38th ANNUAL CONFERENCE ON CLINICAL LEGAL EDUCATION

Leading the New Normal: Clinical Education at the Forefront of Change
May 4 – 7, 2015

and

LAW CLINIC DIRECTORS WORKSHOP
May 3 – 4, 2015

Rancho Mirage, California
Law Clinic Directors Workshop
Sunday, May 3 – Monday, May 4, 2015

WHY ATTEND?
The Directors Workshop for the AALS Section on Clinical Legal Education will focus on the changes confronting directors in the “new normal” for legal education. Directors will hear information on: 1) the role that clinic directors play in leading the reform of legal education, both within and outside the clinical curriculum (“Who Leads in the New Normal?”); 2) the impact on clinic staff of changes in funding and in programmatic demands (“Who Does the Work in the New Normal?”); and 3) the cost/value equation for clinical courses. Informed by data from the newest CSALE survey, the sessions will leave ample time for discussion and consultation between directors on these and other concerns.

WHO SHOULD ATTEND?
This conference will be of interest to clinic directors.

SCHEDULE
The Workshop will begin with a reception on Sunday, May 3 at 6 pm. The meeting reconvenes on Monday, May 4 at 8:45 am continuing until 3 pm. A luncheon will be held at 12:15 pm.
Conference on Clinical Legal Education
Leading the New Normal: Clinical Education at the Forefront of Change

Monday, May 4 – Thursday, May 7, 2015

WHY ATTEND?
Legal education confronts a period of intense change. These changes include drops in enrollment, a market downturn in jobs for graduates, transformations in law practice, and a rethinking of the roles of and the need for lawyers. Some argue that law schools must address these changes or lose control over legal education. Proposals to eliminate the third year, to revamp the traditional curriculum, to graduate “practice-ready” lawyers, and to permit students to take the bar early, all act as the forward edge of reform in legal education. A “new normal” seems to be taking hold.

This conference will explore this new paradigm, and ask whether and how clinicians should lead in the “new normal” of legal education. The conference will foster conversations that will help participants to understand and to engage productively with the situation we now face. In particular, we will explore three categories of question:

“What is the New Normal?” This track focuses on the new realities that profoundly affect legal education in general and clinical education in particular. We will ask how law schools, universities, and clinicians understand and frame the new normal, including: calls for reform in legal education; the problems associated with reduced resources; declining enrollments; and an uncertain job market. We will also ask about our students’ experience of the new normal, focusing on changes in what we teach and how we mentor our students. This track will describe the new normal and explore the ways in which clinicians are responding to its impact on their schools and their students.

“What Role Should Clinicians Play?” This track explores the roles that clinical faculty and clinics play in the new law school environment. Our work is central to the reform movement in legal education. We are no longer the radicals in the basement; our methods are now well-accepted and are being adopted and adapted, for better or for worse, in new ways across the curriculum. We have new leadership roles in legal education in ways that are unfamiliar to many of us and troublesome to some. Some of us are exploring ways to deliver experiential education at a lower cost and to larger numbers of students; others resist these changes as delivering a shallow version of what is taught in the in-house clinic. And as more clinics and other experiential courses are established in new practice areas and for clients who are not underrepresented, is there reason to be concerned about the shared commitment to social justice that drew us to the community of clinical education?

“What is the Future of the New Normal?” Finally, the conference will help participants prepare for what is coming next, both in the use of technology (for both teaching and practice) and changes in the structure and delivery of legal services. Sessions will help clinicians assess how to change their own service delivery mechanisms, and how to help students to participate fully in the rapidly changing world they encounter after graduation.

The conference will cover this ground through a wide range of presentations, from TED-type speeches to mini-plenaries to concurrent sessions to poster sessions. It will include several multi-session workshops for smaller, pre-selected groups, permitting in-depth exploration of topics in an extended format. We will also provide space for a wide range of working sessions focused on practice area and common concerns, both to explore the themes of the conference and to create and renew connections between clinical faculty across the country.

SCHEDULE
The conference will begin on Monday, May 4 with registration at 3 pm and the opening plenary at 6 pm. A reception with posters will follow at 6:45 pm. The program will include two and a half additional days of plenary sessions, concurrent sessions and working group discussions, and will feature a keynote address by Bryan Stevenson, New York University. The conference will conclude at 5 pm on Thursday, May 7, 2015. In addition to the program sessions, there will be luncheons on Tuesday, Wednesday and Thursday and receptions on Monday and Tuesday evenings.

WHO SHOULD ATTEND?
This conference will be of interest to all experience levels of clinicians and clinic administrators.
Registration

HOW DO I REGISTER?
You can choose to register for the Law Clinic Directors Workshop and/or Conference on Clinical Legal Education by one of the methods below. If you cannot register online, you may not be in the AALS database. In that case, before you register, contact your law school dean’s office and have yourself added to the AALS Law School roster with your position, whether it is a tenure, tenure track, contract, visiting, adjunct, or fellow at the law school. Once you have been added to your law school’s roster, you can register online. If you need assistance, contact dltsupport@aals.org.

Online
Go to www.aals.org/clinical2015. You can pay the registration fee online by using American Express, Visa or MasterCard.

Fax or Mail
Complete the registration form and send it to AALS with the payment of the registration fee. AALS accepts American Express, Visa, MasterCard, or checks (made payable to AALS). If you are paying with American Express, Visa or MasterCard, you may fax the form to AALS at (202) 872-1829. If you are paying by check, please mail the form and check directly to AALS, 1614 20th Street, N.W., Washington, DC 20009-1001.

REGISTRATION FEES
AALS will email a confirmation letter for your paid registration. If you do not receive a confirmation email (after one day for online registration, after one week for faxed form and after two weeks for payment by check), call AALS at (202) 296-2355 to verify your registration.

ON-SITE REGISTRATION
For registration forms and fees received after April 24, 2015, there is an additional charge of $50. Plan to register on site if you cannot meet the April 24 deadline. AALS accepts cash, personal or school checks, American Express, MasterCard, and Visa for payment for the conference.

CANCELLATION POLICY
The registration fee will be refunded in full for cancellations through April 17; a refund less $50 will be given for cancellations received April 18 through April 24; 50 percent of the registration fee will be refunded for cancellations received April 25 through April 30; no refunds will be given after April 30.

ARE YOU A NEW CLINICIAN?
We plan to display photos of new clinicians with their name and school at the conference. You can introduce yourself to your new clinical family by sending your photo with name and school affiliation to Kimberly Ambrose at kambrose@u.washington.edu.

Planning Committee for AALS Conference on Clinical Legal Education
Kimberly Ambrose, University of Washington School of Law
Claudia Angelos, New York University School of Law
Eduardo R. Capulong, University of Montana School of Law
Michele R. Pistone, Villanova University School of Law
Laura L. Rovner, University of Denver Sturm College of Law
Alexander Scherr, University of Georgia School of Law, Chair
New Conference Feature!

Workshops

We invite you to consider applying for one of the 10 workshop sessions at the conference. You can find the list of workshops, with short descriptions, below. Workshop sessions will occur during the same time period as working sessions (also called small groups.) If you participate in a workshop, you will miss the corresponding working sessions, but can still participate in the full range of concurrents.

Workshop enrollment is limited; we ask that you apply in advance. You can do so by sending an e-mail indicating which workshop you would like to attend, no later than March 16, 2015, to 15clinical@aals.org. In your e-mail, please include your name, school, e-mail address and a one-paragraph statement of your interest in participating in that workshop. We will notify you after the deadline whether you have been accepted. If you are accepted, we expect that you will attend all sessions of that workshop.

Six of the workshops will meet four times; the remaining four workshops will meet two times each. If you apply for a four-session workshop, you cannot apply for any other. You can apply for two of the two-session workshops; but note that you cannot apply for two that occur in the same time period.

SIX WORKSHOPS WILL MEET FOUR TIMES EACH:
Tuesday, May 5, 11:15 am & 4:15 pm
Wednesday, May 6, 11:30 am & 4:15 pm

Teaching Justice
Amna Akbar, The Ohio State University, Michael E. Moritz College of Law
Sameer M. Ashar, University of California, Irvine School of Law
Nicole Smith Futrell, City University of New York School of Law
Rachel E. Lopez, Drexel University Thomas R. Kline School of Law

The clinical movement remains largely committed to the social justice imperatives from which it took root. However, new pressures from administrators, students, and employers, combined with the near-term retirement of clinical leaders with strong justice commitments, raise pressing concerns for our teaching and our community. Now, more than ever, clinicians must be able to articulate the pedagogy and value of justice education in clinics and by extension within law schools. We hope to engage in this discussion with colleagues from a wide range of types of clinical practice settings and subject matter disciplines and across age and status cohorts.

These are some of the questions we are considering as we prepare for the workshop in May:

- Is it possible to cultivate an interest in social justice in our students? Are there effective ways to prompt a “justice skill set” amongst diverse groups of students working toward a broad range of types of post-graduate work?
- Does public interest practice offer a model from which to think backwards?
- How can we use pedagogical strategies to more explicitly link clinical practice with systemic barriers to justice?
- How do we integrate social movement activity in our communities into our clinics?
- How can we think more strategically and democratically about case intake?
- What would a holistic justice pedagogy look like, one that was attuned to the various sites of our teaching, including supervision, seminar, and rounds?

We aim to build a coherent working group over four sessions at the conference. We will be working toward a multi-session design with the input and engagement of those who have opted into the workshop.
Navigating the Complexities of the Clinical Teaching Market

Bernice Grant, New York University School of Law
Ragini N. Shah, Suffolk University Law School

This is a four-session workshop designed to provide information to those contemplating or planning to apply for clinical teaching positions. Today’s clinical teaching market demands a tremendous amount from candidates. Because of the vast differences in the structure and expectations of clinical jobs, applying to the clinical market is demanding in a way that is very different from the more traditional academic market, and there is a paucity of information about the process that is specific to clinicians. Although this has always been true, today’s extraordinarily competitive market makes these information and preparation disparities all the more worrisome. This workshop is designed to fill this information gap and is broken down into four sessions. The first session focuses on data about the range of jobs in the clinical market and presents information about entry into the meet market as well as other application processes. The second session focuses on how to get ready for the meet market itself and will include a few mock interviews. The third session focuses on the call back process. The workshop concludes with a session on handling offers and provides some time for more open discussion and questions. Each session will feature a panel of clinicians who will talk about the topic at hand and who will conduct brief moots if interest and time allow.

Scholarship Support

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. There are four sessions: (1) in session one, we consider the advantages clinicians have as scholars, and we brainstorm about ways to overcome writing barriers; (2) in session two, we discuss the nuts and bolts of the presentation and publication processes; (3) in sessions three and four, 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.
Teaching and Evaluating Reflection
Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Timothy M. Casey, California Western School of Law
Becky Rosenfeld, Benjamin N. Cardozo School of Law
Alexander Scherr, University of Georgia School of Law

This workshop focuses on how to teach and evaluate reflection. Reflective practice has long been a core value of clinical teaching; but over the last few decades, remarkably little discussion has occurred about how to teach it and how to evaluate it. This workshop will have four interactive sessions on these questions. The workshop will address at least four topics:

- What we teach when we teach reflection: discussion of the outcomes for reflective practice and of integrating reflective practice into clinic design.
- Teaching reflection in the classroom: classroom teaching of reflective practice, including rounds, simulations, open discussion and journaling exercises.
- Supervising individual reflective practice: how to talk with and give feedback to students about individual reflective practice, or to encourage feedback between students, including the methods, the language and evaluative content of feedback.
- Evaluating and grading reflection: identifying standards of evaluation for reflection and developing rubrics for reliable and uniform evaluation.

This workshop will speak to clinicians of all kinds, in in-house, externship and hybrid courses. In the experience of those who have presented and consulted on this issue, clinicians mean to foster reflective practice, but may not have the tools to do so in a structured and transparent way. This workshop should help participants to find those tools and to foster more reflective students.

(Re-)Designing a Clinic Using Backwards Design
Alicia Alvarez, The University of Michigan Law School
Susan D. Bennett, American University, Washington College of Law
Christine N. Cimini, Vermont Law School
Danielle Cover, University of Wyoming College of Law
Carwina Weng, Indiana University Maurer School of Law

This workshop is a four-part, interactive program that covers the beginning phases of developing a new clinic or revising an existing one. During the workshop, participants will use backwards design, an approach to instructional design and planning pioneered by Grant Wiggins and Jay McTighe. By the end of the workshop, participants can expect to have identified the major goals of their clinics, the final grading assessment and rubric of their clinics, and the learning outcomes for their students. Readings will be assigned before the conference. Then, throughout the workshop, participants will receive feedback from colleagues and facilitators on the work they do during the workshop. Participants will apply for a spot in the workshop before the conference and must commit to attend the entire workshop. In addition to the other information in the application, applicants should also indicate the course that they would like to redesign and the reasons for the redesign.

Creating Online Educational Videos
Aaron Dewald, University of Utah, S. J. Quinney College of Law
Michele R. Pistone, Villanova University School of Law
William Slomanson, Thomas Jefferson School of Law
Debora L. Threedy, University of Utah, S. J. Quinney College of Law

This workshop will focus on the creation and use of online educational videos. Materials will be provided to participants, and participants will be asked to take part in conference calls/webinars, prior to the conference; these will 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 be made up of four interactive sessions. Session One will focus on the scripts; participants will break into small groups to critique, edit and
record their scripts. Session Two will focus on the visual part of the videos; participants will break into small groups to critique the choice and arrangement of images to accompany their scripts, and they will also have the chance to be videotaped. Session Three will provide participants with the opportunity to get hands’ on experience with different methods of creating videos using free or purchased computer programs, including webcams, screencasting, and multimedia. Session Four will introduce participants to a less widely known use of educational videos: as a method for giving students feedback on their work products, both written and performed; participants will have an opportunity to experiment with using videos for student feedback. By the end of the workshops, 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.

FOUR WORKSHOPS WILL MEET TWO TIMES EACH:
Tuesday, May 5 at 11:15 am & 4:15 pm

Teaching About Race to Improve Racial Justice
Susan J. Bryant, City University of New York School of Law
Jean K. Peters, Yale Law School

Lawyers and clinic students remain stymied about how to raise issues of racial bias day-to-day in both the litigation and negotiation settings, and their own workplaces. Following up on the Habits of Cross-Cultural Lawyering, we plan to present principles, techniques, and analytical frameworks for the concrete work of addressing racial bias in our daily practice.

This two-part workshop first presents the principles, techniques and analytical frameworks including how the Habits of Cross-Cultural Lawyering can be used more effectively to raise issues of race. Using an interactive style, with case examples, role-play and discussion, we will demonstrate some techniques for use in classroom discussions and elicit other successful strategies used by participants for talking about race. We will also explore how implicit bias functions in practice to shape our work with clients and interactions with decision makers. In the second session, we will use a rounds structure to identify successful teaching techniques that teachers can employ to discuss race in supervision or classroom settings including discussion of how clinical courses in teaching and performing work, can or are implementing specific initiatives directly out of the wake of Ferguson, Garner, Rice, et.al. In debriefing this session, we plan to tie the substance of the rounds back to the principles, techniques and analysis in the first session.

Feedback and Supervision
Liz Ryan Cole, Vermont Law School
C. Benjie Louis, Albany Law School
Lisa Martin, The Catholic University of America, Columbus School of Law
Nancy M. Maurer, Albany Law School
Leah Wortham, The Catholic University of America, Columbus School of Law

Participants in these two connected sessions (11:15 am and 4:15 pm) will be introduced to and have an opportunity to practice applying tools for supervision and feedback described in Learning from Practice: A Professional Development Text for Externs (LFP) (3rd edition, due summer 2015). In advance of the conference, participants will be asked to submit a supervisory problem involving feedback. We will encourage participants to submit questions that raise problems faced by clinical supervisors in giving feedback to students, problems faced by faculty in coaching field supervisors or employers, and problems faced by students in eliciting and learning from feedback given to them in the context of supervision. Our goal is to help participants make effective feedback and supervision a more regular and valued part of the flow from legal education into practice. We expect participants will leave with tools to enhance student capacity to learn from experience including strategies for getting the maximum from feedback, regardless of how well it is delivered.

The sessions will include discussion of individual differences in how people perceive information in order to make decisions that enhance the usefulness of the feedback. Participants will also have opportunities to practice applying a DESUSA/four part feedback model statement (as described in LFP) to assist students in getting useful feedback and responding effectively.
Supervision: Theory, Planning, Problem Solving and Practices

Jane Aiken, Georgetown University Law Center
Elliott Milstein, American University, Washington College of Law

This workshop will build understanding of the framework and practices involved in supervision presented in Transforming the Education of Lawyers: The Theory and Practice of Clinical Pedagogy. We will present three key ideas:

1) Supervision involves two concurrent developmental processes, which we call the arc of client representation and the arc of student learning. Through supervision, students progress in their handling of a case or project and they progress in their learning. The processes proceed in a dynamic relationship with each other.

2) Teachers need to think about supervision from three vantage points, or frames. These are the frame of the matter, that is, the trajectory of each case or project in which the students provide representation; the frame of the student's entire experience within the clinic; and the frame of each meeting, that is, the concrete setting of supervision.

3) While teachers can gain many insights from using arcs and frames and expand the depth and breadth of possibilities for supervisory structure and interventions, three key guideposts can help them make decisions about which to pursue. These guideposts are assessment of student capacity for lawyering and learning; the goals for each student; and the operation of time.

Through presentation, exercises, group discussion, and by conducting rounds about supervision, workshop participants will become familiar with these concepts and build comfort and facility with using them in analysis of their own experience of supervision. Participants will leave this workshop with a comprehensive strategy and tools for a more intentional approach to clinical supervision.

Design Thinking in the Legal Clinic

Margaret Hagan, Stanford Law School

In this workshop, participants will learn about the human-centered design process and how it can be integrated into the law clinic setting, to improve students’ client relationships, work product, and problem-solving skills. We will generate concepts for how the clinic experience could be improved for students, clients, and professors—and then create action plans for how new initiatives could be piloted and scaled.

Design thinking brings a structured yet creative process to how we offer legal services to clients. This process has been used in other service industries—from finance to medicine—to reinvent how services are offered, to improve the client’s experience and generate new types of solutions for them. Design thinking is based on a strong focus on clients’ needs; a multidisciplinary, collaborative approach; and innovative methods that break out of status quo thinking. It helps the practitioner better understand the client’s perspective, scope new types of solutions tailored to the client, and create work product that is engaging and user-friendly.

In this hands-on session, participants will learn the basics of the design process and then use it to prototype how design could be brought into the law school clinic. We will profile current initiatives to bring design into clinics – through better visual design of legal documents, new ways of client intake and needs-finding, and collaborating with designers to create new kinds of work product. And finally, we’ll test and plan new initiatives to be piloted.
Off-Site Event
Visit to Joshua Tree National Park

Thursday, May 7, 1:30 pm – 6:30 pm

$35 PER PERSON (LIMITED TO 27 REGISTRANTS)

The Planning Committee invites you to visit Joshua Tree National Park on the afternoon of the last day of the conference, Thursday, May 7. A bus will leave the conference hotel at 1:30 p.m. and return at 6:30 p.m. During the visit, you would have the chance to explore the park, including a short hike. You would need to sign a liability waiver for hiking in the park. We ask that you register for the visit no later than April 24; a minimum of 20 attendees is required. Snacks and water are not included.

Joshua Tree National Park, a 60 minute drive from the Westin Mission Hills, can seem unwelcoming, even brutal during the heat of the summer, when, in fact, it is delicate and extremely fragile. This is a land shaped by strong winds, torrents of rain, and climatic extremes. The park displays some of the most interesting geologic displays found in California’s deserts. The vista, rugged mountains of twisted rock and exposed granite monoliths, reflects the earth forces that shaped and formed the land. Arroyos, playas, alluvial fans, bajadas, pediments, desert varnish, granites, aplite, and gneiss interact to form a giant mosaic of immense beauty and complexity.

Photo Courtesy of Matthew Field
Law Clinic Directors Workshop
May 3 – 4, 2015

Sunday, May 3, 2015
4 pm – 7 pm
AALS Registration

6 pm – 7:30 pm
AALS Reception

Monday, May 4, 2015
7:30 am – 4 pm
AALS Registration

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

8:45 am – 9 am
Welcome
Judith Areen, Executive Director, Association of American Law Schools

Introduction
Alexander Scherr, Chair, Planning Committee for 2015 AALS Conference on Clinical Legal Education and University of Georgia School of Law

9 am – 10:30 am
Plenary Session: Leading Experiential Learning
Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Deborah A. Maranville, University of Washington School of Law
Tamar Meekins, Howard University School of Law
David Anthony Santacroce, The University of Michigan Law School

The new reform movement has led to an increasing demand for clinicians to take a leadership role in the legal academy, not just on clinics and externships but on experiential learning more generally. This session addresses the growing phenomenon of the “experiential dean”: its advantages and merits; its risks and costs; and the tensions that it creates for clinic directors who both work as and work for such a person. Informed by recent CSALE data, the panel will both discuss and facilitate small group work on these issues.

10:30 am – 10:45 am
Refreshment Break

10:45 am – 12:15 pm
Plenary Session: Who Does the Work in the New Normal?
Jon C. Dubin, Rutgers School of Law – Newark
Robert D. Dinerstein, American University, Washington College of Law
David Anthony Santacroce, The University of Michigan Law School
Ragini N. Shah, Suffolk University Law School

The new normal affects the staffing of clinical education, including: pressure to use fellows, adjuncts and practitioners in residence; the outsourcing of externships to administrative staff; continuing tension over the status, participation and compensation of clinical faculty; and the potential for disparate impact on clinical faculty of color. This panel will explore staffing questions in all of these areas, to provide both context and practical guidance on the issues raised. After the panel discussion, and with the benefit of recent CSALE data, participants will gather in smaller groups and explore different staffing challenges faced at their schools.

12:15 pm – 1:45 pm
AALS Luncheon - The Costs and Value of Clinical Legal Education: A Data Driven Assessment
Robert R. Kuehn, Washington University in St. Louis School of Law

1:45 pm – 3:15 pm
Small Group Discussions
Moderated set of small group discussions on issues relevant to clinic directors in the new normal, including: the role that clinic directors play in leading the reform of legal education; the impact on clinic staff of changes in funding and in programmatic demands; the cost/value equation for clinical courses; ethical issues with the expansion of clinical and quasi-clinical offerings; and similar issues.

Moderators:
Katherine M. Hessler, Lewis and Clark Law School
Calvin Pang, University of Hawaii, William S. Richardson School of Law
### Conference on Clinical Legal Education

**Leading the New Normal: Clinical Education at the Forefront of Change**

**May 4 – 7, 2015**

<table>
<thead>
<tr>
<th><strong>Monday, May 4, 2015</strong></th>
<th><strong>Tuesday, May 5, 2015</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 pm – 7:30 pm</td>
<td>7 am – 8:30 am</td>
</tr>
<tr>
<td>AALS Registration</td>
<td>AALS Section on Clinical Legal Education Committees</td>
</tr>
<tr>
<td>6 pm – 6:15 pm</td>
<td>8:30 am – 9:30 am</td>
</tr>
<tr>
<td><strong>Welcome</strong></td>
<td><strong>Plenary Sessions</strong></td>
</tr>
<tr>
<td>Judith Areen, Executive Director, Association of American Law Schools</td>
<td><strong>Track One: The Faces of the New Normal</strong></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Lisa R. Bliss, Georgia State University College of Law</td>
</tr>
<tr>
<td>Alexander Scherr, Chair, Planning Committee for 2015 AALS Conference on Clinical Legal Education and University of Georgia School of Law</td>
<td>Stephen J. Ellman, New York Law School</td>
</tr>
<tr>
<td><strong>6:15 pm – 6:45 pm</strong></td>
<td>Phoebe A. Haddon, Chancellor, Rutgers University – Camden</td>
</tr>
<tr>
<td><strong>Opening Remarks</strong></td>
<td>Eumi Lee, University of California, Hastings College of the Law</td>
</tr>
<tr>
<td>Frank H. Wu, University of California, Hastings College of the Law</td>
<td>The “new normal” has many faces: changes in the market for law graduates; calls for curricular reform through experiential courses; declining enrollment and constricting resources; new collaborations within and outside of law schools; and even changes in how lawyers practice law. How do we frame this situation, and how does that framing affect the design and teaching of our courses? How do we identify the forces that drive change and how is our work being affected? What assumptions are we making in this process—or shouldn't be making? This mini-plenary explore the many dimensions of the new normal and identify trends affecting the clinical and field placement community.</td>
</tr>
<tr>
<td><strong>6:45 pm – 8 pm</strong></td>
<td><strong>Track Two: The New Normal and Our Pedagogical Mission</strong></td>
</tr>
<tr>
<td><strong>AALS Reception with Posters</strong></td>
<td>Wendy A. Bach, University of Tennessee College of Law</td>
</tr>
<tr>
<td>Preparing Clinical Students to Attain their Dream Job</td>
<td>Phyllis Goldfarb, The George Washington University Law School</td>
</tr>
<tr>
<td>Samantha Buckingham, Loyola Law School</td>
<td>Donna H. Lee, City University of New York School of Law</td>
</tr>
<tr>
<td>New Clinicians on the Block</td>
<td><strong>Moderator:</strong> Ann C. Shalleck, American University, Washington College of Law</td>
</tr>
<tr>
<td>Danielle Pelfrey Duryea, SUNY Buffalo Law School</td>
<td>Part of the new normal is a trend toward thinking that more experiential education is the solution to the problems plaguing legal education and the profession. Increasingly, clinicians are being asked to take on new roles—everything from serving as “experiential deans” to helping our doctrinal colleagues infuse clinical methods into non-clinical classes. Does the new normal, with its focus on more experiential education at lower cost and across the curriculum, present a threat to the viability of the in-house clinic?</td>
</tr>
<tr>
<td>Cody Jacobs, SUNY Buffalo Law School</td>
<td></td>
</tr>
<tr>
<td>J. Christopher Moellering, SUNY Buffalo Law School</td>
<td></td>
</tr>
<tr>
<td>UC Hastings Startup Legal Garage—Rebooting Legal Education</td>
<td></td>
</tr>
<tr>
<td>Alice Armitage, University of California Hastings College of the Law</td>
<td></td>
</tr>
<tr>
<td>Using Reality Television and Social Media to Raise Legal and Social Consciousness and to Develop Critical Thinking in Domestic Violence Advocacy</td>
<td></td>
</tr>
<tr>
<td>Deria P. Hayes, North Carolina Central University School of Law</td>
<td></td>
</tr>
<tr>
<td>The MC/Law Adoption Legal Clinic: Bringing Families Together</td>
<td></td>
</tr>
<tr>
<td>Shirley T. Kennedy, Mississippi College School of Law</td>
<td></td>
</tr>
<tr>
<td>Experiential Learning For Beginners: Introducing First Year Law Students To The Attorney - Client Relationship</td>
<td></td>
</tr>
<tr>
<td>Shawn Kravitch, University of California, Los Angeles School of Law</td>
<td></td>
</tr>
<tr>
<td>Jason Light, University of California, Los Angeles School of Law</td>
<td></td>
</tr>
<tr>
<td>Catherine H. Mayorkas, University of California, Los Angeles School of Law</td>
<td></td>
</tr>
<tr>
<td>Lisa M. Mead, University of California, Los Angeles School of Law</td>
<td></td>
</tr>
</tbody>
</table>
Online educational technologies have the potential to revolutionize how law is taught and learned. But what is the best use of educational technology in our teaching? Particularly in the clinical setting where face-to-face interactions between professor and students are central to our teaching methodology, can educational technologies play a role in our pedagogy?

During this mini-plenary we will explore the future of the "new normal" as it relates to clinical legal education. The panel will begin with a short video providing an overview of recent developments in learning technologies and blended learning, including online videos, flipping the classroom, online formative assessments, adaptive learning, customized learning, immersive simulations, and games.

9:30 am – 9:45 am
Transition to Concurrent Sessions

9:45 am – 11 am
Concurrent Session #1

Track 1: ABA Standards, Clinical Legal Education, and the New Normal: Has Anything Changed?
Margaret Martin Barry, Vermont Law School
Robert D. Dinerstein, American University Washington College of Law
Peter Joy, Washington University in St. Louis School of Law

Track 2: Funding the Law School Clinic Through "Soft Money" – Restraints and Possibilities for Pedagogy and Social Justice
Matthew N. Andres, University of Illinois College of Law
Brian Clauss, The John Marshall Law School
Benjamin Edwards, Michigan State University College of Law
John F. Erbes, Southern Illinois University School of Law
Nicole Iannarone, Georgia State University College of Law
Julie Marzouk, Chapman University Dale E. Fowler School of Law
Heather Scavone, Elon University School of Law
Stacey Tutt, University of Illinois College of Law

Track 2: 1L Curricular Reform and Faculty Integration
Constance A. Browne, Boston University School of Law
Prentiss Cox, University of Minnesota Law School
Peggy Maisel, Boston University School of Law
Laura Thomas, University of Minnesota Law School

Track 2: Birds of a Feather Teach Together: Collaborations between Law Clinic and Externship Faculty to Educate a New Generation of Reflective Practitioners
Cynthia Batt, Stetson University College of Law
Meta Copeland, Mississippi College School of Law
Robert Edward Lancaster, Louisiana State University, Paul M. Hebert Law Center
Jojo C. Liu, Loyola Law School
Suzanne Valdez, University of Kansas School of Law
Jennifer Zawid, University of Miami School of Law

William L. Berman, Suffolk University Law School
Andrew Garcia, Suffolk University Law School
James Matthews, Suffolk University Law School
Ilene B. Seidman, Suffolk University Law School

Track 3: Future of the New Normal: Incorporating the Roots of Critical Pedagogy into Multi-Disciplinary Approaches to Clinics – From Roots to New Blooms
Beryl S. Blaustone, City University of New York School of Law
Paula Galowitz, New York University School of Law
Catherine F. Klein, The Catholic University of America, Columbus School of Law

Track 3: The Start Up of Who? – Disrupting the Marketplace by Teaching Entrepreneurial Thinking in Law Schools
Esther Barron, Northwestern University School of Law
Praveen Kosuri, University of Pennsylvania Law School
Eric Menkhus, Arizona State University Sandra Day O’Connor College of Law
Track 3: Shared Concurrent

Small Business Entrepreneur Brief Advice Clinic Design: The New Normal in Teaching Microenterprise Representation involving Students, Pro Bono Attorneys, and Faculty
Debra Bechtel, Brooklyn Law School
Edward DeBarbieri, Brooklyn Law School

Exploring Strategies for Accountability, Democracy, and Transparency in Community-Clinic Collaborations
Rachel E. Lopez, Drexel University Thomas R. Kline School of Law

Creatively Embracing Change Using an Eco-System Model
Jennifer Fan, University of Washington School of Law
Lisa Kelly, University of Washington School of Law
Randi Mandelbaum, Rutgers School of Law - Newark
Mary Helen McNeal, Syracuse University College of Law

Implicit Bias
Deborah N. Archer, New York Law School
Natalie M. Chin, Brooklyn Law School
Llezlie Green Coleman, American University Washington College of Law
Janet Thompson Jackson, Washburn University School of Law
Hina B. Shah, Golden Gate University School of Law

11 am – 11:15 am
Refreshment Break

11:15 am – 12:30 pm
Workshops and Working Sessions (A)
(Advance application required for Workshops. See pages 5-9 of this brochure for descriptions of Workshops and instructions for application.)

Workshop: Teaching Justice
Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market
Details on page 6.

Workshop: Scholarship Support
Details on page 6.

Workshop: Teaching and Evaluating Reflection
Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design
Details on page 7.

Workshop: Creating Online Educational Videos
Details on page 7.

Workshop: Teaching About Race to Improve Racial Justice
Details on page 8.

Workshop: Feedback and Supervision
Details on page 8.

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

2 pm – 2:30 pm
Keynote
Bryan Stevenson, New York University School of Law

2:30 – 2:45 pm
Transition to Concurrent Sessions

2:45 – 4 pm
Concurrent Sessions #2

Track 1: Responding to the New ABA Standard 314 – Assessment in the Law School and in the Field: What We’re Doing and How We Can Do It Better
Kendall L. Kerew, Georgia State University College of Law
Inga Laurent, Gonzaga University School of Law
Kelly S. Terry, University of Arkansas at Little Rock, William H. Bowen School of Law

Track 1: Establishing and Improving Clinical Teaching Fellowship Programs
Patience A. Crowder, University of Denver Sturm College of Law
Deborah Epstein, Georgetown University Law Center
Avi Frey, New York University School of Law
Melina Healey, Loyola University Chicago School of Law

Track 2: Facing Our Fears in Changing Times: Critically Examining the Benefits and Opportunities of Clinical Legal Education Models in Order to Lead Within Our Institutions
Carolyn Kaas, Quinnipiac University School of Law
Deborah A. Maranville, University of Washington School of Law
Antoinette Sedillo Lopez, University of New Mexico School of Law

Track 2: The New Normal in Public Interest Lawyering: Small Business and Transactional Clinics at the Forefront of Change
Eve Brown, Suffolk University Law School
Cynthia Dahl, University of Pennsylvania Law School
Victoria F. Phillips, American University, Washington College of Law
Paul R. Tremblay, Boston College Law School
Track 2: Clinical Education at the Intersection of Immigration Law and Criminal Law
Linus Chan, University of Minnesota Law School
Ingrid V. Eagly, University of California, Los Angeles School of Law
Jennifer Lee Koh, Western State University College of Law
Vanessa H. Merton, Pace University School of Law
Stacy Taeuber, University of Wisconsin Law School

Track 3: Teaching with Technology: Clinicians + Law Librarians = Innovation
Maritza Karmely, Suffolk University Law School
Alex Berrio Matamoros, City University of New York School of Law
Kim McLaurin, Suffolk University Law School
Joseph A. Rosenberg, City University of New York School of Law
Ronald E. Wheeler, Suffolk University Law School

Track 3: Where the Jobs Are Now and What They Require: Preparing Law Students for an Interprofessional World
George V. Baboila, Co-Director, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
Melissa Brown, University of the Pacific, McGeorge School of Law
Yael Cannon, University of New Mexico School of Law
Michael J. Gregory, Harvard Law School
Yvonne Troya, University of California, Hastings College of Law
Julie K. Waterstone, Southwestern Law School
Carolyn Welty, University of California, San Francisco School of Medicine
Jennifer L. Wright, University of St. Thomas School of Law

Track 3: Plugged In or Tuned Out? Teaching a New Generation of Tech-Savvy Clinical Students
Ty Alper, University of California, Berkeley School of Law
Vida Johnson, Georgetown University Law Center
Kate Weisburd, University of California, Berkeley School of Law

Responding to the New Normal in Field Placement Clinics: Teaching Students to Work in and Manage the Small Firm
Jodi S. Balsam, Brooklyn Law School
Seth M. Lahn, Indiana University Maurer School of Law
Reena Elizabeth Parambath, Drexel University Thomas R. Kline School of Law
Sarah Shalf, Emory University School of Law

“Newish Clinicians” Navigating the (New) Normal – Experiences, Strategies, and Opportunities
E. Tendayi Achiume, University of California, Los Angeles School of Law
Kevin M. Barry, Quinnipiac University School of Law
Sarah R. Boonin, Suffolk University Law School
Annie Lai, University of California, Irvine School of Law
Valerie Schneider, Howard University School of Law

Shared Concurrent
Subversive Outcome Assessment: Learning Taxonomies and Pop Up Workshops
Elizabeth Ford, Seattle University School of Law

Engaging Students in Organizational Representation
Helen H. Kang, Golden Gate University School of Law
Susan Kraham, Columbia University School of Law
Deborah Sivas, Stanford Law School

Representing Enterprises
JIANG Dong, Renmin University of China Law School, Beijing, China
Brian Krumm, University of Tennessee College of Law

4 pm – 4:15 pm
Refreshment Break

4:15 pm – 5:30 pm
Workshops and Working Sessions (B)
(Advance application required for workshops. See pages 5-9 of this brochure for descriptions of workshops and instructions for application.)

Workshop: Teaching Justice
Continued. Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market
Continued. Details on page 6.

Workshop: Scholarship Support
Continued. Details on page 6.

Workshop: Teaching and Evaluating Reflection
Continued. Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design
Continued. Details on page 7.

Workshop: Creating Online Educational Videos
Continued. Details on page 7.

Workshop: Teaching About Race to Improve Racial Justice
Continued. Details on page 8.

Workshop: Feedback and Supervision
Continued. Details on page 8.

5:30 pm
AALS Reception
Comments about 2014 Clinical Conference Working Groups:

“Great leaders! Very thought provoking and took head-on complicated topics – race, for example, without flinching.”

“A dynamite duo who really kept our working group working!”

Wednesday, May 6, 2015

7 am – 8:30 am
AALS Section on Clinical Legal Education Clinician of Color Committee

9 am – 10:15 am
Concurrent Sessions #3

Track 1: Maximizing What Law Students Learn From Experience: Building Effective Reflective/Classroom Components for Law Students in Field Placements under the new ABA Standard 305(e)7
Carmia Ceasar, Georgetown University Law Center
Susan B. Schechter, University of California, Berkeley School of Law

Track 1: Competencies and Rubrics, What are they Good For?! Law, Social Work and Psychology Standards in an Interdisciplinary Context
George V. Baboila, Co-Director, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
Patricia Anne Stankovitch, Director of Psychology Clinic, University of St. Thomas Interprofessional Center for Counseling and Legal Services, St. Paul, Minnesota
Virgil O. Wiebe, University of St. Thomas School of Law

Track 2: Shared Concurrent
Readiness for Profession: Enriching Law School Pedagogy
David Baluarte, Washington and Lee University School of Law
C. Elizabeth Belmont, Washington and Lee University School of Law
Timothy C. MacDonnell, Washington and Lee University School of Law
James E. Moliterno, Washington and Lee University School of Law

Integrating a Clinical Experience into the First-Year Curriculum: Beyond the Legal Writing Course into the Doctrinal Curriculum
Myra E. Berman, Touro College, Jacob D. Fuchsberg Law Center
Lewis Silverman, Touro College, Jacob D. Fuchsberg Law Center

Track 2: Is there Room for Racial Justice, Truth and Equality in the New Normal?
Alina Ball, University of California, Hastings College of the Law
Jyoti Nanda, University of California, Los Angeles School of Law
Mae C. Quinn, Washington University in St. Louis School of Law
Josephine Ross, Howard University School of Law
Keith Wattley, University of California, Los Angeles School of Law

Track 2: Erasing Boundaries Across the Curriculum
Melissa Frydman, University of Illinois College of Law
Kevin Lapp, Loyola Law School
Joy Radice, University of Tennessee College of Law

Track 3: Shared Concurrent
Clinics in the Cloud: Ensuring the “New Normal” is Heavenly
W. Warren Hill Binford, Willamette University College of Law
Jack I. Lerner, University of California, Irvine School of Law

The New Normal: How the University of Richmond School of Law is Using iPads and other Technology to Facilitate the Practice of Law
Dale Margolin Cecka, The University of Richmond School of Law
Julie McConnell, The University of Richmond School of Law
Mary Kelly Tate, The University of Richmond School of Law
Adrienne E. Volenik, The University of Richmond School of Law

The Future in the New Normal: Integrating Emerging Technology in the Classroom and the Importance of Technology Fluency
Alyson Carrel, Northwestern University School of Law
Kara Young, Northwestern University School of Law

Track 3: Just What the Doctor Ordered: Multi-Disciplinary Clinics at the Forefront of Change
Emily Benfer, Loyola University Chicago School of Law
Colleen Boraca, Northern Illinois University College of Law
Katie Cronin, University of Kansas School of Law
Allyson E. Gold, Loyola University Chicago School of Law
Daniel Schaffzin, The University of Memphis, Cecil C. Humphreys School of Law
Track 3: Globalization of Legal Practice: A Comparative Exploration of the Benefits, Challenges, and Pitfalls of Preparing Lawyers for Practice in the Global Community through Clinics and International Externship Placements
Gillian Dutton, Seattle University School of Law
Sarah Paoletti, University of Pennsylvania Law School

Fact-finding in the Human Rights Context and Beyond: Strategies for Teaching Fact-finding in Clinics
Sarah Knuckey, Columbia University School of Law
Meera Shah, New York University School of Law
Stephan P. Sonnenberg, Stanford Law School
Shana Tabak, American University, Washington College of Law

Collaboration: Unpacking the “Old Normal” in Light of the New Normal
A. Rachel Camp, Georgetown University Law Center
Laurie S. Kohn, The George Washington University Law School
Tamara Kuennen, University of Denver, Sturm College of Law

10:15 am – 10:30 am
Refreshment Break

10:30 am – 11:45 am
Workshops and Working Sessions (B)
(Advance application required for workshops. See pages 5-9 of this brochure for descriptions of workshops and instructions for application.)

Workshop: Teaching Justice
Continued. Details on page 5.

Workshop: Navigating the Complexities of the Clinical Teaching Market
Continued. Details on page 6.

Workshop: Scholarship Support
Continued. Details on page 6.

Workshop: Teaching and Evaluating Reflection
Continued. Details on page 7.

Workshop: (Re-)Designing a Clinic Using Backwards Design
Continued. Details on page 7.

Workshop: Creating Online Educational Videos
Continued. Details on page 7.

Workshop: Supervision: Theory, Planning, Problem Solving and Practices
Details on page 9.

Workshop: Design Thinking in the Legal Clinic
Details on page 9.

12 pm – 1:30 pm
AALS Luncheon
Social Justice Speaker: Jose Padilla, Executive Director, California Rural Legal Assistance, Inc., Oakland, CA

CLEA Awards:
Per Diem Project Award presentation
Excellence In a Public Interest Case/Project
Outstanding Advocate For Clinical Teachers

1:30 pm – 2:45 pm
Works-In-Progress Sessions

Bellow Scholars Project Presentations
Moderators:
Faith Mullen, The Catholic University of America, Columbus School of Law
Joseph B. Tulman, University of the District of Columbia, David A. Clarke School of Law

Kim Diana Connolly, Danielle Pelfrey Duryea and Lisa Bauer, SUNY Buffalo Law School

Tenant-Based Affordable Housing as a Tool of Opportunity in Post-Katrina New Orleans.
Stacy E. Seicshnaydre, Tulane University School of Law

Achieving Health Equity for Low-Income Clients: The Effect of Medical-Legal Partnership in the Law School Setting
Emily Benfer and Allyson E. Gold, Loyola University Chicago School of Law

Disadvantaged Communities Access to Safe Drinking Water in Salinas Valley, California & Beyond
Alina Ball, Colin Bailey and Pearl Kan, University of California, Hastings College of the Law

Building Community Capacity for HIV-Positive Individuals in Southcoast, Massachusetts
Margaret Drew, University of Massachusetts School of Law – Dartmouth

2:45 pm – 3 pm
Refreshment Break
Track One: Counseling Students in the New Normal
Mary Lynch, Albany Law School
Carolyn McKanders, Co-Director and Director of Organizational Culture, Thinking Collaborative, Missouri City, Texas
Abraham Pollack, The George Washington University Law School

Moderator: Timothy W. Floyd, Mercer University School of Law

Our students may know more about the new normal than we do, from direct experience. How has our role changed in response to student realities, as educators and as mentors? This panel consists of a problem-solving session, bringing to bear the tools of teaching for transfer, career counseling and mentoring to help assess the changes that our students and we will encounter.

Track Two: The New Normal and Our Social Justice Mission
Stephen Reed, Northwestern University School of Law
Dana Thompson, The University of Michigan Law School
Paul R. Tremblay, Boston College Law School

Moderator: Susan R. Jones, The George Washington University Law School

Traditionally, a significant underpinning of clinical education has been its commitment to and teaching of social justice values. To the extent that the new normal is shifting toward providing clinical opportunities in a range of practice areas and for clients/issues that may not be un/under-represented, what is the impact on our social justice mission? What do we stand to lose?

Track 3: Exploring New Possibilities Through Technology: Preparing Students to Practice in the New Normal
Jonathan Askin, Brooklyn Law School
Luz E. Herrera, University of California, Los Angeles School of Law
Conrad Johnson, Columbia University School of Law

Technology is changing every aspect of society, including the practice of law. How does this change our role as clinicians? As lawyers, we must understand how technology is changing our practice in order to be the most effective advocates for our clients. As teachers, we need to prepare our students for the opportunities and challenges that technology brings for them as future practitioners. As leaders in promoting access to justice we must evaluate and foster the use technology in a way that best serves our communities and society as a whole. During this mini-plenary our speakers will explore how technology is disrupting legal practice and how clinical and experiential education can not only prepare our students for the new normal but lead in harnessing new innovations in practice to solve issues of access to justice.
Track 2: A Commitment to Inner Development: Connecting the “New Normal” with Clinics’ Social Justice Mission
Timothy Dempsey, Executive Director, Community Building Institute, Chattanooga, Tennessee
Edward Groody, President, Community Building Institute, Knoxville, Tennessee
Paulette J. Williams, University of Tennessee College of Law

Track 2: Maintaining the Gold Standard: Preserving Live-Client Clinics in the New Normal
Cheryl Prestenback Buchert, Loyola University New Orleans College of Law
Christine E. Cerniglia, Loyola University New Orleans College of Law
Ramona G. Fernandez, Loyola University New Orleans College of Law
Davida Finger, Loyola University New Orleans College of Law
Janet M. Heppard, University of Houston Law Center
Hiroko Kusuda, Loyola University New Orleans College of Law
R. Judson Mitchell, Loyola University New Orleans College of Law
D. Majeeda Snead, Loyola University New Orleans College of Law

Track 3: Shared Concurrent
Harnessing the Power of a New Database Application to Improve Clinical Student Assessment
Joshua Wease, Michigan State University College of Law

Mind Mapping: A Tool for Training the 21st Century Attorney in a Clinical Setting
Brett C. Stohs, University of Nebraska College of Law

Track 3: Clinical Community 2.0: Online Tools to Build, Expand, and Strengthen Clinician Support Networks
Jeffrey R. Baker, Pepperdine University School of Law
Jill C. Engle, Pennsylvania State University The Dickinson School of Law
Jeremiah Ho, University of Massachusetts School of Law – Dartmouth
Jean K. Phillips, University of Kansas School of Law
Benjamin Pietryk, Uncommon Individual Foundation and LegalED, Devon, PA

Track 3: The “New Normal” of Dispute Resolution: Pedagogical Lessons and Secrets from Mediation Clinics
Deborah Thompson Eisenberg, University of Maryland Francis King Carey School of Law
Douglas N. Frenkel, University of Pennsylvania Law School
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
Kelly Browe Olson, University of Arkansas at Little Rock, William H. Bowen School of Law

Exploring the 5 Intelligences of Effective Lawyers
April Land, University of New Mexico School of Law
J. Michael Norwood, University of New Mexico School of Law
Aliza G. Organick, University of New Mexico School of Law
Carol Suzuki, University of New Mexico School of Law

Shared Concurrent
Helping Strangers in a Strange Land: Teaching Students Professional Behavior
Harriet N. Katz, Rutgers School of Law – Camden
Faith Mullen, The Catholic University of America Columbus School of Law

Documenting Unprofessional Conduct in Clinics and Externships
Clark D. Cunningham, Georgia State University College of Law
JoNel Newman, University of Miami School of Law

Discussion of Disruptive Innovation and the Future of Legal Education
Michelle R. Weise, Senior Research Fellow, Clay Christensen Institute for Disruptive Innovation, San Mateo, California

Comments about 2014 Clinical Conference Concurrent Sessions:
“I really learned a lot and it changed my thinking on this topic. Bravo!”

“Very informative, interesting and excellent presentation.”

“Was organized, informative and insightful.”

“The session was fantastic and exactly the type of workshop I was looking for at this conference. It was practical, detailed, and helpful.”
Track 1: Making the Best of the New Normal: Integrating Adjunct Professors in Clinical Design
Stephen J. Ellmann, New York Law School
Linda H. Morton, California Western School of Law
Dana Sisitsky, California Western School of Law

Track 1: New to the “New Normal”: Externship Professor Edition
D’Ilorah L. Hughes, Wayne State University Law School
Sunil Ramalingam, University of Idaho College of Law
Amy Sankaran, The University of Michigan Law School

Track 2: From the Ivory Tower to the Courtroom: Academic Writing for Social Justice in the “New Normal”
Christopher Lasch, University of Denver Sturm College of Law
Alison Siegler, The University of Chicago, The Law School
Robin Walker Sterling, University of Denver Sturm College of Law
Katie Tinto, Benjamin N. Cardozo School of Law
Erica Zunkel, The University of Chicago, The Law School

Track 2: Shared Concurrent
Challenges of International Human Rights Clinics in the “New Normal”
Thomas M. Antkowiak, Seattle University School of Law
Alejandra Gonzalez, University of Washington School of Law

Pedagogical Responses to Humanitarian Crisis on the Border: Clinical Work in Family Detention Facilities
Sioban Albiol, DePaul University College of Law
Denise L. Gilman, The University of Texas School of Law
Lisa Graybill, University of Denver Sturm College of Law
Karla M. McKanders, University of Tennessee College of Law

Track 2: Integrating Non-Clinical Faculty Into Clinic and Experiential Courses: What’s the Recipe(s) for Success?
Dwight Aarons, University of Tennessee College of Law
Paul D. Bennett, The University of Arizona James E. Rogers College of Law
Becky L. Jacobs, University of Tennessee College of Law
Patrick Charles McGinley, West Virginia University College of Law
Alistair E. Newbern, Vanderbilt University Law School
Valorie K. Vojdik, University of Tennessee College of Law
Suzanne Weise, West Virginia University College of Law

Track 3: Start-Up Success in Clinic Projects: Generating Project Ideas, Choosing Clients, and Planning for the Unexpected
Anna Carpenter, The University of Tulsa College of Law
Jason Parkin, Pace University School of Law
Colleen Shanahan, Georgetown University Law Center

Shared Concurrent

What Can We Learn from Leadership Coaching? Insights from Transactional Clinics
Alice Hamilton Evert, The George Washington University Law School
Susan R. Jones, The George Washington University Law School

Redesigning Clinics to Creatively Integrate J.D. and LL.M. Students
Kathy Heller, Chapman University Dale E. Fowler School of Law
Wendy Seiden, Chapman University Dale E. Fowler School of Law

Representing Clients and Educating Students Amid Risk Management, Background Checks, and Compliance Regimes
Paul Holland, Seattle University School of Law
Kimberly A. Thomas, The University of Michigan Law School

Popular Media, Fear Appeals, and a Sense of Humor: Three Approaches to Engaging Students in Justice Learning, Teaching Substantive Law and Lawyering Skills, and Preparing Students for the “Real World” of Practice
Part I: 10 am – 10:35 am
Priya Baskaran, Georgetown University Law Center
Laila Hlass, Boston University School of Law
Allison Korn, University of Baltimore Law School
Sarah Sherman-Stokes, Boston University School of Law

Part II: 10:40 am – 11:15 am
Carolyn Young Larmore, Chapman University, Dale E. Fowler School of Law
Abigail A. Patthoff, Chapman University, Dale E. Fowler School of Law

11:15 am – 11:30 am
Transition to Plenary Session

11:30 am – 12 pm
Disruptive Innovation and the Future of Legal Education
Michelle R. Weise, Senior Research Fellow, Clay Christensen Institute for Disruptive Innovation, San Mateo, CA

12 pm – 1:30 pm
AALS Luncheon
AALS Section on Clinical Legal Education Committees, AALS Conference Affinity Groups
Meeting and Hotel Information

HOTEL RESERVATIONS
The conference sessions and sleeping accommodations will be at the Westin Mission Hills, 71333 Dinah Shore Drive, Rancho Mirage, California 92270.

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 instructions for booking a hotel reservation at the Westin Mission Hills.

The room rate is $189 for single or double occupancy. All rooms shall be subject to established taxes; currently tax in 2014 is 10.065 percent and 2 percent Business Improvement Development tax. The resort fee has been waived for registrants of the AALS Conference on Clinical Legal Education.

The cut-off date for making a room reservation is April 13, 2015. 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 Westin Mission Hills requires a one-night’s room rate deposit with one of following credit cards (Visa, MasterCard, American Express, Diners Club/Sundin/Amoco, Discover, JCB, Carte Blanche.) Deposits will be fully refunded for reservations cancelled by 6 p.m. on the expected arrival date.

ACCOMMODATIONS
AALS is committed to making our meetings and events accessible to all of our attendees. Visit aals.org/clinical2015 and click on “Accessibility” for more information. Please contact the AALS at accommodations@aals.org so that we may assist you with services that you need. We ask that you notify us of your request as much in advance of the meeting as possible; it may be difficult to provide services without at least 72 hour notice.

INTERNET ACCESS
Guest room internet will be provided to AALS registrants on a complimentary basis. Complimentary internet is also available in the hotel lobby and meeting space for all registrants.

BABYSITTING SERVICES
For standard babysitting services, contact the hotel concierge for information. Neither the hotel nor AALS endorses these services, but the hotel provides this information for your reference.

HOTEL PARKING
Self-Parking
Complimentary for AALS registrants staying at the hotel.
Day Rate for non-guests - $10

Valet Parking
24 hours with Validation from Front Desk (AALS registrants staying at the hotel) - $5
24 hours for non-guests - $20
Day Rate - $15
LOCAL TRANSPORTATION

Palm Springs International Airport
The Westin Mission Hills is located six miles from the Palm Springs International Airport (PSP). Major airlines like Alaska Airlines, American Airlines, Delta Airlines, Frontier Airlines, United Airlines, US Airways and Virgin America fly into Palm Spring International Airport. Non-stop routes include Calgary, Chicago, Dallas/Fort Worth, Denver, New York (JFK), Seattle and others across the U.S. and Canada. Taxi fare is approximately $25.

Ontario International Airport
The hotel is located 78 miles from Ontario International Airport. Taxi fare is approximately $215 each way. SuperShuttle (www.supershuttle.com) also provides service from this airport.

Los Angeles International Airport and San Diego International Airport
The hotel is located 130 miles or approximately two hours from either Los Angeles International Airport or San Diego International Airports. Taxi fare is approximately $360. Two shared ride van companies, SuperShuttle (www.supershuttle.com) and Prime Time Shuttle (www.primetimeshuttle.com) operate out of LAX and are authorized to serve all Southern California counties. Contact the companies for more information. Vans pick up passengers on the Lower/Arrivals Level in front of each terminal.

CAR RENTAL
Desert Rent-a-Car (located one mile from Palm Springs International Airport) has a shuttle to take guests from airport to the car rental. They can also deliver a car to the hotel. http://www.desertrac.com; (760)-399-4227.

Other Car Rental Companies
Enterprise Rent-A-Car onsite at Palm Springs International Airport: (760) 778-0054 (no delivery to hotel)
Enterprise Rent-A-Car, Cathedral City: (760) 328-9377 (can pick up and drop off guests to car rental store)

DINING
The Westin Mission Hills has several dining experiences on property.

Pinzimini
Italian
7 am – 12 am daily

Season’s Grill
Seasonally-inspired menus.
Breakfast: 7 am – 11 am
Lunch and Dinner: 11 am – 9 pm

Fireside Lounge
American
4 pm – 1:30 am daily

Las Brisas Café and Caliente Bar
Fresh salads, sandwiches and burgers
10 am – 4 pm daily

Mission Hills Market & Café
Serves Starbucks Coffee, fresh pastries, salads, and sandwiches 6 am – 11 pm
THINGS TO DO

Palm Springs
Downtown Palm Springs is a 15-20 minute drive has a variety of restaurants and shops. Taxi fare is approximately $25 each way between the resort and Palm Springs.
www.visitpalmsprings.com/dine

The Agua Caliente Indian Reservation
The Reservation's headquarters is in nearby Palm Springs. The Agua Caliente Cultural Museum in Palm Springs was founded by the tribe in 1991. It houses permanent collections and archives, a research library, and changing exhibits. The tribe owns Indian Canyons, located southwest of Palm Springs. The canyons are listed on the National Register of Historic Places.

Joshua Tree National Park
Joshua Tree National Park, a 60 minute drive (approximately 45 miles) from the Westin Mission Hills, can seem unwelcoming, when in fact, it is delicate and extremely fragile. This is a land shaped by strong winds, torrents of rain, and climatic extremes. The park displays some of the most interesting geologic displays found in California's deserts. The vista, rugged mountains of twisted rock and exposed granite monoliths, reflects the earth forces that shaped and formed the land. Arroyos, playas, alluvial fans, bajadas, pediments, desert varnish, granites, aplite, and gneiss interact to form a giant mosaic of immense beauty and complexity.

Big Morongo Canyon Preserve
Located about 30 minutes or 24 miles from the Westin, nestled among the Little San Bernardino Mountains, the desert oasis at Big Morongo Canyon is one of the ten largest cottonwood and willow riparian (stream) habitats in California. The upstream end of the canyon lies in the Mojave Desert, while its downstream portion opens into the Colorado Desert. The Morongo fault running through the canyon causes water draining from the surrounding mountains to form Big Morongo Creek and the marsh habitat. At 31,000 acres with elevations ranging from 600 feet on the canyon floor to 3,000 feet at the top of the ridge, this diverse landscape has been an important part of the Morongo Basin's natural and cultural history for almost two billion years.
Please list your first two preferences and indicate your preference. We will attempt to honor preference, but we will need at least 20 faculty indicating a particular Working Session for there to be a sufficient number of persons for the working session. Due to limits on the number of rooms for Working Sessions, and the fact that some subjects for Working Sessions need multiple sections, it is possible that your preference will not be available. We may need to combine groups based on actual enrollment and on available space.

**Type of Registration**

<table>
<thead>
<tr>
<th>Conference on Clinical Legal Education</th>
<th>Received By April 24</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Teachers and Staff of Member and Fee-Paid Schools</td>
<td>$450</td>
<td></td>
</tr>
<tr>
<td>Clinical Teachers and Staff of Non Fee-Paid Law Schools</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Clinical Teachers and Staff of International Law Schools</td>
<td>$450</td>
<td></td>
</tr>
<tr>
<td>Joshua Tree National Park Visit</td>
<td>$35</td>
<td></td>
</tr>
</tbody>
</table>

**Law Clinic Directors Workshop**

| Clinical Teachers and Staff of Member and Fee-Paid Schools | $210 |
| Clinical Teachers and Staff of Non Fee-Paid Law Schools | $260 |

**Total:**

- ADR
- Appellate Litigation
- Civil Rights/Discrimination/Race
- Criminal Law
- Critical Theory
- Clinical Law
- Community Economic Development
- Community Lawyering
- Elder Law
- Environmental
- Externships
- Family/Child Advocacy
- Family/Domestic Violence
- Family Law
- Gender/Gender Identity/Sexual Orientation
- Health and Disability
- Housing
- Immigration
- Interdisciplinary (Medical/Legal Collaboration)
- International Human Rights
- Juvenile Law (Criminal)
- Legislative/Policy Lawyering
- Poverty Law
- Securities Arbitration
- Tax
- Transaction Law/Small Business
- Veterans Clinics
- Other:

**Lunches**
- Vegan/Vegetarian option

**New Clinicians:**
- Check box if you identify as a new clinician.

**Registration Questions?**

- Call: (202) 296-2355
- E-mail: registration@aals.org

**On-Site Registration**

If your form with payment has not arrived at AALS by April 24, 2015 it will be necessary for you to register on-site. There is an additional charge of $50 to register after April 24. AALS accepts cash, personal or school checks, American Express, MasterCard and Visa for conference on-site payment. Please contact AALS at registration@aals.org to cancel your registration.

**Refund Policy**

The registration fee will be refunded in full for cancellations through April 17; a refund less $50, which covers administrative costs, will be given for cancellations received April 18 through April 24; 50 percent of the registration fee will be refunded for cancellations received April 25 through April 30; no refunds will be given after April 30. Please contact AALS at registration@aals.org to cancel your registration.

**Working Sessions:**

Please list your first two preferences and indicate your preference. We will attempt to honor preference, but we will need at least 20 faculty indicating a particular Working Session for there to be a sufficient number of persons for the working session. Due to limits on the number of rooms for Working Sessions, and the fact that some subjects for Working Sessions need multiple sections, it is possible that your preference will not be available. We may need to combine groups based on actual enrollment and on available space.

**Accessibility Assistance**

AALS is committed to making our meetings and events accessible to all of our attendees. Please contact the AALS at accommodations@aals.org so that we may assist you with any services you need.
AALS Calendar

Law Clinic Directors Workshops
Monday, May 4, 2015, Rancho Mirage, CA

Conference on Clinical Legal Education
Monday, May 4 – Thursday, May 7, 2015, Rancho Mirage, CA

Workshop for New Law School Teachers with Additional Sessions for New Legal Writing Teachers
Wednesday, June 3 – Friday, June 5, 2015, Washington, DC

Workshop for Pretenured People of Color Law School Teachers
Friday, June 5 – Saturday, June 6, 2015, Washington, DC

Midyear Meeting
Orlando, FL

Workshop on Shifting Foundations: Family Law’s Response to Changing Families
Monday, June 22 – Wednesday, June 24, 2015

Workshop on Measuring Learning Gains
Monday, June 22 – Wednesday, June 24, 2015

Workshop on Next Generation Issues of Sex, Gender and the Law
Wednesday, June 24 – Friday, June 26, 2015

Faculty Recruitment Conference
Thursday, October 15 – Saturday, October 17, 2015, Washington, DC

Conference on Clinical Legal Education
Saturday, April 30 – Tuesday, May 3, 2016, Baltimore, MD

Future Annual Meeting Dates and Locations
Wednesday, January 6 – Sunday, January 10, 2016, New York, NY
Wednesday, January 4 – Sunday, January 8, 2017, San Francisco, CA

Connect with AALS online!