as part of its New Orleans Tricentennial Prosperity Index series; *The Legacy and the Promise of Disparate Impact*, in THE FIGHT FOR FAIR HOUSING: CAUSES, CONSEQUENCES, AND FUTURE IMPLICATIONS OF THE 1968 FEDERAL FAIR HOUSING ACT (Gregory D. Squires ed., 2018) (with Morgan Williams); *Disparate Impact and the Limits of Local Discretion after Inclusive Communities*, 24 GEO. MASON L. REV. 663 (2017).



**Lindsey Webb (Denver)**, *Legal Consciousness as Race Consciousness: Expansion of the Fourth Amendment Seizure Analysis Through Objective Knowledge of Police Impunity*, 48 Seton Hall L. Rev. 403 (2018); *Positive Disruption: Addressing Race in a Time of Social Change Through a Team-Taught, Reflection-Based, Outward-Looking Law School Seminar*, co-authored with Alexi Freeman, Univ. of Penn. Journal of Law and Social Change (forthcoming); *Slave Narratives and the Sentencing Court*, N.Y.U. Review of Law & Social Change (forthcoming).



**Laura Cohen (Rutgers)**, RIGHTS, RACE, AND REFORM: 50 YEARS OF CHILD ADVOCACY IN THE JUVENILE JUSTICE SYSTEM (CO-EDITED WITH KRISTIN HENNING AND ELLEN MARRUS) (ROUTLEDGE PUBLISHING, FORTHCOMING 2018); *Cruel and Unusual: The Senseless Stigmatization of Youth Registries*, CRIMINAL JUSTICE (Spring 2018).



**Lauren E. Bartlett (Ohio Northern)** (pic on pgs. 3, 21), *A Human Rights Code of Conduct: Ambitious Moral Aspiration for the Public Interest Law Office or Law Clinic*, ST. JOHN'S L. REV. (forthcoming 2018); *Local Human Rights Lawyering*, ST. LOUIS U. L.J. (forthcoming 2018); *Bridging the Gap: A Joint Negotiation Project Crossing Legal Disciplines*, TOURO JOURNAL OF EXPERIENTIAL LEARNING (coauthored with Karen Powell, forthcoming 2018).

CLEA POSTS [CLINICAL JOBS](#)

FOR MORE CLINICAL NEWS, FOLLOW CLEA ON [FACEBOOK](#) AND [TWITTER](#)



More than 25 years ago, clinical legal educators perceived the need to establish an organization that was separate from the AALS Clinical Section. The Clinical Legal Education Association was incorporated in 1992, in part to enable clinicians to act swiftly and independently – something the Clinical Section cannot do because of its status within the AALS. Another goal in creating CLEA was to broaden our community by allowing membership for many individuals who do not meet the eligibility requirements of the Clinical Section. CLEA and the Clinical Section do not compete; rather, the two organizations collaborate and their interests often overlap. CLEA urges clinical teachers to belong to both entities.

#### CLEA is currently engaged in activities such as:

- Advocating on behalf of its members with the ABA Council on Legal Education and State Bars to further excellence in legal education;
- Supporting individual schools, programs, and teachers who face political interference and other threats;
- Working with the Clinical Section and NYU Law School to publish the peer-reviewed Clinical Law Review;
- Presenting the biennial New Clinicians Conference and other programs specifically designed for new clinical teachers at regional and other conferences;
- Supporting amicus briefs on topics important to clinical legal education;
- Commissioning and publishing *Best Practices for Legal Education: A Vision and a Roadmap* (Stuckey, et al, 2007), and supporting the publication of *Building on Best Practices: Transforming Legal Education in a Changing World* (Maranville, Bliss, Kaas and Sedillo Lopez, et al, 2015);
- Encouraging increased diversity in clinical legal education; and
- Providing annual awards for clinical teachers, students, and clinical programs.

#### Upcoming Events

- **CLEA Membership Meeting**, Tuesday, May 1, 2018, 7:30—8:30 pm, Salons 6 & 7, 3rd Floor, The Palmer House Hilton Hotel. tel. CLEA's board meetings are open to all.
- **Externship Social Dinner**, Sunday, April 29, 7:00 pm @ Park Grill. RSVP [here](#).
- **Externship Externship Subcommittee Meetings**:
  - Monday, April 30, 7:30-9 am, 224 S. Michigan Avenue, Suite 250, Mezzanine Level, RSVP [here](#).
  - Wednesday, May 2, 7:30-8:45 am, Location TBA, RSVP [here](#).
  - **Clinical Writers' Workshop**, Saturday, September 22, 2018 @ NYU Law School.



Advocating for clinical legal education as fundamental to a lawyer's education.

#### CLEA Newsletter Committee



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(Ohio Northern)



**Susan Donovan**  
(Alabama)



**D'lorah Hughes**  
(UC-Irvine)



**Katherine Kruse**  
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