

2024 AALS Conference on Clinical Legal Education
Unfinished Arcs: Resistance and Resilience Amid Backlash

Wednesday May 1 – Sunday May 5, 2024
St. Louis, MO

Request for Proposals for:

- Concurrent Sessions
- Lightning Sessions
- Poster Presentations
- Workshops

DEADLINE: Thursday, October 5, 2023 @ 11:59 PM Eastern/ 8:59 PM Pacific

SUBMIT TO: [Submission Form](#)

I. Overview of Conference

The 2024 AALS Conference on Clinical Legal Education, from Wednesday May 1 through Sunday, May 5, 2024, at the Marriott St. Louis Grand in St. Louis, MO. The biennial New Clinicians Workshop will take place the afternoon of Wednesday, May 1, and morning of Thursday, May 2. The main conference will begin on Thursday afternoon followed by an Opening Reception with Poster Presentations that evening.

The 2024 conference will provide various opportunities to exchange concrete ideas as well as space and time to connect with colleagues in a less structured format. The conference program begins with a keynote session to frame the gathering and includes 60-minute concurrent sessions, 30-minute lightning round sessions, poster presentations, and workshops. As in past years, the conference program will include working group sessions, works-in-progress, and presentations from Bellows Scholars. Community gatherings will again be offered to support the continued desire of many of us to make the most of the opportunity to reconnect with friends and colleagues. These community gatherings are meant to be informal times for connection, fun, and community building without a formal program or agenda. We encourage people to use these scheduled opportunities to catch up with old friends and colleagues while making new connections with other clinicians.

The Planning Committee invites proposals from individuals or multiple presenters for the four categories of presentation listed in the bullet points above. We especially encourage faculty who have not presented before or who have not presented in the past few years to submit proposals. We also encourage collaboration within and across institutions.

Eligibility to Submit Proposals: Faculty members including adjunct faculty and fellows at AALS member and fee-paid schools are eligible to submit proposals or serve as presenters. International faculty, visiting faculty (who do not retain a permanent affiliation at another law school), graduate students, and non-law school faculty may serve as presenters. Concurrent or lightning session

presenters, poster presenters, and workshop leaders must pay the registration fee and are responsible for their own expenses for attendance at the Conference.

Proposals should be submitted through the [Submission Form](#) by 11:59 pm Eastern/ 8:59 pm Pacific on Thursday, October 5. The planning committee intends to notify participants by November 8 whether their proposals are accepted.

II. Conference Theme:

Unfinished Arcs: Resistance and Resilience Amid Backlash

The 2024 Conference on Clinical Legal Education will take place in St. Louis, Missouri, a city with a rich history of people who have fought for change in the face of discrimination and injustice, from Dred and Harriet Scott in 1846 to the community members who sparked the Ferguson Uprising after Michael Brown was killed by a police officer in 2014. Many of those who rose up against injustice knew they would face great personal risk and still pursued their cause. This conference honors this ethos of resistance and resilience and examines our own role as educators and advocates in supporting clients and communities seeking social and legal change.

Ten years after the Ferguson Uprising, the 2024 Clinical Conference will examine what lessons can be drawn from it and other continued efforts to advance and protect the rights of marginalized communities in the face of backlash and retrenchment. The conference invites exploration of how the lessons of the Ferguson Uprising and other moments of resistance can help us teach students about policing, the criminalization and exploitation of poverty, residential segregation, community divestment and investment, the power of protest and grassroots organizing, strategies for engaging with social movements over time, and centering race in advocacy strategies. The conference will also consider how the Ferguson Uprising has shaped our work as clinical teachers. It will examine the skills, strategies, and theories of change, particularly regarding social movements and the role of lawyers, that we must impart to our students. Given the many demands for reform and reimagining that came out of the Ferguson Uprising that have yet to be widely implemented, the conference also seeks to engage in conversations around sustaining and energizing movements in the face of barriers and backlash.

We are in a moment of retrenchment of rights nationally and the spread of new restrictive laws and policies targeting vulnerable groups at the state and local level. The conference will also explore a broader, though connected, theme: how we as teachers, scholars, and advocates advance justice in the face of backlash. The conference invites conversation informed by different teaching models and subject areas on how the non-linear nature of progress impacts our clients, students, and the communities we serve.

III. How to Make a Proposal

A. Concurrent Sessions

The Committee seeks proposals for 60-minute concurrent sessions that develop the conference theme or address other topics of relevant interest to clinicians, including, for example, pedagogy;

diversity, equity, and inclusion; wellness; the implications of the NextGen Bar exam; and institutional and curricular change, to name just a few. Submission of a concurrent session proposal includes a willingness to have the session scheduled in any of the concurrent session time slots or, if necessary, in a lightning session time slot.

Submission guidelines for Concurrent Sessions

To propose a concurrent session, use the [Submission Form](#), and select “Concurrent Session” from the dropdown menu. Your submission should consist of one document that contains the following:

1. **Description:** A one- to two-page description that includes: 1) the title, goals, and learning objectives for the session; 2) an outline for how the session will be structured; and 3) an articulated connection to the conference theme or explanation of the topic’s value and relevance for clinical teachers. Include your ideas about the ways in which the session will be engaging and interactive. Past attendees have expressed an interest in presentations that focus on specific teaching strategies and methods, include ideas that are replicable in different settings, and supply participants with takeaways. We strongly encourage you to consider those issues in designing your proposal. Ideally, these sessions will deepen attendees’ engagement with the conference theme or addresses other issues of interest or relevance to clinicians while maximizing individual or group participation.

2. **Materials:** Describe any documents or materials you intend to provide to participants at your session (including rubrics, surveys, a syllabus, evaluation forms, bibliographies, and classroom exercises). You may include with your submission any materials you already have.

3. **Presenters:** Identify all individuals who will participate in planning and presenting the session, including their institutions, whether they come from another discipline or from outside the academy, whether they have presented at the AALS Clinical Conference in the past two years (and, if so, the title and nature of the session), and how their identities and experiences reinforce our commitment to ensuring diversity, equity and inclusion. Name one of them as the contact person for the group. We encourage presenters to collaborate with clinicians from institutions outside their own.

B. Short “Lightning” Sessions

Submission of a 30-minute lightning session proposal includes a willingness to have the session scheduled during any lightning round sessions. The Committee seeks proposals for “lightning” sessions that develop the conference theme or addresses other issues of likely interest or relevance to clinicians.

Submission guidelines for “Lightning” Sessions

To propose a 30-minute lightning session, use the [Submission Form](#), and select “Lightning Session” from the dropdown menu. Your submission should consist of one document that contains the following:

1. **Description:** A one- to two-page description that includes: 1) the title, goals, and learning objectives for the session; 2) an outline of how the session will be structured; and 3) an articulated connection to the conference theme or explanation of the topic's value and relevance for clinical teachers.

2. **Materials:** Describe any course documents or materials you intend to provide to participants at your session (including rubrics, surveys, a syllabus, evaluation forms, bibliographies, and classroom exercises). You may include in your submission any materials you already have.

3. **Presenters:** Identify all individuals who will participate in planning and presenting the session, including their institutions, whether they come from another discipline or from outside the academy, whether they have presented at the AALS Clinical Conference in the past two years (and, if so, the title and nature of the session), and how their identities and experiences reinforce our commitment to ensuring diversity, equity and inclusion. Name one of them as the contact person for the group. We encourage presenters to collaborate with clinicians from institutions outside their own.

We strongly encourage the submission of lightning session proposals that present one or two concrete takeaways for the audience. For example, a lightning session might describe a specific classroom exercise, instructional approach, self-care practice, or model of collaboration. We also encourage people submitting proposals to be realistic about the number of presenters who can meaningfully participate in a 30-minute session and how much can be covered during one session.

C. Poster Presentations

The Opening Reception on Thursday, May 2, provides an opportunity for presenters to display posters and discuss their materials as conference participants circulate. The posters will remain on display in the registration foyer, where participants can view them during the rest of the conference. Poster presentations are an integral feature of professional conferences for many disciplines and allow for greater participation and dissemination of information than a single concurrent session. Posters are particularly useful for presenting descriptive information or other material not well suited for the more interactive format of a concurrent session.

Submission guidelines for Poster Presentations

To propose a poster presentation, use the [Submission Form](#), and select "Poster Presentation" from the dropdown menu. Your submission should consist of a single document that contains the following:

1. **Description:** A one-page description that includes: 1) your goals and learning objectives for the poster; 2) the content you expect the poster to include and how you expect to display it; and 3) the relationship of the poster to the conference theme or explanation of the topic's value and relevance for clinical teachers.

2. Presenters: Identify all individuals who will participate in preparing and presenting the poster, including their institutions and whether they come from another discipline or from outside the academy. Name one person as the contact person for the group.

Bear in mind that many universities offer assistance in poster design and printing. You can find good tips on creating posters at:

<https://blogs.lse.ac.uk/impactofsocialsciences/2018/05/11/how-to-design-an-award-winning-conference-poster/>

D. Workshops

Workshops provide an opportunity for groups of pre-registrants to explore a topic in-depth in one 3.25-hour session (including 15 minutes for a break or breaks).

Workshop attendance will be limited to a predetermined maximum number of pre-registrants.

We encourage proposals from groups of workshop planners and presenters. Leading these workshops will require more time and preparation than a concurrent session. Workshop leaders will play a major role in designing workshop content and in preparing for the workshop before the conference. Since participants will register for workshops in advance, we encourage workshop leaders to assign materials to participants and to convene them remotely before the conference begins.

Submission guidelines for Workshops

To propose a workshop, use the [Submission Form](#), and select “Workshop” from the dropdown menu. Your submission should consist of one document that contains the following:

1. Description: A one- to two-page description that includes: 1) the title, goals, and learning objectives for the workshop; 2) a detailed plan for how the workshop will be structured; and 3) a summary of why you believe your topic has broad appeal and is particularly suited to the multi-session workshop format.

2. Materials: Describe any documents or materials you intend to provide to participants at your session (including rubrics, surveys, a syllabus, evaluation forms, bibliographies, and classroom exercises). You may include in your submission any actual materials you already have.

3. Presenters: Identify all individuals who will participate in planning and presenting the workshop, including their institutions, whether they come from another discipline or from outside the academy, whether they have presented at the AALS Clinical Conference in the past two years (and, if so, the title and nature of the session), and how their identities and experiences reinforce our commitment to ensuring diversity, equity and inclusion. Name one of them as the contact person for the group. State the qualifications of the presenters to lead a workshop on the proposed topic. This may include experience in the subject of the workshop, past presentations on the topic, and related publications.

IV. AALS Section on Clinical Education Committee Meetings

We will reserve 8:00 – 9:00 am on Saturday, May 4 for a meeting of Clinicians of Color, and 8:00 – 9:00 am on Friday, May 3 and Sunday May 5 for meetings of other AALS Clinical Section Committees. We will also offer space for morning contemplative sessions.

V. Conclusion

To submit a proposal for a concurrent session, lightning session, poster presentation, or workshop, please submit your proposal using the [Submission Form](#) no later than 11:59 pm EST/ 8:59 pm PST on Thursday, October 5.

If you have questions, please feel free to contact any member of the Planning Committee. Thank you for your interest in participating as a presenter at the conference. We very much look forward to seeing you in St. Louis in May 2024!

2024 AALS Conference on Clinical Legal Education Planning Committee

Caitlin Barry, Villanova University Charles Widger School of Law (caitlin.barry@law.villanova.edu)

Amber Baylor, Columbia Law School (aab51@columbia.edu)

Jenny-Brooke Condon, Seton Hall University School of Law, **Chair** (Jenny-Brooke.Condon@shu.edu)

Courtney Cross, University of Nevada, Las Vegas, William S. Boyd School of Law
(courtney.cross@unlv.edu)

Nicole Godfrey, Michigan State University College of Law (nicole.godfrey@law.msu.edu)

Daniel Harawa, New York University School of Law (dh3544@nyu.edu)

Rachel Moran, University of St. Thomas School of Law (rmoran@stthomas.edu)