41st ANNUAL CONFERENCE ON CLINICAL LEGAL EDUCATION

Sunday, April 29 to
Wednesday, May 2, 2018

WORKSHOP FOR NEW LAW SCHOOL CLINICAL TEACHERS

Sunday, April 29, 2018

Association of American Law Schools

GATHERING MOMENTUM

Learning from the Past, Responding to the Now, Planning for the Future

The Palmer House Hilton Hotel
Chicago, IL

aals.org/clinical2018 | #clinical2018

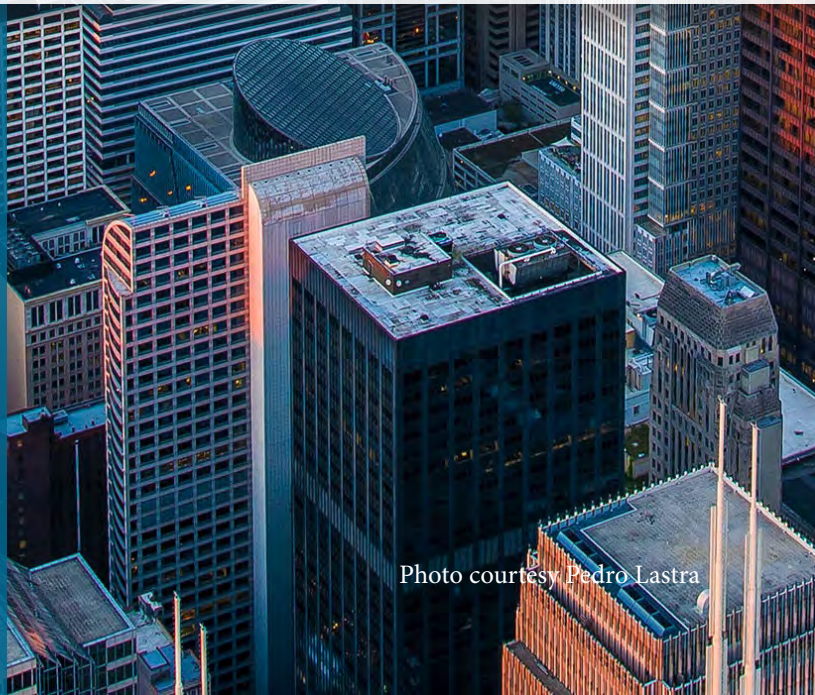

Photo courtesy Pedro Lastra

Exhibitors

Be sure to visit these exhibitors in the Fourth Floor Foyer while you are enjoying refreshments during the conference.

41st Annual Conference on Clinical Legal Education

GATHERING MOMENTUM: LEARNING FROM THE PAST, RESPONDING TO THE NOW, PLANNING FOR THE FUTURE

April 29 – May 2, 2018
Chicago, Illinois

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CONFERENCE EVALUATION

The Evaluation Form is not included in this booklet.
It will be emailed to you soon after the conclusion of the Conference.
Your comments will assist us in planning future conferences.

Introduction

Welcome to Chicago! We are coming together as clinical faculty who teach in-house clinics and externship courses to be inspired, learn from each other, share our teaching and advocacy strategies, and gather energy to face the challenges ahead.

These are difficult times for clinicians. Many of our clients are in crisis, and the rule of law is under attack. Our law schools face issues including a shrinking applicant pool and decreased budgets. We are tasked with providing required and important experiential education for our students, often with reduced resources. We must simultaneously be fierce advocates for our clients and strong teachers for our students.

The conference is intended to help us gather momentum to return to our schools with new ideas and a renewed commitment to the important work we do. Conference presenters will be sharing transferable teaching tools and techniques, so that all conference participants come away with specific ideas to use in our own teaching and advocacy.

The first audience to hear about ideas for teaching and advocacy will be the new clinicians, who will gather for a workshop on clinical teaching prior to the official start of the conference. Then all of us will come together to hear an inspiring keynote address from Professor James Forman, Jr. of Yale Law School. The first evening of the conference we will enjoy the opening reception, where we can catch up with colleagues and friends from around the country while we learn from the poster presentations.

The conference will feature two plenaries that incorporate our theme of gathering momentum by learning from the past, responding to the now, and planning for the future. The first will focus on how "the State" in all its forms is impacting our client communities and will explore different approaches that can be used in clinic and externship courses to help our students understand these challenges and help communities respond. The second plenary will examine the Interest Convergence Theory posited by the late Professor Derrick Bell and will offer strategies for identifying and addressing the divergent interests that may be impeding our clients' goals.

We are also excited to bring everyone together for a community town hall to discuss how to develop and implement a racial analysis in our own pedagogy and practice. The town hall will feature speakers from Law for Black Lives and Network for Justice and include opportunities to discuss these important issues in smaller groups.

Four sets of concurrent programs will allow us to engage more deeply with different aspects of the conferences theme. Working groups will meet four times, which will give opportunities for participants with similar practice areas and courses to counsel and support each other, strategize, and collaborate. Conference attendees may pre-register to participate in workshops on specific topics. Everyone is invited to participate in the Bellows Scholars Program presentations and the works in progress.

We will also have time for socializing and celebrating. The first of two conference luncheons will honor the recipient of the M. Shanara Gilbert "Emerging Clinician"

Award and welcome all new clinicians. The second luncheon will recognize the winners of the CLEA awards, including the Per Diem Award for a local legal services provider. Transportation will be provided to the Monday evening reception overlooking Lake Michigan at the Northwestern University Pritzker School of Law, co-hosted with Chicago-Kent College of Law; The University of Chicago, The Law School; DePaul University College of Law; University of Illinois College of Law, The John Marshall Law School; and Loyola University Chicago School of Law.

Thank you for making the time in your busy schedules to attend the conference. We hope you find it both personally and professionally enriching.

Schedule At a Glance

SATURDAY, APRIL 28

4 pm – 7 pm	AALS Registration

SUNDAY, APRIL 29

Workshop for New Law School Clinical Teachers

7:30 am – 7 pm	AALS Registration
8:45 am – 9 am	Welcome, Introduction
9 am – 9:15 am	Clinical Legal Education Historical Overview
9:15 am – 10:45 am	Plenary: Clinical Teaching and Supervision
11 am – 11:45 am	Concurrent Sessions: Externships, Scholarship, Navigating the Academy, Classroom Rounds
11:45 am – 12:30 pm	Concurrent Sessions: Externships, Scholarship, Navigating the Academy, Classroom Rounds (repeated)

Conference on Clinical Legal Education

7:30 am – 7 pm	AALS Registration
1:45 pm – 2 pm	Welcome, Introduction
2 pm – 3:30 pm	Keynote Address – James Forman, Jr., Yale Law School
3:45 pm – 5:15 pm	Working Group Discussions
5:30 pm – 7 pm	AALS Reception with Posters

MONDAY, APRIL 30

7:30 am – 7 pm	AALS Registration
7:30 am – 9 am	AALS Section on Clinical Legal Education Committees
8 am – 8:45 am	Meditation and Discussion
9 am – 10:30 am	Concurrent Sessions, Workshops
10:45 am – 12:15 pm	Plenary Session
12:15 pm – 2 pm	Luncheon: AALS Section on Clinical Legal Education Shanara Gilbert Award Presentation and Recognition of New Clinicians
2:15 pm – 3:45 pm	Working Group Discussions
4 pm – 5:30 pm	Concurrent Sessions, Workshops
6 pm – 7:30 pm	Reception Sponsored by Local Law Schools

TUESDAY, MAY 1

7:30 am – 8:45 am	Meditation and Discussion
7:30 am – 8:45 am	AALS Section on Clinical Legal Education Clinicians of Color Committee
9 am – 10:30 am	Concurrent Sessions, Workshops, Bellow Scholar Report on Projects
10:45 am – 12:15 pm	Plenary Session
12:30 pm – 2 pm	AALS Luncheon: Social Justice Speaker Presentation and CLEA Awards
2:15 pm – 3:45 pm	Working Group Discussions
4 pm – 5:30 pm	Concurrent Sessions, Workshops
6 pm – 7:30 pm	Clinic Community Town Hall: Gathering Momentum for Racial Justice

WEDNESDAY, MAY 2

7:30 am – 8:45 am	AALS Section on Clinical Legal Education Committees
8 am – 8:45 am	Meditation and Discussion
9 am – 10:30 am	AALS Section on Clinical Legal Education Works in Progress and Pilot Intensive Paper Feedback Sessions
10:45 am – 12:15 pm	Working Group Discussions, Workshops

AALS Workshop for New Law School Clinical Teachers

Saturday, April 28

4 pm – 7 pm
AALS Registration
Foyer, Fourth Floor

Sunday, April 29

7:30 am – 7 pm
AALS Registration
Foyer, Fourth Floor

8:45 am – 9 am
Welcome and Introduction
Empire Room, Lobby Level

Cindy Wilson, Chair, Planning Committee for AALS Conference on Clinical Legal Education and Northwestern Pritzker School of Law

9 am – 9:15 am
Clinical Legal Education Historical Overview
Empire Room, Lobby Level

Bryan L. Adamson, Seattle University School of Law

To provide context for the presentations and discussions to follow, the opening session will offer new colleagues an understanding of where clinical education came from, the forces that have influenced its development, and its current role in the training of future lawyers.

9:15 am – 10 am
Plenary: Clinical Teaching and the Clinic Seminar
Empire Room, Lobby Level

Deborah Epstein, Georgetown University Law Center

This session will provide an overview for thinking about how to design the seminar component of a clinical course, emphasizing the importance of making the same kinds of deliberate choices in the classroom as we do during supervision, to maximize our ability to promote student directed learning.

10 am – 10:45 am
Plenary: Clinical Supervision
Empire Room, Lobby Level

Wendy A. Bach, University of Tennessee College of Law
Brenda V. Smith, American University, Washington College of Law

This session, from two experienced clinicians, will build understanding of the framework and practices involved in clinical supervision. Using clinical seminar techniques, the presenters will emphasize the elements of supervision that involve the relationship between a particular client matter or client and larger issues of social justice, addressing the contexts that are inherent in each. Through the presentation and exercises, attendees will gain familiarity with supervision techniques that will enable them to use these techniques in conducting supervisions and analyzing their own supervision experiences.

10:45 am – 11 am
Refreshment Break

11 am – 11:45 am
Concurrent Sessions

Externships
Empire Room, Lobby Level

Daniel M. Schaffzin, The University of Memphis, Cecil C. Humphreys School of Law
Susan B. Schechter, University of California, Berkeley School of Law

The session will highlight and provide a forum for discussion centered on the teaching and continued emergence of externship courses. Presenters and attendees will together explore best practices and current issues relating to field supervision, classroom seminars, guided reflection, evolving ABA standards, and other topics related to externship course design and pedagogy.

Scholarship
Crystal Room, Third Floor

Michele Estrin Gilman, University of Baltimore School of Law
Jane K. Stoever, University of California, Irvine School of Law

The presenters will discuss a range of topics regarding the process of writing and submitting scholarship for publication. This session will be helpful for those attendees trying to navigate the responsibilities of writing with other clinical and law school obligations.

Navigating the Academy
Wilson Room, Third Floor

Bryan L. Adamson, Seattle University School of Law
Colleen F. Shanahan, Temple University, James E. Beasley School of Law
Emily Suski, University of South Carolina School of Law

One of the many challenges facing a new clinician is navigating the somewhat Byzantine maze of law school administration. This session will provide new clinicians with a framework for better understanding and negotiating the decision-making structures at law schools. We will have an interactive discussion regarding academic governance and the unique role that clinicians can play. Topics to be considered include the nature of academic governance, the opaque structure of hierarchy and how to navigate it, participation in law school and university committees, and the role status and tenure (or the lack thereof) play.

Classroom Rounds
Salon 1, Third Floor

Renee M. Hutchins, University of Maryland Francis King Carey School of Law
Jeffrey E. Leslie, The University of Chicago, The Law School

This session is designed to review a number of teaching techniques and potential teaching goals that can be met using student-presented case rounds. The presenters will suggest different frameworks for designing and conducting case rounds to accomplish different educational goals.

11:45 am – 12:30 pm

Concurrent Sessions

Externships (continued)
Empire Room, Lobby Level

Scholarship (continued)
Crystal Room, Third Floor

Navigating the Academy (continued)
Wilson Room, Third Floor

Classroom Rounds (continued)
Salon 1, Third Floor

Conference Schedule

Sunday, April 29

7:30 am – 7 pm
AALS Registration
Foyer, Fourth Floor

1:45 pm – 2 pm
Welcome and Introduction
Grand Ballroom, Fourth Floor

Cindy Wilson, Chair, Planning Committee for AALS Conference on Clinical Legal Education and Northwestern Pritzker School of Law

2 pm – 3:30 pm
Keynote Address
James Forman, Jr., Yale Law School

Building a Movement to End Mass Incarceration

Professor Forman will explore the complex relationship between race, class, and the American criminal justice system in a new and original light. He will discuss his best-selling and critically acclaimed book, *Locking Up Our Own: Crime and Punishment in Black America*, which was named one of the best 10 books of 2017 by *The New York Times* and longlisted for the National Book Award. He will also discuss what we can do to end mass incarceration and replace it with a criminal justice system that is more humane and restorative.

3:30 pm – 3:45 pm
Refreshment Break

3:45 pm – 5:15 pm
Working Group Discussions

(see handout for your Working Group assignment and its meeting room location)

5:30 pm – 7 pm
AALS Reception Featuring Clinical Legal Education Posters
Red Lacquer, Fourth Floor

(see page 39 of this program for poster presentation descriptions)

No Time Like the Present: Northeastern's Legal Skills in Social Context Program – A Model for Experiential Education in the First Year of Law School
Carol Mallory, Northeastern University School of Law

Mastering the Case File: Hacks You Can Teach Your Clinic Students
Carolyn Frazier, Northwestern University Pritzker School of Law
Uzoamaka Nzelibe, Northwestern University Pritzker School of Law

Building for the Future at Nebraska Law: Clinic Facility Expansion in a Time of Scarce Resources
Michelle Paxton, University of Nebraska College of Law
Brett C. Stohs, University of Nebraska College of Law
Ryan Sullivan, University of Nebraska College of Law

Psycho-Legal Interdisciplinary Training Models: Developing A Military Sexual Trauma Course using Doctoral Psychology Students & Trauma Informed Clinical Teaching
Judith Johnson, William & Mary Law School
Elizabeth A. Tarloski, William & Mary Law School

Transforming Non-Traditional — Creating Capstone Clinical Experiences for Part-Time Evening Students
Bahar Ansari, City University of New York School of Law
Donna H. Lee, City University of New York School of Law
Charisa Kiyô Smith, City University of New York School of Law
Nicole Smith Futrell, City University of New York School of Law

Peer-Led New Clinician Education
Jessica Fjeld, Harvard Law School
Crisanne Hazen, Harvard Law School

Out of the Box: Ways to Prepare for and Broaden Your Clinic's Reach
Debra P. Stark, John Marshall Law School

Transactional vs. Litigation-Oriented Clinics: Different Cloth or Common Threads?
Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Anne Choike, Wayne State University Law School

What's In Your Toolbox? Identifying Strengths and Resources for New Clinicians and Students
Benjamin Faller, Case Western Reserve University School of Law

Fostering Diversity without Divisiveness: Using the Rules of Improv in Clinical Teaching
Erin McBride, University of Wisconsin Law School

Using the Momentum of Successful Clients to Teach Effective Representation of Future Clients
Andrew Hundley, President and CEO, Reentry Benefiting Families
Robert Edward Lancaster, Louisiana State University, Paul M. Hebert Law Center

Promoting Student Learning and Breastfeeding Behind Bars Through Multi-Faceted Social Justice Advocacy
Lissa M. Knudsen, MPH, Ph.D. Candidate, University of New Mexico Department of Communication and Journalism
Carol Suzuki, University of New Mexico School of Law

The 1L Litigation Clinic: Two Models for Offering First-Year Live-Client Experience at Michigan Law
Steve Gray, The University of Michigan Law School
Samir Hanna, The University of Michigan Law School

From Clinic to Center: Innovations in Experiential Education
Esther S. Barron, Northwestern University Pritzker School of Law
Darren Green, Northwestern University Pritzker School of Law
Stephen F. Reed, Northwestern University Pritzker School of Law

Teaching Students to Receive Feedback
Miranda Johnson, Loyola University Chicago School of Law

Leadership is A Way of Serving
David H. Gibbs, Roger Williams University School of Law

Monday, April 30

7:30 am – 9 am
AALS Section on Clinical Legal Education Committees

(see page 65 for committees and their meeting room locations)

8 am – 8:45 am
Meditation and Discussion
Clark 2, 7th Floor

Facilitator: Jeffrey H. Bunn, Partner, Latimer LeVay Fyock LLC, Chicago, Illinois

Jeff is a lawyer of 35+ years in State and Federal court, focusing his practice in business litigation. A regular yogi and meditator, practicing in the Vipassana tradition, Jeff is a former chairman of the Chicago Bar Association ("CBA") Commercial Litigation committee, and more recently, is the founder of the CBA's committee on Mindfulness and the Law. He is also vice-chair of the Lawyers' Assistance Program ("LAP") Illinois Task Force On Lawyer Well-Being, and up until recently was the author of a blog, The Mindful Law Guy.

9 am – 10:30 am
Concurrent Sessions

Revisiting Essential Skills for Law Students in an Era of Fake News, Alternative Facts, and Governing by Disruption
Wabash, Third Floor

Beryl S. Blaustone, City University of New York School of Law
Lisa R. Bliss, Georgia State University College of Law

This session will focus on the challenges of clinical law teaching and social justice lawyering in this new political era of governing by disruption and disorientation. Law students are preparing to become professional participants in these changing systems, and must learn skills to equip them to function effectively in rapidly changing legal environments that no longer operate in time-trusted ways. In this session, we will explore our students' experiences in this current era, explore some essential skills that we think are necessary for students to succeed, and then work together on ways in which we can effectively teach and cultivate these and other important skills.

The format will be interactive, using video clips and/or hypothetical scenarios. Discussions will first take place in large group to establish a common framework and identification of the key issues to be addressed. We will present why and how we focus differently on four essential lawyering skills: fact analysis and objective fact finding in the era of "fake news," non-defensive communications skills for achieving understanding rather than polarizing situations, professional self-awareness and self-regulation in lawyering, and self-care to mitigate the multiple stresses of working in these challenging environments. Participants will work in small groups to identify their own current issues in their particular environments and what changes they have made in their teaching and supervision. We will then move to large group discussion to brainstorm suggestions for integrating more attention to social values and moral principles, discussion of professional identity along with more attention to core lawyering skills that are essential for effective law practice in disruptive social/political environments.

Clinical Legal Education and the "Making a Murderer" Moment

Crystal Room, Third Floor

Steven A. Drizin, Northwestern University Pritzker School of Law
Laura H. Nirider, Northwestern University Pritzker School of Law

Netflix's docuseries *Making a Murderer* told the stories of Steven Avery, a Wisconsin man exonerated of rape before being later convicted of murder, and his sixteen-year-old nephew Brendan Dassey, who gave what is widely viewed as a false confession to helping his uncle commit the murder. Viewed by more than 20 million people, their stories will continue to be told: Netflix is now creating Season Two of *Making a Murderer*, which will continue to follow these cases.

The *Making a Murderer* story, however, is also the story of clinical legal education, as Dassey's longtime attorneys are clinical faculty members at Northwestern Pritzker School of Law. Indeed, Season Two was filmed in part at Northwestern and will feature the work of clinical law students. In this sense, it will shine a spotlight on the awesome impact of clinical legal education. The law school clinic, we hope, will be portrayed not only as a valuable pedagogical space for teaching lawyering skills, but also as a laboratory of ideas in which interdisciplinary scholarship is tested and honed in real-world litigation to seek better, more just rules that govern society.

We hope to energize our fellow clinicians around the idea that building visible public support for our work is one opportunity we cannot afford to miss. Please join us for a highly interactive session that includes a presentation of this *Making a Murderer* moment, an exploration of the potential attention that will be focused on clinical legal education, and a collaborative brainstorming session regarding the ways in which the clinical community can leverage the upcoming release of Season Two of *Making a Murderer* to build our reputations, both individually and collectively, and increase awareness of and support for our work among the public and key stakeholders.

The Politics of Law School Engagement in Post-Disaster Relief Efforts

Wilson Room, Third Floor

Jeffrey R. Baker, Pepperdine University School of Law
Catherine Greene Burnett, South Texas College of Law Houston
Christine E. Cerniglia Brown, Stetson University College of Law
Davida Finger, Loyola University New Orleans College of Law
Luz E. Herrera, Texas A&M University School of Law

In the past ten years, natural disasters such as hurricanes Harvey, Irma, Katrina, Maria, Rita, and Sandy, have brought to the forefront the need to quickly respond to legal issues and services that arise post-disaster. In the time since Katrina, clinicians have learned how to engage the academy, how to set up delivery services systems, and how to create shared platforms that can address needs in multiple locations. Despite this progression, there continue to be obstacles that prevent law schools from quickly mobilizing. This session will explore the obstacles and opportunities that exist in law schools, and specifically in clinics, to permit law school faculty to quickly respond to the needs in the community and create a national network. The session leaders will encourage discussion about law school clinic relationships with local bar associations and legal aid organization. They will also discuss various curricular structures that allow quick response and foster student engagement. We will discuss specific ongoing efforts that address the need in Florida, Puerto Rico, and Texas. Specifically, we will discuss FEMA Appeal coordination amongst law schools, the need for representation for immigrants and other vulnerable populations, and analysis of FEMA's response to each disaster. This session will employ techniques to engage the audience in thinking through an emergency response in post-disaster recovery efforts.

Planning for the Future by Understanding Our Past: An Empirical Approach

Salon 1, Third Floor

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

As the saying goes, you can't move forward without looking back. Over the past decade, we have been collecting data on the state and nature of clinical legal education through surveys conducted by the Center for the Study of Applied Legal Education (CSALE). The CSALE data presents a statistically reliable and detailed picture of, among other things, clinical program design, pedagogy, and staffing. With each iteration of the survey, we've looked back (including to a 1987 AALS survey) at prior results to help clinical programs and faculty learn from the past and plan for and guide the future education of their students and service of their clients.

Using these data sources, we have compiled comparisons over time of law clinics, field placements, and clinical faculty along numerous metrics, including: major challenges to clinical programs; clinical faculty size, composition, and funding sources; hiring, retention and promotion practices; substantive focus of clinics; classroom content and grading practices; academic credits and student work; terms of enrollment; student teacher ratios; clinic capacity as related to student body size; student demand; and enrollment levels.

This session will be lively and visual (with colorful PowerPoint charts and graphs) and challenge the audience to situate themselves within the spectrum of other clinical programs, courses, and faculties and consider how they might move themselves and their programs forward to better address the needs of their students, clients, and communities.

Cross-Clinic & Community Collaborations to Enhance Student Learning & Advance Social Justice

Salon 2, Third Floor

Emily A. Benfer, Health Justice Innovations, LLC
Deborah Chizewer, Northwestern University Pritzker School of Law
Emily Coffey, Sargent Shriver National Center on Poverty Law
Allyson E. Gold, The University of Alabama School of Law
Laura Elizabeth McNally-Levine, Case Western Reserve University School of Law
Mark N. Templeton, The University of Chicago, The Law School
Kate Walz, Sargent Shriver National Center on Poverty Law

The challenges facing society today threaten to unravel the framework of democracy and cause grave harm to underrepresented, marginalized individuals and communities of color. To secure justice during these extraordinary times, the next generation of lawyers will need experience with diverse subject matter, multifaceted skill building, creative advocacy strategies, and, above all, the ability to collaborate and step out of silos. Partnerships across law schools and with nonprofit organizations allow clinics to overcome individual limitations and provide comprehensive services by augmenting resources, pooling knowledge, and taking ownership over acute issues within the larger framework. At the same time, partnerships allow clinicians to teach students the value of, and strategies for, cross-subject and cross-state collaborations. Drawing on their experiences working together, presenters will use case studies and break-out groups to address how clinics at different universities, local, and national non-profits can collaborate to deepen student learning and respond holistically, strategically, and comprehensively to address clients' multifaceted needs. Law school clinicians and advocates from the Sargent Shriver National Center on Poverty Law will provide examples of how four law school clinics (with diversity of subject matter) complemented the work of the Shriver Center to address lead poisoning in federally assisted housing. One case study will discuss cross-clinic and advocacy group collaboration across housing, health, and environmental issues facing the East Chicago, Indiana, Superfund site. Another will highlight cross-clinic collaboration in the drafting and

submission of comments to the U.S. Department of Housing and Urban Development regarding the Lead Safe Housing for Kids Act. The goal of this session is to train participants in collaborative methods and to learn from advocates in the field how to both comprehensively address community needs and create enriched clinical experiences for students.

Committing to Change: Building Intentional Uncertainty and Fluidity into Clinic Design

Salon 3, Third Floor

Amber Baylor, Texas A&M University School of Law
Courtney Cross, The University of Alabama School of Law
Daria Fisher Page, University of Iowa College of Law

This panel will explore the role of imprecision, fluidity, and nonlinearity as a pedagogy and practice tool for clinics, using recent social justice movement literature as its starting point. Teaching students to sit with situations of "imprecision," "nonlinearity," "trust," and "fluidity" is necessary—particularly in the current political environment—yet runs counter to skills students are traditionally taught in law school, which emphasize the discovery of the precise, the concrete, the fixed in any situation or problem. This panel provides an overview of how recent literature prioritizes adaptiveness, fluidity, and "emergence" theories as organizing tools, and offer examples of why the theory and practices should be considered in the pedagogical design and lawyering operation of both litigation and non-litigation clinics. Drawing from these texts, the panel will highlight exercises and lawyering work that prioritize trust, strengthen collaboration, and support confidence among students, supervisors, clients, system actors, community partners, and colleagues. As stated in a central text we consider, Emergent Strategy by adrienne maree brown, incorporating these principles allows us to "practice at a small scale what we most want to see at the universal level."

The panelists will invite the audience to engage in discussions and small group brainstorming as to how elements of these strategies could be used in clinics. Attendees will leave the panel with an introduction to these new concepts, multiple methods of implementing this theory, and concrete tools and reflection prompts to use with their own students.

Lawyering in a Hostile Climate

Salon 6 & 7, Third Floor

Denise L. Gilman, The University of Texas School of Law
Kelly L. Haragan, The University of Texas School of Law
James W. Marcus, The University of Texas School of Law
Fatma Marouf, Texas A&M University School of Law
Andrea Marsh, The University of Texas School of Law
Natalie Nanasi, Southern Methodist University Dedman School of Law
Ranjana Natarajan, The University of Texas School of Law
Erica B. Schommer, St. Mary's University School of Law
Elissa C. Steglich, The University of Texas School of Law

Now more than ever, law students need the tools to be able to effectively work in hostile legal, political, and social climates. As teachers and lawyers in Texas, this session's panelists have past and present experience to share. The context of "battleground Texas" impacts clinic teaching and service goals, case selection, the balance of direct representation and policy engagement, partnerships, and how the work is presented to students, within the law school institution, and to the public. The panel will explore these issues from a variety of subject areas from environmental law to death penalty work to immigration, women's rights, and criminal justice. The goals of the session are to collectively brainstorm best practices in working in chilling contexts and to broaden and strengthen the community of clinicians.

Teaching Clinic through Narrative

Salon 5 & 8, Third Floor

Carolyn B. Grose, Mitchell Hamline School of Law
Margaret E. Johnson, University of Baltimore School of Law

Do you teach narrative in your clinic and want to share ideas with others who do, too? Have you never taught narrative explicitly in your clinic and want to brainstorm how to do so? This session is for you! Margaret and Carolyn have recently published a clinical text on this subject, *Lawyers, Clients & Narrative: A Framework for Law Students and Practitioners*. They will lead an interactive session that includes both sharing and brainstorming concrete exercises to teach narrative in clinical seminar—or a clinical seminar through narrative. These exercises will explore how to construct a narrative, how to listen for a narrative, how to create

a case theory using narrative elements, how to use narrative in legal counseling, and how to conduct fact investigation using narrative. Margaret and Carolyn will also share rubrics and other tools they have found useful in their own teaching of this material.

Writing an Externship Success Story: How to Evaluate Success and Reach for the Stars

Salon 4 & 9, Third Floor

Cecily V. Banks, Boston University School of Law
Adrienne Smith, Boston University School of Law

For any externship instructor, it's a given that externships are invaluable. We see shy and less-confident students suddenly blossom, we watch students' skills improve, and we hear students say their externship was their best experience in law school. Students learn what they want and how to get it, and externships help students find jobs. However, while it may be obvious to us that externships are important, in this new era of defining and measuring the outcomes, how do we prove it? And from there, how can we use that information to inform the future of our programs: what courses to offer, how they should be taught, and which opportunities to promote?

This session explores how we might evaluate the current success of our externship programs and then use that information to make smart changes with specific end goals in mind. Using a hypothetical in which you've been asked to report on your program to your new dean and make recommendations, the session will tackle three fundamental questions: what criteria and factors we should use to evaluate our programs; how we can measure those factors; and how we can strengthen our programs using that information. The session will use both small and whole-group discussion formats to work out these questions, using our own current practices as a jumping point for determining what we ought to do.

Rules of Engagement: Teaching Students to Navigate Difficult Conversations with Purpose and Professionalism

Salon 12, Third Floor

Paulina E. Davis, New York University School of Law
Nadiyah J. Humber, Suffolk University Law School
Jamie Langowski, Suffolk University Law School
Marcia Levy, Columbia Law School
Joanna Medrano, University of Nevada, Las Vegas, William S. Boyd School of Law
Caryn R. Mitchell-Munevar, New England Law|Boston
Amanda Sen, New York University School of Law
Shanda K. Sibley, New York University School of Law
Naomi B. Sunshine, New York University School of Law
Sarah Vendzules, New York University School of Law

Conversations around issues of bias, class, gender, race, and sexuality are more vital than ever to help our students face emerging challenges in their practice and in society. Learning to be civil in the context of the professional responsibility to be a zealous advocate can be a challenge.

Fostering a learning environment in which students communicate and learn from one another is crucial to helping students develop a practice of professional communication in difficult conversations.

In this session, presenters will discuss teaching students to engage in difficult conversations, including how to engage civilly within the context of clinics and externships, where we also teach zealous advocacy. We will share a method for establishing a classroom process: question, plan, execute, critique, revise, and reflect. We will discuss ways in which engaging students in this process allows for conversations that are both meaningful and civil. This method and other strategies can help instructors and students prepare in advance to address offensive remarks in a substantive and thoughtful way. It is our hope that both instructors and students can begin to welcome difficult conversations as opportunities for growth.

Following an overview and discussion of the process, panel attendees will have an opportunity to participate in small group activities and reflection with facilitators.

9 am – 10:30 am

Workshops

(Advance sign-up for workshops was required; attendance is limited; not open to walk-ins)

Navigating the Complexities of the Clinical Teaching Market

Dearborn 1, Seventh Floor

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

This interactive workshop aims to demystify the "new normal" in clinical hiring and impart strategies and skills for successfully navigating the market so that participants can be best positioned to secure the jobs they seek. Participants will hear from and interact with clinicians who have experience across all facets of the hiring process. The workshop sessions will address the many different aspects of the job search, including: 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. This workshop will fill in gaps for experienced candidates or those who come from well-established and resourced fellowship programs as well as inform and advise those who are considering entering the market for the first time or without the benefit of such resources.

Scholarship Support

Buckingham Room, Fifth Floor

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

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

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Plenary Session I: The Power of the State and Our Many Client Communities – Past, Present, Future

Grand Ballroom, Fourth Floor

Amna Akbar, The Ohio State University, Michael E. Moritz College of Law
Sheila Bedi, Northwestern University Pritzker School of Law
Aderson Bellegarde Francois, Georgetown University Law Center
Alexi Freeman, University of Denver Sturm College of Law

Moderator: William P. Quigley, Loyola University New Orleans College of Law

This plenary will focus on ways clinical faculty perceive and respond to the impact of "the State" on our client communities, and how to help students think productively about these issues in an evolving legal landscape. The panelists will explore ways to bring forward lessons from the past in responding to urgent pressures facing clients, with an eye toward different approaches available in clinic and externship contexts: litigation, legislation, policy reform, community organizing, etc. The discussion will touch on how to take control of a situation, evaluate potential approaches, and consider the future design of a clinical course or program.

12:15 pm – 2 pm

AALS Luncheon

Exhibit Hall, Fourth Floor

AALS Section on Clinical Legal Education M. Shanara Gilbert Award Presentation

Recognition of New Clinicians

2:15 pm – 3:45 pm
Working Group Discussions

(see handout for your Working Group assignment and its meeting room location)

3:45 pm – 4 pm
Refreshment Break

4 pm – 5:30 pm
Concurrent Sessions

(Busting) Out of our Silos: Lessons Learned by Clinicians and Legal Writing Faculty from Cross-Curricular Collaborations
Wabash, Third Floor

Mary Bowman, Seattle University School of Law
Lisa E. Brodoff, Seattle University School of Law
Lisa Martin, University of South Carolina School of Law
Jane K. Stoever, University of California, Irvine School of Law

How can we build an integrated legal skills curriculum that helps our students transfer the foundational skills they learn in 1L to advanced capabilities in their clinics and externships to practice after graduation? At Seattle University, collaborations between clinicians and legal writing faculty led to a revised first-year legal writing course that now includes explicit teaching of core values (professionalism/professional identity development, cultural competence, and reflection) and skills (client interviewing, client counseling, fact development, and negotiation) as well as traditional 1L legal writing content. This new course was developed by clinicians and legal writing faculty working together to identify how these values and skills could be taught throughout the curriculum, using the 1L legal writing course to create a foundation that clinicians can build upon with the students to help transfer those beginning skills to real client work. UCI and South Carolina have also done a variety of collaborations including developing real case-based or community project-based writing assignments for 1L students; guest teaching in legal writing and doctrinal classes; bringing clinic-based practice examples into doctrinal courses taught by clinic faculty; incorporating consideration of professional values, culture, and access to justice into skills courses taught by clinic faculty; and supervising summative "Third-year Intensives" or writing projects that are responsive to community needs.

In this session, we will examine how our various collaborations can be transferable in whole or part to your teaching and institutions. Clinicians and Legal Writing faculty will show how to get these collaborations going, why they are so good for student learning, and why they are so much fun!

Stayin' Alive: Thoughtful Approaches to Clinical Expansion, Funding, Innovation & Modification in Times of Economic Uncertainty
Crystal Room, Third Floor

Sherley Cruz, American University, Washington College of Law
Rhonda de Freitas, Chicago Kent College of Law, Illinois Institute of Technology
Richard J. Gonzalez, Chicago Kent College of Law, Illinois Institute of Technology
Heather F. Harper, Chicago Kent College of Law, Illinois Institute of Technology
Nadiyah Humber, Suffolk University Law School
Edward M. Kraus, Chicago Kent College of Law, Illinois Institute of Technology
Margo Lindauer, Northeastern University School of Law
Peter B. Sessa, Northeastern University School of Law

This session responds to the call to develop ideas and strategies that respond to "extraordinary times" in which we live and work in the context of national and international political tension, natural disasters, and internal law school changes. The dual goal of broadening clinical offerings to best serve community needs while simultaneously offering students sound pedagogical learning experiences is a challenge.

This challenge manifests itself in ways that are specific to the institution in which clinics operate, how clinics are funded, and what the capacity and nature of the legal work is. Our goal is to share ideas among the presenters of distinct clinical programs that responded to the changing external and internal climates and the larger group of attendees to learn new and alternative ways to respond.

Environmental Justice in the Age of Trump: Engaging Students in Client-Driven Impact Lawyering

Wilson, Third Floor

Denise Abdul-Rahman, Environmental Climate Justice Chair, NAACP Indiana
Natalie Barefoot, University of Miami School of Law
Marianne Engelman-Lado, Yale Law School
Kelly L. Haragan, The University of Texas School of Law
Helen H. Kang, Golden Gate University School of Law

In the last five years, a handful of law schools launched new environmental justice clinics, and pre-existing environmental and other clinics have deepened their environmental justice dockets. Heightened concern about climate change has also attracted a range of other clinics to the space. Legal work in the environmental justice context is, by definition, community-based; at the same time, these clinics also provide students with the opportunity to explore how the many forms of advocacy—counseling, community outreach, public education, communication, policy-making, administrative advocacy, litigation—complement one another. Moreover, given the challenges of the post-November 2016 era, each of these clinics and their clients have had to regroup, and engaging students in strategic planning processes has created new pedagogical opportunities.

This concurrent session will explore clinical practice and pedagogy through the lens of issues at the heart of environmental justice: for example, building relationships with communities, strategic planning, and developing both reactive capacity and affirmative goals. In this way, the session will address the core conference themes of integrating the lessons of past legal-political struggles in meeting contemporary strategic challenges and planning for the future in the classroom and in the field.

Experiential Education and Professional Responsibility: Training Ethical Lawyers in Extraordinary Times

Salon 1, Third Floor

Constance A. Browne, Boston University School of Law
Peggy Maisel, Boston University School of Law
Susan B. Schechter, University of California, Berkeley School of Law
Paul Tremblay, Boston College Law School

This concurrent session will provide an opportunity to present, discuss, and explore ways that law schools are teaching or might teach Professional Responsibility, an ABA-required course, in an experiential way. Historically, professional responsibility faculty have struggled to find an engaging and relevant way to teach this incredibly important subject to their students. Beyond being an ABA requirement, it is the one course where we know the issues will touch upon our students' careers as lawyers and professionals with special responsibilities to the public. We believe it is crucial that students grapple with professional responsibility issues generally, and also those issues embedded in current events, in a meaningful and real way while they are in school. With that training students will be better prepared and more aware of how to effectively deal with these issues when they face them out in their practices. We will identify professional responsibility issues that have emerged both in these extraordinary times and in past events. Using those stories and examples, we will present innovative models of teaching Professional Responsibility in an experiential way, including through simulations that could be part of clinical courses. These current models are replicable in various settings such as in-house clinics, transactional community clinics, and field placement companion courses. We hope that this presentation and discussion will illustrate ways to teach students how to fulfill their professional responsibilities in the communities they serve.

Social Change without Silos: An Interprofessional Approach to Clinical Pedagogy and Preparing 21st Century Lawyers

Salon 2, Third Floor

Emily Benfer, Health Justice Innovations, LLC
Yael Cannon, University of New Mexico School of Law
Allyson E. Gold, The University of Alabama School of Law
Elise Meyer, Northwestern University Pritzker School of Law
Juliet S. Sorensen, Northwestern University Pritzker School of Law
Sarah Steadman, University of New Mexico School of Law

In these extraordinary times, amidst increased threats to clients and the rule of law, lawyers need to step out of silos and collaborate across disciplines in order to affect change. Moreover, to gather momentum and "respond to the now," law students must learn how to problem solve and mobilize in pursuit of individual and systemic justice together with professionals from other fields. Problems that appear to be legal may be best addressed through research and practices from other professions; problems that appear to be outside of the realm of law

may actually have legal solutions; and sometimes, the best solutions may come from holistic problem-solving across disciplines. As clinical educators, we have the opportunity to teach and demonstrate interprofessional collaboration to law students through our pedagogical approaches. As lawyers in a university setting, we are particularly well situated to develop partnerships with other professions in our institutions from schools of business, medicine, public health, social work, or public policy.

This session will explore the value of engaging law students with professionals, as well as other students, from different disciplines. This strategy can have immediate impact in our casework, but also long-term, transformative impacts in training the next generation of leaders to be collaborative and silo-busting. The session will provide concrete, transferable teaching tools and strategies for integrating professionals and students from non-legal disciplines into the clinic classroom and fieldwork. It will help participants identify challenges to such integration and strategies for overcoming those challenges. It will also provide a forum for sharing experiences and identifying opportunities for interprofessional partnerships and curricula development, as well as to plan for long-term changes to our institutions that open the door to cross-sector work.

What Every Clinician Should Know about Digital Security and Using Technology to Leverage your Impact

Salon 3, Third Floor

William Berman, Suffolk University Law School
Timothy M. Casey, California Western School of Law
David Colarusso, Suffolk University Law School
Peter A. Joy, Washington University in St. Louis School of Law
Eumi K. Lee, University of California, Hastings College of the Law
James Matthews, Suffolk University Law School
Kim M. McLaurin, Suffolk University Law School

The purpose of this session is to address issues of digital security and to explore how clinicians can offer students valuable skills and promote access to justice by integrating technology and process management into the curriculum. Presenters from Suffolk Law School will discuss how Suffolk is integrating technological training across its clinical programs, as a possible model. The session will include a description of Suffolk's Accelerator-to-Practice Program and newly created Legal Innovation and Technology (LIT) Fellowship Program and Legal Innovation and Technology Law Lab ("LIT Lab"), in which students provide consultation and legal technology and/or process mapping services to organizational clients such as courts and non-profit organizations. Participants will then share their experience using technology or process management in their clinics, and brainstorm strategies for future application of these tools to maximize the impact of their work.

This session will also address issues of digital security. While digital platforms offer convenient modes of communication and easy access to information, these same digital platforms present new threats to the security of client information. Recent high profile cases raise questions that every law office, including clinics, should be asking. How secure is our information and the information we maintain about our clients? If we contract with a webhosting or cloud computing company, what information is that company keeping? How secure is that information? When it comes to emails, texting, and other digital communications, what are our ethical duties of competence, confidentiality, and loyalty to our clients? Participants will provide an overview of what every clinician should know about digital security, and explain what we should be teaching our students about their ethical duties and new technologies. The presentation concludes with a list of best practices for digital information security.

Excuse Me: Teaching Interrupting Bias as a Lawyering Skill

Salon 6 & 7, Third Floor

Stacy Brustin, The Catholic University of America, Columbus School of Law
Anne Gordon, Duke University School of Law
Michelle Greenberg-Kobrin, Benjamin N. Cardozo School of Law
Latonia Haney Keith, Concordia University School of Law
Kathryn Ramsey, The George Washington University Law School
Margaret E. Reuter, University of Missouri-Kansas City School of Law
Meredith Schnug, University of Kansas School of Law

Many experiential education teachers are incorporating classes on how to recognize implicit bias in order to encourage our students to recognize bias both within the legal profession and within themselves. Missing from most experiential education syllabi, however, is an explicit discussion of how to deal with bias when confronted in the workplace, including gender-based bias and harassment from colleagues, courts, and clients.

While this panel's presenters recognize the need to stop biased behavior at the source (i.e. by reforming the perpetrators), we also feel strongly that students need the skills to address it when it happens. Either as a target of bias or as a bystander, students must have the tools to interrupt bias, create safe spaces, and advocate for themselves and others, all while acting professionally and preserving workplace relationships.

This panel features a number of presenters from across the experiential education spectrum including clinical fellows, externship faculty, and clinical professors. Presenters and attendees will discuss their own experiences teaching how to respond to bias and share lessons learned from addressing these (often sensitive) situations in the context of experiential education.

In addition to discussing effective responses to implicit and explicit bias, micro- and macro-aggressions, this session will offer participants concrete methods for teaching these skills to students in a variety of settings, including how to incorporate popular culture, media, and technology. Our intention is to provide materials, discussion questions, and exercises that will enable participants to immediately incorporate teaching this lawyering skill into their curriculum whether it is through a clinic seminar, a training session, or individual supervision.

Creative Clinical Pedagogy in an Era of Mass Incarceration

Salon 5 & 8, Third Floor

Caitlin Barry, Villanova University Charles Widger School of Law
Davida Finger, Loyola University New Orleans College of Law
Brandon Greene, University of California, Berkeley School of Law
Christopher Lasch, University of Denver Sturm College of Law
Sunita Patel, University of California, Los Angeles School of Law

In the current context of mass incarceration, clinicians and law students providing legal services to poor clients and marginalized communities must think critically about the impact of imprisonment and other carceral forms of punishment and how they contribute to systemic inequality. These conversations are particularly relevant given a recent wave of new efforts to reform the criminal system spreading across the country that may transform the legal world in which our students will practice. These efforts to reform and transform the system raise important, complicated questions about the efficacy of incarceration as a remedy for harm. The goal of this session is to explore the ways in which we can encourage students to apply a critical lens to their understanding of the role of incarceration and punishment in the administration of justice. This session is open to anyone teaching in the clinical setting, regardless of practice area, as we know that the consequences of incarceration are not limited to criminal law.

Our session will begin with a discussion on our teaching goals—what are the particular critiques of incarceration and its consequences that we want to encourage students to consider? We will then move on to a conversation about how those goals are reflected in our clinical pedagogy, including classroom teaching, case selection, and supervision.

We will then break into small groups to discuss the challenges that we experience or anticipate in implementing these teaching goals and brainstorm potential solutions. How do we navigate institutional pressures that might be counter to our goals? What resistance can we anticipate from students when raising these questions?

We will conclude with a group reflection on the outcome of our small group conversations and a return to our teaching goals for a final revision and conclusion.

Transactional Clinics in Extraordinary Times

Salon 4 & 9, Third Floor

Alina Ball, University of California, Hastings College of the Law
Priya Baskaran, West Virginia University College of Law
Renee Hatcher, The John Marshall Law School-Chicago
Lynnise E. Phillips Pantin, Boston College Law School
Alicia E. Plerhoples, Georgetown University Law Center
Lauren Rogal, Vanderbilt University Law School

This concurrent session will focus on the role of transactional legal clinics given the current political climate. Transactional law can play a vital role in preserving democratic norms, promoting pluralism, and leveraging the rights and opportunities of marginalized groups and individuals. The presenters will draw on their own experience to explore ways for transactional clinicians to adapt their teaching and client matter selection to address the challenges of these extraordinary times. We will ask how we can help our students and clients adjust to the quickly changing political and legal landscape.

The goals of the session are to provide concrete strategies for transactional clinics to confront current challenges, and to explore ways that clinicians can adapt and customize these strategies for their institutional and geographic settings.

Topics addressed in this concurrent session will include:

- Clinical projects and client matters that facilitate alternative sources of funding to organizations, social businesses, and causes likely to face federal cuts.
- Clinical projects impacted by the Trump Administration's proposed changes to the Johnson Amendment on religious organizations' lobbying and political campaigning activities; clinical projects impacted by an increased desire of nonprofit clients to engage in lobbying and political campaigning activities due to the current political climate.
- Targeted clinical services for vulnerable populations and the entities that serve or are owned by them.
- Innovative approaches to teaching legal ethics, including explicit conversations about how lawyers can confront conflicts of interest and corruption to uphold the rule of law. Clinics can teach students how to proactively identify and intervene against discrimination and other misconduct.
- Strategies to facilitate constructive interaction between clinic students and client representatives, particularly around issues of social and racial justice. Such interactions can deepen critical thinking, promote creative problem solving, develop metacognitive growth, and provide a bulwark against prejudice and implicit bias.

The session will begin with remarks from the presenters about the specific challenges now confronting their communities and how their clinics have responded. They will share best practices and lessons learned for other clinicians. Participants will then have the opportunity to brainstorm other approaches and suggest innovations to existing strategies.

Naming Our Core Values when Teaching and Lawyering in a Time of Crisis

Salon 12, Third Floor

Kristina Campbell, University of the District of Columbia, David A. Clarke School of Law
Katherine Evans, University of Idaho College of Law
Jennifer L. Lee Koh, Western State College of Law at Argosy University
Sabrina Rivera, Western State College of Law at Argosy University

This session considers how emergencies put pressure on some traditionally-accepted best practices of clinical legal education. We will use the experiences of several immigration clinics in 2017 and 2018 to consider how difficult situations have given rise to new, and sometimes exciting and fruitful, practices. We will emerge with a clearer understanding of which best practices are non-negotiable, and whether crises call upon us to reconsider everything from choices about non-directiveness to how we define success for ourselves and our students. During the session, we will provide examples of how recent events have called for different levels of "re-invention" in our clinics. Then we will collectively name our prior best principles, and consider which, if any, we have needed to bend. We will begin assessing whether those adaptations were fruitful or costly. We want participants to leave with a framework for naming and reflecting upon such choices in their own clinical context. Please note that, while led by immigration clinicians, this session should appeal to all who feel that their work has reached a level of "crisis" prompted by shifts in the political climate and in government policy.

4 pm – 5:30 pm

Workshops

(Advance sign-up for workshops was required; attendance is limited; not open to walk-ins.)

Making Educational Videos

Buckingham Room, Fifth Floor

Michael 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.

(Re-) Designing an Experiential Learning Course Using Backward Design

Price Room, Fifth Floor

Danielle Cover, University of Wyoming College of Law
Margaret E. Reuter, University of Missouri-Kansas City School of Law
Christopher Roberts, The University of Texas School of Law
Carwina Weng, Indiana University Maurer School of Law

Looking to change your experiential learning curriculum? Finding yourself designing a whole new program, clinic, or externship course? 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 situates the course within your school's broader mission. Participants will read about and use backward design, an approach to instructional design pioneered by Grant Wiggins and Jay McTighe, to build a course of each participant's choosing. Participants will also use a draft of an upcoming publication written by Carwina Weng, Meg Reuter, Chris Roberts, and Danielle Cover as a model for creating an effective, intentionally designed instructional path. By the end of the workshop, participants will have identified the intellectual home for their course, learning goals, final assessment, evaluation rubric, and learning outcomes. They also will receive feedback from colleagues and facilitators on their drafts.

6 pm – 7:30 pm

Reception at Northwestern University Pritzker School of Law

Sponsored by Chicago-Kent College of Law, Illinois Institute of Technology; The University of Chicago, The Law School; DePaul University College of Law; University of Illinois College of Law; The John Marshall Law School; Loyola University Chicago School of Law; and Northwestern University Pritzker School of Law

Roundtrip Transportation

Buses will be provided from Wabash Street entrance of the hotel to law school, 375 E. Chicago Avenue. Buses depart the hotel 5:45 pm and 6 pm. Return buses depart from the law school 7:20 pm and 7:35 pm.

Prefer to Walk? The law school is 1.6 mile (32 minutes) from the hotel. See page 73 for walking directions.

Tuesday, May 1

7:30 am – 8:45 am

AALS Section on Clinical Legal Education Clinicians of Color Committee

Salon 6 & 7, Third Floor

7:30 am – 8:45 am

Meditation and Discussion

Clark 2, 7th Floor

Facilitator: Jean Koh Peters, Yale Law School

9 am – 10:30 am

Concurrent Sessions

"Radical Ready:" The Role of Clinics & Clinicians in Rapid Response & Movement Lawyering

Wabash Room, Third Floor

Fatma Marouf, Texas A&M University School of Law
William P. Quigley, Loyola University New Orleans College of Law
Brendan D. Roediger, St. Louis University School of Law
Valerie Schneider, Howard University School of Law
Anita Sinha, American University, Washington College of Law

Current social justice crises have called for a shift in the mission of many clinics to both represent individual clients and support movements for radical change and resistance. Additionally, clinicians, some for decades and others more recently, have engaged in rapid response and movement lawyering in their personal capacity with other lawyers and students. Litigation and advocacy needs spurred by the present presidential administration's Executive Orders, rampant police brutality and unaccountability, and disaster recovery inequities are examples that the session's panelists can draw from to explore the opportunities and challenges of such work.

Questions addressed in this session will include: What is rapid response litigation and advocacy? What is movement lawyering? Are clinics generally well suited to conduct rapid response litigation and advocacy and work with social movements, such as Black Lives Matter and others? What roles can clinics play in rapid response efforts and supporting movement work? What changes may be needed to make to a clinic structure and pedagogy be of optimal use to social movements? How do clinicians engage in rapid response and movement lawyering in their personal capacity? Is there tension between traditional civil rights lawyering and the radical restructuring of power that many social movements seek? How can we effectively engage students in identifying the power and limitations of their roles as attorneys? How do you get started if you want to more closely align your clinic with a social movement or entirely transform your clinic into a movement lawyering endeavor? How do you address critiques within the academy of movement tactics, including "respectability politics?"

Panelists from a variety of disciplines—civil litigation, housing, civil rights, poverty law, international human rights, and immigration—will offer lessons learned and practical tips to those seeking to connect with rapid response work and social movements.

Inside Out: A Conversation about Clinic Models in Practices Outside the Law School

Crystal, Third Floor

Claudia Angelos, New York University School of Law
Phyllis Goldfarb, The George Washington University School of Law
Alexander Scherr, University of Georgia School of Law
Ann C. Shalleck, American University, Washington College of Law

In many law schools, clinical programs need or want to expand in order to respond to the acute legal needs of increasingly vulnerable populations and to meet heightened demands for clinical opportunities. Acute legal needs come from a hostile political climate, and heightened demand comes from multiple sources including new ABA regulations, requirements of state bar associations, and law students who perceive limitations in the legal employment market that necessitate a sharper focus on developing professional experience in practice-like settings. Yet law schools are in an era of fiscal constraint. Restrictions on resources raise considerable challenges in expanding clinical opportunities to meet acute needs and heightened demands.

New models that involve collaboration with law offices outside the law school are emerging from these pressures. Some are called "hybrids," others are called "external clinics." We see a need for conversation and collaboration about them. This concurrent will open that conversation among clinicians, including teachers in clinics, externships, and other models. We will explore strategies for expanding clinical

opportunities outside the traditional in-house clinic while maintaining important pedagogies for learning and lawyering that clinicians have developed over many years. Together we will work through the questions posed by the possibilities for expanding clinical opportunities in ways that confront current challenges, meet new regulatory requirements, and accomplish meaningful pedagogical goals.

It's Not Me, It's You; Actually, Maybe it is Me: Supervising Millennials in the Context of Client-Centered Lawyering and Changing Learning Styles

Wilson, Third Floor

Bradford Colbert, Mitchell Hamline School of Law
Llezlie Green Coleman, American University, Washington College of Law
Vanessa Hernandez, Suffolk University Law School
Maritza Karmely, Suffolk University Law School
Laurie S. Kohn, The George Washington University Law School

One of the great pleasures of clinical teaching is supervising students who bring in new perspectives, ideas, and talents. At the same time, as we get ~~older~~ more mature (wiser?), our students remain the same age, resulting in the joy, and the challenge, of teaching across generations in a way that requires attentiveness and creativity. Our students come to us with a different set of cultural references and perspectives that are influenced by societal norms, social media, and learning styles.

The "millennial" generation has presented clinical professors, who are most often not millennials, with new and unique opportunities to provide effective supervision. Millennials' learning styles are changing in the age of technology and clinical professors need to consider how to bridge the generation and cultural divide and teach in a way that recognizes these differences while also preparing students for practice. We will discuss supervision and seminar teaching to reveal a series of complications that often arise when teaching across generations.

The presenters will lead a discussion to identify problems in supervision and in seminar teaching, develop a list of challenges, discuss the techniques used by clinical professors, and brainstorm additional solutions. The goals and the learning objectives of the session include considering and discussing the stereotypes concerning millennials and the accuracy of those stereotypes, identifying and discussing the joys and challenges of cross generational supervision, and creating a set of tools and techniques that will enable clinical professors to best handle these issues. At the end of the session, we will provide attendees with concrete takeaways (including a bibliography) to assist us all in adapting to the constantly evolving learning style of our students.

Representation at the Edge – Standing by Unpopular Clients

Salon 1, Third Floor

Matthew L. Fraidin, University of the District of Columbia, David A. Clarke School of Law
Tarek Z. Ismail, City University of New York School of Law

When the state claims to protect a sensitive interest such as the well-being of a child or national security, it becomes especially easy to compromise individual rights, particularly when the rights at issue belong to individuals from black and brown communities. This session will draw on the experiences of clinicians teaching students in seemingly disparate fields, with clients impacted by comparably pernicious labels: Muslims, Arabs, and South Asians called "terrorists," and parents of children in foster care ostracized as "child abusers."

Clinics focused on child welfare expose their students to proceedings legendary for their lawlessness. Family Court is widely known as a "Wild West" of secret hearings in which the law is a mere suggestion. Students who represent parents seeking to recover their children from foster care feel caught, with their clients, in a Kafka-esque nightmare of injustice. Similarly, students who work with communities targeted by national security policy confront watch-list designations, severe immigration delays, and overzealous law enforcement, which can leave students and their clients feeling that the invocation of national security wipes away their clients' legal protections.

Law school clinics are in a unique position to introduce students to the meaningful challenges of working with clients from embattled and marginalized groups, where the targets of state intervention are sometimes ostracized within their own communities, and even in some social justice circles.

This session will explore the risks, rewards, and parallels between child welfare and national security as vehicles for clinical education. Consider, for example, the legal and social stigma a client might experience after being dragged into court under allegations of child

abuse at threat of losing rights to her child. How is this similar to and different from the experience of a woman confronted on her doorstep by a swarm of FBI agents inquiring about conversations she may have overheard at her mosque?

How can we help students counsel clients navigating some of the state's most coercive instruments, which happen to also be some of its most broadly accepted? In fields pervaded by racial and ethnic bias, with limited procedural protections, what lessons do students learn about law and lawyering?

When One Door Closes, Do We Jump Through the Window? Teaching Law Students to Advocate in Unfamiliar, Nontraditional Forums

Salon 2, Third Floor

Eve Hanan, University of Nevada, Las Vegas, William S. Boyd School of Law
Christopher C. Hawthorne, Loyola Law School, Los Angeles
Lila Meadows, University of Baltimore School of Law
Binny Miller, American University, Washington College of Law
Jane C. Murphy, University of Baltimore School of Law
Marisa Sacks, Loyola Law School, Los Angeles

During shifts in the legal and political landscape, many clinics confront the choice of whether to expand their advocacy work to advocate for clients in new settings. These new settings present teaching challenges. Faculty from clinics representing clients serving life sentences as juveniles will explore these challenges. How do we teach written and oral advocacy in the context of ad hoc and informal proceedings and meetings? How do we impart important ethical standards where such standards are ignored or misunderstood by many of the players in these systems? How do we balance our desire to meet the critical needs of our clients while serving our students' educational goals?

In this presentation, panelists who teach in diverse jurisdictions (CA, NV, MD), will lead a discussion about responding to dramatically shifting legal and political landscapes within the context of their experience teaching students to represent people serving life sentences for crimes committed as juveniles. New means of relief for juvenile lifers have emerged that require different advocacy skills, like re-sentencing hearings, parole, and executive clemency. New sites of advocacy are often marked by informality, ambivalence towards lawyers, and lack of clear rules and procedures. Using a case study derived from their work with juvenile lifers, presenters will describe how their clinics approached (or would approach) the case, the teaching opportunities it presented, and the transferable skills learned by students. The case study will serve as a springboard for a larger discussion with attendees about how their clinics have responded (or could respond) to critical moments in legal reform.

With a Little Help from My Friends: Managing Stress in a Hostile Political Environment with Assistance from Non-Lawyers

Salon 3, Third Floor

George V. Baboila, Co-Director, University of St. Thomas Interprofessional Center for Counseling
Colleen Boraca, Northern Illinois University College of Law
Janet H. Goode, The University of Memphis, Cecil C. Humphreys School of Law
Anjum Gupta, Rutgers School of Law-Newark
Susan Hazeldean, Brooklyn Law School
Geoffrey Heeren, Valparaiso University School of Law
Lucy Johnston-Walsh, The Pennsylvania State University – Dickinson Law
James E. Mitchell, Georgia State University College of Law
Rachel D. Settlage, Wayne State University Law School
Virgil O. Wiebe, University of St. Thomas School of Law
Amanda Zelechoski, Valparaiso University Department of Psychology

The current administration continues to take actions and announce policies adverse to the communities our clinics serve, and we live in a time in which bad news abounds. The perpetual negativity and constant uncertainty of what is to come only add to the stress that we already feel as clinicians serving vulnerable client populations. We are called on to help our students navigate and emotionally cope with these pressures while grappling ourselves with how to respond to the changing landscape of legal needs, often ignoring the impact on our own mental, physical, and spiritual health.

Taking an interdisciplinary approach, this panel aims to explore the ways in which the hostile political and social environment impacts our teaching, as well as our and our students' work on cases. Our panel will include clinicians working in areas of the law that have been heavily impacted by the administration's policies and clinicians experienced in directing multi- and

inter-disciplinary clinics and centers. The presentation will focus on identifying professions not traditionally involved in clinical work to develop self-care models that can be used in any clinic or practice. We will focus on why it matters for clinicians to teach and practice self-care, conduct an interactive demonstration of how a self-assessment tool might help participants evaluate the extent to which they and/or their students are being impacted by these external stressors, identify strategies for minimizing the effects of stressors, and provide concrete examples of the various ways other professions can assist legal clinicians both with self-care and teaching self-care to students.

Applying the Benefits of Reflection, Evaluation, and Assessment to Develop Cultural Competence in Clinics and Externships with an International Learning Context

Salon 6 & 7, Third Floor

Briana Beltran, Cornell Law School
Gillian Dutton, Seattle University School of Law
Ron S. Hochbaum, Loyola University Chicago School of Law
Anna W. Nicol, University of Michigan Law School

Today's world requires attorneys prepared to serve individuals from around the globe—both in the United States and in their countries of origin. This session provides effective tools on learning outcomes, assessment, and reflection from a variety of externship and clinical settings: semester-long international externships, study abroad programs, farmworker clinics, and service projects. We will describe how assessment and reflection develop students' skills, cultural competencies, and sense of global responsibility, as well as provide critical information to articulate the value of such experiences to both students and law school administrators.

Immigrant Rights Advocacy in the Age of Trump: Centering Community Organizations in the Clinical Setting

Salon 5 & 8, Third Floor

Nermeen Arastu, City University School of Law
Peter Markowitz, Benjamin N. Cardozo School of Law
Talia Peleg, City University School of Law
Jessica Rofé, New York University School of Law

Since President's Trump's inauguration there has been a 40 percent uptick in immigration arrests and the administration had called for a $1.5 billion increase in the budget for detention centers. In this climate, law and policy have intersected to create large systemic injustices. The limits of individualized lawyering are clear. There is an urgent need to support organized constituent groups that aim to generate collective power to achieve meaningful change in our immigration laws and equity for our diverse communities. The Trump administration's promise to be tough on immigration have created a hostile environment for immigrants with devastating effects on our communities.

As lawyers, we are constantly re-defining community lawyering, our relationship to constituent groups and organizing efforts, and strategies for supporting organized constituencies without co-opting organizational goals. Representing and/or collaborating with organizations in the clinical setting affords students the opportunity to think critically about how lawyers can support organizations to meet their long-term objectives and the challenges of integrating the principles of community lawyering into practice.

This session will draw on the experiences of clinicians teaching students engaged in the representation of or collaboration with organizations building power among immigrant communities to achieve equity through organizing, policy work, and legal strategy.

Goals of the session:

1) Expanding clinical mission: Think expansively about ways in which students and clinical programs can be more responsive to community organizations while still fulfill obligations to existing communities and clients

2) Broaden student development: Strategize how to meaningfully assist students in their development as social justice lawyers who work in collaboration with and in support of community based efforts

3) Limits of the law: Explore how the legal framework in which immigration lawyers traditionally practice (from our prior experience in practice) is patently unjust and cannot meet the goals of community organizing and resistance.

Client-Clinic Collaborations: How to Incorporate Meaningful Partnerships with Your Clients into Representation, Reform, and Response

Salon 4 & 9, Third Floor

April Curtis, National Board Chair, Foster Care Alumni of America
Kara Finck, University of Pennsylvania Law School
Tony Lawlor, Owner, Lawlor Consulting Group, LLC
Bernard P. Perlmutter, University of Miami School of Law
Jane M. Spinak, Columbia Law School
Anita M. Weinberg, Loyola University Chicago School of Law

During the last two decades, parents and youth in the child welfare system have developed strategies along with their legal advocates to enhance their role in improving outcomes in individual cases and to initiate and collaborate in systemic reform efforts. Advocates have learned from this collaboration to improve their representation and partner more fully with their clients in addressing the impact of child welfare policies on families and communities. Clinics specializing in parent, youth, and child representation have been at the forefront of these efforts, developing partnerships with their clients and their communities to reimagine the ways in which they represent and collaborate with their clients to achieve systemic reform.

Through a structured conversation with two Chicago advocates, both prominent activists in systems reform with personal involvement in the child welfare system, we will discuss the ways in which collaborative advocacy has developed in different parts of the country, the challenges and benefits of that collaboration, the similarities and differences in how youth and parent self-advocacy and collaborative advocacy with clinics and law offices have developed, and how to improve strategies for continuing collaboration and expanding it beyond the boundaries of existing efforts. In doing so, we hope to explore how youth and adult engagement in response and reform may take place in different contexts and use different avenues of communication and participation to be effective.

We hope through this process not only to draw on historical ways in which our clinical programs have collaborated with clients within our direct services models and systemic advocacy efforts but also how to expand and improve that collaboration at this particular political moment when our clients and their communities are subject to aggressively repressive and punitive attacks and our students are hungry to engage in effective social justice practices.

Rapid Response and Triage in Times of Upheaval: Rebalancing and Innovating our Practice, Pedagogy, and Scholarship

Salon 12, Third Floor

Jeffrey R. Baker, Pepperdine University School of Law
Darren D. Bush, University of Houston Law Center
Janet M. Calvo, City University of New York School of Law
Carrie Hagan, Indiana University Robert H. McKinney School of Law
Vanessa H. Merton, Pace University Elisabeth Haub School of Law

Clinics and professors across legal education face remarkable upheavals in programs, communities, and politics. We face acute challenges to adjust our teaching, practices, and scholarship to address an onslaught of disruptions. Austere budgets amidst rising demand for student experience and community needs provoke us to innovate new, thrifty programs with local partners. Unprecedented natural disasters create massive client needs and emergency demands for pro bono services. Radical shifts in politics and public policy impose urgent needs to shift clinical practices and priorities. These shocks challenge our roles as lawyers, scholars, public voices, and advocates. This panel of clinical and traditional professors will discuss their projects, innovations, and initiatives in response to dramatic shifts and emergent needs. They will emphasize the processes of evaluation, triage, design, and critique within projects and programs in flux. Panelists will engage participants in critical discussions to improve our strategic responses in an era of extremity and uncertainty.

9 am – 10:30 am

Workshops

(Advance sign-up for workshops was required; attendance is limited; not open to walk-ins.)

Navigating the Complexities of the Clinical Teaching Market *(continued)*

Dearborn 1, Seventh Floor

Scholarship Support *(continued)*

Buckingham Room, Fifth Floor

9 am – 10:30 am

Bellow Scholars Program Report on Projects

Salon 10, Third Floor

See page 63 for presenters and descriptions of projects.

10:30 am – 10:45 am
Refreshment Break

10:45 am – 12:15 pm
Plenary II: Identifying and Pursuing Interest Convergence Strategies in the Representation of Our Clients and the Pursuit of Building Community
Grand Ballroom, Fourth Floor

Priya Baskaran, West Virginia University College of Law
Elizabeth B. Cooper, Fordham University School of Law
Stacey-Rae Simcox, Stetson University College of Law

Moderator: Tirien Steinbach, University of California, Berkeley School of Law

This second plenary will explore theories and strategies for aligning divergent interests among various parties in the pursuit of our clients' goals. With an eye towards responding to the now while planning for the future, this plenary is based on the Interest Convergence Theory proffered by the late Professor Derrick Bell. Using the lenses of transactional, legislative reform, and veterans' advocacy clinics, the panelists will discuss Interest Convergence, the Curb-Cut Effect, and other strategies for identifying and negotiating through the divergent interests that may be impeding our clients' goals. The discussion will also include a moderated exercise designed to help participants consider how these strategies may work best in their own clinics.

12:30 pm – 2 pm
AALS Luncheon
Exhibit Hall, Fourth Floor

Speaker: Margaret C. Benson, Executive Director, Chicago Volunteer Legal Services

CLEA Awards (Outstanding Advocate and Outstanding Project Awards)

Per Diem Award Presentation

2:15 pm – 3:45 pm
Working Group Discussions

(see handout for your Working Group assignment and its meeting room location)

3:45 pm – 4 pm
Refreshment Break

4 pm – 5:30 pm
Concurrent Sessions

Collaborative Litigation Strategies: Fighting for Collective Change Through Individual Defense
Wabash, Third Floor

Fiona M. Doherty, Yale Law School
Jenny Roberts, American University, Washington College of Law
Alison Siegler, The University of Chicago, The Law School
Eda (Katie) Katharine Tinto, University of California, Irvine School of Law
Erica Zunkel, The University of Chicago, The Law School

Achieving criminal justice reform through criminal defense work has traditionally been viewed as limited due to the requirements and constraints of representing an individual client facing criminal charges. This session will examine the inventive and original approaches of several criminal defense clinics across the country to advocate for broader social justice reform by collaborating with others in the criminal defense bar and collectively pursuing a coordinated legal strategy that both helps the individual client and pushes for systemic change. These strategies have the potential to reframe how criminal defense clinics choose their cases, shape case strategies, and view their role in criminal justice reform. Session participants will participate in a brainstorming exercise that will help them identify areas of their own clinical docket or community concerns that might be appropriate for collaborative or coordinated strategies.

Interdisciplinary Experiences from Clinic to the Classroom: Easier Than You Think
Crystal, Third Floor

Amy G. Applegate, Indiana University Maurer School of Law
Toby Treem Guerin, University of Maryland Francis King Carey School of Law
Negar Katirai, The University of Arizona James E. Rogers College of Law
Erin A. Lowry, The University of Arizona James E. Rogers College of Law
Corey Shdaimah, University of Maryland School of Social Work

This is an interactive session featuring a panel of interdisciplinary speakers, including social work and law professors engaged in interdisciplinary experiences in the law school and social work school settings.

The traditional siloed approach to legal practice is evolving as lawyers increasingly work with professionals from other disciplines to develop effective policies and practices. Collaborating with professionals from other disciplines allows lawyers to provide more holistic services to clients in these extraordinary times, while improving the ability of law graduates to serve clients in the current legal and economic environment. Integrating law and social work also increases the capacity of lawyers to engage in social justice movements in a sustainable way by encouraging self-care awareness, advocacy strategies and holistic practices.

This session will explore the who, what, when, where, and how of interdisciplinary experiences. The panelists will provide examples of collaboration between the disciplines of law, social work, clinical psychology, and nursing, with a focus on three settings: an interdisciplinary domestic violence clinic where social work and law students collaborate to serve clients; a pilot exercise focusing on a relevant policy issue that law, social work, and nursing professors embedded into their respective courses; and a mediation in which law students and clinical psychology graduate students have collaborated in several ways, including providing child-informed mediation and developing effective domestic violence screening in mediation practice.

The panelists will address obstacles to implementing interdisciplinary experiences and research, as well as lessons learned for how to overcome such challenges, including specific teaching/supervision strategies and methods for collaborating. In addition, the panelists will propose strategies for how to assess the success of such collaborations.

This will be an interactive presentation, where the audience will be encouraged to engage in discussion regarding incorporating interprofessional learning and researching opportunities at their own institutions.

"Change with Continuity": Maintaining Pedagogical Goals in the Midst of Clinical Change

Wilson, Third Floor

Susan Felstiner, Lewis and Clark Law School
Eric Franklin Amarante, University of Tennessee College of Law
Leigh Goodmark, University of Maryland Francis King Carey School of Law
Eve Hanan, University of Nevada, Las Vegas, William S. Boyd School of Law
Allison Korn, University of California, Los Angeles, School of Law

Clinicians have always faced the dual pressures of responding to community needs and providing a rich educational experience for law students. However, recent political and social forces have intensified existing client needs, created new crises, and further marginalized underrepresented populations. Additionally, the legal institutions that serve these populations struggle with limited resources and political pressure. This dynamic—of greater client need and increasing scarcity of legal assistance—poses a conundrum for many clinicians: whether to step into the breach and, if so, how to adapt our clinical models without compromising core values of clinical pedagogy.

This panel will engage participants in an interactive discussion of the possibilities and challenges of re-directing clinical focus in response to political and social changes. The presenters include clinicians who have experimented with a wide range of new models for delivery of legal services and teaching methods. They will discuss successes, lessons learned, and the challenges of practicing in new areas of law in the educational clinic setting.

Panelists hail from different corners of the country, and reflect a diversity of clinical programming: a community economic development clinic, a gender violence clinic, a small business legal clinic, a criminal defense clinic, and a food law clinic.

Teaching the Whole Lawyer: Deliberate, Mindful, and Culturally Conscious Professional Identity Formation

Salon 1, Third Floor

Tanya Asim Cooper, Pepperdine University School of Law
Lindsay M. Harris, University of District of Columbia, David A. Clarke School of Law
Norrinda Hayat, University of District of Columbia, David A. Clarke School of Law
Kendall L. Kerew, Georgia State University College of Law
Amy Pritchard, University of Arkansas, Little Rock, William H. Bowen School of Law
Gail Silverstein, University of California, Hastings College of the Law
Brittany M. Stringfellow-Otey, Pepperdine University School of Law
Carwina Weng, Indiana University Maurer School of Law

The call to develop "professional ethical engagement" is perhaps more relevant today than it was even 10 years ago. The world is in need of lawyers who will

serve as ethical leaders, forging a constructive new path. Law schools must do their part to encourage the development of these new leaders, as they enter the legal profession in a time of tumult, tension, and transition. As the political stage provides wildly varying role models, students must critically assess who they want to emulate, and how they will approach their careers and represent their clients with courage and justice.

This interactive session will address a clinician's role in engaging professional identity formation and ways we can intentionally incorporate three core professional identity competencies—cultural competency, well-being, and self-directedness—into our curriculum. In the cultural competency section, presenters will focus on helping students identify who they are in relation to other system actors and how that identity can evolve. We also aim to provide the students with a frame with which to practice when they are also a member of the same "othered" groups they serve. In the well-being section, we will focus on building resiliency and supporting self-care strategies, including mindfulness, so that students can more effectively identify the warning signs of burnout and cope with the stress inherent in the profession. The self-directedness section will focus on how self-directedness figures into the professional identity formation of students and how teachers can be more explicit and intentional in employing a pedagogy of self-directedness not only in clinics and externships, but across the law school curriculum.

Participants will have opportunity to participate in group discussion, personal reflection, and will leave with a plan for practical application of the session along with takeaway exercises and materials.

The Sun Rises & Sets Just the Same: Did the Presidential Election Impact Our Clients and The Work We Do as Criminal Justice, Education and Disability Clinical Teachers and Advocates?

Salon 2, Third Floor

Fareed Hayat, Howard University School of Law
Shobha L. Mahadev, Northwestern Pritzker School of Law
Jyoti Nanda, University of California, Los Angeles School of Law

For many, the day after November 8, 2016, was a dark day. For we clinicians working on the front lines of criminal and juvenile (in)justice, education, and disability law, it was also dark, but the systems and structures that had oppressed our clients, incarcerated them, and marginalized them had long been in place. Moreover, the trauma, abuse, racism, sexism, and poverty that our clients experience continued. In light of that reality, as clinical teachers, we ask how we connect the dots between what is happening nationally, in this political moment, to what is happening with our clients. Did the presidential election change the work we do on a day to day basis? Did the election change how we think about broader issues, such as policy reform, on a national, state, or local level? How do we facilitate dialogue between students with divergent and passionate viewpoints that have been ignited by this moment in a way that fosters growth and learning?

In this session, we will aim to answer these questions in order to develop effective and tested pedagogical methods, as well as ideas and tools that we can share with one another. We will explore both the substance of what clinicians are teaching and doing post-election (primarily in the areas of criminal justice, juvenile justice, education, and disability advocacy) and the methods they are using to encourage reflection and client-centered lawyering in a landscape that is both shifting and static. This session will provide participants with an opportunity to gather and strategize with the goal of deliberately and thoughtfully responding to this moment and what is yet to come in the context of clinicians' roles as lawyers, policy makers, and teachers.

Not Just a Ferguson Problem: Community Lawyering Strategies for Challenging Fines, Fees, Bail, and Driver's License Suspensions Targeted against Low-Income Communities and Communities of Color

Salon 3, Third Room

Brandon Greene, University of California, Berkeley School of Law
Zina Makar, University of Baltimore School of Law
Brendan Roediger, St. Louis University School of Law
Karen L. Tokarz, Washington University in St. Louis School of Law
Theresa Zhen, University of California, Berkeley School of Law

Three and a half years after Ferguson and subsequent interventions by the Obama administration, low-income people across the country, disproportionately individuals of color, are still being saddled with court fines, fees, and penalties, driving individuals deeper into poverty and denying their civil rights. Nonpayment of such fines and fees, coupled with the failure to assess individuals' ability to pay, leads to late fees, driver's license suspensions/revocations, bench warrants,

arrests, excessive bail, and aggressive collection efforts that negatively impact a person's liberty, credit, employment, housing, and family.

Monetary sanctions have become complex, pernicious forms of civil and criminal punishment as municipal and state budgets fluctuate, and governments increasingly rely on revenue generated from people charged with municipal and state court violations. Civil rights and criminal law scholars warn that unchecked discretion to impose fines, fees, and bail is proliferating across the country as the preferred sanction for cash-strapped bureaucracies and third-party beneficiaries like bail bond agents, private probation companies, and collection agencies. Even in jurisdictions where an ability to pay assessment has been instituted, reliance on low monetary standards for income (e.g., the poverty line), onerous methods of proof (e.g., letters of verification of public benefits), and excessive amounts of community service have created systems in which equity, fairness, and access to justice remain out of reach for those in need.

The goal of this session is to explore different ways in which lawyers, clinicians, and law students can mitigate this outgrowth and disrupt its expansion locally and nationally, including litigation, legislative advocacy, media advocacy, training, and community education. Specific replicable clinical teaching methods in pretrial justice, criminal justice, civil rights, traffic court/driver's license suspension, and veteran's clinics across the country will be discussed and examined by the workshop participants.

Go Full Circle: Creating a Comprehensive Curriculum around Law Student Well-Being in Clinics and Externships

Salon 6 & 7, Third Floor

Tracye Edwards, Drexel University, Thomas R. Kline School of Law
Anne Gordon, Duke University School of Law
Deeya Haldar, Drexel University Thomas R. Kline School of Law
Sarah Katz, Temple University, James E. Beasley School of Law
Inga N. Laurent, Gonzaga University School of Law
Amy Sankaran, The University of Michigan Law School

Well-being is a skill and value taught in many professional settings and now increasingly in law schools. This session describes how clinical and externship placements provide unique opportunities to learn this skill and value within the context of the ABA's recently released report, *The Path to Lawyer Well-Being: Practical Recommendations for Positive Change*. We will explore questions such as:

- Why is well-being an ideal topic for a clinical or externship seminar?
- How is the mental health of law students languishing, based upon the latest research?
- How do we teach our students the skills for making a good and sustainable life in the law?
- How do we collaborate to teach our students transferrable skills across different professional environments?

Presenters will share how they teach well-being with emphasis on collaboration with other professionals, other clinicians, and doctrinal faculty. Information will be provided on how to connect this curriculum to other doctrinal and clinical courses. Participants will engage in an exercise designed to assess their own well-being and will discuss the results with the goal of including the topic and materials in their own externship and clinical programs.

How Does the Clinician Say Goodbye?

Salon 5 & 8, Third Floor

Jean Koh Peters, Yale Law School

A clinical teacher says many goodbyes, and they are rarely easy. Law clinicians constantly confront the seldom taught, but recurring and essential moment of goodbye. Do we end professional relationships as thoughtfully and intentionally as we begin them? How can we craft endings that honor the full dignity of the clients and students to whom we say farewell? This session explores the dynamics of goodbye at two salient moments: first, teaching students to say goodbye to clients, and second, saying goodbye ourselves to students. We will explore the principles, brainstorm new ideas and frameworks, and collect constructive practices from the attendees. The session will end with Jean's brief reflections on her impending retirement from clinical teaching.

How to Foster Transgender Activism in a Clinical Setting and Provide Competent Legal Services to Transgender People
Salon 4 & 9, Third Floor

Jordan Aiken, Bet Tzedek Legal Services Equal Justice Works Fellow sponsored by Greenberg Traurig, LLP
Michelle Ewert, Washburn University School of Law
Daniel Faessler, University of California, Berkeley Law School

In this session, we will begin a conversation about creating a safe space for the transgender community in a clinical setting. We will provide tools and resources for practitioners to use in training students and volunteers on transgender sensitivity and client interviewing. We will discuss the ever-evolving language used to describe the transgender experience and provide context for the lived experiences of transgender people in America, relying on the most recent surveys and reports available. This session will provide a space to discuss basic logistics and respond to general and nuanced questions about offering transgender-specific legal services, whether it be starting a new clinic focused on the specific needs of transgender clients or adapting existing services to better serve the transgender community.

Fighting for Sanctuary: A Vehicle for Learning About Advocacy and Social Justice
Salon 12, Third Floor

Linus Chan, University of Minnesota Law School
Annie Lai, University of California, Irvine School of Law
Christopher N. Lasch, University of Denver Sturm College of Law
Elizabeth M. McCormick, The University of Tulsa College of Law

In July 2017, AALS and the Planning Committee for the 2018 Clinical Conference announced the relocation of this conference from Austin to Chicago due, in part, to the enactment of SB 4, a Texas law banning so-called "sanctuary cities." SB 4 allows Texas police officers to question the immigration status of anyone they detain or arrest, prohibits Texas cities and counties from adopting policies that limit involvement in immigration enforcement, and threatens officials who violate the law with fines, jail time, and removal from office.

With SB 4, Texas aligned itself with the Trump administration's effort to mandate the cooperation of state and local law enforcement in immigrant policing, and to punish state and local governments that limit that cooperation. The Trump administration has pursued an aggressive "anti-sanctuary" agenda seeking to punish state and local governments for implementing policies that are welcoming to or inclusive of immigrants, or resisting involvement in immigration enforcement. Most recently, the administration has sued the State of California challenging recently adopted state laws that restrict local involvement in federal immigration enforcement.

Despite this push for increased involvement, state and local governments continue to adopt policies disentangling local law enforcement from federal immigration enforcement. Since Trump's election more than 70 new sanctuary or disentanglement policies have been adopted. The Trump administration's unrelenting assault on immigrants and on state and local governments that refuse to demonize immigrants has created a sense of urgency and uncertainty about how we can continue to effectively work within the communities we serve. While much of the controversy about sanctuary arises out of a lack of understanding of what sanctuary is and what it is not, the controversy nevertheless provides abundant opportunity for advocacy, engagement, and learning for clinical law students.

The panelists are among a group of immigration law professors, scholars, and practitioners who collaborated on an article, "Understanding 'Sanctuary Cities,'" forthcoming in the *Boston College Law Review*. The panel members will provide examples from their own experiences with engaging students in work to support sanctuary or disentanglement policy adoption and implementation, providing participants with concrete lessons and strategies.

4 pm – 5:30 pm

Workshops

(Advance sign-up for workshops was required; attendance is limited; not open to walk-ins)

Making Educational Videos *(continued)*
Buckingham Room, Fifth Floor

(Re-) Designing an Experiential Learning Course Using Backward Design *(continued)*
Price Room, Fifth Floor

6 pm – 7:30 pm

Clinic Community Town Hall: Gathering Momentum for Racial Justice

Red Lacquer, Fourth Floor

Luz E. Herrera, Texas A&M University School of Law
Erica Perry, Assistant Partnership Director, Law for Black Lives
Leticia Saucedo, University of California, Davis, School of Law
Marbre Stahly-Butts, Co-Director, Law for Black Lives

Moderators:
Deborah N. Archer, New York Law School
Margaret Barry, Vermont Law School

Building on past conversations about our vision of social justice in challenging times, we invite you to join us for a discussion about our responsibility as clinicians to develop and implement a racial analysis in our clinical pedagogy and practice. In our current historical moment, we are witnessing the rise of increasingly open reactionary forces in our politics and culture that target African-American and Latinx populations as subjects of racialized violence. In this moment of confronting the depth and complexity of racial injustice and the limits of past lawyering practices in addressing systemic issues, the goal of this Town Hall is to allow us to reflect on our commitment to justice and equity for marginalized communities. The conversation will challenge us to consider how to best implement that commitment in our clinics. We hope to engage clinicians from a wide variety of practice areas as we discuss how we can meaningfully leverage our clinical resources to support, empower and advocate with African-American and Latinx communities in our geographic areas.

The Town Hall will begin with a guided discussion with Erica Perry and Marbre Stahly-Butts from Law for Black Lives and Leticia Saucedo and Luz Herrera from the Network for Justice on their unique and transformative models for engaging clinics in racial justice advocacy. Our speakers will offer practical proposals for approaches and issues that can be integrated into clinical teaching and case selection. We will then break into smaller discussion groups to share our current productive practices focused on these issues and surface our concerns for the challenges that might arise in operationalizing our racial justice analysis more deeply in our clinic work. Finally, we will return to the larger conversation and collectively brainstorm solutions to these challenges and new visions for the future of racial justice in the clinical context.

Wednesday, May 2

7:30 am – 8:45 am

AALS Section on Clinical Legal Education Committees

(see page 65 for committees and their meeting room locations)

8 am – 8:45 am

Meditation and Discussion

Clark 2, 7th Floor

Facilitator: Jeffrey H. Bunn, Partner, Latimer LeVay Fyock LLC, Chicago, Illinois

9 am – 10:30 am

AALS Section on Clinical Legal Education Works in Progress

(see page 43 for listing of Works in Progress and their meeting room locations)

AALS Section on Clinical Legal Education Pilot Intensive Paper Feedback Sessions

(see page 57 for listing of Intensive Paper Feedback Sessions and their meeting room locations)

10:30 am – 10:45 am

Refreshment Break

10:45 am – 12:15 pm

Working Group Discussions

(see handout for your Working Group assignment and its meeting room location)

10:45 am – 12:15 pm

Workshops

(Advance sign-up for workshops was required; attendance is limited; not open to walk-ins)

Scholarship Support *(continued)*

Buckingham, Fifth Floor

(Re-) Designing an Experiential Learning Course Using Backward Design *(continued)*

Price Room, Fifth Floor

Biographies of Planning Committee Members, Plenary and Luncheon Speakers

ADAMSON, BRYAN L. Assoc. Prof. of Law, Seattle. JD, 1990, Case Western Res.; MA, 1987, Purdue Univ.; BA, 1985, Miami Univ. *Admitted:* WA, 2003; OH, 1990. Assoc. Prof., since 2006; Ass't Prof., Seattle, 2002-2006; Assoc. Prof., Case Western Res., 1995-2002; Ass't Prosecuting Att'y, Cuyahoga Cty. Prosecutor's Off. Cleve., 1994-1995; Assoc. Att'y, Squire Sanders & Dempsey Cleve., 1990-1993. *Subjects:* Mass Media Law & Policy. *Consultantships:* Bd. Mem., SALT, since 2006; Exec. Bd., CLEA, since 2001; Exec. Bd., Sect. on Clin. Legal Educ., AALS, since 2000, Chair-Elect, 2002-03, Chair, 2003-2004.

AKBAR, AMNA Ass't Professor, Ohio State. Editor-in-Chief, Michigan Law Review.

BACH, WENDY A. Assoc. Prof. of Law, Tennessee. Articles Editor, New York Univ. Rev. of Law and Social Change. *Admitted:* NY, 1997. Clin. Instructor, The City Univ. Sch. of Law, 2005-2010; Director, Homelessness Outreach and Preven. Project, The Urban Just. Center, 2001-2005; Staff Attorney, The Legal Aid Society, 1996-2001. *Subjects:* Advocacy Clinic (S). *Awards:* Order of the Coif, 1996; Eric Dean Bender Public Interest Prize, 1996.

BASKARAN, PRIYA Assoc. Professor, W. Va. Univ. *Subjects:* Entrepreneurship & Innovation Law Clinic.

BEDI, SHEILA Clin. Assoc. Prof. of Law, Northwestern.

BENSON, MARGARET C. Exec. Dir., Chicago Volunteer Legal Serv. (CVLS). Joined CVLS 1928 to develop Panel Referral Prog.; Deputy Dir., 1983; Exec. Dir., 2003. Responsible for prog. mgmt. and the coord. of bench, bar and law firm relations, writes extensively, including CVLS training materials and a bi-monthly column on pro bono for the Chicago Lawyer. While handling a caseload of contested or difficult family and guardian ad litem cases, she trains and supervises GAL volunteers. Prog. designer and speaker at ABA/NLADA Equal Just. and Illinois Legal Advocates Conf. Speaks on child custody, client and pro bono issues for the ISBA, CBA and IICLE. 2007 Illinois St. Bar Assoc. Bd. of Gov. Award. Chgo. Bar Foundation's Thomas H. Morsch Pub. Serv. Award, 2001. "Esther Rothstein Award" by the Lawyer's Trust Fund of Illinois, 1999; Loyola Univ. Sch. of Law Pub. Serv. Award, 1994. Active mem. ISBA's Leg. Com., where she has helped to draft and lobby for guardianship and family law legislation. Chair, ISBA's LawPac Bd. Former chair, continues to serve on the CBA's Pro Bono Week Com. Past activities: Chair, Illinois St. Bar Assoc. Delivery of Legal Services Com., Charter Mem., Illinois Pro Bono Center's Bd. of Dir., speaker at the Midwest Reg. SPAN Conf. on the Future of Legal Serv., Bd. of Dir. of the Women's Bar Assoc. of Illinois, two-term ISBA Assembly mem., speaker for the Am. Inst. for Prepaid Legal Services.

COOPER, ELIZABETH B. Assoc. Prof., Fordham. JD, 1988, New York Univ; BA, 1983, Pennsylvania. Arts. Ed., Ann. Surv. Am. L. *Admitted:* NY, 1989; NJ, 1988. Assoc. Prof., Fordham, since 1995; Clin. Instr., Brooklyn, 1994-1995; Adj. Clin. Prof., Rutgers Newark, 1993-1994; Gibbons Fellow, Public Interest & Const'l Law Gibbons Del Deo Dolan Griffinger & Vecchione Newark NJ, 1992-1994; Staff Counsel/Skadden Fellow, ACLU AIDS Proj. NYC, 1990-1992; Clerk, Hon. Anne E. Thompson U.S.D.C. Dist. NJ Trenton, 1988-1990. *Subjects:* Clin. Teaching; AIDS & the Law (S); Inst'l Reform Through the Courts (S); Legis. and Policy Advocacy Clinic & Seminar (S). *Awards:* Public Serv. Fac. Mem. of the Year, 2017; Fordham OUTlaws Community Serv. Award, 2004. *Consultantships:* Exec. Committee, Sect. on Clin. Legal Education, 2010-2015; Chair, AALS Com. on Clin. Legal Education, 2010-2012; Rptr., Issues Affecting Same-Sex Couples, NY St. Bar Ass'n, 2003-2005; Exec. Com., Sect. on Litig., AALS, 1997-01, Chair, 1997-2002.

CROWDER, PATIENCE A. Assoc. Professor, Denver. JD, 1999, Rutgers – Newark; BA, 1995, Georgetown. Arts. Ed., Rutgers L. Rev. *Admitted:* CO, 2011; OK, 2007; MD, 2005; CA, 2000. Ass't Clin. Prof., Univ. of Tulsa Coll. of Law, 2007-2010; Clin. Fellow, Univ. of Balt. Sch. of Law, 2004-2007; Bus. Dev. Mgr., St. Hope Corp. Sacramento, 2002-2003; Assoc., Shearman & Sterling San Fran., 1999-2001. *Subjects:* Community Economic Dev. Clinic.

EPSTEIN, DEBORAH Prof., Director, Domestic Violence Clinic, Georgetown. JD, 1988, New York Univ; BA, 1984, Brown Univ. N.Y.U. L. Rev. *Admitted:* DC, 1991; WA, 1990; NY, 1989. Assoc., Bernabei & Katz DC, 1991-1993; Women's Law & Public Policy Fellow, Georgetown, 1990-1991; Assoc., Heller Ehrman White & McAuliffe Seattle, 1989-1990; Clerk, Hon. Marvin Katz E.D. PA, 1988-1989. *Subjects:* Family Law (S); Clin. Tchg. (S); Emplymt. Discrim. Law (S).*Books:* The Clinic Seminar, 2014; Listening to Battered Women: A Survivor-Centered Approach to Advocacy, Mental Health, and Justice, 2008; Dist. of Columbia Domestic Violence Benchbook, 1997; Litigating Domestic Violence Cases: A Prac. Manual (with Fulcher & Lehrman), 1995. *Awards:*

Clin. Legal Educ. Association, Outstanding Advocate for Clin. Teachers, 2011; Georgetown Women's Forum Alumnae Award, 2011; Georgetown Law Cntr. Fac. of the Yr. Award, 2006. *Consultantships:* Chair, D.C. Domestic Violence Fatality Rev. Bd., since 2005; Comm'r, DC Mayor's Comm. on Violence Against Women, since 1996; Dir., DC Superior Ct. Domestic Violence Intake Cntr., since 1996.

FORMAN, JAMES, JR. Prof. of Law, Yale. JD, 1992, Yale; BA, 1988, Brown Univ. Bk. Rev. Ed., Yale L.J. *Admitted:* DC, 1994. Prof., since 2007; Assoc. Prof., Georgetown, 2003-2007; Fellow, New Am. Fdn. DC, 2001-2002; Trng. Dir., 1999-2000; Staff Att'y, Public Defender Serv. DC, 1994-1999. *Subjects:* Crim. Procedure; Race and Crime (S); Advanced Readings in Crim. Law and Proc. (S); Juv. Just. in America (S); Educ. Law and Policy. *Consultantships:* Adv'y Com., Admin. of Just. Prog., George Mason Univ., since 2003.

FRANCOIS, ADERSON BELLEGARDE Prof. of Law, Georgetown. JD, 1991, New York Univ., New York Univ. Jour. Of Int'l Law and Politics. *Admitted:* DC, 2006; NY, 1994. Ass't Prof., Howard, since 2005; Agency Team Leader, Transition Team President-Elect Barrack Obama, Presidential Transition Team, 2008; Assoc. Dir. & Acting Ass't Prof., Lawyering, 2002-2005; Legal Res. & Writing Instr., New York Univ., 1997-2002; Spec. Ass't, U.S. Comm. on Civil Rts. DC, 1996-2000; Assoc., Paul Weiss Rifkind Wharton & Gardner NYC, 1993-1996; Clerk, U.S.C.A. 3rd Cir. Phila., 1991-1993. *Subjects:* Sup. Ct. Jurisp. (S); Civil Rts. Clinic; Const'l Law I; Civil Procedure; Fed. Civil Rights: Hist. and Phil. (S). *Books:* Thurgood Marshall Award, 1995.

FREEMAN, ALEXI Assoc. Prof. of the Practice, Denver.

GOLDFARB, PHYLLIS Jacob Burns Fdn. Prof. of Law and Assoc. Dean for Clin. Affairs, Geo. Wash. LLM, 1985, Georgetown; JD, 1982, Yale; MA, 1979, Harvard; BA, 1978, Brandeis. *Admitted:* MA, 1988; DC, 1982. Jacob Burns Fdn. Prof. of Law & Assoc. Dean for Clin. Affrs., Geo. Wash., since 2007; Prof., since 1997; Assoc. Prof., 1991-1997; Ass't Prof., Boston Coll., 1986-1991; Ass't Prof., No. Illinois, 1984-1986; Supervising Att'y, Georgetown, 1982-1984. *Subjects:* Legal Profession; Clin. Teaching; Critical Race Theory; Gender & Legal Theory; Crim. Procedure; Crim. Just. (S); Law and Narrative; Juv. Law. *Awards:* CLEA Outstanding Advocate for Clin. Teachers Award, 2012. *Member:* Editor-in-Chief, Clin. Law Review.

HARRINGTON, EDEN E. Clin. Professor/Associate Dean for Experiential Education/Director, William Wayne Just. Cntr. for Public Interest, Univ. of Texas. JD, 1985, Columbia; BA, 1985, Rice Univ. *Admitted:* TX, 1987; CA, 1985. Dir. of Public Interest Programs, St. Mary's Univ. Sch. of Law, 1996-1999; Exec. Director, Texas Resource Center, 1987-1996; Staff Att'y, TX Rural Legal Aid, 1986-1987; Staff Att'y, Medicare Advocacy Project, 1985-1986. *Subjects:* Clin. Tchg. (S).

NAGIN, DANIEL L. Clin. Prof. of Law; Vice Dean for Experiential and Clin. Education; Fac. Director, WilmerHale Legal Services Center; Fac. Director, Veterans Legal Clinic, Harvard. JD, 1996, Univ. of Chicago; JD, 1996, Univ. of Chicago; MA, 1992, Stanford University; BA, 1991, Cornell University. *Admitted:* MA, 2013; VA, 2007; MO, 2004; NY, 2001; IN, 1996. Professor, Harvard, since 2012; Assoc. Professor, Univ. of Va., 2006-2012; Lecturer, Wash., St. Louis, 2003-2006.

QUIGLEY, WILLIAM P. Prof. of Law and Dir. of the Loyola Law Clinic & the Gillis Long Poverty Law Center, Loyola, New Orl. JD, 1977, Loyola, Los Angeles. *Admitted:* NY, 2011; DC, 2010; LA, 1977. Prof. of Law & Dir. Law Clinic and Social Just. Law Center, Loyola Univ. New Orleans Coll. of Law, since 2011; Assoc. Legal Director, Cntr. for Const'l Rights, since 2011; Prof., since 1999; Dir., Gillis Long Poverty Law Cntr., since 1991; Dir., Loyola Law Clinic, since 1991; Legal Director, Cntr. for Const'l Rights, 2009-2011; Assoc. Prof., 1995-1999; Ass't Prof., 1992-1995; Assoc. Dean, Admin. Affrs., 1993-1994; Dir., Law Clinic, 1992-1993; Vis. Assoc. Clin. Prof., Loyola New Orl., 1991-1992; Priv. Att'y, Self New Orls., 1981-1991; Staff Att'y, New Orls. Legal Assist. Corp., 1977-1981. *Subjects:* Clin. Advocacy; Catholic Social Tchg. and Law (S); Social Just. Lawyering (S); Community Lawyering (S); Law & Poverty. *Books:* Chap. in UNITED STATES AND TORTURE, Marjorie Cohn Editor, 2011; Activist Scholar Award – Urban Affrs. Ass'n & Sage Publications, 2011; Storms Still Raging; Katrina, New Orleans and Social Justice, 2008; Ending Poverty As We Know It, 2003. *Awards:* AALS Pro Bono Award, 2015; Fordham Univ. Sch. of Law Louis J. Lefkowitz Public Serv. Award, 2011; Stanford National Public Serv. Award, 2006. *Consultantships:* Gen. Counsel, ACLU of LA, 1981-2002; Co-Dean Int'l Study, UNIFA Sch. of Law, since 2015; Assoc. Legal Director, Cntr. for Const'l Rights, since 2011; Coop'g Att'y, NAACP Legal Defense & Educ'l Fund, Inc., since 1981.

SEIDEN, WENDY Assoc. Clin. Prof. for the Family Violence Clinic, Chapman.

SIMCOX, STACEY-RAE Assoc. Prof. of Legal Skills; Director, Veterans Advocacy Clinic, Stetson. JD, 1999, Wm. & Mary; BA, 1996, Ohio University. *Admitted:* VA, 1999. Assoc. Professor, Stetson, since 2014; Instructor, Wm. & Mary, 2004-2014; Judge Advocate, US Army, 2000-2004; Clerk, US Army Ct. of App. for the Armed Forces, 1999-2000. *Subjects:* Legal Skills; Internet Law (S); Veterans Clinic; Veterans Law; Tech. Advanced Trial Advocacy. *Consultantships:* Reporter, Unif. Law Commission, Com. on Veterans Treatment Ct. Act, since 2015.

SMITH, BRENDA V. Prof., American. JD, 1984, Georgetown; BA, 1980, Spelman Coll. *Admitted:* DC, 1985; PA, 1985. Prof., since 2005; Assoc. Prof., 1999-2005; Prac.-in-Res., American, 1998-1999; Sr. Counsel, Econ. Security/Dir. Women in Prison Proj. Nat'l Women's Law Cntr. DC, 1988-1998; Staff Att'y, DC Public Defender Serv. DC, 1986-1988; Clerk, Hon. Gladys Kessler DC Superior Ct., 1984-1986.*Subjects:* Clin. Tchg. (S); Prof'l Responsibility; Clin. Fieldwork Supervision; Women, Crime and Law (S). *Books:* An End to Silence: Prisoners Hdbk. on Identifying and Addressing Sexual Misconduct, 2d ed., 2002; An End to Silence: Women Prisoners Hdbk. on Identifying and Addressing Sexual Misconduct, 1998; A Vision Beyond Survival (with Dailard), 1995. *Awards:* North Star Award, 2010; Kellogg Leadership Dev. Fellow, 1993. *Member:* AALS, Com. on Clin. Legal Education; Ed'l Board, Clin. Law Review. *Consultantships:* Reg. Selection Com. Member, White House Fellows Program, since 2010; Sub-Awardee, National Coun. on Crime and Delinquencey, since 2010; Prin. Investigator, Nat'l Inst. of Correction, U.S. Dep't of Just., since 1999.

STEINBACH, TIRIEN Exec. Director, East Bay Community Law Center, UC, Berkeley.

WILSON, CINDY Clin. Assoc. Prof., Northwestern. JD, 1986, Northwestern. Arts. Ed., J. of Crim. L. & Criminology. *Admitted:* IL, 1986. Clin. Assoc. Prof., since 2005; Sr. Lect., Northwestern, 2000-2005; Proj. Dir., Chgo. Lawyers' Com. for Civil Rts. Chgo., 1990-2000; Assoc., Sachnoff & Weaver Chgo., 1986-1990; Jud'l Clerk, Just. Seymore Simon Sup. Ct. of IL Chgo., 1987-1988. *Subjects:* Ethics; Clin. Teaching. *Member:* Order of the Coif.

WILSON, ERIKA Assoc. Prof. of Law, Univ. of No. Car. JD, 2003, U.C.L.A. *Admitted:* NC, 2012; MD, 2008; DC, 2005; CA, 2003. Associate, Arnold & Porter LLP, 2003-2007; George N Lindsay Fellow, Lawyers Com. Civil Rights, 2005-2006. *Subjects:* Civil Lawyering Process; Critical Race Theory.

Poster Descriptions

Posters are presented at the Reception
Sunday, April 29
5:30 pm – 7 pm

No Time Like the Present: Northeastern's Legal Skills in Social Context Program – A Model for Experiential Education in the First Year of Law School

Margaret Hahn-Dupont, Northeastern University School of Law
Carol Mallory, Northeastern University School of Law

Northeastern University Law School's Legal Skills in Social Context program (LSSC) provides a model for experiential education in the first year of law school. In LSSC, 1L students undertake a project on behalf of a public interest organization that helps the organization address unmet social justice needs. Through the projects, students learn both the "hard" lawyering skills of legal research and writing, as well as the critical lawyering skills of teamwork, project management, interviewing, and strategic thinking. Students also obtain an awareness of how the law works in a social context, which is fundamental to being an effective attorney.

Mastering the Case File: Hacks You Can Teach Your Clinic Students

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

Most clinicians would agree that knowing how to review and digest a case file is essential to good lawyering. However, of all the skills taught in clinic, this skill is often overlooked as being somehow intuitive. This poster presentation will share various "hacks" the presenters have developed to help students process a case file efficiently and in a way that allows them to add value to the case. Attendees will learn tools to reduce students' sense of overwhelm and enhance students' feelings of competency in the busy early days of their clinical experience.

Building for the Future at Nebraska Law: Clinic Facility Expansion in a Time of Scarce Resources

Michelle Paxton, University of Nebraska College of Law
Brett C. Stohs, University of Nebraska College of Law
Ryan Sullivan, University of Nebraska College of Law

In 2012, the University of Nebraska College of Law embarked on an ambitious project to build a new wing for its clinical program. Opening in January 2017, the 15,000 square foot Schmid Clinic Building has created new opportunities for clinical faculty and staff to collaborate and integrate operations, and for law students to amplify their educational experiences as part of one in-house clinical law firm. Poster presenters will highlight key elements of the structure's design and discuss opportunities this structure presents for innovative pedagogies and service delivery.

Psycho-Legal Interdisciplinary Training Models: Developing A Military Sexual Trauma Course using Doctoral Psychology Students & Trauma Informed Clinical Teaching

Judith Johnson, William & Mary Law School
Elizabeth A. Tarloski, William & Mary Law School

The use of medico-legal or psycho-legal partnerships in law school clinics has increased over the past several years. In Fall 2017, a new clinic course was introduced that focused on disability benefits for military sexual trauma survivors. This course incorporated doctoral students in clinical psychology and their supervisor/clinical psychologist to produce an interdisciplinary approach for teaching trauma informed practice. This included didactics on trauma-informed interviewing/lawyering and provided students critical background on the psychology of trauma. We explore the lessons we learned and discuss how this model can be replicated in other clinics.

Transforming Non-Traditional — Creating Capstone Clinical Experiences for Part-Time Evening Students

Bahar Ansari, City University of New York School of Law
Nicole Smith Futrell, City University of New York School of Law
Donna H. Lee, City University of New York School of Law
Charisa Kiyô Smith, City University of New York School of Law

What does it mean to offer capstone evening clinics for every part-time student? Schools require creativity, flexibility, and commitment to innovative problem-solving to provide meaningful clinical programming for part-timers. Students working full-time with extensive non-academic commitments bring their strengths, tools, and even biases in approaching the challenges facing marginalized communities. The sky is the limit with a focus on fundamentals: unmet legal needs, transferrable skills, concrete tasks, student self-reflection, community partnerships, and cloud-based communication. This endeavor strengthens our schools and the profession. Faculty, staff, and students should think forward about the meaning of vocation, identity, ethics, and social justice work.

Peer-Led New Clinician Education

Anne Crowe, Harvard Law School
Jessica Fjeld, Harvard Law School
Crisanne Hazen, Harvard Law School

This poster explores learnings from the first year of a novel peer-led teacher education program for new clinical instructors, fellows, and non-tenured faculty (less than 5 years' experience) working across diverse clinical programs at Harvard Law School. The program is the first one presenters are aware of to be designed and run by new clinicians, and it offers unique advantages: its bottom-up structure ties workshop topics closely to participants' immediate skill-building and resource needs, and it contributes to the creation of a collaborative community that supports new teachers even outside of structured workshops and reading group meetings.

Out of the Box: Ways to Prepare for and Broaden Your Clinic's Reach

Jean Han, American University, Washington College of Law
Debra P. Stark, John Marshall Law School

This poster describes enhancements to law school clinics to aid in preparing students to work with clients and expand access to justice in the clinic's practice areas. The poster will depict ways to design a comprehensive set of in-class simulations, develop "virtual lawyer" resources, and formulate comparative law and empirical based reform proposals. Links with examples of the simulations, virtual lawyer resources, and information on the law reform proposals will also be provided. The development and use of these enhancements can also better enable part-time students who work during the day to engage in meaningful clinical work.

Transactional vs. Litigation-Oriented Clinics: Different Cloth or Common Threads?

Susan L. Brooks, Drexel University Thomas R. Kline School of Law
Anne Choike, Wayne State University Law School

Transactional and litigation clinics and lawyers share in common that knowing ourselves and building and sustaining professional relationships lie at core of our work, and that our connections to our clients can lead both interpersonal and systemic transformation. These common threads present opportunities to learn from each other and collaborate that are often overlooked. The poster will use the framework of Relational Lawyering to explore how these similarities between transactional and litigation practices and clinics can offer new possibilities for responding effectively to the changing nature of legal education and external challenges to our clients and the rule of law.

What's in Your Toolbox? Identifying Strengths and Resources for New Clinicians and Students

Benjamin Faller, Case Western Reserve University School of Law

New clinicians and new clinic students alike face challenges in learning material, developing skills, and getting used to their respective roles in the clinical practice environment. In order to assist new clinicians in recognizing assets and using those to further teaching development, this poster describes some of the ways in which one new clinician drew on outside experiences to help develop teaching competence and enhance the clinical experience. It also highlights some scenarios where creating and referencing experiences can assist clinic students in accelerating their own skills and growth in their practice.

Fostering Diversity without Divisiveness: Using the Rules of Improv in Clinical Teaching

Erin McBride, University of Wisconsin Law School

This poster will share the fundamentals of improvisation, outline a process for teaching improv, and explore benefits of this unique teaching technique in a clinical seminar setting. Improv in a clinic seminar fosters inclusiveness, diversifies participation, creates better listeners, and exposes students to new ideas and directions. It fosters collaboration in groups and teaches students to "step up" with ideas, or "step down" when others deserve the floor. Most importantly, students engage in discourse without passing judgment. As "yes, and…" implies, improv can keep our students moving forward with new ways to respond to unique legal, political, and social challenges.

Using the Momentum of Successful Clients to Teach Effective Representation of Future Clients

Andrew Hundley, President and CEO, Reentry Benefiting Families
Robert E. Lancaster, Louisiana State University, Paul M. Hebert Law Center

Our clients are often our best teachers. It is their experience and perspective that form the heart of student representation and the core of a collaborative approach to representation. Clients are also often the best resource for future clients, as they have lived similar experiences and been faced with similar decisions. Clinical teachers should consider how to utilize the knowledge of former clients in our teaching and our work with future clients. This poster explores how former clients share in the teaching and client work in a clinic focused on assistance to returning citizens.

Promoting Student Learning and Breastfeeding Behind Bars Through Multi-Faceted Social Justice Advocacy

Lissa M. Knudsen, MPH, Ph.D. Candidate, University of New Mexico Department of Communication and Journalism
Carol Suzuki, University of New Mexico School of Law

Students enrolled in the University of New Mexico School of Law Clinical Law Programs worked in collaboration with other advocates and the local county jail (MDC) administration to develop a breastmilk expression policy that was adopted by MDC to assist pregnant and lactating inmates and their babies. A policy that supports the mother/child bond may promote child health and wellness, address adverse childhood events, and reduce recidivism. Using the theory of Diffusion of Innovations, we examine clinical law programs as innovators and early adopters of strategies to promote social justice and to teach transferable skills that meet student learning outcomes.

The 1L Litigation Clinic: Two Models for Offering First-Year Live-Client Experience at Michigan Law

Steve Gray, The University of Michigan Law School
Samir Hanna, The University of Michigan Law School

This poster explores two models in development at the University of Michigan Law School for integrating a live client litigation experience into the first-year curriculum. Model 1 is a stand-alone second-semester exclusively 1L clinic where students are given complete ownership of several cases and, ultimately, try them before an administrative law judge. Model 2 is a component of the required, year-long legal research and practice class where students are given complete ownership of a single case and represent their client at an administrative hearing.

From Clinic to Center: Innovations in Experiential Education

Esther S. Barron, Northwestern University Pritzker School of Law
Darren Green, Northwestern University Pritzker School of Law
Stephen F. Reed, Northwestern University Pritzker School of Law

As changing standards lead students to clinics and other experiential opportunities, some law schools are looking to transform clinics and expand their mission – taking momentum from the traditional clinical movement and moving forward. The poster will provide inspiration and concrete ideas for clinics looking to adapt to new demands by creating new programming and courses. In particular, the poster will highlight strategies and tactics clinics can use in this period of uncertainty, whether they seek to address challenges within the law school (such as the pressure to teach more students), or outside the school (such as a desire to increase meaningful outreach and address broader societal issues).

Teaching Students to Receive Feedback

Miranda Johnson, Loyola University Chicago School of Law

Law students' ability to solicit and utilize feedback from professors, supervisors, and others is critical to the development of reflective practice and professional skills. This poster presents resources that can be used to teach students how to enhance their ability to receive feedback constructively and harness it to advance their professional growth. This poster presents a sample lesson plan used in a practicum seminar that has the dual purpose of teaching students (i) how to receive feedback better and (ii) how to improve their articulated learning goals.

Leadership is A Way of Serving

David H. Gibbs, Roger Williams University School of Law

Leadership continuously occurs throughout the practice of law, in the work and lives of lawyers and law students, whether knowing or unknowing. Leadership provides a compass that guides law students and lawyers in their work, and is central to both representing clients and serving the profession and society. Law students have great unrealized capabilities for leadership. Concepts of leadership, such as servant-leadership, can provide the tools for law students to realize their potential. Leadership development can provide law students and lawyers with a greater sense of purpose and identity in practice, in clinics, and in their personal lives.

Works in Progress Schedule and Program Descriptions

Wednesday, May 2, 9 am – 10:30 am

Coordinators:
Emily Suski, University of South Carolina School of Law, Clinical Section's Scholarship Committee
Erika Wilson, University of North Carolina School of Law, Clinical Section's Scholarship Committee

GROUP #1 ACCESS TO JUSTICE

Wabash Room, Third Floor

Protecting Military Association at Work

Marcy Karin, University of the District of Columbia, David A. Clarke School of Law

The military has exponentially increased its use of part-time civilian members of the Reserve Components since 9/11. This war cohort also has produced the largest number of returning servicemembers with disabilities in history. Unfortunately, existing civilian workplace protections fail to offer holistic protection to cover the needs of these servicemembers and their caregivers. Further, these laws fail to protect the non-familial relationships that have become standard to the recovery, care, and reintegration of returning cohort members. The article begins by surfacing these needs and experiences, including the shortcomings of the existing patchwork of employment law. Next, it proposes a new protection in response to this reality: antidiscrimination coverage on the basis of military association. In so doing, it explores failed Congressional promises, as well as policy and practical arguments for the proposal. It also counters anticipated critiques of the proposal and analyzes the potential impact on the normative response to the effect of war at civilian workplaces specifically and the ability of employment law to address caregiving needs more generally. Finally, I hope it sparks additional discourse on these mostly ignored—yet increasingly important—laws and worker needs, especially as applied to this "most favored" worker population.

Enforceability of ALJ Decisions Against Noncompliant Executive Agencies

Samir Hanna, The University of Michigan Law School

Generally, it is assumed that when a plaintiff wins a lawsuit, the defendant will pay in accordance with the judge's order. Experience, however, tells a different story. Compliance is not always the case, particularly when the government is the defendant. As a result, the prevailing plaintiff is forced to appeal to enforce the lower judgment. While this is likely a feasible method for represented parties, the problem is exacerbated when the plaintiff is unrepresented.

Specifically, in state administrative hearings, this problem is at its worst. There is the greatest disparity between the parties: the state government on one end and an often unrepresented claimant on the other. As a result, the government can choose not to comply with little to no repercussions. The primary question then is: how can under-resourced and unrepresented parties enforce favorable ALJ decisions against noncompliant executive agencies?

GROUP #2: LAWYERING IN CONTEXT: IMMIGRATION AND CLINICAL PEDAGOGY

Crystal Room, Third Floor

"Community" Lawyering's Effect on Social Change: An Immigration Enforcement Case Study

Christine N. Cimini, the University of Washington School of Law
Douglas L. Smith, Brandeis University, Legal Studies Program

Perceptions of the American legal system historically relied upon the narrative of heroic lawyers devising strategies to define vague constitutional terms like "Equal Protection" to relieve entrenched social oppression. The literature exploring the role of lawyers' effect on social change is expansive, but continually evolving as conceptions and actual legal practices evolve. This article examines the role of lawyers in effectuating social change through a close case study of the Department of Homeland Security's immigration enforcement program known as Secure Communities (S-Comm). Unlike existing literature that has examined this question from the top down judicial perspective, or the ground up movement perspective, or the lawyering focused perspective, this article explores the question from the perspective of government officials who ultimately made the decisions surrounding S-Comm. Through an extensive review of internal government documents, this article evaluates what impacted government decision-makers to shift the program from optional, to mandatory, and then termination. Using S-Comm as context, this article seeks to advance the debate about lawyering's effect on social change beyond the constraints of the limited examples of iconic Supreme Court cases into the contextually rich description of the kinds of public policy battles that marginalized communities, the lawyers who work with them, and activists are fighting every day. This article explores whether it is plausible that newer models of lawyering we identify as "community lawyering" have found novel ways to overcome the undermining of solidarity and atomization of interests that litigation is said to inherently promote and whether "community lawyering" models transcend legal storytelling just enough to bridge lawyers' stories to those of activists and mass social movements, and so overcome the individualization processes of law, its grounding in past practices and its bounded creativity. The article ultimately examines whether a change in the conception of lawyering is sufficient to subvert law's well-honed and effective tendencies against significant progressive change, at least in some corners of the law-and-organizing world. Through these questions, in the context of a data driven case study, we hope to point a way for lawyers and social movements to thrive in each other's stories.

Mini-Clinics: Scaffolding Doctrine, Theory, and Skills

Joy Radice, University of Tennessee College of Law

Three years ago, I worked with first-year students to create a one-credit "mini" clinic to expose them to lawyering skills and advanced statutory interpretation. The expungement mini-clinic focuses on one of the most significant criminal reentry issues facing people who have been arrested for a crime: cleaning up a person's criminal record. It also fills an access to justice gap by offering legal representation for those of limited means. For one credit, students assist clients with Tennessee's complex expungement process from conducting the initial interview to preparing and filing an expungement petition. The course integrates statutory interpretation, lawyering skills, and ethics through an in-depth study of Tennessee's expungement statutes, related caselaw, and rules of professional conduct. It also offers a foundation in interviewing, counseling, and advocacy skills. Because the model has significant benefits for exposing students to clinic and engaging them in a specific area of law, this essay examines the strengths and challenges facing mini-clinics, especially pro bono/clinic hybrids. Part I will describe the structure of the course and its collaboration with community partners, including the District Attorney's office. Part II will analyze the challenges to a clinic limited to one credit hour of work and then turn to the benefits to the students and community. Finally, Part III will outline a framework for determining what areas of the law fit most effectively into a one-credit clinic format.

GROUP #3 CRIMINAL

Wilson Room, Third Floor

Accessing Injustice

Elizabeth Nevins-Saunders, Maurice A. Deane School of Law at Hofstra University

"Accessing Injustice" takes a close look at a part of the criminal justice system that is often unseen, but which affects a great many individuals: a courtroom where low-level, municipal offenses are prosecuted. The court was under the radar of almost everyone else in the Nassau County courthouse and, as we were horrified to learn, it seemed to offer none of the procedural protections that the defendants should have been entitled to. Defendants were obligated to meet, pro se, with their prosecutors. They were not advised of their right to counsel, or even appointed counsel. And they were, routinely, charged hundreds of dollars that they could not pay. They were confused and upset and provided little or no recourse. To learn more about the proceedings, the Criminal Justice Clinic at Hofstra Law School engaged in a court-watching study and documented the proceedings for five weeks straight. The article explores the findings, as well as the policy changes in the courthouse that we did (and did not) achieve as a result of them. Ultimately, what we found is significant not only for what it says about this one particular courtroom, but what this one particular courtroom says about the state of justice for people charged with "low level" offenses throughout the country.

The Cost of Accidental Incarceration

Zina Makar, University of Baltimore School of Law

There has been a progressive push for nearly three decades to allow for the wrongfully convicted to seek compensation for their time served. There is no similar avenue of recourse, however, for the millions of pre-trial detainees who lose months of their lives before they are acquitted at trial or have their charges dropped. This lost time is pure loss. Therefore, the logical question is why these analogous situations are treated so differently, especially given that pre-trial detainees are granted substantially fewer procedural protections than someone who has had a trial.

This article tackles that very question by tracing the root of the issue to the idea that erroneous pre-trial incarceration is "accidental." In this context, accidental means no bad legal standard or clearly identifiable individual bad actor causes the problem of uncompensated incarceration. Rather, the problem is endemic to the entire system itself, which is overburdened by volume and dumbly drifting along in an effort to stay afloat. Therefore, this problem necessitates a system wide solution.

GROUP #4: CRIMINAL

Salon 1, Third Floor

When Forming a Business is a Felony

Eric Franklin Amarante, University of Tennessee College of Law

Self-employment is the most efficient way for undocumented people to better their economic prospects. Thus, advocates often help immigrants to form and run their own businesses. Because there is no citizenship requirement for many business structures, this is a viable way to help undocumented people become economically self-sufficient.

However, this practice may be illegal. Under 8 U.S. Code § 1324, "[a]ny person who [knowingly] encourages … an alien to … reside in the United States" is committing a felony. It is not clear if advice regarding business formation constitutes such felonious encouragement because interpretation of this statute has been uneven and conflicting.

This article will explore the breadth and limits of the federal anti-harboring statute as well as the more recent state anti-harboring statutes. This article will examine if helping undocumented entrepreneurs form legal entities violates federal law, state law, or professional rules of ethics

Should Criminal Courts Borrow Structures and Remedies Used by Civil Courts to Address Spoliation of Evidence?

John J. Francis, Washburn University School of Law

Video evidence in criminal cases can originate from many sources. It may be recorded by law enforcement officers, complaining witnesses, and bystanders. The right to a fair trial demands that relevant video evidence be made available to criminal defendants during discovery and at trial. Yet in criminal prosecutions, video recordings are not always preserved or made available as trial evidence.

A person who intentionally destroys evidence in a criminal case may face criminal prosecution, but there is not always a remedy for the defendant in the case from which the evidence is missing. Without a showing of bad faith by police, "failure to preserve potentially useful evidence does not constitute a denial of due process of law." *Arizona v. Youngblood*, 488 U.S. 51, 58, (1988).

By contrast, in civil matters, a party on notice that it has evidence relevant to current or future litigation must take steps to preserve that evidence. Failure to do so can result in clear sanctions. *Zubulake v. UBS Warburg*, 220 F.R.D. 212, (2003).

This article explores analytical structures and remedies used to prevent and remedy spoliation of evidence in civil cases and suggests applying those procedures to criminal cases. When freedom of a criminal defendant is on the line, there should be clear procedures requiring preservation of evidence and predictable sanctions when government actors fail to make that evidence available in discovery and at trial

GROUP #5 EDUCATION

Salon 2, Third Floor

The IDEA's Mental Health Answer?

Claire Raj, University of South Carolina School of Law

In the wake of the most recent tragic mass school shooting, the gun control-mental health debate rages. An overlooked pieced of this debate is role of the Individuals with Disabilities Education Act in it. This article examines the IDEA's potential for addressing mental health in schools, including how it is both an over-utilized and over-underutilized to help students suffering from mental health problems.

Special Education by Zip Code: A Comparison of Child Find in Neighboring Districts

Crystal Grant, The University of Michigan Law School

Special education refers to the services and supports provided to children with disabilities in school. These services and supports are individualized to enable students to have access to the general education curriculum, make progress in light of their circumstances and have equal access to the educational benefits enjoyed by their non-disabled peers. Special education rights and responsibilities are outlined in the Individuals with Disabilities Education Act (IDEA) a federal civil rights law.

The purpose of this article is to explore the discrepancies in child find among neighboring school districts. Child find is a school district's affirmative duty to locate, identify, and evaluate all students suspected of having a disability.

The Problem

While the IDEA is a federal law and child find a federal mandate, there are inconsistencies in its application. Many parents find themselves trying to move to school districts with more favorable child find policies and, in turn, better access to special education.

Methods

This article will cover the legal requirements for child find under the IDEA and Section 504 as well as the supporting case law. I will use empirical data to compare child find trends in multiple school districts and examine possible causes resulting in poor child find policies.

GROUP #6 CHILDREN'S RIGHTS & EDUCATION

Salon 3, Third Floor

Should Adults Suing on Behalf of Minors be Able to Proceed Without Counsel? The Requirement of a Litigation Entourage

Lisa Martin, University of South Carolina School of Law

Minor children generally are deemed to lack the capacity to pursue their own claims for civil legal relief. Instead, an adult, often a parent or guardian, must initiate civil claims on a minor's behalf as a "next friend." Adults pursuing their own civil claims for relief have the right to represent their own interests in courts. When adults initiate civil legal claims on behalf of minors, however, federal courts repeatedly have drawn a bright line, holding that such adults must retain counsel or face dismissal of the case. These courts have raised concerns about the unauthorized practice of law, the legal incapacity of minors, and courts' duty to protect the interests of minor parties. As a practical matter, requiring retention of counsel could foreclose access to civil justice for low-income youth. Recognizing this tension, some federal courts have carved out exceptions to the general rule and permitted adult litigants to pursue claims pro se on behalf of minors in certain contexts. This article attempts to reconcile these disparate outcomes. The article evaluates the genesis and aim of the bright line rule, distills common principles from developed exceptions, and articulates a test that could guide the exercise of judicial discretion in individual cases. Finally, drawing from the literature on expanding access to civil justice for adult litigants, the article explores the feasibility and desirability of approaches that could offer increased protection of minor litigants' interests without requiring full representation.

Gentrification and Urban Schools: A Story of Racial Segregation, Displacement and Dissolution

Erika Wilson, University of North Carolina School of Law

Urban cities throughout the United States are experiencing rapid increases in gentrification, the influx of middle-class, usually white, residents into cities with large minority populations, which is having two important but underreported impacts on urban public schools. First, many parents in gentrifying neighborhoods are opting out of traditional public schools, instead favoring private schools or well-regarded charter schools. Consequently, traditional public schools and low-performing charter schools are enrolling primarily poor and minority students. Second, local officials in gentrifying cities are enacting education policy reforms centered around a return to neighborhood schools with the unstated goal of retaining the burgeoning white, middle-class gentrified population with children. The net effect of these two phenomena is that it results in gentrification causing new forms of social and spatial differentiation in urban public schools that will likely increase the vulnerability of poor and minority student populations. This paper explores these themes.

GROUP #7 TITLE IX/EDUCATION & SPECIAL EDUCATION

Salon 6 & 7, Third Floor

Title IX's Inherent Flaw

Emily Suski, University of South Carolina School of Law

Title IX's protections and remedies turn on timing. A student who is sexually abused or harassed in school must give the school notice of the harassment in order for the school to be held responsible for it. Yet, students who suffer sexual abuse and harassment often do not report it. Consequently, Title IX offers them no protection or relief. This article critiques Title IX's notice requirement as specious and one that guts Title IX of force. It proposes doctrinal and legislative solutions to render it effective.

Leaving More Children Behind: New York's Special Education District 75

Charisa Kiyô Smith, City University of New York School of Law

Insufficient scholarly and advocacy attention has been paid to the legal questions raised by New York City School District 75. The district is not geographically defined and is reserved for students with the most severe disabilities. Few scholars even know of its existence. Although local practitioners and advocates have growing concerns, they fail to question whether Dist. 75 administration is lawful and effective, not to mention discriminatory, incompetent, or ineffective. This case study explores the mutually constitutive relationship between disability, race, culture, privilege and the law.

Shocking violations of both civil rights and special education law should force challenges to Dist. 75 in courts and on the administrative level. While IDEA and Section 504 require districts to educate students in the least restrictive environment, students are referred to Dist. 75 without exploration of alternatives. Few safeguards ensure that Dist. 75 students are later reviewed; and this placement brands them as uneducable elsewhere. Referrals to middle and high schools are racially disparate, while students' disabilities are incorrectly or unnecessarily defined. Alarmingly, less than 1 percent of Dist. 75 students graduate with a marketable diploma or skills, and a disproportionate percentage wind up in the justice system. Although parents have received equitable federal relief for Dist. 75's failures, reforms neither identify nor address the true dilemma.

GROUP #8 FAMILY LAW & FEMINIST LEGAL THEORY

Salon 4 & 9, Third Floor

Promoting Permanency for the Poorest of the Poor in Ohio: Subsidized Intra-Family Adoptions

Lauren E. Bartlett, Ohio Northern University, Pettit College of Law

An increasing number of children live with grandparents or extended family and the majority of these families are raising children without a formal legal status. These informal family caregivers, or kinship caregivers, face many obstacles to providing adequate care for the children. Kinship caregivers are more likely to be unemployed, receive government benefits, and be less educated, as compared with parents raising their own children. In addition, many of these caregivers live in poverty, and few receive kinship care subsidies or other financial support from the state or federal government.

There has been a big push towards permanency in child custody law at both the state and federal levels. However, the only means for kinship caregivers to obtain permanent parental status is often through adoption and the fees and the costs associated with these private adoptions are expensive, topping $3,000 not including attorney's fees. While adoption fees are subsidized when children are adopted out of foster care regardless of the adoptive parents' ability to pay, no such subsidies are available for private adoptions. This article argues for subsidization of the fees associated with intra-family adoptions by kinship caregivers who live in poverty.

Menstrual Justice

Margaret E. Johnson, University of Baltimore School of Law

In the midst of the #MeToo movement and another "Year of the Woman," there is a growing grass roots movement that is seeking and obtaining legislation for menstrual justice. In Congress, the pending Menstrual Equity for All Act provides a refundable tax credit for menstrual hygiene products for low-income individuals, grants to service providers working with persons experiencing homeless to provide such products, and a requirement for no-cost menstrual hygiene products on demand to women inmates/detainees as well as employees of large private employers. In addition, 18 states have laws or regulations regarding the provision of menstrual hygiene products to women who are incarcerated. Eleven of those states require that the products be provided at no cost. In this year alone, there are at least five pending bills in states (including Maryland) to follow this trend and permit the provision of menstrual hygiene products at no cost to women inmates. This paper examines the legal history of and current movement for menstrual justice, including the treatment of menstrual stigma. This paper also draws from my students' and my experience of working within a grass-roots coalition to pass legislation in Maryland on this issue.

GROUP #9 DISABILITY/HEALTH & DOMESTIC VIOLENCE

Salon 10, Third Floor

Instant Adult: Assessing the Social Security Administration's Approach to Impoverished Youth with Disabilities

Lisa E. Brown, Suffolk University Law School

The Social Security Administration (SSA) oversees Supplemental Security Income (SSI). To qualify for SSI, youth must have limited financial resources and have medical condition(s) that significantly impair their functioning. When youth turn 18 years old, their SSI eligibility is reevaluated using adult disability criteria. Consequently, young SSI recipients face the possibility of losing financial assistance at a pivotal time. Though SSA has policies regarding young adults and their transition to adulthood, these policies do not appear to be consistently enforced.

This article will review SSA's current "Age 18 Redetermination" process as it relates to youth/young adults with developmental and mental health diagnoses. Further this article will examine the impact that this default reliance on age 18 has on the specified population, and offer recommendations for revisions to SSA's approach. These recommendations will consider the complexities of the transition to adulthood and strive to be more consistent with the eligibility timeline for other services such as special education services provided through public schools.

Disarming Domestic Abusers

Natalie Nanasi, Southern Methodist University, Dedman School of Law

Guns and domestic violence are a deadly combination. In the past 25 years, more intimate partner homicides in the U.S. have been committed with firearms than with all other weapons combined. Studies show that the presence of a gun in a domestic violence situation elevates the risk of homicide by 500 percent. Moreover, abuse in the home appears to be a "psychological training ground" for mass attacks. A recent study revealed that of the mass shootings committed in the United States from 2009 to 2016, more than half were related to domestic or family violence.

Perhaps surprisingly, the solution to this problem does not lie in the enactment of new legislation. Federal law currently prohibits those with misdemeanor domestic violence convictions, as well as those subject to family violence protective orders, from possessing firearms. Approximately half of states have enacted similar restrictions. The laws are on the books—we just aren't enforcing them.

The primary means for ensuring that abusers dispossess themselves of weapons is by creating and supporting gun surrender programs through which abusers are informed of their legal obligations, provided a mechanism to relinquish their firearms, and though which the court system can monitor their compliance. This article will analyze the legal and procedural elements of such programs and recommend best practices to ensure their success, and ultimately, the safety of both survivors and the community at large.

GROUP #10 IMMIGRATION & HUMAN RIGHTS

Salon 12, Third Floor

Are Human Rights Clinics the New NGOs?

Mary Hansel, Loyola Law School, Los Angeles

Originally envisioned as pre-"real-world" incubators for fledgling attorneys, clinics have emerged as civil society and legal actors in their own right with undeniable impact. This paper will acknowledge the advances in human rights that clinics have spearheaded, including litigating cutting-edge cases before international bodies and reframing a range of social justice issues as human rights concerns. The paper will then look at the ways in which clinics are less constrained, and at times more effective, than NGOs in conducting human rights work. For example, clinics are typically less beholden to donor agendas in selecting projects and, by virtue of their academic character, carry a stamp of apparent neutrality that may bolster credibility and persuasiveness. Likewise, the paper will examine those respects in which clinics are more limited than NGOs (for example, as a result of pedagogical considerations). In recognition of the developing role of clinics, the paper calls for greater coordination, cooperation and knowledge-sharing among clinics and the rest of the civil society. To this end, a proposal is set forth for the creation of a confidential database of human rights clinical project work.

Dismantling the School to Deportation Pipeline

Laila L. Hlass, Tulane University School of Law

Allegations that young immigrants are gang members fueling violent crime have topped headlines recently. Attorney General Jeff Sessions stated, "[w]e are now working with DHS and HHS to examine the unaccompanied minors issue and the exploitation of that program by gang members who come to this country as wolves in sheep clothing." Simultaneously, advocates have decried the use of gang allegations in immigration proceedings as the New Red Scare, where flimsy evidence can result in automatic deportation for young people.

Gang allegations can impact immigration status in many ways, making immigrants priorities for enforcement, rendering them ineligible for protection, and increasing chances of detention, with devastating consequences for their likelihood of success. Additionally, most immigration benefits are discretionary, so a mere allegation can be sufficient for an adjudicator to negatively exercise their discretion.

This article describes the trend of gang allegations in immigration proceedings, based on findings from a national survey and qualitative follow-up interviews that I conducted with the ILRC. It discusses how immigrant youth are particularly vulnerable to gang allegations. Next it outlines legal issues raised in immigration proceedings when gang allegations come into play. Lastly, it suggests strategies to combat allegations and dismantle the school to deportation pipeline.

GROUP #11 IMMIGRATION

Burnham 1, Seventh Floor

Misplaced Territoriality: A Critical Approach to States' Newest Attempt to Justify Local Immigration Detention

Katherine Evans, University of Idaho College of Law

The Trump Administration's aggressive immigration enforcement campaign relies upon local law enforcement agencies' participation. The dramatic increase in immigration arrests during President Trump's first year was only possible by enlisting thousands of police officers and deputy sheriffs across the country to detect and detain unauthorized immigrants. The immigration detainer is a key part of this strategy, as it calls on local law enforcement to hold those who may have violated the immigration laws so that immigration officials then assume custody. In response, immigrant rights advocates have challenged detainers with mounting success, prompting the administration to revise and re-revise its policy. As the arms race over detainers continues, some local jurisdictions are seeking cover in laws that predate their State, enacted in territories and young States to require cooperation between federal and local law enforcement. Yet the history of these provisions and the requirements that accompanied them reveal that they do not provide the shield local enforcement agencies seek. This history also shows that the Administration's latest foray in the war over detainers turns local agencies into unwitting participants in immigration enforcement, and renders them vulnerable to significant civil liability.

Gaps and Apps: Using Immigration Self-Help Apps to Address Gaps in Legal Services for Non-Citizens

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

One of the most pressing issues in legal services today is how to use technology in effective and innovative ways to assist more people while still providing high quality legal advice and upholding ethical obligations. This is a particularly urgent issue in immigration law, due to the large number of unrepresented individuals facing deportation. Additionally, the substantial income gap between those who can afford an attorney and those who qualify for free legal services means that many noncitizens who are eligible to apply for some sort of legal status are not able to do so. Part I of our article will discuss the gaps in legal services for noncitizens, especially in certain geographical regions. Part II will examine some of the apps that have already been developed to assist immigrants and discuss the potential for expanding these apps to help in more complicated cases, including deportation defense cases. Part III will explore the practical, legal, and ethical challenges involved in developing these types of apps, including the complex and dynamic nature of immigration law. Finally, Part IV will propose strategies for mitigating these challenges and reforms that would facilitate the expansion of legal assistance through technology.

GROUP #12 IMMIGRATION & FAMILIES

Burnham 2, Seventh Floor

Immigration Courts as a Veneer of Due Process: Adjudicating Unsubstantiated Gang Allegations

Saba Ahmed, University of the District of Columbia, David A. Clarke School of Law

The Department of Homeland Security accompanied this past year's immigration enforcement increase with stringent rhetoric and actions against immigrant gangs, notably MS-13. As ICE officers cast a wide net to detain immigrant youth, its attorneys allege gang membership in removal proceedings in immigration court, often with little to no substantiation. Detained immigrants in removal proceedings are severely disadvantaged by these allegations as many forms of legal relief are discretionary. Additionally, because of the accepted processes in immigration court, they are usually denied a meaningful opportunity to address and rebut these allegations.

While practitioners have sounded the alarm on DHS' overuse of gang allegations, decrying it as racial profiling, sharing information and advice, and training colleagues to address unsubstantiated allegations, they operate within the confines of immigration court practices. The article identifies that immigration courts, by their very structure, are not set up to vindicate immigrants' rights. The increasingly frequent use of unsubstantiated gang allegations highlights the problems of pro se appearances, lax evidentiary standards, and unchallenged deference to law enforcement. The article notes that the more appropriate and, indeed, successful venue has been federal court, where due process protections provide a fair trial for immigrants.

Legitimating the Immigrant Family

Gillian Chadwick, Washburn University School of Law

The concept of legitimation represents a widening chasm at the intersection of immigration and family law. The BIA and courts' persistent reliance on legitimation as a dispositive factor in determining who counts as a "real" family is increasingly at odds with family law's complex, nuanced, and ever-more inclusive vision of family. The BIA and courts tend to significantly privilege parent-child relationships linked by biological or pseudo-biological connection, despite the INA's reliance on state family law frameworks that have evolved beyond that narrow idea. In the context of derivative citizenship, the exclusionary forces at the heart of immigration law override family law's inherent drive to include children and protect families. Whether it is the intent or merely a biproduct of a pretext driven by the exclusionary imperative of immigration law, the result is the same: the BIA and courts cling to the otherwise obsolete notion of legitimation, which has its roots in an archaic social norm designed to control reproduction and with it, the female body. This paper argues that immigration law should cede to family law's inclusionary concept of the family, pushing back against the inherent exclusionary interests at the heart of modern immigration law.

GROUP #13 IMMIGRATION, ASYLUM, DOMESTIC VIOLENCE

Burnham 3, Seventh Floor

The Transition to Domestic Asylum Adjudication: A Comparative Analysis of Emerging Refugee Law and Policy in Morocco and Turkey

Sabrineh Ardalan, Harvard Law School

This article will explore the transition from UNHCR-controlled refugee regulation to asylum systems under domestic control in Morocco and Turkey, and the opportunities and challenges presented by the two countries' incorporation of asylum adjudication into domestic law. Over the past five years, Morocco and Turkey have, respectively, begun the process of shifting responsibility for refugee status determinations from UNHCR to national government authorities. Although adoption of these domestic asylum laws and policies comes with some net positives, including with respect to sustainability and efficiency, it also carries with it some potential adverse effects, including with respect to treatment of LGBTQ refugees and gender-based refugee claims. This article will address these tensions and will highlight the impact of EU investment in preventing the flow of refugees to Europe on the development of domestic asylum procedures in these two countries.

GROUP #14 JUVENILE RIGHTS

Dearborn 1, Seventh Floor

Are Children as Legally Culpable as Adults?

Vanessa Hernandez, Suffolk University Law School

In this article, I discuss why adolescent brain science should be considered before a child can be tried as an adult. Every state has a process for handling serious crimes committed by juveniles. These cases are typically indicated or transferred to an adult court where juveniles are tried as adults and face the possibility of an adult sentence.

Adolescent brains are still developing until they reach early adulthood. Research shows that adolescents have significant neurological deficiencies and differences in cognitive brain function when compared to adults. Further, recent U.S. Supreme Court cases have considered this neuroscience in the context of sentencing adolescents. This research should be taken into account before cases are indicated or transferred and a child faces a potential adult sentence.

Constitutional Prohibition of Interrogation of Children

Samantha Buckingham, Loyola Law School, Los Angeles

This paper will recommend prohibiting entirely the interrogation of children and use of their statements and confessions as evidence in prosecutions.

Historically, courts have struggled with reconciling a juvenile's age and status as a child with the treatment of young offenders. The law is grappling with how protective it should be of children and how its treatment of children should differ from that of adults.

In the context of interrogations, the constitutional protections afforded children under the law have not yet caught up with the research and precedent. In J.D.B. v. North Carolina, the Court held that age is a factor in a Fifth Amendment Miranda custody analysis.

States have interpreted J.D.B.'s protections to apply beyond the specific context of custody. Legislation has also been evolving across the States affording children greater protections than adults, even requiring an attorney to be present to counsel children prior to interrogation.

Statements made by children are the most unreliable and least useful of all confessions. Children are inherently susceptible to pressure and the most prone of any group to false confessions.

Prohibiting interrogation of children altogether is the most efficient and fair way to ensure the system does not run afoul of violating the constitutional rights of children, elicit unreliable evidence, overpower vulnerable children in a manner that undermines their faith in the police and the legal system, and violate equal protection for all children who possess a Sixth Amendment right to effective assistance of counsel.

GROUP #15 TAX

Dearborn 2, Seventh Floor

#MeToo and the "Tax Cuts and Jobs Act:" Time's Up for the Law to Catch Up

Rachael Kohl, The University of Michigan Law School

The rise of the #MeToo movement has created vast waves across industries, continually highlighting an ever-present problem in society and particularly in employment. The December 2017 "Tax Cuts and Jobs Act" seemingly responded to the movement by adding a provision that removes any tax deduction for "(1) any settlement or payment related to sexual harassment or sexual abuse if such settlement or payment is subject to a nondisclosure agreement, or (2) attorney's fees related to such a settlement or payment." Internal Revenue Code (26 U.S.C.) 162(q). While the intent may have been to identify abusers in these claims by dissuading confidentiality agreements, the impact will likely have many other unanticipated effects in negotiations, case valuation, settlement, and survivors' desired confidentiality in an already emotionally difficult claim. Many of these effects nullify the intended goal to help survivors pursue their claims. Changing the tax structure to respond the #MeToo movement shows legislative will to respond to this need. However, the tax code is just a start to this needed conversation. This article reviews the impact of the new law and proposes revisions and additional ideas to better effectuate needed changes in our laws to respond to the movement.

The Use-of-Money Principle: A Conceptual Framework and Unanswered Questions

Bob Probasco, Texas A&M University School of Law

The government pays interest on tax refunds to taxpayers and bills taxpayers for interest on additional balances due. As the IRS explains, "the underlying objective is to determine in a given situation whose money it is and for how long the other party had the use of it." As tax law changed and tax practice evolved over time, however, the initial statutory provisions were increasingly inadequate and surprisingly difficult issues arose. Judicial doctrines interpreted or modified the interest

provisions of the Internal Revenue Code to avoid inequitable results. Descriptions of these doctrines, often described as "the use of money principle," were sometimes unclear and the underlying concepts have been imperfectly understood–if at all–by the IRS, taxpayers, and courts. This article establishes a framework for understanding the analytically distinct issues, which require different solutions:

- "Whose money is it?" Issues concerning changes in the tax liability reflected on the return
- "Who has the use of it?" Issues concerning payments by taxpayers
- "What money is it?" Issues concerning the application of statutory limitations on interest, when multiple administrative actions occur over time for the same tax return

This analysis is a first step toward rationalizing the law and resolving unanswered questions.

GROUP #16 LAW & SOCIETY: CRIMINAL/REENTRY & TRAFFICKING/IMMIGRATION

Dearborn 3, Seventh Floor

Life After Commutation: Reentry in the Trump Era

Geneva Brown, Valparaiso University Law school

The U.S. has the highest rate of incarceration in the world. Therefore, it also has the largest population reentering back into society. The Obama administration sought to reduce the prison pipeline by Attorney General Eric Holder issuing a series of memos addressing sentencing philosophy. The Obama administration acknowledged the problem of mass incarceration and sought to remedy its effect.

The administration also implemented the Clemency Project to review offenders who received life and long-term sentences. We at Valpo became part of the project and submitted six clemency applications. We then had four clients granted clemency. These clients were serving life sentences

My clients were released into a changing political environment. The approach to criminal law and mass incarceration from Obama to Trump is striking. Attorney General Sessions revoked 25 memos of the Holder era. I have very little hope that the Trump administration will put reentry programs in place to assist in their reentry. My goal is to contact the four clients I represented to see how their adjustment to society is going. I will profile each client with their permission and see how they have fared since release.

The Trafficking Jam

Julie Dahlstrom, Boston University School of Law

Since 2000, the crime of human trafficking in the United States has expanded its scope through legislation and legal interpretation. In the context of sex trafficking, in particular, various actors, ranging buyers of sex, commercial sex websites, credit card companies, and hotels, have been caught in the anti-trafficking crosshairs. This development has certain positive features, as it marshals new energy and focus against a diverse array of conduct associated with human trafficking. However, as the definition of trafficking expands, it necessarily overlaps with—and potentially conflicts with—other definitional frameworks and prosecutorial approaches. This trend has created a rhetorical and doctrinal "trafficking jam" in need of attention.

This article examines one recent example of this trafficking jam: the legislative expansion of human trafficking to include buyers of sex with children. This new re-conceptualization of buyers of sex with children as "human traffickers" has achieved moderate success. However, many states and localities continue to use other conceptual frameworks—some venerable, some new—to define the crime and shape enforcement efforts. This article examines these alternative frameworks and suggests that they may offer important, more general lessons to inform the emerging human trafficking framework.

GROUP #17 LAW & SOCIETY: CORPORATE/NON-PROFIT & INDIAN LAW

Clark 1, Seventh Floor

Democratizing Public Benefit

Joseph Pileri, Georgetown University Law Center

The burgeoning fields of social enterprise and impact investing involve businesses operating for the creating of some "public benefit." On the one hand, new corporate forms like the benefit corporation allow for-profit enterprises to pursue profit alongside the creation of a public benefit. Impact investing, on the other, refers to transactions that have an explicit goal of furthering some public benefit. The intended benefit can be on a specific set of beneficiaries or on the public as a whole. How a public benefit is created and measured is very much still in question. Efforts to define these so far fail to include the participation of stakeholders and intended beneficiaries in the pursuit of this public benefit.

Many argue that economic justice requires that economic activity be democratized in addition to distributive measures. Stakeholders must participate in economic production. In the case of both benefit corporations and impact investing, however, such decisions are left to traditional corporate governance mechanisms—boards of directors, company officers, and shareholders—or to the parties to the transaction. In this paper, I suggest a model in which stakeholders and beneficiaries are directly involved in the decision-making process of these companies and deals.

Another Reason to Revisit the 1980 Maine Indian Claims Settlement Act: Congress's Approval of a "Unique" Jurisdictional Agreement Created "Divisive Controversy" and "Ill-Will"

Nicole B. Friederichs, Suffolk University Law School

On the first day of hearings before the U.S. Senate Select Committee on Indian Affairs in 1980, Maine's Attorney General described the proposed jurisdictional agreement between the State and the Maine Indian tribes, as one that would "avoid … the types of divisive [sic] controversy that has so marked tribal/State relations in the Western States and has resulted in so much litigation and ill-will." Since the adoption of that agreement, Maine and the four tribes located within its territorial boundaries have litigated the Maine Indian Claims Settlement Act (MICSA) over 10 times and their relationship is poor. This article builds upon research sponsored by the Maine Indian Tribal State Commission (MITSC), and conducted by Suffolk's Indigenous Peoples Rights Clinic; namely archival research on the drafting of MICSA, the federal law enacted to settle land claims brought by the Passamaquoddy Tribe and Penobscot Nation. One of the primary findings was that the principle of inherent tribal sovereignty was rarely relied upon during the drafting of MICSA. Instead, the Tribes was described by some as sub-divisions of the State. This article argues that this disregard of inherent tribal sovereignty is a reason why there has been such "divisive controversy" since MICSA's adoption.

Intensive Paper Feedback Sessions

Wednesday, May 2, 9 am – 10:30 am

Coordinators:
Emily Suski, University of South Carolina School of Law, Clinical Section's Scholarship Committee
Erika Wilson, University of North Carolina School of Law, Clinical Section's Scholarship Committee

GROUP #1 CIVIL RIGHTS

Clark 2, Seventh Floor

The Unfulfilled Promise of the Twenty-Sixth Amendment: In Search of a Standard of Review and a Pathway to Reform

Yael Bromberg, Georgetown University Law Center

The Twenty-Sixth Amendment was designed to bring young people into the political process by constitutionalizing their right to vote. However, the evidence of the last 40 years has shown that ratification has not been enough: the Amendment has remained largely untouched since the 1970s even as voter suppression increasingly threaten access to the franchise for students and other young voters. This article argues that when interpreted in the larger context of the Supreme Court's equal protection jurisprudence, the Amendment should serve as a meaningful source of a substantive right to vote.

The handful of courts considering Twenty-Sixth Amendment claims in the modern era have reasoned in dicta that they should be informed by a discriminatory purpose standard, while acknowledging problems with this assumption. I suggest that this approach is not wrong, but that it sets the floor to evaluating youth voter claims, rather than the ceiling. Instead, I propose a balancing test arising from the modern right to vote doctrine. There exists little scholarship on this issue; this article thus offers a new way of thinking of the voting rights of this often-forgotten group, and proposes a solution for examining future claims on behalf of this class.

Bathroom as Bellwether: Women's Privacy, Dignity, and Civil Rights

Susan Hazeldean, Brooklyn Law School

Across the country, state lawmakers are considering bills that supposedly protect women's dignity and safety. But what measures like the *Women and Children's Privacy Protection Act* actually do is forbid transgender women from using women's restroom facilities. Proponents claim that these bills are an emergency response to a danger created by laws forbidding discrimination on the basis of gender identity or sexual orientation: the threat that anti-discrimination protections will allow men to enter women's bathrooms, leading to grave privacy violations.

This asserted need to safeguard women's privacy has become a rallying cry for opponents to anti-discrimination protections for LGBT people. But the claims made by those who object to transgender women using women's bathrooms simply do not accord with the philosophical conceptions of privacy that justify legal privacy protections. Instead, efforts to exclude transgender people from facilities that match their gender identity are better understood as a struggle to oppose LGBT rights and maintain traditional sex and gender roles rather than a defense of privacy.

Far from protecting women and girls, the privacy arguments being made to oppose LGBT rights do the opposite. They reify negative stereotypes about women, undermining sex equality and making female-identified people more vulnerable to discrimination, mistreatment, and assault.

GROUP #2 CLINICAL PEDAGOGY

Clark 3, Seventh Floor

Listen Up: Conversation Analysis Shows How Law Students Fail–And Succeed–in a Brief Advice Clinic

Linda F. Smith, University of Utah, S.J. Quinney College of Law

People with family law cases often handle these cases themselves relying, upon brief advice from attorneys. Law students sometimes assist lawyers to staff brief advice "clinics." Is this a match made in heaven or a disaster waiting to happen?

Pro bono law students vary in their professional demeanor and skills interacting with clients in a brief advice clinic. They have a strong desire to help and to display their knowledge, but this sometimes creates problems and results in the clients getting less than adequate services. The attorneys who volunteer also vary in their skills as supervisors. Some provide a flood of information for the student, covering much more than the student can absorb and the particular client will need to know. Others are able to simultaneously instruct the student about the law and process while giving the student scripts to convey information and advice to the clients. Finally, these clients are challenging to interview and counsel. They invariably raise additional questions, but do not always provide the context or reason for their questions. This study closely analyzes the student-client dialogues and the student-attorney dialogues to identify what works and what does not at a student-staffed pro se clinic.

Reflection Beyond Words

Dustin Marlan, The University of Michigan Law School

Reflection has long been central to the clinical pedagogy. Yet, perhaps because words are a lawyer's most essential tool, the few reflective vehicles that drive the pedagogy are writing exercises (e.g., journaling). Studies in cognitive science and psychology find, however, that we think primarily in images rather than words, and metaphors—i.e., comprehending and experiencing one thing in terms of another—are thought patterns that help us understand meaning and make sense of the world. Premised on this concept, Harvard Business School professor Gerald Zaltman developed the Zaltman Metaphor Elicitation Technique (ZMET) to elicit metaphoric expressions from consumers for purposes of marketing research. Participants are each asked during the ZMET process to collect a set of visual images that represent their thoughts and feelings about a brand or product. These images are then analyzed during a multi-stage interview to uncover unconscious forms of consumer thought, or "deep metaphors." Beyond the "black art" of advertising, this article explores the use of deep metaphors as vehicles for reflective learning. Consistent with ZMET, I asked the students in our transactional law clinic to each collect several visual images they believe best represented their clinic experience, which led to a deeply introspective seminar discussion.

GROUP #3 CRIMINAL LAW

Clark 5, Seventh Floor

Ross Reconsidered

Kimberly A. Thomas, The University of Michigan Law School

We should reconsider *Ross*. In *Ross v. Moffitt*, the U.S. Supreme Court held that convicted defendants are not constitutionally entitled to counsel on direct appeal for discretionary appeals to the state supreme court or U.S. Supreme Court. We should examine Ross anew given the slow evolution that has come to re-emphasize the centrality of direct review in criminal law, both for individual defendants and for the development of constitutional criminal law and procedure.

Specifically, the article highlights four features that converge to say that we should reconsider *Ross*: 1) the utility of counsel on discretionary review has been underexplored, both before and after *Ross*; 2) the increased focus by the Court on the need for defendants to obtain relief on direct appeals; 3) relatedly, the Court's interpretation of AEDPA that has moved most of the signficant windows for criminal law development into the direct appeal; and 4) an increasing sliver of doctrinal sunlight in which to question *Ross*. The article first provides the background on *Ross* and related law, then explores each of these in turn.

The Frisk: "Injuries to Manhood" and to Womanhood

Josephine Ross, Howard University School of Law

Sometimes a frisk feels like sexual assault. This is true even when the officer is following proper police procedures. There is a continuum between the frisk and outright criminal sexual assault. This chapter of the book seeks to tell that story using stories, cases, social science, and feminist analysis.

GROUP #4 CRIMINAL LAW (RESTORATIVE JUSTICE) & CHILD WELFARE

Clark 7, Seventh Floor

Re-envisioning Justice in Jamaica: From Retribution to Restoration – Challenges and Opportunities for Implementing Restorative Justice

Inga N. Laurent, Gonzaga University School of Law

Jamaica has an inordinately high homicide rate, placing it among the top-five highest in the world. Crime is tied to many factors including poverty, retribution, drugs, and politics. Police only make arrests in 54 percent of homicide cases annually and courts only convict in about 7 percent of those. The Ministry of Justice (MOJ) has embarked on an ambitious agenda to address crime, and one of the major tenants of their plan is to develop a robust Restorative Justice (RJ) program. This context creates both incredible opportunities and challenges. It is laudable for the Government of Jamaica to embrace a compassionate, innovative, and healing approach to justice that centers on rebuilding community and empowering citizens. However, if that empowerment comes with a lack of accountability, will it be successful? Can a government with a top-down approach implement a community-oriented system? Can the government shift the retributive culture of an entire nation?

In 2016-2017, I had the opportunity to live and research in Kingston as a Fulbright Scholar. This article explores RJ theory, Jamaica's legal system, and some of the major challenges and opportunities embedded within those difficulties.

What's the Harm in Considering the Harm of Removal?

Shanta Trivedi, University of Baltimore School of Law

The child welfare system is intended to protect children from parental abuse and neglect. Yet, the very system designed to shield children from harm fails to consider the very real harm associated with removal from one's family. When a parent is accused of abuse or neglect, a court must decide whether remaining in the parent's care is contrary to the child's welfare and whether the child is at imminent risk of harm if left at home. In 49 jurisdictions, however, while the court must assess whether the state made reasonable efforts to prevent removal, courts are not required to specifically consider the inevitable trauma that will occur when that child is taken from her family. Research shows that removal from one's parents has detrimental emotional and psychological consequences due to child grief and the unstable nature of, and high rates of abuse in, foster care. This paper analyzes the goals of the child welfare system and whether they would be better served if courts were required to consider the detrimental impact of removal on children, if legislators codified the consideration of harm of removal, and if practitioners argued harm of removal in every case.

GROUP #5 FAMILY LAW

Clark 8, Seventh Floor

Transnational Legal Feminism: Surrogacy in India and the United States

Sital Kalantry, Cornell Law School

In today's world, academic and popular feminist perspectives travel from one country to another. Policies that are aimed at promoting women's equality in one country sometimes influence approaches in other countries. People increasingly engage in private transactions across borders that raise feminist concerns. Cursory information about women's rights problems in one country freely crosses borders to other countries. Feminists increasingly work transnationally addressing women's equality in multiple countries.

I describe the challenges feminists encounter in a transnational world and propose suggestions for richer global feminist engagement. Feminists, policymakers, judges, and others operating transnationally sometimes fail to appreciate that practices deemed to be problematic for women's equality in one country context may have different meanings in another country context. Drawing from comparative law methodologies, those working transnationally and sometimes even those working only within one jurisdiction would benefit from undertaking a comparative examination of practices in the contexts in which they emerge.

Feminist theories framing surrogacy as problematic for women's equality developed in the mid-1980s travel the world to frame understandings of surrogacy practices in other countries today. Legal regulatory models developed in the United States are imported to the Indian context. I contextualize surrogacy in the United States and India from a transnational feminist perspective.

Pursuing Accountability for the Perpetrators of Intimate Partner Violence: The Peril of Shame

Rachel A. Camp, Georgetown University Law Center

This article explores the use of shame as an accountability intervention for perpetrators of intimate partner abuse. Though the last 50 years have seen swift and expansive efforts designed to increase perpetrator accountability primarily through the legal system, intimate partner violence (IPV) continues at epidemic rates. In light of the seeming intractability of IPV, shaming interventions—those designed to publicly humiliate, denigrate, or embarrass wrongdoers—are increasingly being used as legitimized formal and informal interventions. Within the context of IPV specifically, judges have ordered perpetrators to hold signs reading, "This is the face of domestic violence," among other shaming sentences. Culturally, the Internet and social media are being utilized to inflict public shame on wrongdoers, with the potential for profound social and economic consequences. In part, these interventions are easy to justify: perpetrators as a group are assigned a dominant narrative about their motivations and traits as controlling, violent, and beyond reform. As a result, they are easily cast into a category of individuals for whom traditional forms of rehabilitation are identified as ineffective and for whom shame is seemingly "deserved." However, shame as a tool for accountability within the context of IPV is misguided and counterproductive. Using shame to punish an act that is itself built on shame both blurs clarity of appropriate behaviors and, perhaps more importantly, can have dangerous outcomes. Shame is strongly correlated with aggression and violence and can have devastating consequences on a person's dignity or sense of self-worth. Accordingly, when perpetrators are shamed, the broader goals of survivor safety and stability may be jeopardized, and individual dignity undermined. Moreover, many perpetrators have cumulative experiences with shame, creating additional risks in using shame as an accepted intervention for behavior modification. In consideration of these concerns, and situated within a socio-legal climate where shaming is increasingly legitimized as a form of social control, this article explores the peril of shame as an accountability intervention for perpetrators.

GROUP #6 LAW & SOCIETY: HOUSING & IMMIGRATION

Clark 9, Seventh Floor

Housing the Colonized: Reurbanization and the Promise of Spacial Equity

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

Socio-economic status is being framed by some as the next frontier in the fight for fair housing. The influx of white elites in cities nationwide, the attendant displacement of historical populations, the provision of housing vouchers to these displaced persons and the well-documented evidence of impediments to utilizing housing vouchers has caused some scholars to renew calls to have "source of income" protection added to the federal Fair Housing Act. Doing so, however, will not likely increase mobility, curtail residential segregation, or improve the quality of housing masses of blacks live in. Even in cities where local law already prohibits discrimination based on source of income, extreme patterns of racial segregation persist with the vast majority of blacks isolated in poor housing. Substituting a race equity strategy with an economic one at the federal level is likely to be equally ineffective. This is because, as I argue in an earlier piece, discrimination against voucher holders is a proxy for race discrimination. Instead of focusing on the illusion of mobility, this article articulates a spatial equity theory that calls for state and local governments to direct significant resources to majority-minority neighborhoods and house residents fairly and affordably in place.

Destigmatizing Disability Under U.S. Immigration Law: A Proposal for a Construction of Disablement Based on Dignity as Opposed to Dependency

Medha D. Makhlouf, The Pennsylvania State University—Dickinson Law

In U.S. immigration law, disability has served as the basis to exclude noncitizens from entry and eventual citizenship. Although the law has evolved to accommodate individuals with disabilities in some ways, significant legal barriers still exist. This article examines the strengths and limitations of adopting a destigmatizing account of disablement in the immigration law. Such an account would characterize disablement as normatively neutral rather than linking it to inescapable disadvantage. Among the limitations of adopting a destigmatizing account is the potential adverse effect of bolstering arguments to further restrict immigrants' eligibility for publicly funded health care and other health-promoting public benefits. This would be devastating to many immigrants with disabilities who depend on the social safety net due to expensive health care needs and social constructs that limit their participation in the labor market. The final section of the article proposes a construction of disablement that (1) characterizes immigrants with disabilities as valuable and contributing members of society; and (2) emphasizes collective responsibility for carrying the costs of disability in order to equalize the well-being of immigrants and citizens with disabilities, as well as to move toward functional equality for immigrants with and without disabilities.

GROUP #7 LAW & SOCIETY: TITLE IX/CAMPUS SEXUAL ASSAULT & VETERANS

Clark 10, Seventh Floor

Disciplined Student Narratives in Campus Sexual Assault Discourse

Kelly Behre, University of California, Davis, School of Law

The power of narrative in the campus anti-sexual assault moment is undeniable. At the core of the campus anti-sexual assault movement were student survivors who shared their personal stories.

This article examines disciplined student narratives from campus sexual assault cases and their role in the public discourse about campus sexual assault. Part 1 provides an overview of the role of narrative in social movements and public discourse. Part II introduces the disciplined student narrative in campus sexual assault discourse and identifies themes in the narrative, including the shift in the focus to the disciplined students' experience and claim to the role of victim. It further identifies the use of an incomplete legal history to more favorably frame the problem as a new one and the conflation of harm and proportionality with the campus sexual assault survivor narratives. Part III connects the disciplined student narrative to broader narratives defending individual rights, including the concern of federal overreach, decreased free speech on campuses, and diminishing due process.

Meaningful Due Process for America's Disabled Veterans

Hugh McClean, University of Baltimore School of Law

Scholars have used the term "veterans law exceptionalism" to describe the anomalous legal principles and practices that the Department of Veterans Affairs (VA) employs to adjudicate veterans' benefits claims. More than a decade ago, the Federal Circuit held that veterans' disability benefits are nondiscretionary, statutorily mandated benefits, and that such entitlement to benefits is a property interest protected by the Due Process Clause of the Fifth Amendment. However, defining due process for veterans has largely been left to the discretion of the VA. This article examines two of the most serious consequences of this limited form of due process for veterans: challenging the competency of VA medical examiners, and excessive delays in the VA benefits system. Veterans have challenged the VA on these issues, but the VA has been successful in defending veterans' lawsuits because of the limited form of due process that is applied in these cases. This article explores why traditional principles of due process have not been applied to veterans' law, and examines new frameworks that would liberate veterans' law from its constitutional morass and would provide more meaningful due process for America's disabled veterans.

Section on Clinical Legal Education Bellow Scholars Program Report on Projects

Tuesday, May 1
9 am – 10:30 am
Salon 10, Third Floor

The Bellow Scholars program recognizes and supports empirical research projects of clinical law professors that reflect the ideals of Professor Gary Bellow, a pioneering founder of modern clinical legal education. Every two years the Bellow Scholar program seeks innovative proposals designed to improve the quality of justice in communities, enhance the delivery of legal services, and promote economic and social justice. In particular, the Committee is interested in recognizing and supporting projects that employ empirical analysis as an advocacy tool and involve substantial collaboration between law and other academic disciplines. Selected Scholars are supported in their projects through information sharing, discussion, and critique at the annual AALS Clinical Conference and at annual workshops organized by the committee. This session will feature updates from the current Bellow Scholars.

Moderators:

Michael J. Gregory, Harvard Law School, Bellow Scholar Committee Co-Chair
Colleen F. Shanahan, Temple University Beasley School of Law, Bellow Scholar Committee Co-Chair

Investigating Criminalization of the In-utero Transmission of Opiates to a Fetus

Wendy A. Bach, University of Tennessee College of Law

This study focuses on the implementation, over two years, of the first criminal statute in the nation to explicitly criminalize the transmission of illegally obtained opiates to a fetus as assault. The study seeks to determine the demographics of those prosecuted in comparison to the demographics of those whose conduct could have led to prosecution; the mechanisms of discretion that could have led particular women toward or away from prosecution and finally, the outcomes in the criminal cases themselves.

Using Eviction Data in New Orleans to Advocate for Housing Justice

Davida Finger, Loyola University New Orleans College of Law

This project is based on an empirical study of approximately 12,000 eviction cases filed over the last three years (2014-2016) in First City Court in New Orleans, Louisiana. This project focuses on what I call eviction geography and what I call the eviction economy to better understand the location, demographics, and cost of Orleans Parish evictions. Research methods for this project have been heavily influenced by the theory of participatory action research; the views of tenants and their advocates frame both the study and conclusions.

Schedule of AALS Section on Clinical Legal Education Committee Meetings

MONDAY, APRIL 30
7:30 am – 9 am

Technology Committee
Wabash, Third Floor
Chair: Michele Pistone
EC Liaison: Wendy Bach

Interdisciplinary Committee
Crystal, Third Floor
Chairs: Colleen Boraca, Lucy Johnston-Walsh, Jennifer Oliva
EC Liaison: Wendy Bach

Transactional Committee
Wilson, Third Floor
Chairs: Lynnise Pantin and Ted DeBarbieri
EC Liaison: Fatma Marouf

Policy Committee
Salon 1, Third Floor
Chair: Kim Connolly
EC Liaison: Allison Bethel

Bellow Scholars
Salon 2, Third Floor
Chairs: Michael Gregory and Colleen Shanahan
EC Liaison: Kim Ambrose

AALS Clinical Section and CLEA Joint Working Group
Salon 3, Third Floor
Chairs: Wendy Bach and Jean Phillips
EC Liaisons: Wendy Bach and Lisa Bliss

International Committee
Salon 6&7, Third Floor
Chairs: Sarah Paoletti and Gillian Dutton
EC Liaison: Fatma Marouf

TUESDAY, MAY 1
7:30 am – 8:45 am

Clinicians of Color Committee
Salon 5&8, Third Floor
Chairs: Caryn Mitchell-Munevar and Tameka Lester
EC Liaison: Allison Bethel

WEDNESDAY, MAY 2
7:30 am – 8:45 am

Teaching Methodologies Committee
Wabash, Third Floor
Chair: Jean Phillips
EC Liaison: Daniel Schaffzin

Communications Committee/Newsletter Committee (meeting jointly)
Crystal, Third Floor
Chair: Gail Silverstein
EC Liaison: Kimberly Ambrose

Law School and Organization Events

MONDAY, APRIL 30

7:30 – 8:45 am

Clinical Legal Education Association (CLEA) Board of Directors Meeting
Clark 1, 7th Floor

7:30 – 9 am

Georgetown Clinical Fellows Reception
Honoré Ballroom, Lobby Level

TUESDAY, MAY 1

7:30 – 8:30 pm

Clinical Legal Education Association (CLEA) Membership Meeting
Salons 6 & 7, 3rd Floor

Exhibitors

Located in the Fourth Floor Foyer

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AALS New Clinicians Session: Designing a Successful Seminar Session

Deborah Epstein, Georgetown University Law Center

I. Intro

II. Overview of class design process

Focus on 4 essential planning stages:

- ID appropriate student learning goals;
- ID common misunderstandings students might tend to bring to particular topic being taught, that could interfere w/learning;
- Think thru how to ASSESS student learning in relation to your goals; & THEN
- Develop classroom learning activities.

Step 1: Starting with identifying student learning goals

Overview: backward design concept;
Learning theory applications here – teaching to transfer
How develop most useful learning goals, to help control structure of class?

Apply these ideas in context of clinic seminar class on how to establish professional boundaries

Step 2: ID common student misunderstandings relevant to topic

Overview
Learning theory
Application to class on establishing professional boundaries.

Step 3: Assessment

Overview
Learning theory
Application to class on establishing professional boundaries.

Step 4: Develop appropriate learning activity

Overview
Present possible classroom activity for class on establishing professional boundaries
Critique of class in relation to: Learning goals, student misunderstandings, assessment

Another key component of a strong seminar class: Making connections between classroom & fieldwork:

Quick participatory exercise to demonstrate power of using class time to make these connections.

III. Wrap up

Include review of teaching techniques used in session and why chosen (in relation to session goals/ time allotted)

Point to materials available to do more in-depth work on seminar class planning outside of session.

DESIGNING A CLINIC SEMINAR CLASS

AALS NEW CLINICIANS 2018
DEBORAH EPSTEIN

4 STAGES OF CLASS DESIGN

- ID appropriate student learning goals;
- ID common misunderstandings;
- Think through assessment; &
- Develop classroom learning activities.

STUDENT LEARNING GOALS

- No one "correct" way to set boundaries; vary depending on individual lawyer & particular context
- Boundary choice is only 1st step; communicating decision to client is a separate challenge

COMMON STUDENT MISUNDERSTANDINGS

ASSESSMENT

- Successful:
  - generate multiple options for resolution of boundary challenges;
  - ID pros & cons of options, note that several might be appropriate
- UNsuccessful:
  - conclude there is 1 "best" or "correct" approach

- Video: frequency of client contacts
- Brainstorm:
  Wide range of boundary-setting options
  Assess pros & cons of each
  Which one most comfortable with?
- Focus on 1 option: Limit contact to business hours, except true emergencies
  2 contrasting videos
  #1: Clear but distant
  #2: Apologetic & less than clear
- Small groups: Analyze both videos:
  Effective? Problematic?
  Report back
- "Do over:" plan own conversation; role play & critique

Other Information

MEETING ROOM WIFI ACCESS (COMPLIMENTARY)

- WIFI Network: PH_Meeting_Room
- Type in the username/ password.
  Username: **ALAW**
  Password: **ALAW**
- Check the box "agree to terms."
- Click "log in."

GUEST ROOM INTERNET ACCESS (COMPLIMENTARY)

- Connect to network: hhonors
- Click on the Explorer icon.
- Select "I have a coupon/promotional code."
- Promo Code: **ALAW**
- Press "Connect."

PRIVATE ROOM FOR PARENTS

AALS will provide a room, Bay 4, 4th Floor, with electrical power, a refrigerator, and a locking door for nursing parents who are attending the Clinical Conference. Please visit the AALS Registration located on the 4th Floor for access.

WALKING DIRECTIONS TO NORTHWESTERN UNIVERSITY PRITZKER SCHOOL OF LAW – RECEPTION ON MONDAY, APRIL 30

(1.6 mile – 32-minute walk)
Head east on E. Monroe Street, .1 mile
Turn left on S. Michigan Avenue, 1.1 mile
Turn right on E. Chicago, .3 mile. Destination will be on the right.

CONTINUING EDUCATION CREDIT

AALS can send you a letter after the conference, confirming your attendance. You would then submit that letter to your state's accrediting agency along with supporting documents as required by them. To request a letter confirming your attendance, email registration@aals.org.

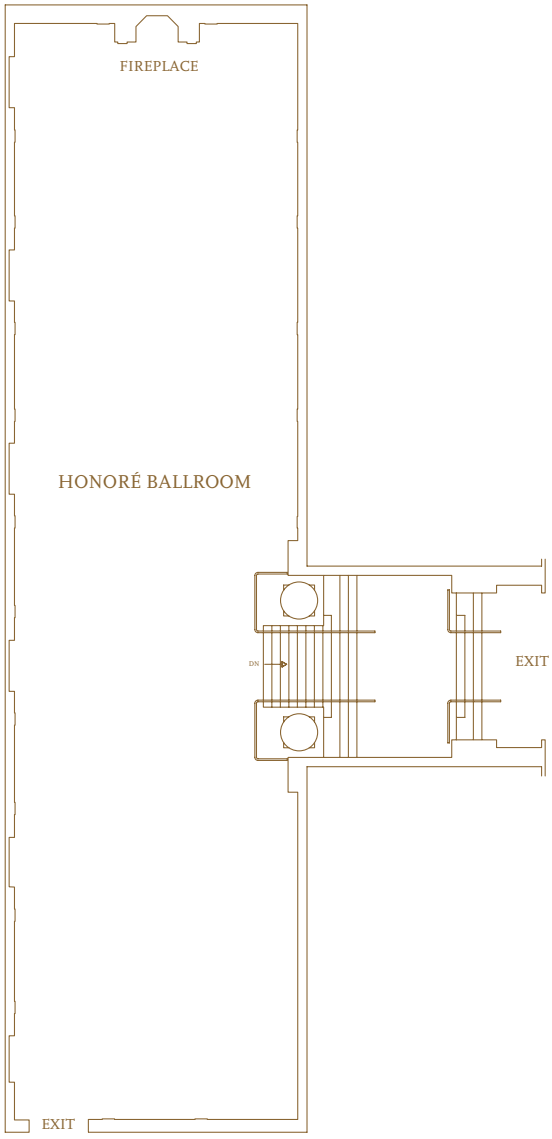
TWITTER

Be sure to Tweet about your experiences and education during your long weekend with us.
Use the hashtag **#AALSClinical**.

NEXT YEAR'S AALS CLINICAL CONFERENCE

Friday, May 3 – Tuesday, May 7, 2019
San Francisco, CA

HONORÉ

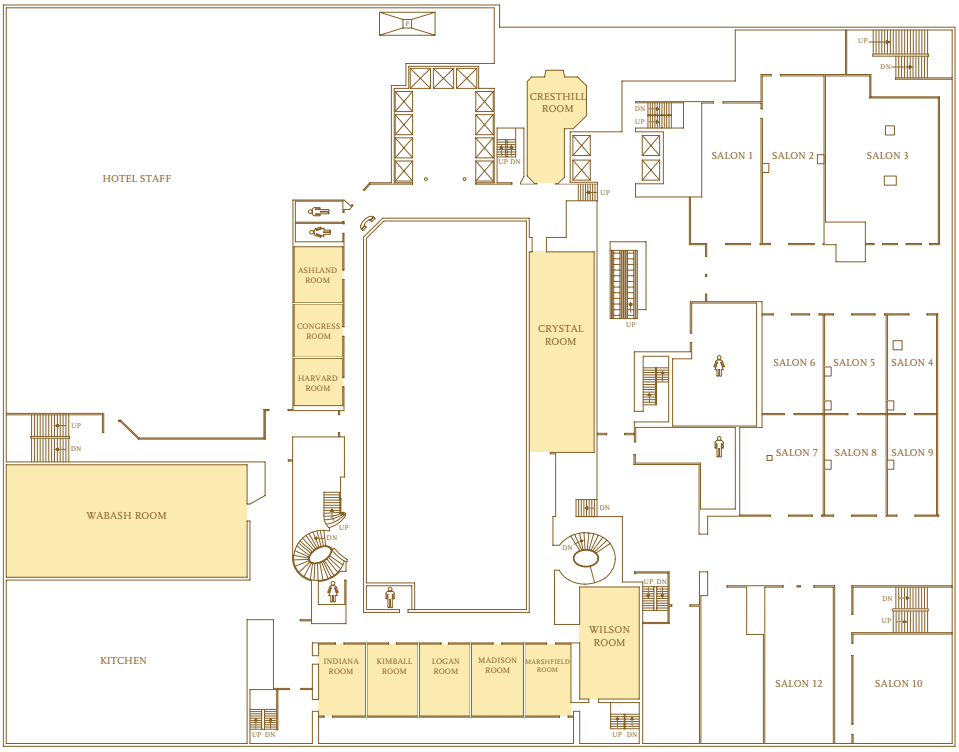


	Dimensions (l x w)	Square Feet ◊	Ceiling Height *	Theater	Schoolroom 2/6′	Schoolroom 3/6′	Banquet	Reception •	Conference	U-shape
Honoré Ballroom	118′ x 30′	3,487′	18′	280	120	180	200	250	48	54

◊ Usable square footage
* Chandelier clearance 9′2″
• Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel

Wired for high speed Internet connectivity.

THIRD floor

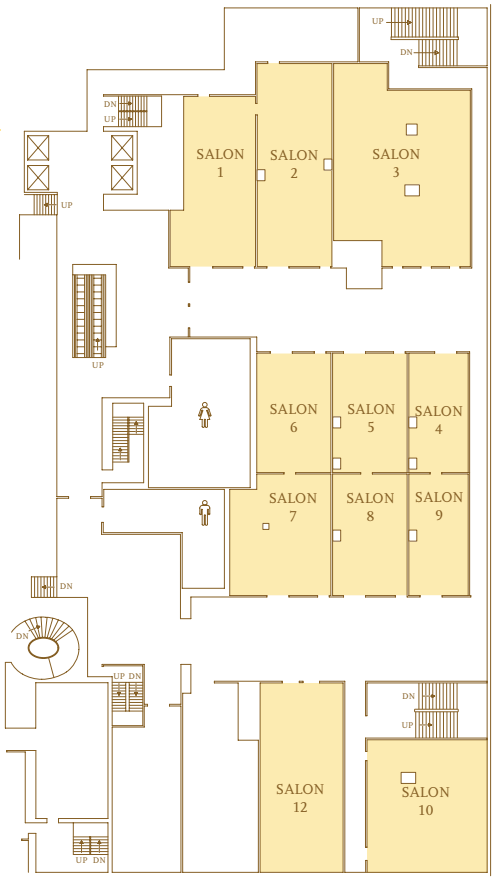


Third Floor

	Dimensions (l x w)	Square Feet ◊	Ceiling Height	Theater	Schoolroom 2/6′	Schoolroom 3/6′	Banquet	Reception •	Conference
Ashland Room	17′ x 20′	331′	9′	30	12	18	20	25	12
Congress Room	17′ x 16′	230′	9′	24	10	15	20	25	12
Harvard Room	17′ x 15′	259′	9′	24	10	15	20	25	12
Indiana Room	35′ x 16′	520′	10′	50	20	30	40	64	24
Kimball Room	35′ x 16′	560′	10′	50	20	30	50	64	24
Logan Room	35′ x 16′	560′	9′	50	20	30	50	64	24
Madison Room	31′ x 16′	474′	10′	50	20	30	40	56	24
Marshfield Room	31′ x 16′	527′	10′	50	20	30	40	64	24
Wilson Room	23′ x 37′	737′	9′	75	28	42	50	83	30
Cresthill Room	37′ x 22′	621′	9′	35	20	30	50	77	24
Crystal Room	72′ x 22′	1,600′	9′	185	68	102	130	187	52
Wabash Room	65′ x 40′	2,600′	9′	280	100	150	200	299	52

◊ Usable square footage
• Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel

THIRD floor SALONS



Third Floor Salons

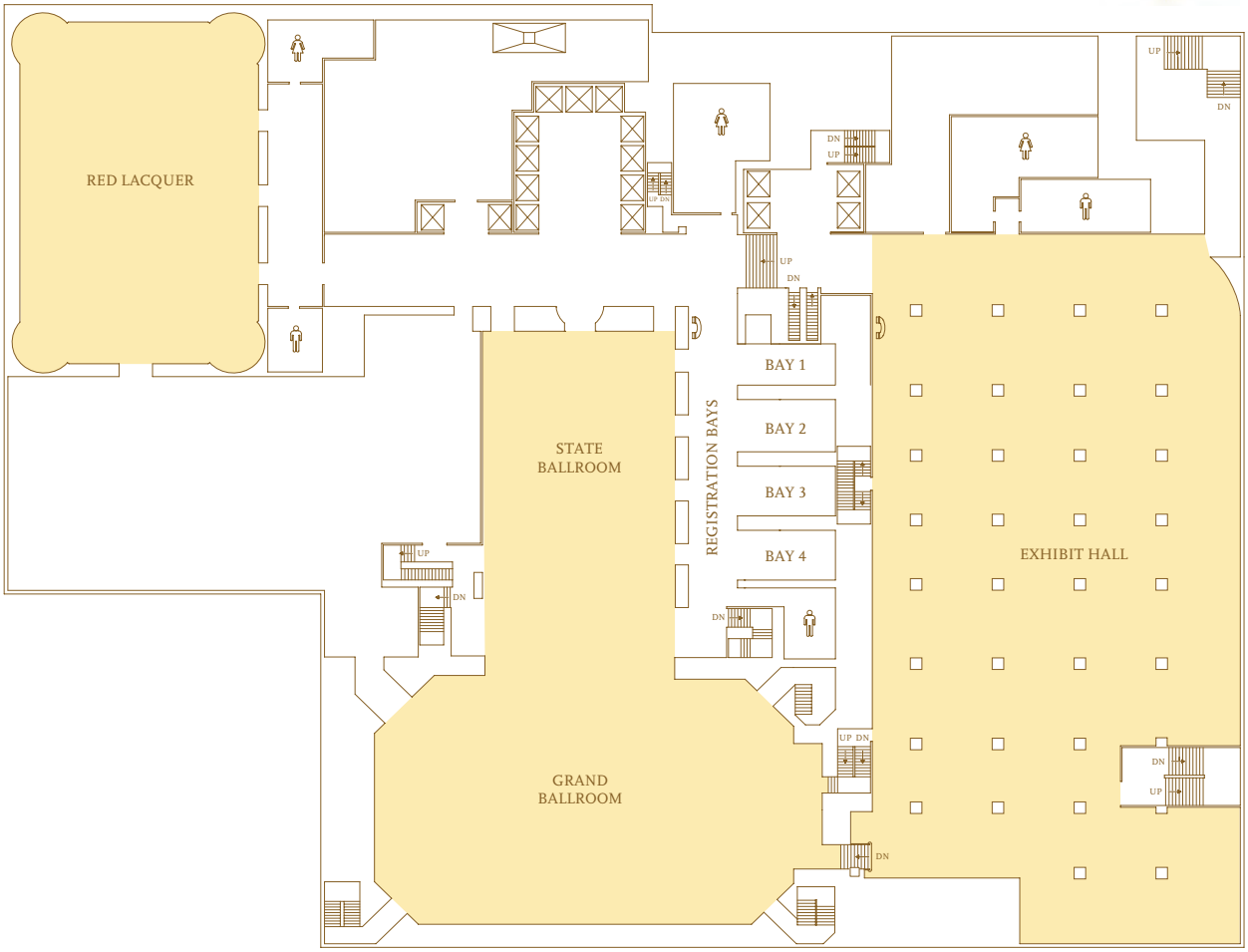
	Dimensions (l x w)	Square Feet◊	Ceiling Height	Theater•	Schoolroom 2/6•	Schoolroom 3/6•	Banquet•	Reception•	Conference•	8 x 10 (w x l)	10 x 10 (w x l)
Total Square Footage	N.A.	17,500′	9′6″	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	40	30
Salon 1	50′ x 24′	935′	9′6″	72	22	33	50	80	34	N.A.	N.A.
Salon 2	39′ x 22′	832′	9′6″	94	36	54	70	104	36	N.A.	N.A.
Salon 3	41′ x 38′	1,434′	9′6″	120	40	60	80	120	36	N.A.	N.A.
Salon 4	35′ x 17′	595′	9′6″	45	20	30	40	80	24	N.A.	N.A.
Salon 5	35′ x 21′	735′	9′6″	50	22	33	50	80	24	N.A.	N.A.
Salon 6	35′ x 21′	735′	9′6″	66	22	33	50	80	24	N.A.	N.A.
Salon 7	35′ x 28′	980′	9′6″	88	28	42	70	95	24	N.A.	N.A.
Salon 8	35′ x 21′	735′	9′6″	45	20	30	40	80	24	N.A.	N.A.
Salon 9	35′ x 17′	595′	9′6″	45	20	30	40	80	24	N.A.	N.A.
Salon 10	29′ x 36′	1,029′	9′6″	60	24	46	60	98	24	N.A.	N.A.
Salon 12	20′ x 52′	1,040′	9′6″	100	30	45	70	98	36	N.A.	N.A.

◊ Usable square footage
• Capacities are estimated based on square footage

The Salons are illuminated by fluorescent and dimmable incandescent lights.

Wired for high speed Internet connectivity.

FOURTH floor

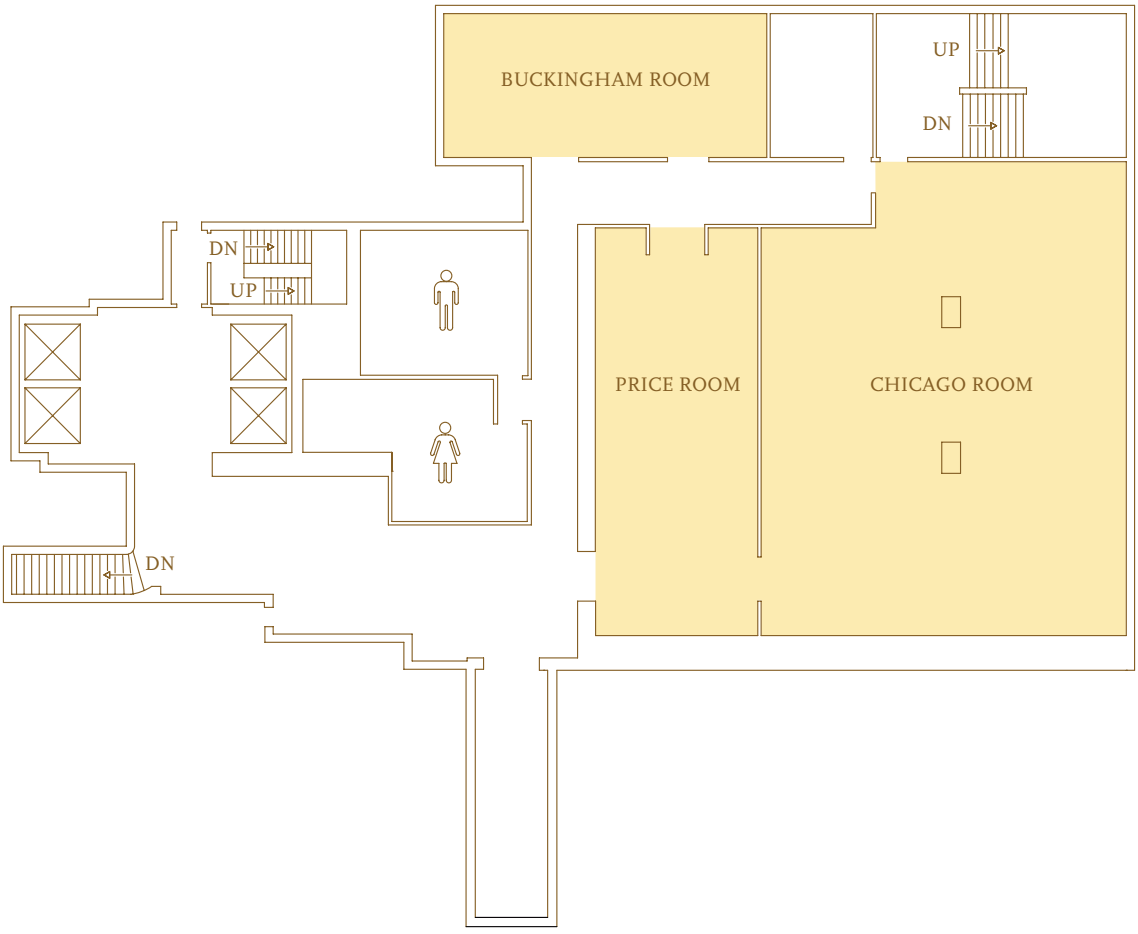


Fourth Floor

	Dimensions (l x w)	Square Feet ◊	Ceiling Height	Theater	Schoolroom 2/6′	Schoolroom 3/6′	Banquet	Reception •	Conference	
Grand Ballroom	70′ x 121′	9,248′	29′	1,000	400	600	800	1,119	N.A.	
Ballroom Balcony	N.A.	2,266′	N.A.	120	30	45	80	126	N.A.	
State Ballroom	73′ x 47′	3,617′	29′	380	132	198	260	408	N.A.	
Grand/State Ballroom	168′ x 121′	12,865′	29′	1,500	500	750	1,200	1,653	N.A.	
Red Lacquer	84′ x 98′	7,133′	21′	500	240	360	450	688	N.A.	
Exhibit Hall	114′ x 199′	16,909′	9′2″	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	

◊ Usable square footage
• Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel

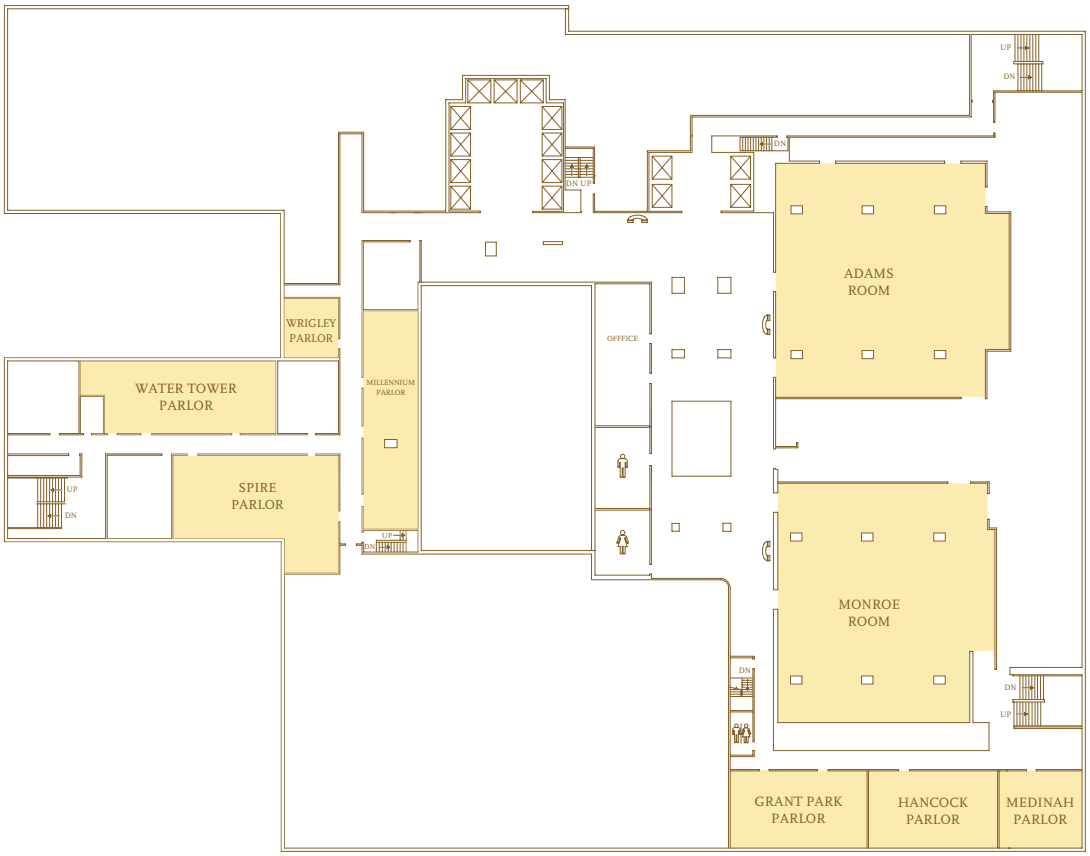
FIFTH floor



Fifth Floor	Dimensions (l x w)	Square Feet ◊	Ceiling Height	Theater	Schoolroom 2/6′	Schoolroom 3/6′	Banquet	Reception •	Conference
Buckingham Room	40′ x 18′	671′	10′	45	20	30	50	50	24
Chicago Room	44′ x 62′	2,263′	11.5′	120	50	75	140	160	36
Price Room	19′ x 49′	902′	11.5′	60	22	33	50	75	36

◊ Usable square footage
• Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel

SIXTH floor

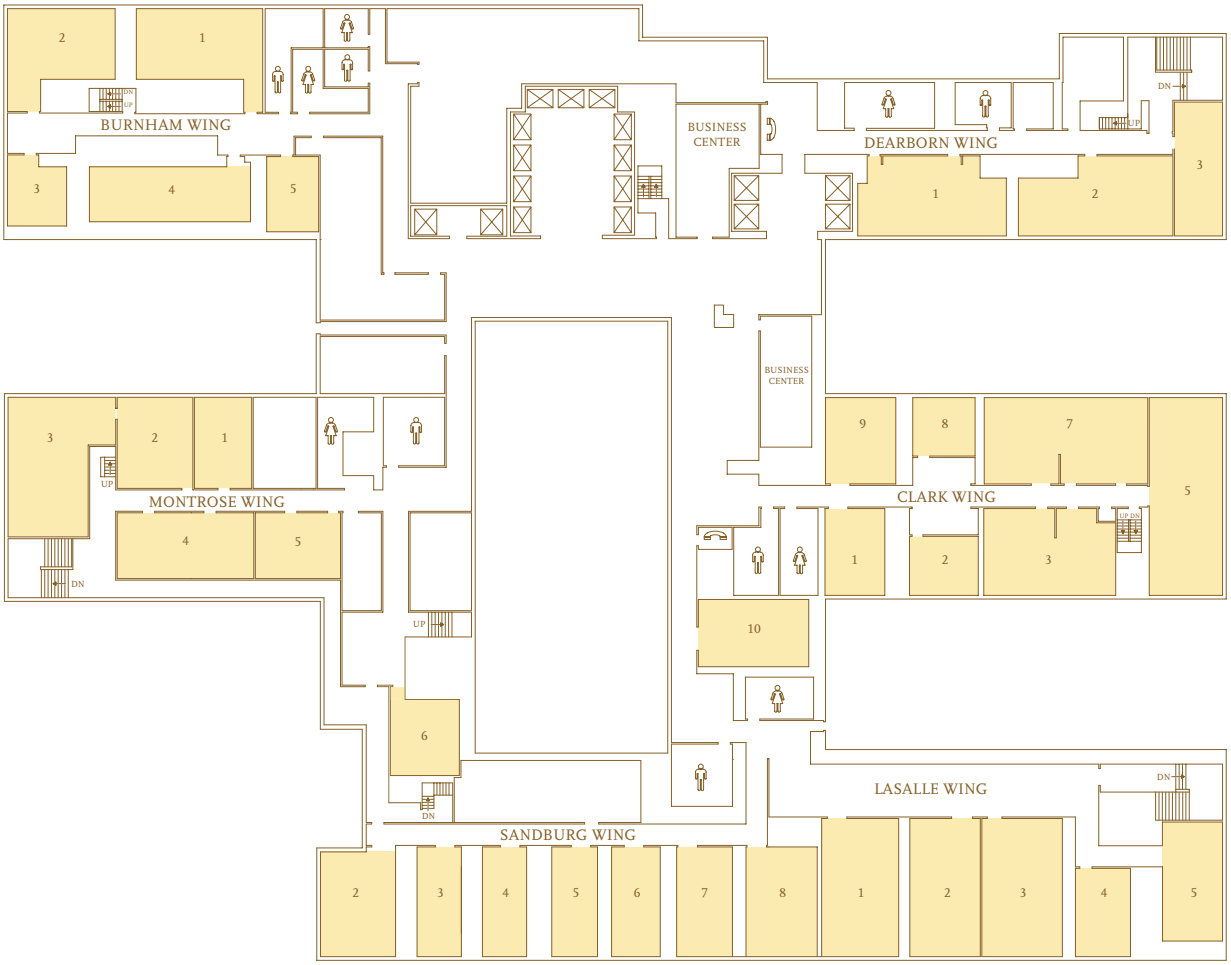


Sixth Floor

	Dimensions (l x w)	Square Feet◊	Ceiling Height	Theater	Schoolroom 2/6′	Schoolroom 3/6′	Banquet	Reception•	Conference
Monroe Room	67′ x 73′	4,653′	18′	375	164	246	280	350	60
Adams Room	73′ x 72′	4,904′	18′	375	164	246	300	350	60
Grant Park Parlor	24′ x 38′	1,032′	9′	70	30	45	70	70	30
Hancock Parlor++	24′ x 43′	894′	9′	85	30	45	70	60	30
Medinah Parlor	21′ x 20′	401′	9′	30	12	18	30	30	18
Millennium Parlor	17′ x 56′	862′	9′	55	24	36	70	50	18
Spire Parlor	36′ x 51′	1,163′	9′	95	40	60	80	60	36
Water Tower Parlor	25′ x 60′	1,186′	9′	100	44	66	80	60	36
Wrigley Parlor	17′ x 19′	297′	9′	20	10	15	20	12	16

◊ Usable square footage
• Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel
++ Indicates room equipped with built-in wet bar

SEVENTH floor



ROOM relationships

Seventh Floor

- BURNHAM WING 1-5
- MONTROSE WING 1-6
- SANDBURG WING 2-8
- DEARBORN WING 1-3
- CLARK WING 1-3, 5, 7-10
- LASALLE WING 1-5

Sixth Floor

- WATER TOWER PARLOR
- SPIRE PARLOR
- MILLENIUM PARLOR
- ADAMS ROOM
- MONROE ROOM
- GRANT PARK PARLOR
- HANCOCK PARLOR
- MEDINAH PARLOR
- WRIGLEY PARLOR

Fifth Floor

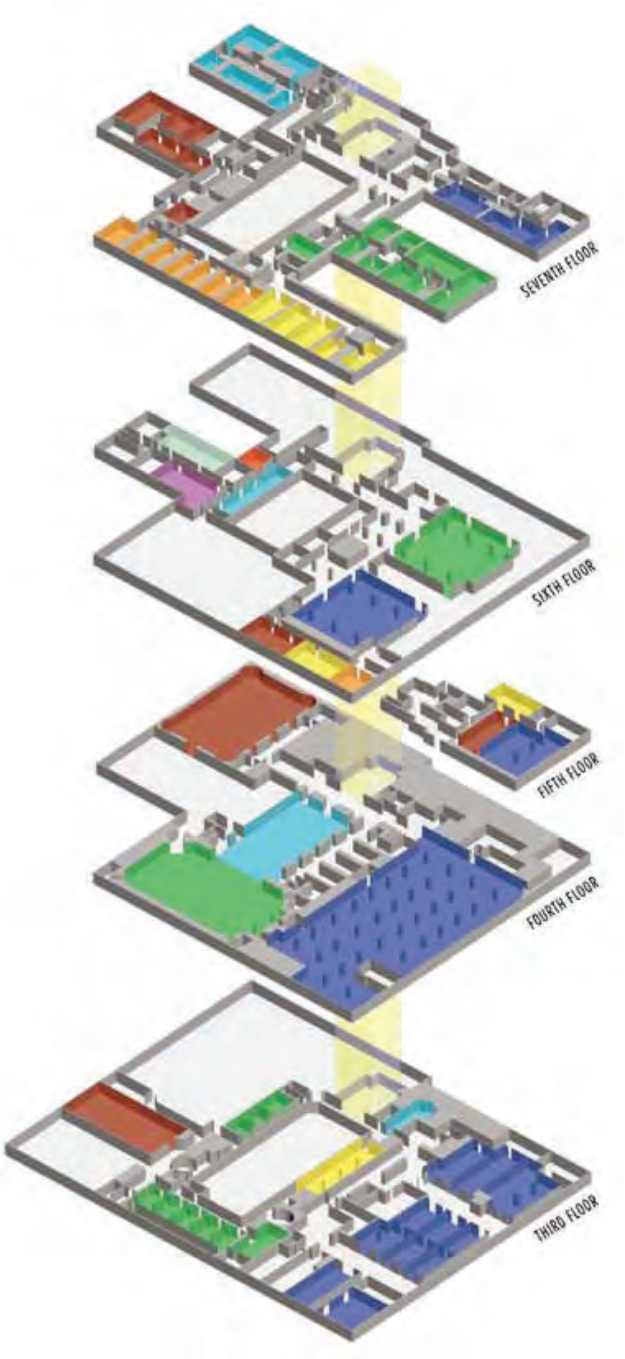
- CHICAGO ROOM
- PRICE ROOM
- BUCKINGHAM ROOM

Fourth Floor

- RED LACQUER
- GRAND BALLROOM
- STATE BALLROOM
- EXHIBIT HALL

Third Floor

- SALONS 1-10, 12
- CRESTHILL ROOM
- CRYSTAL ROOM
- MEETING ROOMS: ASHLAND, CONGRESS, HARVARD, INDIANA, KIMBALL, LOGAN, MADISON, MARSHFIELD, AND WILSON
- WABASH ROOM



AALS CALENDAR

Workshop for New Law School Teachers
Thurs., June 7 – Sat., June 9, 2018, Washington, DC
Thurs., June 6 – Sat., June 8, 2019, Washington, DC

Faculty Recruitment Conference
Thurs., Oct. 11 – Sat., Oct. 13, 2018, Washington, DC
Thurs., Oct. 3 – Sat., Oct. 5, 2019, Washington, DC

Conference on Clinical Legal Education
Fri., May 3 – Tues., May 7, 2019, San Francisco, CA

Annual Meeting
Wed., Jan. 2 – Sun., Jan. 6, 2019, New Orleans, LA
Thurs., Jan 2 – Sun., Jan 5, 2020, Washington, DC

1614 20th Street, Northwest, Washington, D.C. 20009-1001
PHONE: 202-296-8851 **WEBSITE:** aals.org