

2025 AALS Conference on Clinical Legal Education

Reexamining the Role of Lawyers and the Responsibilities of Clinical Teachers in Society

Saturday, April 26 – Tuesday, April 29, 2025
Baltimore, Maryland

Request for Proposals for:

- Concurrent Sessions
- Lightning Sessions
- Poster Presentations
- Workshops

DEADLINE: Monday, October 7, 2024 @ 11:59 PM Eastern/ 8:59 PM Pacific

SUBMIT TO: <https://aalsweb.wufoo.com/forms/w13fwc6r1cwgqpx/>

Overview of Conference

The 2025 AALS Conference on Clinical Legal Education will take place from Saturday April 26 through Tuesday, April 29, 2025, at the Marriott Baltimore Waterfront Hotel. The biennial Clinical and Experiential Law Program Directors Workshop will take place on Saturday, April 26, from 8:45 a.m. to 3:15 p.m., followed by a conference Opening Reception with Poster Presentations that evening. The main conference will begin on Sunday April 27, at 8:45 a.m. The conference programming concludes on Tuesday, April 29, at 4:15 p.m.

The 2025 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.

Our community continues to grow, and conference session space is limited. We also want to maximize the opportunity for clinicians to collaborate. Thus, the Planning Committee prefers proposals that include three or more presenters. We encourage presenters to work together with others and consider using the discussion list or other means to form groups that can create cohesive, coordinated “power proposals” that may include more people. We encourage proposals

that combine ideas and presenters from multiple clinical perspectives such as externship, in-house, and hybrid clinics or other clinical formats.

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 Monday, October 7. The planning committee intends to notify participants by November 8 whether their proposals are accepted.

Conference Theme

Reexamining the Role of Lawyers and the Responsibilities of Clinical Teachers in Society

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, sharing of teaching ideas and strategies for trauma-informed teaching, trauma-informed lawyering, and approaches to wellness and self-care for teachers and our students, 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/or interactive. Some sessions with many co-presenters or that are sharing about a specific context or experience may be less amenable to interactive activities. Presenters have discretion to

design sessions in a way that best meets their goals. 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 address 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. The Planning Committee prefers proposals that include three or more presenters. We encourage presenters to work together with others and consider using the listserv or other means to form groups that can create cohesive, coordinated "power proposals" that may include more people. We encourage proposals that combine ideas and presenters from multiple clinical perspectives such as externship, in-house, and hybrid clinics or other clinical formats. "Power proposals" should be strategically formed so that sessions can still be designed to provide participant engagement and/or interactions.

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 address 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. For the lightning session format, which is shorter, we 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 April 26 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 help 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.

AALS Section on Clinical Education Committee Meetings

We will reserve 8:00 – 9:00 am on Monday April 28 for a meeting of Clinicians of Color committee*, and 7:30 – 8:30 am on Sunday, April 27 and 8:00 – 9:00 am on Tuesday, April 29 for meetings of other AALS Clinical Section Committees. We will also offer space for morning contemplative sessions.

*Note: the Clinicians of Color Committee Meeting is separate from the Clinicians of Color Workshop.

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 Monday, October 7.

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 Baltimore in April 2025!

2025 AALS Conference on Clinical Legal Education Planning Committee

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Lisa R. Bliss, Georgia State University College of Law, Chair
Sarah R. Boonin, Suffolk University Law School
Julie Dahlstrom, Boston University School of Law
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