



Association of American
Law Schools

40TH ANNUAL CONFERENCE ON CLINICAL LEGAL EDUCATION

May 6 - May 9, 2017

Serving the Client in Tumultuous Times:
Fostering Responsibility to Individuals,
Communities, and Society in
Clinical Legal Education

CLINICAL AND EXPERIENTIAL LAW PROGRAM DIRECTORS WORKSHOP

May 5 - May 6, 2017

Leadership in Tumultuous Times

Sheraton Denver Downtown Hotel
Denver, Colorado

aals.org/clinical2017 | [#clinical2017](https://twitter.com/clinical2017)

2017 AALS CONFERENCE ON CLINICAL LEGAL EDUCATION

Serving the Client in Tumultuous Times: Fostering Responsibility to Individuals, Communities, and Society in Clinical Legal Education

Clinical legal education plays a critical role in defining and developing the skills, judgment, and values that future lawyers will need to fulfill their responsibilities to their clients and society. Clinicians prepare these future lawyers for practice in the face of declining law school admissions, pressures for more experiential courses, and increasing uncertainty in the job market. The communities we serve also face crises including hostile police-community relations, racial tension, bias against immigrants, loss of jobs and housing, and poverty—all while changes in national leadership, problems in national security, increasing inequality, and global instability compound these challenges.

In these tumultuous times, we must teach students transferable skills and abilities. They must be able to respond flexibly in their roles in a changing service profession that imposes multiple responsibilities, especially because most graduates will likely have several different jobs during their careers. These times pose extraordinary opportunities and challenges for lawyers as advocates for social justice and the common good.

Clinical legal education must both maintain and extend its focus on the fundamental facets of practicing law. At this conference, we will explore both new and trusted tools for teaching lawyering abilities and the responsibilities of lawyers to their clients, communities, and social justice.

The conference will offer a robust schedule of concurrent sessions to allow expansion of the conference theme and exploration of implications for differing experiential models. Participants will be able to focus on particular areas in working groups or pre-reserved workshops. A full slate of works-in-progress will provide room for scholarly analysis and feedback. Posters will be presented during an opening reception and will remain displayed throughout the conference. Participants will leave with new teaching tools, new ideas to improve their programs, and renewed commitment to meet the challenges of these tumultuous times as we move forward into the next 40 years of clinical legal education.

Planning Committee for AALS Conference on Clinical Legal Education

Luz E. Herrera, Texas A&M University School of Law

Margaret M. Jackson, University of North Dakota School of Law

Lydia Johnson, Texas Southern University Thurgood Marshall School of Law

Paul Radvany, Fordham University School of Law

Alexander Scherr, University of Georgia School of Law

Robin Walker Sterling, University of Denver Sturm College of Law

Carol Suzuki, University of New Mexico School of Law, **Chair**

Saturday, May 6

3 pm – 7:30 pm AALS Registration

6:45 pm – 8 pm AALS Reception with Posters

Sunday, May 7

7 am – 8:30 am AALS Section on Clinical Legal Education Committees

8:45 am – 9 am Welcome and Introduction

9 am – 10:30 am Opening Plenary

10:45 am – 12:15 pm Working Group Discussions, Workshops

12:30 pm – 2 pm AALS Luncheon with Section on Clinical Legal Education Shanara Gilbert Award Presentation

2 pm – 3:30 pm Concurrent Sessions

3:45 pm – 5:15 pm Concurrent Sessions

5:30 pm – 6:30 pm Reception Sponsored by University of Denver Sturm College of Law

Monday, May 8

7:30 am – 9 am AALS Section on Clinical Legal Education Clinicians of Color Committee

7:30 am – 9 am Contemplative Session

9:30 am – 10:45 am Working Group Discussions, Workshops

11 am – 12:30 pm Plenary Session

12:30 pm – 2 pm AALS Luncheon

CLEA Awards: Per Diem Project Award presentation; Excellence in a Public Interest Case/Project; Outstanding Advocate for Clinical Teachers

2 pm – 3:30 pm Concurrent Sessions

3:45 pm – 5:15 pm Concurrent Sessions

Tuesday, May 9

7:30 am – 8:45 am AALS Section on Clinical Legal Education Committees

7:30 am – 8:45 am Contemplative Session

9:30 am – 10:15 am AALS Section on Clinical Legal Education

Works in Progress, Bellow Scholars Project Presentations

10:30 am – 11:45 am Working Group Discussions, Workshops

CLINICAL AND EXPERIENTIAL LAW PROGRAM DIRECTORS WORKSHOP

Leadership in Tumultuous Times

Law schools face increasing pressures to prepare students for post-graduate careers. As a result, directors of multiple clinics and/or externships and deans who oversee experiential education—all legal educators whose roles include supervising other clinicians and managing entire clinical law, externship, or experiential law programs—are challenged to enhance their programming to include more practice areas and skills, often while assisting in the expansion of clinics, externships, and other experiential learning programs throughout their curricula. The Clinical and Experiential Law Program Directors Workshop will provide a supportive environment for directors of multiple clinics and/or externships and experiential deans to engage in dialogue on challenges, plans, developments, and successes. Directors and other lead administrators will share how they are addressing the pressures of new regulations, decreasing resources, and the many other complexities of these tumultuous times for legal educators and the communities served by clinics and other parts of the experiential law school curriculum.

Friday, May 5

4 pm - 7 pm AALS Registration

6 pm - 7:30 pm AALS Reception

Saturday, May 6

7:30 am - 3 pm AALS Registration

8:45 am - 10:30 am Welcome, Introductions, and Plenary Session

10:45 am - 12:15 pm Concurrent Sessions

12:15 pm - 1:45 pm AALS Luncheon

1:45 pm - 3:15 pm Small Group Discussions



WORKSHOPS

Attendees of the 40th Annual Clinical Conference have the opportunity to sign up in advance for one of four workshops offered onsite. Workshop attendance is limited to pre-registrants. Once a workshop has reached capacity, it will no longer be available for registration. Plan to sign up by March 24. Workshops happen at the same time as working group sessions; workshop participants will not have the opportunity to attend working groups. Each of the workshops will meet three times. You are expected to attend all three sessions of the workshop you choose.

Sunday, May 7: 10:45 am – 12:15 pm | **Monday, May 8:** 9:30 am – 10:45 am | **Tuesday, May 9:** 10:30 am – 11:45 am

Making Educational Videos

Michael W. Martin, Fordham University School of Law

Michele Pistone, Villanova University
Charles Widger School of Law

This workshop will focus on the creation and use of online educational videos. Materials will be provided to the participants, who will be asked to take part in conference calls/webinars prior to the conference to go over the learning science behind educational videos, the different types of videos, and an overview of the process of creating them. Participants will be asked to bring scripts and images to the workshop. The workshop will focus on scripts and visuals, different methods of creating videos (webcams, screen casting, multimedia, etc.), and various educational uses of videos, including for student feedback. Participants will have the opportunity to be videotaped. By the end of the workshop, participants will have the information they need to make informed choices about using online educational videos and the experience they need to create their own videos.

Navigating the Complexities of the Clinical Teaching Market

Natalie Nanasi, Southern Methodist University Dedman School of Law
Daniel M. Schaffzin, The University of Memphis, Cecil C. Humphreys School of Law

For those contemplating a career in clinical teaching, these are indeed tumultuous times. The prospect of going “on the market,” whether for the first time or having done so previously, is particularly intimidating in this environment of uncertainty for law schools. This interactive workshop aims to best position all candidates to secure the jobs they seek – to demystify the “new normal” in clinical hiring and to impart strategies and skills for successfully navigating it.

Participants will hear from and interact with clinicians who have experience across all facets of the hiring process. Each workshop session will address a different aspect of the job search. Topics will include: the characteristics and trends defining today’s clinical teaching market and the hiring done within it, entering the market (evaluating positions and completing FAR forms),

initial interviews (at the AALS Faculty Recruitment Conference or outside the formal process), callbacks, and receiving and assessing offers.

(Re-)Designing a Clinic Using Backward Design

Danielle Cover, University of Wyoming College of Law

Confused by the ABA program outcomes? Wondering how your courses fit into your school’s program outcomes and assessment plan? This workshop can help. Whether your focus is social justice lawyering, skills, ethics, and/or substantive knowledge, this workshop will help you design a course that turns your teaching goals into learning outcomes and situate the course within your school’s curriculum. Participants will read about and use backward design, an approach to instructional design pioneered by Grant Wiggins and Jay McTighe, to build a course of each participant’s choosing. By the end of the workshop, participants will have identified the major goals of their courses, the final assessment and rubric, and the learning outcomes for their students. They also will receive feedback from colleagues and facilitators on their drafts.

Scholarship Support Workshop

Michele Estrin Gilman, University of Baltimore School of Law
Jeffrey J. Pokorak, Suffolk University Law School

The Scholarship Support Workshop is designed to support new and emerging scholars in identifying scholarly topics, developing writing strategies, gaining feedback on writing, and obtaining publication. This workshop is a safe space to ask questions, share ideas, and obtain support. In session one, we consider the advantages clinicians have as scholars, and we brainstorm about ways to overcome writing barriers. In session two, we discuss the nuts and bolts of the presentation and publication processes. In session three, each attendee shares a scholarly idea and receives feedback in a roundtable format designed to help them refine their thesis and the scope of their project. Attendees do not share written work or drafts. Prior workshop attendees have reported that the workshop motivated them to start and complete their scholarly projects.

SCHEDULE

Clinical and Experiential Law Program Directors Workshop

FRIDAY, MAY 5, 2017

4 pm – 7 pm

AALS Registration

6 pm – 7:30 pm

AALS Reception

SATURDAY, MAY 6, 2017

7:30 am – 4 pm

AALS Registration

8:45 am – 9 am

Welcome

Judith Areen, Executive Director, Association of American Law Schools

Introduction

Luz E. Herrera, Planning Committee for 2017 AALS Conference on Clinical Legal Education and Texas A&M University School of Law

9 am – 10:30 am

Plenary Session – Clinical Programs, Externships, and Experiential Deans in Tumultuous Times

Cindy I.T. Archer, Loyola Law School, Los Angeles
Catherine Greene Burnett, South Texas College of Law Houston

Daniel L. Nagin, Harvard Law School

Margaret E. Reuter, University of Missouri-Kansas City School of Law

This session addresses the institutional opportunities and challenges faced by experiential education leaders as they help their institutions implement new experiential requirements. This plenary will provide practical approaches for how to address some of the issues that externship directors, clinical programs directors, and experiential deans are experiencing.

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Concurrent Sessions

Cementing the Core of Clinical Programs

Leah A. Hill, Fordham University School of Law
Robert L. Jones, Jr., Notre Dame Law School
Elizabeth M. McCormick, The University of Tulsa College of Law
Aliza G. Organick, University of New Mexico School of Law

At the 2016 AALS Annual Meeting we began a conversation about the value of legal education. This panel will continue that conversation to discuss what it means for law schools to cement their commitment to clinical education by identifying the core values and elements of clinical programs.

Assessing and Defining Externship Programs in Tumultuous Times

Elizabeth A. Davis, Lewis and Clark Law School
Alexi Freeman, University of Denver Sturm College of Law
Avis L. Sanders, American University, Washington College of Law

Many externship programs are undergoing assessment and transformation as a result of new regulations that permit paid externships, growing

student interest in more placements with for-profit placements, and faculty evaluation of the academic components. This panel will discuss how their law schools have decided to address these and other emerging issues during this time of transition.

Experiential Deans: Balancing Interests While Preserving the Core

Robert D. Dinerstein, American University, Washington College of Law
Phyllis Goldfarb, The George Washington University Law School
Linda H. Morton, California Western School of Law

In 2016, a group of experiential deans decided to survey colleagues in similar roles to better understand the responsibilities and job structures of individuals who are now experiential deans. This seminar will present their findings and discuss the possibility for best practice recommendations that emerged from their research to date.

12:15 pm – 1:45 pm

AALS Luncheon – ABA Site Visit Discussion Panel on New Experiential Standards

William E. Adams, Jr., American Bar Association Section of Legal Education and Admissions to the Bar
Peter Joy, Washington University in St. Louis School of Law
Susan L. Kay, Vanderbilt University Law School
Moderator: Eduardo R. Capulong, Alexander Blewett III School of Law at the University of Montana

Law schools have begun to be evaluated on their plans and ability to meet new American Bar Association Standards requiring students entering in the fall of 2016 or later to graduate with six units of experiential education. This panel will discuss how ABA site visit

SCHEDULE – Clinical Experiential Law Program Directors Workshop

AALS Luncheon, continued

teams are evaluating implementation and will provide guidance on how to prepare for such a visit. Attendees will have the opportunity to have their questions and concerns about evaluations answered.

1:45 pm – 3:15 pm

Small Group Discussions

Creating Courageous, Contextual Conversations: Building Towards Just and Inclusive Communities in Clinical Programs

Donna H. Lee, City University of New York
School of Law

Tirien Steinbach, University of California, Berkeley
School of Law

This small group session is for clinical program directors to explore how to encourage, create, and lead conversations about justice, inclusion, and privilege in clinical programs.

Developing Strategy and Support for Externship Program Directors

Lisa M. Mead, University of California, Los Angeles
School of Law

Mary Nagel, The John Marshall Law School

This small group session is for externship directors to discuss ideas and strategies about navigating new demands from faculty and students in this time of increased interest in externships as job placement prospects.

Balancing Interests

Jeffrey R. Baker, Pepperdine University School of Law
Ann Marie B. Cavazos, Florida A&M University
College of Law

This small group session designed specifically for experiential deans will provide an opportunity for the group to discuss opportunities to influence the dean, the faculty, and the general curriculum through the new ABA standards carrot.

Conference on Clinical Legal Education

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SATURDAY, MAY 6, 2017

3 pm – 7:30 pm

AALS Registration

6:45 pm – 8 pm

AALS Reception with Posters

Creating Web Content with Students for Client Consumption to Enhance Social Justice

Spencer Rand, Temple University, James E. Beasley
School of Law

Lessons in Creating a Cross-Disciplinary Social Enterprise Workshop

Sarah M. Shalf, Emory University School of Law

Advice and Advocacy in a Civil Practice Clinic: Experiential Learning Via a Two Tiered Client Representational Model

Carrie Hagan, Indiana University Robert H.
McKinney School of Law

Clinic Ready to Practice Ready: Using Backward Design for Effective Transfer of Learning

April Land, University of New Mexico
School of Law

Aliza Organick, University of New Mexico
School of Law

John Whitlow, University of New Mexico
School of Law

Grand Rounds

Erin McBride, University of Wisconsin Law School

Dispute Resolution Practices and Techniques that Help Students Survive Tumultuous Times

Daniel Gandert, Northwestern University Pritzker
School of Law

Identifying Health Harming Legal Needs of at Risk Youth: Legal Health Check Up Tools

Sarah Steadman, University of New Mexico
School of Law

Producing Practice-Ready Law Graduates for an Increasingly Globalized Market: Time-Tested Trends in Curriculum Integration for Common Law Jurisdictions

Anthony C. Ikwueme, Liberty University
School of Law

C.A. Ogbuabor, University of Nigeria Faculty of
Law, Nigeria

Viva Alamar: Cuba's Right to Housing and America's Affordability Crisis

Norrinda Brown Hayat, University of District of
Columbia David A. Clarke School of Law

Bridging the Gap: A Joint Negotiation Project Crossing the Clinical-Podium Teaching Divide

Lauren Bartlett, Ohio Northern University Claude
W. Pettit College of Law

Karen Powell, University of Denver Sturm
College of Law

Teaching Ethics Explicitly

Timothy Casey, California Western School of Law
Liz Ryan Cole, Vermont Law School

How Law School Clinics Took the Lead in Juvenile Resentencing and Parole in California: Lessons Learned and Pitfalls (Mostly) Avoided

Christopher Hawthorne, Loyola Law School,
Los Angeles

Reception with Posters, continued

The 1L Clinic

Hemanth C. Gundavaram, Northeastern University
School of Law

Going Beyond Observation; Advocacy Exercises for Judicial Internship Clinics

Honorable John Cratsley, Harvard Law
School (Retired)
Kate Devlin Joyce, Boston College Law School

What's In My Bag? A Client Interviewing Game

Carolyn Frazier, Northwestern University Pritzker
School of Law
Uzoamaka Nzelibe, Northwestern University
Pritzker School of Law

From Practice to Clinical Pedagogy in this Unprecedented Time

Vanessa Hernandez, Suffolk University Law School

SUNDAY, MAY 7, 2017

7:30 am – 8:45 am

AALS Section on Clinical Legal Education Committees

8:45 am – 9 am

Welcome

Judith Areen, Executive Director, Association of
American Law Schools

Introduction

Carol Suzuki, Chair, Planning Committee for 2017
AALS Conference on Clinical Legal Education
and University of New Mexico School of Law

9 am – 10:30 am

Opening Plenary – Pushing On and Pushing Through in Tumultuous Times

Craig B. Futterman, The University of Chicago, The
Law School
Bill O. Hing, University of San Francisco
School of Law
Susan R. Jones, The George Washington University
Law School
Moderator: Michael Pinard, University of
Maryland Francis King Carey School of Law

We are teaching students, representing clients, and practicing law in challenging times. Many of us, our clients, our students, and our communities are burdened, if not frightened, by the times in which we live. This opening plenary will brainstorm steps we as clinicians can take to meet these challenges. In doing so, this plenary will address three questions. The first is how can we remain inspired and resolute in the face of the situations in which we find ourselves? These situations might involve working with clients and communities in peril, working with students who are in distress, fighting recurring legal battles while taking on

new battles, and finding new and sustaining ways to be clinicians in uncertain times. The second question is how can we continue to inspire and motivate our students? For some students, recent events nationally and locally have caused them to interrogate the concept of justice. They have expressed doubt and disbelief that justice can be realized. The third question is what role can clinicians play in helping to strengthen our clients and our communities in these times? Many of our clients and communities have long been scared, frustrated, angry, and tired. These feelings, in significant ways, have been magnified recently. This plenary will offer ideas to summon strength and sustain hope. The panelists will draw from their own narratives, as well as from some of the concrete steps clinical legal educators from across the country have taken to push on and push forward as teachers, lawyers, scholars, and citizens. Participants will be encouraged to leave the session with several new ideas for teaching, service, and practice in tumultuous times.

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Working Group Discussions

Workshops

Advanced sign-up for workshops is required; attendance is limited. See full descriptions on page 4.

Making Educational Videos

Michael W. Martin, Fordham University
School of Law
Michele Pistone, Villanova University Charles
Widger School of Law

“Every session I attended was excellent; the ability to interact with other clinicians in my field was also invaluable.”

– 2015 Clinical Conference attendee

Workshops, continued

Navigating the Complexities of the Clinical Teaching Market

Natalie Nanasi, Southern Methodist University
Dedman School of Law
Danny Schaffzin, University of Memphis Cecil C.
Humphreys School of Law

(Re-)Designing a Clinic Using Backward Design

Danielle Cover, University of Wyoming College of Law

Scholarship Support Workshop

Michele Estrin Gilman, University of Baltimore
School of Law
Jeffrey J. Pokorak, Suffolk University Law School

12:30 pm – 2 pm

AALS Luncheon – AALS Section on Clinical Legal Education Shanara Gilbert Award Presentation

2 pm – 3:30 pm

Concurrent Sessions

Advocacy on Behalf of Communities in Light of Post-Election Needs

Caitlin Barry, Villanova University Charles Widger
School of Law
Samantha Buckingham, Loyola Law School,
Los Angeles
Kathleen Kim, Loyola Law School, Los Angeles
Jennifer J. Lee, Temple University Beasley
School of Law
Rachel E. López, Drexel University Thomas R. Kline
School of Law
Sarah H. Paoletti, University of Pennsylvania
Law School
Emily Robinson, Loyola Law School, Los Angeles

Fueling Academic Writing with Social Justice Advocacy

Christopher Lasch, University of Denver Sturm
College of Law
Alison Siegler, University of Chicago Law School
Eda (Katie) Katharine Tinto, University of
California, Irvine School of Law
Erica Zunkel, University of Chicago Law School

Giving Voice to Values: Helping Students Identify and Clarify Their Values and Fulfill Current and Future Responsibilities to Clients, Society, and Themselves

Lisa R. Bliss, Georgia State University College of Law
Paula Galowitz, New York University School of Law
Kendall Kerew, Georgia State University
College of Law
Catherine F. Klein, The Catholic University of
America Columbus School of Law
Leah Wortham, The Catholic University of America
Columbus School of Law

Promoting Successful Conversations About Race to Promote Racial Justice

Susan J. Bryant, City University of New York
School of Law
Jean Koh Peters, Yale Law School

Assessing Student Competencies: Externships Deliver on the Course and Institutional Levels

Jodi S. Balsam, Brooklyn Law School
Christine Cerniglia Brown, Loyola University New
Orleans College of Law
Margaret E. Reuter, University of Missouri-Kansas
City School of Law
Kelly S. Terry, University of Arkansas at Little Rock
William H. Bowen School of Law

Arm Bending Versus Arm Breaking in Counseling Adults and Juveniles Facing Difficult Decisions and Harsh Criminal Punishment

Kim McLaurin, Suffolk University School of Law
Abbe Smith, Georgetown University Law Center
Steven Zeidman, City University of New York
School of Law

Advocates, Problem-Solvers, Peacemakers? Advancing Social Justice through Alternative Dispute Resolution

Mary B. Culbert, Loyola Law School, Los Angeles
Carol L. Izumi, University of California Hastings
College of the Law
Deborah Thompson Eisenberg, University of
Maryland Francis King Carey School of Law
Art Hinshaw, Arizona State University Sandra Day
O'Connor College of Law
Lydia Nussbaum, University of Nevada, Las Vegas,
William S. Boyd School of Law
Jonathan Scharrer, University of Wisconsin
Law School

Teaching Empathy to Millennials for These Tumultuous Times

Melissa C. Brown, University of the Pacific,
McGeorge School of Law
Helen Kao, M.D., Associate Professor of Medicine,
University of California San Francisco Medical
Center
Yvonne Troya, University of California Hastings
College of the Law
Anna Welch, University of Maine School of Law

Concurrent Sessions, continued

Transparency Litigation and Advocacy in Clinics: Supporting Activism, Journalism, and Organizing in Tumultuous Times

Catherine Crump, University of California Berkeley School of Law
Jack I. Lerner, University of California, Irvine School of Law
Jonathan M. Manes, University at Buffalo School of Law, State University of New York
David Schulz, Yale Law School
Michael Wishnie, Yale Law School

3:30 pm – 3:45 pm

Refreshment Break

3:45 pm – 5:15 pm

Concurrent Sessions

Trauma-Sensitive Lawyering: Looking Through a “Trauma Lens” to Understand and Remedy the Impacts of Extreme Uncertainty

A. Rachel Camp, Georgetown University Law Center
Courtney Cross, University of Denver, Sturm College of Law
Laurie S. Kohn, The George Washington University Law School

Helping Ourselves, Helping Our Students: The Challenges and Benefits of Infusing a Social Justice Perspective into Everyday Clinical Teaching

Priya Baskaran, West Virginia University College of Law
Rosa Bay, University of California, Berkeley School of Law
Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Patience A. Crowder, University of Denver Sturm College of Law
Jassmin Poyaoan, University of California, Berkeley School of Law

Linda Tam, University of California, Berkeley School of Law

Ron Tyler, Stanford Law School

Kate Weisburd, University of California, Berkeley School of Law

Clinics Promoting Police Accountability

Daniel T. Coyne, Chicago-Kent College of Law, Illinois Institute of Technology
Rachel Moran, University of Denver Sturm College of Law
Maria Ponomarenko, New York University School of Law

Rural Veterans: Access to Justice Challenges and Initiatives

Brian Clauss, The John Marshall Law School
John F. Erbes, Southern Illinois University School of Law
Kristine A. Huskey, University of Arizona James E. Rogers College of Law
Jennifer D. Oliva, West Virginia University College of Law
Stacey-Rae Simcox, Stetson University College of Law

Clinicians and Empirical Research: Exploring Connections with Client Representation and Student Assistance

Anna E. Carpenter, The University of Tulsa College of Law
Michael Kagan, University of Nevada, Las Vegas, William S. Boyd School of Law
Colleen F. Shanahan, Temple University, James E. Beasley School of Law
Jessica Steinberg, The George Washington University Law School

Thinking Outside the Box: Externship Seminars as Avenues for Training Students to Advance Social Change

Carmia N. Caesar, Howard University School of Law
Alexi Freeman, University of Denver Sturm College of Law
Sara K. Jackson, University of California, Davis, School of Law

Workplace Justice in Tumultuous Times: Advancing Student Learning and the Commitment to Social Justice Through Employment Law Casework

Llezie Green Coleman, American University, Washington College of Law
Nicole Hallett, University at Buffalo School of Law, The State University of New York
Luz M. Molina, Loyola University New Orleans College of Law
Raja Raghunath, University of Denver Sturm College of Law

Tacking into the Wind: Incorporating Social Upheaval into Clinics and Podium Teaching as the Country Becomes Increasingly Polarized

Amna Akbar, The Ohio State University, Michael E. Moritz College of Law
Brian G. Gilmore, Michigan State University College of Law
Fareed Hayat, Howard University School of Law
Josephine Ross, Howard University School of Law
Brenda V. Smith, American University Washington College of Law

Grow-Your-Own Solutions: Developing and Teaching Alternative Paths to Justice Despite Weak Law/Bad Law/No Law

Sarah R. Boonin, Suffolk University Law School
T. Keith Fogg, Villanova University Charles Widger School of Law
Emily M. Broad Leib, Harvard Law School
Julie McCormack, Harvard Law School
Toby Merrill, Harvard Law School

Utilizing Supervision Pedagogy to Teach for Transfer: Theory, Planning, and Practice

Elliott S. Milstein, American University, Washington College of Law
Ann C. Shalleck, American University, Washington College of Law

5:30 pm – 6:30 pm

Reception Sponsored by University of Colorado Law School and University of Denver Sturm College of Law

MONDAY, MAY 8, 2017

7:30 am – 9 am

AALS Section on Clinical Legal Education Clinicians of Color and Diversity of Leadership Committee

Contemplative Session

9:30 am – 10:45 am

Working Groups

Workshops

Advanced sign-up for workshops is required; attendance is limited. See full descriptions on page 4.

Making Educational Videos

Continued

Navigating the Complexities of the Clinical Teaching Market

Continued

(Re-)Designing a Clinic Using Backward Design

Continued

Scholarship Support Workshop

Continued

10:45 am – 11 am

Refreshment Break

11 am – 12:30 pm

Plenary Session – Client Relations in Periods of Significant Legal and Political Change: Flexible Pedagogy to Maximize Skills Transfer

Alicia Alvarez, The University of Michigan Law School

Sameer M. Ashar, University of California, Irvine School of Law

Christine N. Cimini, University of Washington School of Law

Jenny Roberts, American University, Washington College of Law

Stephen Wizner, Yale Law School

The second plenary will focus on how clinics can remain flexible in order to adapt to changes in the legal and political environment, with particular emphasis on working with populations made more vulnerable by the 2016 general election. The panelists will discuss innovative approaches to clinical pedagogy designed to create the necessary flexibility to anticipate and respond to emerging legal needs in the communities in which we work. They will explore methods for client selection, clinic design, and strategies for optimizing student engagement. Learning new substantive areas of law and engaging in different forms of advocacy, and forming effective community collaborations, are challenges for both students and faculty that will be addressed by the panel. The plenary will also highlight the effective teaching of transferable client relationship skills that will prepare graduates for practice in a legal and social setting that is increasingly dynamic and complicated. Participants will leave the session with an understanding of approaches taken by their colleagues in response to changes in the legal and political environment and with new ideas for future adaptations.

12:30 pm – 2 pm

AALS Luncheon

CLEA Awards (Outstanding Advocate and Outstanding Project Awards)

Per Diem Award Presentation

2 pm – 3:30 pm

Concurrent Sessions

Here and There: Creating a Core “Cultural Competency” Curriculum for Global Lawyering in Clinics and Externships

Laurie A. Barron, Roger Williams University School of Law

Gillian Dutton, Seattle University School of Law

Tracye Edwards, Drexel University Thomas R. Kline School of Law

Thelma L. Harmon, Texas Southern University Thurgood Marshall School of Law

Janet M. Heppard, University of Houston Law Center

Reena Elizabeth Parambath, Drexel University Thomas R. Kline School of Law

Ann Webb, Graduate College of Social Work, University of Houston

Tasha Willis, University of Houston Law Center

Using Cross-Clinic Collaboration to Benefit Students, Clients, and Communities

Christopher Northrop, University of Maine School of Law

Laura L. Rovner, University of Denver Sturm College of Law

Defining the Work? Teaching Boundaries Across Clinic Contexts

David Finger, Loyola University New Orleans College of Law

Emily Suski, University of South Carolina School of Law

Concurrent Sessions, continued

Tumultuous Ten Years and Beyond: Experiences and Prospects of Clinical Legal Education in Japan

Sayaka Matsui, University of California, Berkeley School of Law and Former Attorney at the Waseda Legal Commons Law Office

Shigeo Miyagawa, Waseda University Law School and former President of JCLEA

Satoru Shinomiya, Kokugakuin University School of Law and current President of JCLEA

Moderators:

Peter Joy, Washington University in St. Louis School of Law

Hiroko Kusuda, Loyola New Orleans College of Law

Responding to the Needs of Evening Students: The Night Owl Clinician

Geneva Brown, Valparaiso University Law School

Stacy Caplow, Brooklyn Law School

Daria Fisher Page, Georgetown University Law Center

Lindsay Harris, University of the District of Columbia, David A. Clarke School of Law

Nicole G. Iannarone, Georgia State University College of Law

Michelle D. Mason, Florida International University College of Law

Lawyers, Clients, & Narrative: A Framework for Law Students and Practitioners

Carolyn Grose, Mitchell | Hamline School of Law

Margaret E. Johnson, University of Baltimore School of Law

Combatting Wage Theft Collaboratively: It's a Win, Win, When the AGO, US DOL, Law Schools, Advocates, and Worker Centers Unite

Nathan Goldstein, Senior Trial Attorney, U.S. Department of Labor

Cynthia Mark, Division Chief, Fair Labor Division, Massachusetts Attorney General

James Matthews, Suffolk University Law School
Sherley Rodriguez, Suffolk University Law School
Patricio S. Rossi, Harvard Law School

The Role of Clinical Education in Transitioning Students to Law Practice in Tumultuous Times: A Data-Driven Assessment

Alli Gerkman, Director, Educating Tomorrow's Lawyers

Robert R. Kuehn, Washington University in St. Louis School of Law

The Role of Clinics in Pursuing Systemic Change in the Criminal Justice System

Neelum Arya, University of California, Los Angeles School of Law

Sharon Beckman, Boston College Law School

Valena Beety, West Virginia University College of Law

Joy Radice, University of Tennessee College of Law

Eda (Katie) Katharine Tinto, University of California, Irvine School of Law

3:30 pm – 3:45 pm

Refreshment Break

3:45 pm – 5:15 pm

Concurrent Sessions

A Pedagogy of Intervention: Student Autonomy and Zealous Advocacy

Ty Alper, University of California, Berkeley School of Law

Elizabeth B. Cooper, Fordham University School of Law

Vida Johnson, Georgetown University Law Center

John D. King, Washington and Lee University School of Law

William Montross, University of the District of Columbia, David A. Clarke School of Law

Kathryn A. Sabeth, University of North Carolina School of Law

Erika K. Wilson, University of North Carolina School of Law

Contextual Conversations with Students on Race and Privilege: Creating Space for and Facilitating Discussions

Nermeen Arastu, City University of New York School of Law

Deborah N. Archer, New York Law School

Wendy Bach, University of Tennessee College of Law

Victor Goode, City University of New York School of Law

Babe Howell, City University of New York School of Law

Nadiyah Humber, Suffolk University Law School

Jamie Langowski, Suffolk University Law School

Donna H. Lee, City University of New York School of Law

Caryn Mitchell-Munevar, New England School of Law

Nicole Smith Futrell, City University of New York School of Law

Tirien Steinbach, University of California, Berkeley School of Law

Pedagogical Tools to Sharpen Student Engagement with Marginalized Communities

Naz Ahmad, City University of New York School of Law

Scott L. Cummings, University of California, Los Angeles School of Law

Nicole Godfrey, University of Denver Sturm College of Law

Tarek Z. Ismail, City University of New York School of Law

Danielle Jefferis, University of Denver Sturm College of Law

Annie Lai, University of California, Irvine School of Law

Sunita Patel, American University, Washington College of Law

Kathryn Ramsey, The George Washington University Law School

Concurrent Sessions, continued

Erin Scheick, The George Washington University
Law School

Jeena Shah, Rutgers Law School

Etienne Toussaint, The George Washington
University Law School

Using Technology in Teaching and Practice to Enrich the Student Experience

Tameka E. Lester, Georgia State University
College of Law

Dionne Gonder-Stanley, North Carolina Central
University School of Law

Conrad Johnson, Columbia Law School

Joseph A. Rosenberg, City University of New York
School of Law

We Have to Get Out More: Expanding Experiential Learning and Conceptions of “Client” and Leveraging Student Interests: Extra- and Non-Traditional Clinical and Interdisciplinary Learning Opportunities

William Berman, Suffolk University Law School

Allison K. Bethel, The John Marshall Law School

Deirdre Bowen, Seattle University School of Law

Becky L. Jacobs, University of Tennessee
College of Law

Robert B. Morgan, University of Tennessee
College of Law

Valerie Schneider, Howard University School of Law

Clinics as Change Agents in Challenging Times: Expanding Clinical Models for Teaching and Organizing

Lisa E. Brodoff, Seattle University School of Law

Elizabeth Ford, Seattle University School of Law

Elizabeth L. MacDowell, University of Nevada, Las
Vegas, William S. Boyd School of Law

Fatma Marouf, Texas A&M University School of Law

Jennifer Rosenbaum, Yale Law School

Moderator: Sabrineh Ardalan, Harvard Law School

Client as Subject: Individuals, Organizations, Communities, and Social Movements in the Legal Curriculum

Anthony V. Alfieri, University of Miami School of Law

Eduardo R. Capulong, University of Montana

Alexander Blewett III School of Law

Lucy Jewel, University of Tennessee College of Law

Carwina Weng, Indiana University Maurer
School of Law

Building Excellence with Building on Best Practices: A Resource and Advocacy Tool to Keep Your Teaching, Your Law School, and Legal Education on the Right Track

Cynthia Batt, Stetson University College of Law

Melanie DeRousse, University of Kansas
School of Law

Jill C. Engle, The Pennsylvania State University –
Penn State Law

Laila L. Hlass, Tulane University Law School

Carolyn Kaas, Quinnipiac University School of Law

For Love Nor Money: Are We Teaching Transferable Skills by Representing Clients for Free?

Bradford Colbert, Mitchell | Hamline School of Law

Russell Gabriel, University of Georgia
School of Law

David A. Santacrose, University of Michigan
Law School

Janet Thompson Jackson, Washburn University
School of Law

Joanna Woolman, Mitchell | Hamline School of Law

TUESDAY, MAY 9, 2017

7:30 am – 8:45 am

AALS Section on Clinical Legal Education Committees

Contemplative Session

9 am – 10:15 am

Works in Progress

Bellow Scholars Project Presentations

10:15 am – 10:30 am

Refreshment Break

10:30 am – 11:45 am

Working Group Discussions

Workshops

*Advanced sign-up for workshops is
required; attendance is limited. See full
descriptions on page 4.*

Making Educational Videos

Continued

Navigating the Complexities of the Clinical Teaching Market

Continued

(Re-)Designing a Clinic Using Backward Design

Continued

Scholarship Support Workshop

Continued

Registration

WE HOPE YOU'LL JOIN US IN DENVER!

Register online at www.aals.org/Clinical2017, where you can pay with Visa, MasterCard, or AMEX. Group Registration is available. You may also register using a paper registration form, located on the website, and pay via check or credit card.

Register in advance by April 18, and hit the ground running when you get to the Mile High City!

ONSITE REGISTRATION

There is an additional onsite charge of \$50 for all registrations received after April 18. AALS accepts cash, personal or school checks, American Express, MasterCard, and Visa if you register onsite at the conference.

If you mail a paper registration form and it cannot arrive at AALS by the April 18 deadline, plan to register onsite.

Clinical Conference Registration (until April 18)

Faculty of Member and Fee-Paid Schools	\$455
Faculty of Non Fee-Paid Law Schools	\$505
Faculty of International Law Schools	\$455

Clinical and Experiential Law Program Directors Workshop Registration

Faculty of Member and Fee-Paid Schools	\$215
Faculty of Non Fee-Paid Law Schools	\$265
Faculty of International Law Schools	\$215

REGISTRATION CONFIRMATION

When you register online, you will receive two email confirmations within a few minutes. There is also an opportunity to send secondary email confirmations in both the Individual and Group Registration systems.

For paper forms—including mailed check payments—email confirmations will be sent after the registration process has been completed.

CANCELLATION POLICY

Registration fees will be refunded in full for written cancellation requests sent to registration@aals.org by April 18. A refund of all registration fees, less a \$50 processing fee, will be given for cancellation requests received April 19 thru April 28. Cancellations received after this date, as well as no-shows at the conference, are not eligible to receive refunds of registration fees. Cancellation may also be made by regular mail to: AALS Registration, c/o Erick Brown, 1614 20th St. NW, Washington, DC 20009.

There is a separate registration fee for the Clinical and Experiential Law Program Directors Workshop, held Friday, May 5 and Saturday, May 6, 2017.

MEETING AND HOTEL INFORMATION

HOTEL RESERVATIONS

The conference sessions and sleeping accommodations will be at the Sheraton Denver Downtown, 1550 Court Place, Denver, CO 80202.

To make reservations, attendees should first register for the conference. After completing the meeting registration process, you will receive a confirmation email from AALS with a link to book your hotel reservation. The hotel is smoke-free.

The room rate is \$199 for single and double accommodations, subject to established taxes. Currently, tax is 14.75%.

The cut-off date for making a reservation is April 12, 2017. Making a reservation prior to the cut-off date does not guarantee availability of the AALS rate. To ensure accommodations, please make your reservation early.

The hotel requires a one-night's room rate deposit with one of the following credit cards: Visa, MasterCard, American Express, Discover, or JCB. Deposits will be fully refunded for reservations cancelled by 6 pm on the expected arrival date.

INTERNET ACCESS

Complimentary guest room internet is provided to AALS registrants. Complimentary internet is also available in the hotel lobby, public areas, and meeting rooms.

CHILDCARE

Contact the hotel concierge for information about childcare. Neither the hotel nor AALS endorses these services, but the hotel provides this information for your reference.

HOTEL PARKING

The hotel offers covered valet and self-parking. Valet parking includes in and out privileges. A height restriction of 6' 3" applies.

Self-parking: \$37 per day. Valet parking: \$45 per day

ALTITUDE SICKNESS

It's a real thing! Please drink enough water when you're in Denver; your body requires about 25% more water than it normally does. Your organs are working much harder because of the altitude (and less available oxygen). Symptoms include headache, fatigue, stomach illness, dizziness, and sleep disturbance.

Avoid the headaches and bad dreams that can accompany altitude sickness by taking care of yourself.

