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
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
Turgid 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 Committees 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
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

Photo courtesy of VISIT DENVER, the Convention and Visit
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. Schiff, Tye 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 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 study. 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 Pokorak, Sufolk 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.
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
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.

145 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

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
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. The 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
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. Paolletti, 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 Siegel, 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
Jasmin 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. Coyle, 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**
Llezlie Green Coleman, American University, Washington College of Law
Nicole Hallett, University at Buffalo School of Law, 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
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
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
Davida Finger, Loyola University New Orleans College of Law
Emily Suski, University of South Carolina School of Law
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

Resonating 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, Sufolk University Law School
Sherley Rodriguez, Sufolk 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

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

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, Sufolk University Law School
Jamie Langowski, Sufolk 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

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

Alli Gerkman, Director, Educating Tomorrow’s Lawyers
Robert R. Kuehn, Washington University in St. Louis School of Law
Using Technology in Teaching and Practice to Enrich the Student Experience
Tameka E. Lester, Georgia State University
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

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, Temple 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. Santacroce, 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
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.

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.

Photo courtesy of VISIT DENVER, the Convention and Visitors Bureau

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