



CLEA CLINICAL LEGAL EDUCATION ASSOCIATION

President's Message

2020 is here! As one decade comes to an end and another is about to begin, many are engaged in what we clinicians know to be vital to learning and personal growth - reflection and goal-setting. I am no exception. In reflecting on my professional life, I know that I would not be as fulfilled or engaged in my career without this amazing clinical community. Since beginning externship teaching nearly 10 years ago, I have had the privilege of working with and learning from so many of you – a community of supportive, committed, and impressive legal educators and change makers.

As I embark on my role as CLEA President in 2020, I want to personally invite you to join me in engaging in the important work of CLEA. Our community is large and diverse, engaged and talented. Whether you are a new clinician, mid-career, or one of the seasoned clinicians upon whose shoulders we stand, CLEA is YOUR organization.

Over 25 years ago, CLEA was established to act as a voice for clinicians and to advance the work and mission of clinical legal education. Today, CLEA is the nation's largest association of law professors, with more than 1,300 dues-paying members, and continues to be a vibrant and energized organization of clinicians dedicated to excellent clinical teaching and scholarship and to pursuing and promoting justice and diversity as core values of the legal profession. The chal-



Kendall Kerew
(Georgia State)

lenges we currently face as a country and the changing landscape of law schools underscore the important role clinicians can and do play not only in the education of our students, the life of our law schools, and in the legal academy, but also in the lives of the people and communities we serve.

It is with a renewed passion and purpose that I look forward to working and engaging with you to further CLEA's mission this year. Having just completed the final implementation year of our Strategic Plan, we will begin the process of reflecting on what we have accomplished and begin to outline some next steps for the future. I will work to support the ongoing initiatives and exciting new projects of CLEA's committed, innovative, and hardworking committees. I encourage you to read the committee reports that follow so you can learn

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CLEA NEWSLETTER

- Updates from CLEA Committees
- Articles on Clinical Education
- Upcoming CLEA Events at AALS Annual Meeting

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**President's Message, continued**

about all of the great work they have done in the past year and what they have planned this year. In addition, please take a minute to review the full list of CLEA Committees and their goals for 2020, which can be found here: <https://www.cleaweb.org/page-1066719>. To get involved in one of CLEA's committees, reach out to me at kkerew@gsu.edu or to any of our Board members or Committee Chairs. We would love to have you!

CLEA would not be the organization it is today without the amazing work of its committees, dedicated Board, and talented leadership. I would like to take this opportunity to thank CLEA's outgoing Co-Presidents Lisa Martin and Danny Schaffzin, who gave so much of their time and

energy to CLEA this past year, and to outgoing Treasurer Praveen Kosuri, Newsletter Editor Tanya Cooper, and outgoing Board members Lindsay Harris and Kara Finck for their years of excellent service in those roles. I would also like to express my gratitude to incoming Co-Vice-Presidents Lauren Bartlett and Anju Gupta, Treasurer D'lorah Hughes, new Board members Kathryn Banks, Julia Hernandez and Alexis Karteron and returning Board members Jeff Baker and Caitlin Barry. Finally, I want to give a special shout out to Ron Hochbaum for taking on the role of Newsletter Editor. Thank you for making this newsletter happen!

Happy New Year!

**Congratulations to 2020 Clinical
Legal Education Section
William Pincus Award Recipient:**

Paul Tremblay (Boston College)

**Congratulations to 2020 Pro Bono and
Public Service Opportunities Section
Father Robert Drinan Award Recipient:**

Laurie Barron (Roger Williams)

**Congratulations to 2020 Technology,
Law and Legal Education Section
Award Recipient:**

Michele Pistone (Villanova)

**Registration for Externships 10:
20/20 Vision for the Future is now open!**

March 26-29, 2020 at
Syracuse University College of Law

**Registration for the
AALS Clinical Conference:
Fortifying our Foundation and Building for
the Future opens in February.**
May 3-6, 2020 in Orlando, Florida



2020 CLEA Executive Committee Election Results

Lauren Bartlett (St. Louis), Co-Vice President/President-Elect
Anju Gupta (Rutgers Newark), Co-Vice President/President-Elect
D'lorah Hughes (UC Irvine), Treasurer

2020 CLEA Board of Directors Election Results

Jeffrey R. Baker (Pepperdine) (Second Term)
Kathryn Banks (Washington University St. Louis)
Caitlyn Barry (Villanova) (Second Term)
Julia Hernandez (CUNY) (New Clinician)
Alexis Karteron (Rutgers Newark) (New Clinician)

Congratulations to all!

CLEA Elections Committee

Lynnise Pantin (Columbia), Melanie DeRousse (Kansas),
Benjie Louis (Hofstra), and Shobha Mahadev (Northwestern)

2019 CLEA Executive Committee

Lisa V. Martin (Univ. South Carolina), Co-President
Daniel Schaffzin (Memphis), Co-President
Kendall Kerew (Georgia State), Vice President
Praveen Kosuri (UPenn), Treasurer
Tiffany R. Murphy (Arkansas-Fayetteville), Secretary
Jeffrey R. Baker (Pepperdine), Immediate Past President

2019 CLEA Board of Directors

Caitlin Barry (Villanova)	Lindsay Harris (UDC)
Laila Hlass (Tulane)	C. Benjie Louis (Hofstra)
Melanie DeRousse (Univ. Kansas)	Joy Radice (Tennessee)
D'lorah Hughes (UC Irvine)	Lauren Bartlett (Ohio Northern)
Jodi Balsam (Brooklyn)	Llezie Green Coleman (American)
Kara R. Finck (UPenn)	Derrick Howard (Valparaiso)
G.S. Hans (Vanderbilt)	Shobha Mahadev (Northwestern)
Lynnise Pantin (Columbia)	

Thank you for your service this year!

Committee on Faculty Equity and Inclusion Publishes Article in Clinical Law Review

CLEA's standing Committee on Faculty Equity and Inclusion published *The Diversity Imperative Revisited: Racial and Gender Inclusion in Clinical Law Faculty* in this fall's edition of the Clinical Law Review. In the essay, co-authors Deborah Archer, Caitlin Barry, G.S. Hans, Derrick Howard, Alexis Karteron, Shobha Mahadev, and Jeffrey Selbin interrogate historical trends in the racial and gender composition of clinical faculty from 1980 to 2017 and assess what progress has been made since Professor Jon Dubin's call in 2000 for a Diversity Imperative in clinical legal education. The essay finds that progress on racial and ethnic inclusion has been limited. Whereas the total percentage of people of color has grown from 10% to 21%, the inclusion of Black, Latinx, and Indigenous

faculty has been largely stagnant, and white faculty continue to hold nearly 8 out of 10 clinical faculty positions. In addition, although women now outnumber men in clinical faculty positions by nearly 2 to 1, given that women remain underrepresented in law faculties as a whole, this development raises concerns about internal status inequities and the clustering of women faculty members in non-tenured positions with lower salaries and less job protection. The essay offers recommendations for future data collection efforts, as well as best practices for inclusive clinical faculty hiring, suggestions for future initiatives that may make the profession more accessible, and an overall call for a re-energized commitment to a diversity imperative in clinical legal education.

ABA and Bar Standards Advocacy Committee Report

Advocacy Committee members continue to attend ABA Council meetings and to monitor the impact of recent changes in the structure of the ABA Council, which resulted in the elimination of the Standards Review Committee and the creation of a new Standards Review Subcommittee. This organizational change has resulted in decreased transparency regarding the Council's consideration of standards and rules changes.

In response to the U.S. News & World Report's adoption of a new method for ranking clinical programs, the Advocacy Committee recommended the creation of an ad hoc committee to consider whether, and if so how, CLEA's prior statement on the US-NWR rankings, developed in October 2011, should be modified. After its review, the committee recommended a revised statement regarding this specialty ranking, which was subsequently adopted by the CLEA board and made public in October 2019. Jeff Baker, immediate past president of CLEA, served as chair of the ad hoc committee, and Caitlin

Barry, Bob Kuehn, and Donna Lee, served as committee members.

The Advocacy Committee is also working to train three new committee members - G.S. Hans (Vanderbilt), Laila Hlass (Tulane), and Sarah Wolking (University of Florida). The new committee members are attending this year's Council meetings and helping to organize the committee's work.

Joy Radice
Co-Chair
(Tennessee)



Beth Schwartz
Co-Chair
(Fordham)



Shobha Mahadev
Co-Chair
(Northwestern)



Caitlin Barry
Co-Chair
(Villanova)

The CLEA Newsletter Has a New Submission Process

The Newsletter Committee has a new e-mail address. Moving forward, the Newsletter Committee will use the e-mail address to solicit items for publication in the biannual newsletters. Please send future submissions to:

cleanewseditor@gmail.com.

INTERESTED IN SUBMITTING YOUR WRITING TO THE CLEA NEWSLETTER?

CLEA is looking for short articles on clinical teaching, social justice, and other creative writing that more closely resemble what you might read in a bar journal instead of a law review (fewer pages, fewer end-notes). CLEA is now soliciting submissions for our Spring Issue. E-mail cleanewseditor@gmail.com with pitches, submissions, and questions. We welcome your ideas and feedback.

Best Practices in Pedagogy Committee Continues “Teaching Justice Webinar Series”

CLEA’s Best Practices Committee is thrilled to launch a second year of the [“Teaching Justice Webinar Series.”](#) Please join us for the following upcoming programs:

- On January 23, 2020 at 10 a.m. PST/11 MST/12 CST/ 1 EST, Erin Miles Cloud and Lisa Sugoi, both of Movement for Family Power, will present on [“Teaching Justice by Keeping Families Together.”](#)
- On March 30, 2020, we will hear from Amna Akbar (Ohio State) and Jocelyn Simonson (Visiting Harvard) in [“Beyond the Carceral State: Critically Teaching Criminal Law & Criminal Procedure.”](#)
- In June 2020, Amy Dillard (Baltimore) will present

on [“Teaching #MeToo”](#) and in July, Denisse Córdova Montes & Caroline S. Bettinger-López of University of Miami will focus on [“Teaching Critical Lawyering.”](#)

For information on how to register, updates about the series and recordings of past programs, please visit [CLEA’s Teaching Justice webpage](#) or contact Allison Korn (korn@law.ucla.edu) or Laila Hlass (lhlass@tulane.edu).



Laila Hlass
Co-Chair
(Tulane)



Melanie DeRousse
Co-Chair
(Kansas)

New Clinicians Committee Hosts Programming at Midwest and Southern Regional Clinical Conferences

On Thursday, October 10, 2019, Loyola University New Orleans hosted a New Clinicians Conference before the start of the Southern Regional Clinical Conference. Thirteen new clinicians were able to attend the afternoon event. A special thanks is owed to CLEA members, **Joy Radice** and **Laila Hlass**, who presented on “Teaching and Supervision.”

On Friday, October 18, 2019, the University of Michigan Law School hosted a New Clinicians and Fellows Conference before the Midwest Clinical Legal Education 2019 Conference.

CLEA members at the University of Michigan helped organize the New Clinicians and Fellows Conference. Many of CLEA’s members travelled to Ann Arbor, Michigan to serve as presenters. Special thanks to the following presenters who did a great job providing valuable information and advice to our new clinicians:

- **Shanta Trivedi**, *Clinical Fellow, University of Baltimore School of Law* who presented “What the New Clinician Needs to Know: A Tool Kit for Success”;
- **Tiffany Murphy**, *Associate Professor of Law & Director of the Criminal Prac-*

tice Clinic, University of Arkansas School of Law, and D’lorah L. Hughes, *Director of Externships and Adjunct Professor of Law, University of California, Irvine School of Law*, who presented “You’ve Got the Job. Now What? Navigating Internal Politics and Hurdles for In-House Clinicians and Externship Faculty”;

- **Michael Murphy**, *Clinical Supervisor and Lecturer, University of Pennsylvania Law School*, and **Paige Wilson**, *Assistant Clinical Professor of Law, The Ohio State University*

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New Clinicians Committee, *continued*

Moritz College of Law, who presented “Wondering How to Give Effective Feedback to Your Students? 5 Tips on Where to Start”;

- **Colleen Boraca**, *Clinical Associate Professor, Northern Illinois University College of Law*, and **Brad Colbert**, *Distinguished Practitioner in Residence, Mitchell Hamline School of Law*, who presented “The First and Last Days of Clinic”; and
- **Sabrina Balgamwalla**, *Assistant Clinical Professor & Director of the Asylum & Immigration Clinic, Wayne State University Law School*, and **Lauren E. Bartlett**, *Assistant Clinical Professor of Law, St. Louis University School of Law*,

who presented “Habit, Story, Delight: An End-of-Term Reflection Exercise.”

CLEA’s New Clinicians Committee welcomes new and returning committee members in 2020. If you want to work with a great group of clinicians committed to providing information and resources for newer clinicians, then the New Clinicians Committee might be a great way to get more involved. Please feel free to e-mail either one of us or the 2020 Co-Chairs, Lisa Martin and Danny Schaffzin.



Wendy Vaughn
Co-Chair
(Northern Illinois)



Chrissy Cerniglia
Co-Chair
(Stetson)

Externship Committee Report

The CLEA Externship Committee pursues targeted initiatives to inform and assist externship clinicians nationwide in their demanding roles as teachers, administrators, counselors, and managers of that multifaceted enterprise also known as the field placement course. This year’s signature initiative has been the ABA Site Inspection Data Collection project. Committee members interviewed externship clinicians at schools who recently were the subject of an ABA site inspection, to compile and analyze data about how the ABA standards are being interpreted and applied to externship programs. The Committee will present its findings at the upcoming Externships 10 conference, and ultimately issue a report. Speaking of X10 (as it’s familiarly known), the CLEA Externship Committee, along with the AALS

Externship Committee, supports the organizing and planning of this biennial conference, which next takes place at Syracuse College of Law in March 2020.

The Committee also continues to monitor law school experimentation with paid externships and is planning a follow-up survey to our 2018 effort to further assess the impact and value of awarding academic credit for student work that is compensated. A project in the works is developing video resources for training field supervisors, including compiling those that already exist and filming new video components. We plan to kick off this project at X10 as well.

The CLEA Externship Committee is co-chaired by Jodi Balsam of Brooklyn and Carrie Kaas of Quinnipiac. If you’re interested in participating

in committee work or have suggestions for future projects, please feel free to contact either or both of us.



Jodi Balsam
Co-Chair
(Brooklyn)



Carolyn Kaas
Co-Chair
(Quinnipiac)

CLINICAL LEGAL EDUCATION BY THE NUMBERS

***A recurring column by Robert Kuehn,
Washington University School of Law***



***Refuting the False Trope on
Clinical Courses and Bar Passage***

It has been observed that “the fewer the facts, the stronger the opinion.”¹ Until recently, this could be said about the possible influence of enrollment in clinical courses on a student’s likelihood of passing the bar examination. While there was a shortage of empirical studies on any possible relationship, there have been plenty of opinions on how taking those courses might be harmful, opinions often reflected in graduation restrictions on clinical courses and requirements for bar subject-matter courses.

But, there are now significantly more facts to refute those opinions. Two recent, large-scale studies have both found no relationship between the number of law clinic or externship courses or credits a law graduate took and her likelihood of passing the bar exam.

In a forthcoming article in the *Journal of Legal Education*, academic records of ten years of law school graduates of Washington University in St. Louis and Wayne State University were reviewed for any relationship between the number of law clinic, externship, or, more generally, experiential courses or credits and bar passage.² After first accounting for the possible influence of law school grades on bar passage (the most significant predictor of bar success), the study found no correlation at either school between law clinic or externship enrollment and bar passage — no relationship between participation in a law clinic or externship and passage, none between the number of clinical courses and passage, none between the number of clinical credits and passage, and no evidence that students graduating with lower GPAs were disproportionately enrolling in those courses as a way to avoid doctrinal courses (another not uncommon trope). This lack of any relationship was in spite of increased enrollment in experiential courses at both schools over the ten-year period and decreased enrollment in courses teaching material tested on the bar (referred to as bar subject-matter courses).

The article notes that nationwide data on experiential course enrollment and bar passage also belie any claim the

two are related. That data indicate that as enrollment in experiential courses was increasing from 2006-2016, bar passage percentages were fairly steady and that the recent decline in passage coincided with decreased, not increased, enrollment in those courses.

A recent study commissioned by the California State Bar found a similar lack of relationship between law clinic and externship courses and bar exam performance.³ The study reviewed law school coursework and performance on three July exams for over 7,500 bar applicants from eleven California schools. It found no relationship between the number of academic credits from law clinic courses and exam performance, either across all schools or even when reviewing schools separately. Similarly, there was no relationship between the number of externship or internship credits and performance, again when examined across all schools or within schools. The broad range of entering credentials at the eleven schools, and lack of a relationship even within those schools, indicates that the results should be applicable to most law schools, including those with lower LSATs and undergraduate GPAs for entering students.

The study results from Washington University/Wayne State and the California State Bar are similar to smaller studies at Texas Tech and the University of Denver that also reported no statistically significant relationship between enrollment in a law clinic or externship course and bar passage.⁴

The Washington University/Wayne State and California State Bar studies further revealed that opinions about the value of bar subject-matter courses should be moderated. There were small correlations at both schools between the number of bar subject courses and bar passage. But this result (explaining less than 5% of the variability in bar outcomes) was only for low performing students and additional courses showed no marginal benefit once students took

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***Refuting the False Trope on
Clinical Course and Bar Passage, continued***

the school's average number of bar courses.

The California State Bar study focused on whether taking a specific course was related to performance on the bar exam topic taught in those courses. It found that neither attendance nor performance in courses covering any of the 13 bar-related topics was related to performance on the corresponding California bar exam or Multistate Bar Exam content covering that subject.

Studies at other schools also indicate that enrollment in bar subject-related courses do not support broad claims about the benefit of taking those courses.⁵

It is time to put away the misinformed trope of participation in law clinic and externship courses harming a student's chances of passing the bar exam and let the facts do the talking. Law schools should recognize and students should be told they can obtain valuable preparation for the practice of law by enrolling in clinical courses without affecting their likelihood of passing the bar exam.

Notes

1. Arnold H. Glasow, BRAINYQUOTE, https://www.brainyquote.com/quotes/arnold_h_glasow_109105.
2. Robert R. Kuehn & David R. Moss, *A Study of the Relationship Between Law School Coursework and Bar Exam Outcomes*, 68 J. LEGAL EDUC. 624 (forthcoming 2020), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3446111.
3. ROGER BOLUS, PERFORMANCE CHANGES ON THE CALIFORNIA BAR EXAMINATION: PART 2 (2018).
4. Katherine A. Austin *et al.*, *Will I Pass the Bar Exam?: Predicting Student Success Using LSAT Scores and Law School Performance*, 45 HOFSTRA L. REV. 753 (2017) (finding slightly lower mean bar score but reporting no relationship to passage); Scott Johns, *A Statistical Exploration: Analyzing the Relationship (If Any) Between Externship Participation and Bar Exam Scores*, 42 OKLA. CITY U. L. REV. 281 (2018).

5. See, e.g., Austin, *supra* note 4; Douglas K. Rush & Hisako Matsuo, *Does Law School Curriculum Affect Bar Examination Passage? An Empirical Analysis of Factors Related to Bar Examination Passage During the Years 2001 Through 2006 at a Midwestern Law School*, 57 J. LEGAL EDUC. 224 (2007); Amy N. Farley *et al.*, *Law Student Success and Supports: Examining Bar Passage and Factors that Contribute to Student Performance* (May 2018), at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3237546.

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Externships as a Vehicle for Teaching Access to Justice

by

Spring Miller

As a relatively new externship instructor, I spend a lot of time thinking about externships – what they mean for our students, what they add to the clinical curriculum and law school curriculum more broadly, and how best to conceptualize and make the most of these courses that constitute one of the most prevalent forms of experiential legal education.

Thanks to the work of experienced externship instructors and scholars, there are now a number of resources and articles exploring externships' promise in promoting student learning with regard to lawyering skills and professional development. I have relied on many of these resources in planning my externship classes, and I will continue to draw on them as I work to ensure that I am helping students take full advantage of the skill development and professional identity formation opportunities the externship experience presents.

I have become increasingly convinced, though, that externships can serve other important pedagogical purposes as well. In particular, I think externship courses hold unique potential as vehicles for student learning about inequalities in the distribution of legal services in our society, or the access to justice gap.

The access to justice gap has increasingly commanded the attention of policymakers, scholars, and the bar. The growing concentration of lawyer-resources available to wealthy corpo-

rate and individual clients, coupled with the inability of ordinary people to access assistance for their legal needs, should be a matter of grave concern to everyone in the legal community. But, beyond general platitudes, the topic rarely comes up in the law school curriculum. The result is that students often enter the profession without an understanding of the distortions in the market for their professional services or the effect that those distortions have on our justice system.¹

Externships are uniquely positioned to fill that curricular gap. Through their site work, students in externship courses are participant-observers in the legal system – not just in the courts, but in the agencies and offices through which legal services and resources are organized and distributed to the public. No other course in the curriculum affords students the opportunity to immerse themselves in the institutions of the profession while requiring them to reflect and analyze their experiences and observations in those institutions. Because they provide a unique curricular window into the real-world operation of the legal system, externships can serve as fertile ground for students to identify and grapple with the implications of the skewed distribution of legal resources in our society and the inability of many ordinary people to access help for their legal problems.

In order to develop a deep, meaningful understanding of the access to justice gap, students must have the oppor-

tunity to examine our increasingly complex and fractured legal profession and engage in a critique of its organizations and institutions. There is a long history of externship instructors using the participant-observer framework to enable students to develop a critical understanding of the legal profession and the legal system. In a provocative and influential 1986 article, Robert Condlin argued for an “external cooperating law office” clinical model in which students’ work in external sites would provide fodder for faculty-guided development of a critical understanding of the profession and the practice.² In 1999, the faculty involved in the creation of American University Washington College of Law’s externship program described how they came to see the students’ site experiences as participant-observers in their practice settings as the “text” that would serve as the material for reflection and analysis in the externship classroom.³ They described one of the central pedagogical goals of the externship program as being to facilitate the students’ development of “system knowledge: that is, the inquiry into how systems work, what their advantages and disadvantages are, who they serve and disserve, and how they might be changed.”⁴

More recently, Professor Jessica Steinberg has advocated for integrating court observation projects into the

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Externships as a Vehicle for Teaching Access to Justice, continued

clinical curriculum as a means of educating students about the access to justice gap and engaging them in systemic critique of legal roles and institutions, among other pedagogical objectives.⁵ While Steinberg focused on the promise of court-watching work in in-house clinics, many of her observations about the pedagogical possibilities of these experiences are also applicable to externships, where students can observe the legal system in action and then engage in a faculty-guided analysis of their observations with regard to access-to-justice and other institutional fairness issues.

Below are some questions to encourage student engagement in reflection and analysis that may help them understand the access to justice gap in particular contexts and develop broader conceptions about how unequal access to legal resources affects ordinary people's experiences of legal problems and the justice system. These questions could be used as prompts for journal entries, presented for class-wide discussion, or incorporated into classroom exercises or presentations.

Judicial and Administrative Externships

Students externing in courts at any level, or in administrative agencies in which individual claims are adjudicated, have the opportunity to gather concrete and practical information about how the presence and quality of legal representation can affect the ad-

judication of an individual's claim. Questions that can serve to unearth and clarify access to justice-related issues for students externing in these settings include:

- What portion of litigants coming before your court/agency are unrepresented? Are there particular kinds of cases or matters in which litigants are more likely to appear without counsel? Do you know why that might be?
- Are there kinds of cases in your court/agency in which one side is generally represented, and the other side is not? What kinds of cases do those tend to be? What do you think accounts for this pattern?
- To what extent do unrepresented litigants appear to understand the law governing their claims? To what extent do they understand the procedures through which their claims are adjudicated? To what extent are they able to put forward facts to support their arguments?
- How do the adjudicative actors (judges, administrators) in your site view unrepresented litigants? What procedures – formal or informal – does the court or agency have in place to address the unique features of proceedings involving unrepresented litigants?
- For litigants who are represented, what are the fee arrangements with their attorneys and does the

nature of those arrangements seem to affect the litigation strategy or process at all?

Nonprofit and Advocacy Externships

Students externing in nonprofit legal aid settings – from legal services offices to impact or advocacy organizations – can observe how inequalities in the legal services delivery system affect ordinary people's interactions with the law even before their legal problems reach an adjudicative stage. Here are some questions that can help students think deeply about how resource limitations in the legal nonprofit sector relate to access to justice issues:

- How is your agency funded? What kind of restrictions come with this funding?
- How does your organization determine which clients it will provide limited services to, which clients it will provide extended services to, and which clients it will not serve at all?
- What happens to the legal problems of clients whom your agency is unable to assist?
- What factors affect the litigation strategy your office pursues on behalf of an individual client?
- At what point in the trajectory of the legal problem experienced by your clients do they turn to your office/agency? How do they find

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Externships as a Vehicle for Teaching Access to Justice, continued

your agency?

How do attorneys in your office handle cases involving unrepresented defendants?

Criminal Justice Externships

While many access-to-justice conversations focus on the civil sector, low-income people's experiences with the criminal justice system are heavily shaped by the legal representation they receive, which is in turn determined by the amount and distribution of public indigent defense funding. The following questions can help students externing in prosecutor and public defender's offices make sense of the allocation of indigent defense resources in their jurisdiction and analyze how that particular allocation affects the experiences of defendants:

- What percentage of the defendants in your jurisdiction are indigent and represented by appointed counsel?
- How does the state live up to its 6th Amendment obligations to indigent defendants in your jurisdiction – through a public defender's office, court appointments, or a mix?
- How is the public defender's office funded? Do you think it is adequately funded? How do funding constraints affect the representation clients receive?
- What is fee structure for appointed attorneys in misdemeanor cases? Felony cases?
- For externs in prosecutor's offices: how do attorneys in your of-

Other Externship Settings and General Externship Seminars

Even for students who are externing in other practice settings, such as corporate legal departments or non-adjudicative government agencies, the externship seminar can provide opportunities to learn and reflect broadly about the profession and the distribution of legal services to the public. I have introduced students to the Heinz Laumann studies of lawyers in Chicago, as well as the more recent After the JD studies, to make the point that a large and growing share of lawyers' services in the U.S. are consumed by corporate and governmental entities.⁶ I ask for a show of hands as to how many students have yet had the experience (in externships or summer internships) of representing a human being as a client versus the number of students who have represented corporate or organizational entities. I then encourage students to reflect on what the divide within the profession means for them and the career paths available to them.

I also ask students to review the preamble to the Model Rules of Professional Conduct and focus in particular on paragraph 6, which addresses lawyers' responsibilities as "public citizens." Paragraph 6 calls on law-

yers to "be mindful of deficiencies in the administration of justice and of the fact that the poor, and sometimes persons who are not poor, cannot afford adequate legal assistance." It also calls on lawyers to "devote professional time and resources and use civic influence to ensure equal access to our system of justice for all those who because of economic or social barriers cannot afford or secure adequate legal counsel." I ask students to reflect on whether and how they observe attorneys in their externship sites living up to the exhortations in that paragraph, and to identify ways they may be able to carry out a "public citizen" role in their own careers.

None of these ideas are especially novel, and many experienced instructors may be incorporating them into their externship pedagogy as a matter of course. But at this moment of growing attention to deep inequalities in the distribution of legal resources and services in this country, it's important to recognize that externships offer a unique curricular opportunity to educate students explicitly and concretely about these inequalities.

Notes

1. Deborah Rhode, *Access to Justice: An Agenda for Legal Education and Research*, 62 J. LEGAL EDUC. 4 (May 2013).
2. Robert Condlin, *Tastes Great, Less Filling: The Law School Clinic and Politi-*

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Externships as a Vehicle for Teaching Access to Justice, continued

cal Critique, 36 J. LEGAL EDUC. 45 (1986).

3. Peter Jaszi, Ann Shalleck, Marlana Valdez & Susan Carle, *Experience as Text: The History of Externship Pedagogy at the Washington College of Law, American University*, 5 CLIN. L. REV. 403 (1999).

4. *Id.* at 413.

5. Jessica Steinberg, *Law School Clinics and the Untapped Potential of the Court Watch*, 6 IND. J. L. & SOC. EQUALITY 176 (2018).

6. John P. Heinz and Edward Laumann, *THE SOCIAL STRUCTURE OF THE BAR*, UPDATED EDITION (1994); J. Heinz, R. Nelson, R. Sandefur and E. Laumann, *URBAN LAWYERS: THE NEW SOCIAL STRUCTURE OF THE BAR*, (2005); *AFTER THE JD: THIRD RESULTS OF A NATIONAL STUDY OF LEGAL CAREERS*.



Spring Miller

is

Assistant Dean for Public Interest and Lecturer in Law

at

Vanderbilt Law School

Good News : Moves, Honors & Promotions

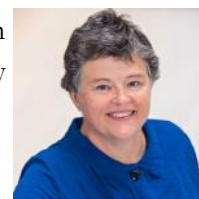


Angela Cornell (Cornell) was awarded Cornell University's Graduate and Professional Student Assembly 2019 Faculty Award for excellence in graduate teaching, advising and mentorship.

K a t h r y n B a n k s
(Washington Univ. St. Louis) won the St. Louis Bar Foundation's 2019 Spirit of Justice Award.



Binny Miller (American) recently received the 2019 A U W C L Innovation in Pedagogy Award.



K a r e n T o k a r z
(Washington Univ. St. Louis) was inducted as a Distinguished Fellow in the International Academy of Mediators.



Darby Scott (Florida State) was elected Chair of the Tallahassee / Leon County Commission on the Status of Women and Girls.

Susan Bennett (American) recently received the 2019 AUWCL Outstanding Faculty Service Award.



Llezlie Green (American) has received tenure and a promotion to Professor of Law.



Anita Sinha (American) was appointed to the Executive Committee of the AALS Section on Clinical Education.



Good News : Moves, Honors & Promotions

The University of Washington, School of Law promoted **Kimberly Ambrose** and **William Covington** to the highest non-tenure rank.



David Colarusso (Suffolk) was promoted to the position of Practitioner in Residence.



Ben Golden (Suffolk) was appointed to the state's Access to Justice Commission by the Massachusetts Supreme Judicial Court.



Sarah Boonin (Suffolk) has been promoted to the role of Director of Clinical Programs.



Catherine LaRaia (Suffolk) became the Director of Investigation and Outreach for the Housing Discrimination Testing Program.



James Matthews (Suffolk) was promoted to the position of Practitioner in Residence.



Chante Brantley and Diane Sumoski (SMU) were recently promoted to Associate Clinical Professor.



Associate Dean for Experiential Education **Kim McLaurin (Suffolk)** has taken on expanded responsibility for the Law School's experiential offerings, including Suffolk's Trial Advocacy and Alternative Dispute Resolution programs.



Diane Sumoski (SMU) was appointed by the Texas Supreme Court's Permanent Judicial Commission for Children, Youth and Families to a workgroup that will create a Parent and Child Representation Toolkit.



Mary A. Lynch (Albany) presented at the 2019 Annual Villanova Law Review Symposium, Gender Equity in Law Schools.



Joe Connors (Albany) was appointed to the New York State Lawyer Assistance Committee and as co-chair of the Capital District Lawyers Helping Lawyers Committee.



Sarah Rogerson (Albany) received a number of awards this year: the AALS Section on Clinical Legal Education's M. Shanara Gilbert Award, Capital District Women's Bar Association Kimberly A. Troisi-Paton Leadership Award, New York State Association of Black and Puerto Rican Legislators Immigrant Excellence Award, and American Immigration Lawyers Association Peter J. Murrett III Pro Bono Champion Award.





Good News : Moves, Honors & Promotions

Nancy Maurer (Albany) presented at the European Network for Clinical Legal Education and International Journal of Clinical Education Conference.



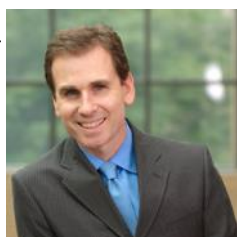
Toby Merrill (Harvard), Director of the Project on Predatory Student Lending, was named to [TIME 100 NEXT](#).



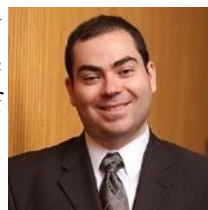
Wendy Vaughn (Northern Illinois) was promoted to Clinical Professor.



Michael W. Martin (Fordham) was promoted to Associate Dean of Experiential Education.



Ron Lazebnik (Fordham), supervising attorney of the Samuel-Glushko Intellectual Property & Information Law Clinic, became the Faculty Director of the Externship Program.



Jaclyn Cherry (South Carolina) was named Director of Clinical Legal Education.



Bennett Gore (South Carolina) was selected to participate in the 2020 Class of Leadership South Carolina, the state's oldest and most recognized leadership development program.



Stephanie Nye (South Carolina) was named a 2019 Mentor of the Year by the South Carolina Supreme Court's Lawyer Mentoring Program and the South Carolina Bar.



Sarah Nissel (Pepperdine) was awarded a Cutting Edge Grant from the Jewish Community Foundation of Los Angeles to extend services to Jewish survivors of domestic abuse and their families.



Jeffrey R. Baker (Pepperdine) received a promotion to Assistant Dean of Clinical Education and Global Programs.



Elizabeth Brundige (Cornell) was promoted to Clinical Professor of Law.



Tiffany Murphy (Arkansas Fayetteville) achieved a significant victory for her client, Karl Fontenot. A federal judge issued a ruling detailing the grounds for Mr. Fontenot's actual innocence after he has spent three decades in prison. The case is the subject of the John Grisham book "The Innocent Man."



Briana Beltran (Cornell) was promoted to Visiting Lecturer of Law.



Courtelyou Kenney (Cornell) was promoted to Visiting Lecturer of Law and Associate Director of the First Amendment Clinic.





Good News : Moves, Honors & Promotions

Michele Gilman (Baltimore) is spending a sabbatical year as a faculty fellow at Data & Society, researching digital privacy harms facing low-income communities.



Elizabeth Keyes (Baltimore) received the Maryland Hispanic Bar Association 2019 Achievement Award.



Margaret E. Johnson (Baltimore) has been appointed as the first Associate Dean for Experiential Education at UB Law.



Megan Bess (UIC—John Marshall) joined the Law School as an Assistant Professor of Law and Director of the Law School's Externship Program.



Alicia Alvarez (UIC—John Marshall) joined the Law School as Professor of Law and Associate Dean for Experiential Education.



Sarah Dávila-Ruhaak (UIC—John Marshall) joined the full-time faculty as Assistant Professor of Law and Director of the Human Rights Clinic.



Yelena Duterte (UIC—John Marshall) joined the Law School as an Assistant Professor and Director of the Veterans Legal Clinic.



Lauren Bartlett (Saint Louis) joined the SLU Law faculty and will launch a new Human Rights at Home Litigation Clinic in the Spring semester.



Sue McGraugh (Saint Louis) was invited to teach as a guest professor in the US Law Program at Pazmany Peter Catholic University (Budapest).



Dana Malkus (Saint Louis) received a For the Common Good Award from Legal Services of Eastern Missouri for her work with the St. Louis Vacancy Collaborative.



Professor Emeritus **John Ammann (St. Louis)** received the Michael Scher Award from the ABA Forum on Affordable Housing and Community Development Law. John was also recognized by SLU Law's William C. Wefel Center for Employment Law with its John E. Dunsford Award for his exceptional achievement and service in the field of labor and employment law



Brendan Roediger and Dana Malkus (Saint Louis) were promoted to full professors.



Barbara Babb (Baltimore) presented to the International Advisory Council and Family Justice Practice Forum in Singapore.



Jaclyn Kelley-Widmer (Cornell) will launch a pilot clinic for 1Ls.





Good News : Moves, Honors & Promotions

Wendy Bach

(Tennessee) was promoted to full professor receiving a unanimous vote of the faculty. Wendy is the Chair-elect of the AALS Clinical Section and will lead the Section as Chair in January.



Eric Amarante

(Tennessee) was selected as a Bellow Scholar. At the Tennessee College of Law awards celebration, Eric was honored with the Carden Award for outstanding service to the institution and with the Wilkinson Junior Research Award for his article "Unregulated Charity," 94 Washington Law Review 4 (2019).



Joy Radice

(Tennessee) received the Marilyn V. Yarbrough Faculty Award for Writing Excellence for her article "The Juvenile Record Myth," 106 Georgetown Law Journal 365 (2018). Joy was also named the YWCA Educator of the Year.



New Clinicians

Katherine Meyer (Harvard) joined the Animal Law & Policy Clinic as a Visiting Professor of Law. She has been a practicing attorney in Washington D.C. since 1976.



Kate Barnekow (Harvard) joined the Animal Law & Policy Clinic as a Clinical Fellow. Kate graduated from Harvard Law School in 2019. While in school, she worked as a legal intern for the Humane Society of the United States.



Gary Allen (Harvard) joined the Housing Law Clinic at the WilmerHale Legal Services Center as a Clinical Instructor. He has practiced housing law at Greater Boston Legal Services and was a supervising attorney at Boston College Law School.

Beatrice Lindstrom (Harvard) joined the International Human Rights Clinic as a Clinical Instructor. Prior to joining IHRC, Beatrice was Legal Director of the Institute for Justice & Democracy in Haiti.



Morgan Franklin (Harvard) joined the Negotiation & Mediation Clinical Program as a Clinical Fellow. Morgan graduated from Tulane University with a B.A. in Political Economy and Harvard Law School with a J.D. in 2017.



Meredith Shih (Harvard) joined the Criminal Justice Institute as a Clinical Instructor. Previously, Meredith was an associate attorney at Wood & Nathanson, LLP, focusing on indigent post-conviction defense.



Sherley Cruz (Tennessee) joined the College of Law as an Assistant Professor teaching in the Advocacy Clinic. Sherley has incredible clinical teaching experience from Boston University, Suffolk, and most recently, American.

Audrey Murillo (Harvard) joined the Criminal Justice Institute as a Clinical Instructor. Prior to joining the CJI, Audrey focused her practice on Juvenile Delinquency and Youthful Offender defense.



Anna Rickels (Tennessee), UT Class of 2014, joined the College of Law as a fellow to launch our ExpungeTN project.





New Clinicians

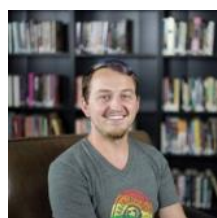
Lisa Hoppenjans (Washington Univ. St. Louis) has been appointed Director of the new First Amendment Clinic. Lisa previously was with Dowd Bennett, LLP, where she was a litigation partner and notably obtained dismissal of all charges on behalf of journalists covering protests in Ferguson, Missouri.



Tara Rocque (Washington Univ. St. Louis) has been appointed Assistant Director of the Interdisciplinary Environmental Clinic. Before joining WashU, Tara spent ten years as a litigator with Greensfelder, Hemker & Gale, Schlichter, Bogard & Denton, and the Missouri Attorney General's Office.



Wolf Smith (Washington Univ. St. Louis) joins the Law School as the Hon. Richard B. Teitelman Economic Justice Fellow in the Community Justice and Mediation Clinic.



Jennifer Stoll (Washington Univ. St. Louis) joins the Law School as a Supervising Attorney in the Low Income Taxpayer Clinic.



Todd Arena (Albany) joined The Justice Center's Community Economic Development Clinic as a staff attorney.



Ian Matthew Kysel (Cornell) joined the Clinical Program as a Visiting Assistant Clinical Professor of Law. He co-teaches the Asylum and Convention Against Torture Clinic and is a co-founder and directs the work of the International Migrants Bill of Rights (IMBR).



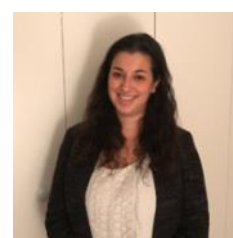
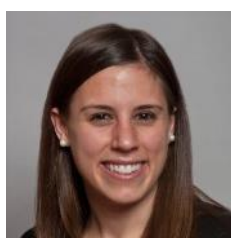
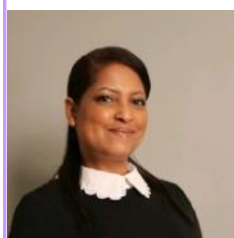
Tyler Valeska (Cornell) joined the Clinical Program as the French Family First Amendment Fellow in the First Amendment Clinic. Before coming to Cornell, he clerked for Judge Aleta Trauger and was a litigation associate for Gibson, Dunn & Crutcher.



Neha Lall (Baltimore) is Director of Externships and Professor of the Practice. Prior to joining the UB Law faculty, Neha practiced as a civil legal aid attorney for over fifteen years representing low-income clients and survivors of abuse.



UIC—John Marshall Law School welcomed six staff attorneys to its clinics: **Joan Clay** (Community Enterprise & Solidarity Economy Clinic); **Audrius Aleksionas** and **Nicolas Kurutz** (Fair Housing Legal Support Center & Clinic); **Sarah Sallen** (Pro Bono Litigation Clinic); **Jillian Berner** and **Samantha Stiltner** (Veterans Legal Clinic).





New Clinicians

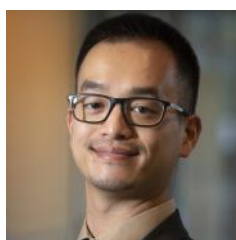
Alexandra Smith (Baltimore) teaches in the Mediation for Families Clinic and the Legal Data and Design Clinic. Previously, Ali worked as the Network Manager of the Victim Legal Network of DC designing tech-facilitated, cooperative infrastructure to improve access to justice for crime victims.



Katy Clemens (Baltimore) teaches in the Bob Parsons Veterans Advocacy Clinic. Previously, Katy was an appellate litigator with the National Veterans Legal Services Program.



Veryl Pow (Baltimore) teaches in the Community Development Clinic. Previously, Veryl was a Skadden fellow and Associate Counsel with the Criminal Justice Project at the Lawyers' Committee for Civil Rights Under Law.



Tom Leatherbury (SMU) will join Dedman School of Law to launch a First Amendment Clinic in Fall 2020. Professor Leatherbury is a partner at the law firm of Vinson & Elkins LLP. He serves as the practice group leader of the firm-wide Appellate practice and has forty years of experience in state and federal appeals and trials.



Ben Golden (Suffolk) joined the Health Law Clinic as a Clinical Fellow.



Emma Scott (Harvard) joined the Food Law and Policy Clinic as a Clinical Instructor. Her previous legal experience includes serving as a Staff Attorney/Fellow at California Rural Legal Assistance Foundation in the Labor and Civil Rights Litigation Unit.



Deanna Parrish (Harvard) joined the Dispute Systems Design Clinic as a Clinical Instructor. Most recently, Deanna worked in dispute resolution across the Asia-Pacific region as the Principal Consultant for CMA Consulting Group.



Aminta Ossom (Harvard) joined the International Human Rights Clinic as a Clinical instructor. Prior to joining IHRC, Aminta was a human rights officer at the United Nations.



Melissa Shapiro (Harvard) joined the Food Law and Policy Clinic as a Clinical Instructor. Melissa served as a consultant to the UN Office of the High Commissioner for Human

Rights.



Samir Hanna (Harvard) joined the Legal Aid Bureau as a Clinical Instructor. Prior to joining HLAB, Samir taught at the University of Michigan Law School Unemployment Clinic.

Good News: Books & Publications



Jill C. Engle (Penn State University Park), *There Isn't Any Dumpster*, 27 *Am. U. J. Gender, Soc. Pol. & L.* 127 (2019).

Jennifer Fan (University of Washington), *Employees as Regulators: The New Private Ordering in High Technology Companies*, *UTAH L. REV.* (forthcoming 2019); *Innovating Inclusion: The Impact of Women on Private Company*



Boards, 46 *FLA. ST. U. L. REV.* 345-413 (2019); *Woke Capital: The Role of Corporations in Social Movements*, 8 *HARV. BUS. L. REV.* (forthcoming 2019).

Edward W. De Barbieri (Albany), *Lawmakers as Job Buyers*, 88 *Fordham L. Rev.* 15 (2019); *Urban Anticipatory Governance*, 46 *Fla. St. U. L. Rev.* 75 (2019); *Connecting Community Control of Infrastructure and Economic Development with Race and Privilege*, 28 *J. Aff. Hous. & Cmty. Dev. L.* 213



(2019); *Thematic Overview: Race, Place, and Pedagogy in Achieving Access to Justice Through Community Economic Development*, 27 *J. Aff. Hous. & Cmty. Dev. L.* 467 (2019).



Jaqueline Nolan-Haley (Fordham), co-authored *Global Issues in Mediation*, West Academic Publishing, June 10, 2019.

Josh Gupta-Kagan (South Carolina), *America's Hidden Foster Care System*, 72 *Stan. L. Rev.* (forthcoming 2020).



Leigh Goodmark (Maryland), *The Impact of Prosecutorial Misconduct, Overreach, and Misuse of Discretion on Gender Violence Victims*, 123 *Dickinson Law Review* 627 (2019); co-authored, "Re-Envisioning Protective Orders for Domestic Violence," in *Civil Court Responses to Intimate Partner Violence* (Cognella Academic Publishing 2019); *Victims shouldn't be forced to testify against partners*, *Baltimore Sun*, September 9, 2019; *Stop Treating Domestic Violence*



Differently From Other Crimes, *New York Times*, July 23, 2019; co-authored, *Understanding and Addressing Women's Use of Force in Intimate Relationships: A Retrospective*, 25 *Violence Against Women* 56 (2019); co-authored *Is There a Protection Order to Prison Pipeline? Gendered Dimensions of Cross-Petitions*, *Journal of Aggression, Maltreatment & Trauma* (2019).

Peter Joy (Washington Univ. St. Louis), *Challenges to Legal Education, Clinical Legal Education, and Clinical Scholarship*, 26 *CLINICAL L. REV.* 237 (2019); co-authored, *Brief of Legal Ethics*



Scholars In Support of State's Motion for New Trial (Lamar Jackson) (Oct. 2019); *Judges' Misuse of Contempt in Criminal Cases and Limits of Advocacy*, 50 *LOY. U. CHI. L.J.* 907 (2019); *Special Counsel Investigations and Legal Ethics: The Role of Secret Taping*, 57 *DUQUESNE U. L. REV.* 252 (2019).

Jaya Connors (Albany), *Advocating for Child Clients in Custody Cases Involving Parental Alienation Issues*, —28 *Widener Commonwealth Law Review* 5 (2019).



Elizabeth Donovan (Ave Maria), *Fight Online Sex Trafficking Act & Stop Enabling Sex Traffickers Act: A Shield for Jane Doe*, Volume 52: Issue 1, *Connecticut Law Review* (forthcoming Fall 2019); *Catholic Social Teaching and Neo-Abolitionism: Tearing Down the House of the Rising Sun*, Volume 67: Number 3, pages 321-350, *Cleveland State Law Review* (2019); *Same As It Ever Was: In Support of the Rights of Sex Trafficking Victims*, Volume 36: Number 4, pages 489-634, *Quinnipiac Law Review* (2018).



Monika Batra Kashyap (Seattle), *Unsettling Immigration Laws: Settler Colonialism and the U.S. Immigration Legal System*, *FORDHAM URB. L. J.* (forthcoming Spring 2019).



Good News: Books & Publications



Lisa Martin (South Carolina), *Litigation as Parenting*, 95 N.Y.U. L. **REV.** (forthcoming 2020).

Tanya Asim Cooper (Pepperdine), *#SororityToo*, 2020 Mich. St. L. Rev. (forthcoming).



Tim Tarvin (Arkansas Fayetteville), *The Fifth Amendment Privilege Against Self-Incrimination in Bankruptcy: Protecting Clients and Avoiding Professional Error*, forthcoming in *The Advocate* (the official publication of the Idaho Bar).

Llezie L. Green (American), *Wage Theft in Lawless Courts*, 107 Cal. L. Rev. 1303 (2019).



Annie Smith (Arkansas Fayetteville) will publish *Prosecuting Labor Trafficking* in the South Carolina Law Review.

Sandra Babcock (Cornell), *Navigating the Moral Minefields of Human Rights Advocacy in the Global South*, 17 Nw. J. Hum. Rts. 51 (2019).



Sheri Lynn Johnson (Cornell), **John H. Blume (Cornell)**, & **Amelia Courtney Hritz (Cornell)**, *Convictions of Innocent People with Intellectual Disability*, 82 Albany Law Review 1031 (2018).



Angela Cornell (Cornell), "Teaching Note: International Labor Rights," in *Teaching Business and Human Rights Handbook* (Teaching Business and Human Rights Forum, 2019).

Sital Kalantry (Cornell), *Acid Attacks in India: The Case for State and Corporate Accountability for Gender-Based Crimes*, in *Human Rights in India* (Satvinder Juss, ed., Rutledge Research in Human Rights Law, 2019) (with Jocelyn Getgen-Kestenbaum).



Sheri Lynn Johnson (Cornell) (pictured above), **John H. Blume (Cornell)** (pictured above), Emily Paavola, & Lindsey Vann, *Protecting People with Intellectual Disability from Wrongful Execution: Guidelines for Competent Representation*, 46 (4) Hofstra Law Review 1167 (2018).

Keir M. Weyble (Cornell), **John H. Blume (Cornell)** (pictured above), & Emily C. Paavola, *The Federal Habeas Corpus Update* (21st edition) (Administrative Office of the United States Courts).



Estelle McKee (Cornell); Daniel J. Van Lehman, *Removals to Somalia in Light of the Convention Against Torture: Recent Evidence from Somali Bantu Deportees*, 33 Georgetown Immigration Law Journal 357 (2019).



Good News: Books & Publications



Emily Broad Leib (Harvard), co-authored *The New Food Safety*, in *California Law Review*, Volume 107, No. 4 (2019).

Jaclyn Kelley-Widmer (Cornell), Beth Lyon (Cornell), and Stephen Yale-Loehr (Cornell), *What Every (Non-Immigration) Lawyer Needs to Know, in Is America Fulfilling Its Promise: Safeguarding Legal Protections for Immigrants* (Scott Fine and Rose Mary Bailly eds., New York State Bar Association, 2019).



Phil Waters (Harvard) contributed to a *Clinics Review Articles: Infections Disease Clinics of North America* titled: *Overcoming Barriers to Eliminate Hepatitis C, An Issue of Infections Disease Clinics of North America, Volume 32-2, 1st Edition* (May 2019).



Stephen Yale-Loehr (Cornell) (pictured above), *How to Challenge Gang Designations in Asylum Cases*, 24 *Bender's Immigr. Bull.* 1169 (Oct. 1, 2019); co-authored *Immigration and Nationality Law: Problems and Strategies* (2d edition), Carolina Academic Press (2019).

Esme Caramello (Harvard) co-wrote an article published in *Boston Bar Journal*, Volume 63, No. 4 titled *Where a Lawyer Makes All the Difference – And Only One Side Has One: Adjarte and the Urgent Need for Court Reform and a Right to Counsel in Eviction Cases*.



Jaclyn Kelley-Widmer (Cornell) (pictured above), has an article forthcoming in the *Cornell Journal of Law & Public Policy* titled *A Step Too Far: Matter of A-B-, "Particular Social Group," and Chevron*.

Laura Cohen (Rutgers Newark), *RIGHTS, RACE, AND REFORM 50 YEARS OF CHILD ADVOCACY IN THE JUVENILE JUSTICE SYSTEM* (CO-EDITED WITH KRISTEN HENNING AND ELLEN MARRUS) (ROUTLEDGE PUBLISHING, 2018).



Jon Dubin (Rutgers Newark), *SOCIAL SECURITY DISABILITY LAW AND PROCEDURE IN FEDERAL COURT* (2019 EDITION; CO-AUTHORED WITH CAROLYN A. KUBITSCHKE) (THOMSON REUTERS PUB. CO.) (2019); *2019 UPDATE FOR SOCIAL SOCIAL SECURITY LAW, POLICY & PRACTICE: CASES AND MATERIALS* (CO-AUTHORED W/ FRANK S. BLOCH, AMERICAN CASEBOOK SERIES, WEST ACADEMIC PUB. CO.) (JUNE 2019).



Sandy Freund (Rutgers Newark), *Restrictions on Travel – Where Will the IRS Extend its Arm Next?*, 160 *TAX NOTES* 1861 (2018); *IRS Retirement Levies What's Become of a Secure Future?*, 158 *TAX NOTES* 507 (2018).



Anju Gupta (Rutgers Newark), *Immigration and Naturalization Section*, in *ABA YEAR IN REVIEW* (co-authored with Samantha Rumsey) (American Bar Association, Kevin J. Fandl, et al. eds, Summer 2018).



Good News: Books & Publications

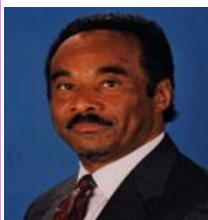


Kelly Alison Behre (UC Davis), *Deconstructing the Disciplined Student Narrative and Its Impact on Campus Sexual Assault Policy*, 61 *Ariz. L. Rev.* 885 (2019).

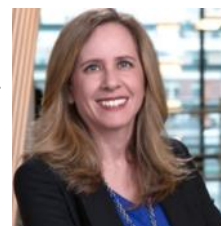
Jane K. Stoeber (UC Irvine), *Access to Safety and Justice: Service of Process in Domestic Violence Cases*, 94 *WASH. L. REV.* 333 (2019); *The Ultimate Abuse: Perpetrating Domestic Violence Through Child Abduction*, 25 *DOMESTIC VIOLENCE REP.* 9 (2019); *Empowerment, Stress, and Depressive Symptoms Among Female Survivors of Intimate Partner Violence Attending Personal Empowerment Programs*, *J. Interpersonal Violence* (with Esmeralda Garcia, Peiyi Wang, & Ilona Yim) (forthcoming 2019).



Robert Holmes (Rutgers Newark), *A MAYOR FOR ALL THE PEOPLE: KENNETH GIBSON'S NEWARK* (ROBERT HOLMES & RICHARD ROPER EDS. RUTGERS UNIVERSITY PRESS 2019).



Michele Gilman (Baltimore), *The Future of Clinical Legal Scholarship*, 26 *Clinical L. Rev.* 189 (2019); Commentary on *Wyman v. James*, in *Feminist Judgments: Reproductive Justice Rewritten* (Kimberly Mutcherson, ed., Cambridge U. Press, forthcoming 2019); Chapter, *A Red State Assault on the Poor*, in *Cracks in the Safety Net: Federalism and Poverty* (Cambridge U. Press, Ezra Rosser, ed. Cambridge U. Press, 2019); *Expanding Frameworks: An Economic Justice Approach to Digital Privacy*, *Data & Society Points*, Nov. 6, 2019.



Alexis Karteron (Rutgers Newark), *When Stop and Frisk Comes Home: Policing Public and Patrolled Housing*, 69 *CASE W. RES. L. REV.* 669 (2019).

Randi Mandelbaum (Rutgers Newark), *Supporting Immigrant Children and Youth: What Pediatricians and Other Clinicians Can Do*, *PEDIATRIC CLINICS* (accepted for publication, forthcoming 2019); Co-authored, *A Pathway to Permanency: Collaborating for the Futures of Children who are Immigrants in the Child Welfare System*, Vol. 96, No. 6 *CHILD WELFARE* 25 (2019).



Margaret E. Johnson (Baltimore) published *Braiding the Strands of Narrative and Critical Reflection with Critical Theory and Lawyering Practice*, 26 *CLINICAL L. REV.* 203 (2019) (with Carolyn Grose); *Menstrual Justice*, 53 *UC Davis L. Rev.* 1 (2019) (lead article); and *The Ground on Which We All Stand: A Conversation About Menstrual Equity Law and Activism*, *Mich. J. Gender & L.* (2019) (forthcoming) (with Bridget J. Crawford, Marcy L. Karin, Laura Strausfeld, and Emily Gold Waldman).



Jodi Balsam (Brooklyn), *Teaming Up to Learn in the Doctrinal Classroom*, 68 *JOURNAL OF LEGAL EDUCATION* 261 (Spring 2019).



Joanne Gottesman (Rutgers Newark), co-authored *A Pathway to Permanency: Collaborating for the Futures of Children who are Immigrants in the Child Welfare System*, Vol. 96, No. 6 *CHILD WELFARE* 25 (2019).



Norrinda Brown Hayat (Rutgers Newark), *Urban Decolonization*, 24 *MICH. J. RACE & L.* 75 (2018).



Good News: Books & Publications



Penny Venetis (Rutgers Newark), *Misrepresenting Well-Settled Jurisprudence: Peddling “Due Process” Clause Fallacies To Justify Gutting Title IX Protections For Girls And Women*, 40 WOMEN’S RTS. L. REP. 126 (2019); co-authored *Misinformation campaign*

is at the center of opposition to common sense sex trafficking legislation (op-ed), THE HILL (March 19, 2018); *Affirmative Action isn’t pushing smarter kids out of college, professor says. Wealthy kids are* (op-ed), NEWARK STAR LEDGER (March 13, 2019).

Sherley Cruz (Tennessee), *Coding for Cultural Competency: Expanding Access to Justice with Technology*, 86 TENNESSEE LAW REVIEW 347 (2019).



Brian Krumm (Tennessee), *Entrepreneurial Law*, West Academic (2019) with George Kuney; *Regulatory Policy in the Trump Era and its Impact on Innovation*, 70 MERCER LAW REVIEW 685 (2019) (symposium issue).



Eric Amarante (Tennessee), *Criminalizing Immigrant Entrepreneurs (and Their Lawyers)*, 61 BOSTON COLLEGE LAW REVIEW 4 (Forthcoming, 2020); *Unregulated Charity*, 94 WASHINGTON LAW REVIEW 4 (Forthcoming, 2019).



Wendy Bach (Tennessee), *Prosecuting Poverty, Criminalizing Care*, forthcoming 60 WILLIAM & MARY LAW REVIEW 809 (2019); *Federalism, Entitlement, and Punishment Across the US Social Welfare State* in Ezra Rosser, *Holes in the Safety Net: Federalism and Poverty*, Cambridge University Press, (2019); *Critical Theory and Clinical Stance*, 26 CLINICAL LAW REVIEW 81 (2019)



Lucy Jewel (Tennessee), *Does the Reasonable Man Have OCD?* 54 WAKE FOREST LAW REVIEW (forthcoming, 2019) .



Retirements & Emeritus

Marcella Silverman (Fordham), supervising attorney in the Consumer Litigation Clinic, will retire at the close of the Spring 2020 semester.



What is **CLEA**?

More than 25 years ago, clinical legal educators perceived the need to establish an organization that was separate from the AALS Clinical Section. The Clinical Legal Education Association was incorporated in 1992, in part to enable clinicians to act swiftly and independently – something the Clinical Section cannot do because of its status within the AALS. Another goal in creating CLEA was to broaden our community by allowing membership for many individuals who do not meet the eligibility requirements of the Clinical Section. CLEA and the Clinical Section do not compete; rather, the two organizations collaborate and their interests often overlap. CLEA urges clinical teachers to belong to both entities.

CLEA is currently engaged in activities such as:

- Advocating on behalf of its members with the ABA Council on Legal Education and State Bars to further excellence in legal education;
- Supporting individual schools, programs, and teachers who face political interference and other threats;
- Working with the Clinical Section and NYU Law School to publish the peer-reviewed Clinical Law Review;
- Presenting the biennial New Clinicians Conference and other programs specifically designed for new clinical teachers at regional and other conferences;
- Supporting amicus briefs on topics important to clinical legal education;
- Commissioning and publishing *Best Practices for Legal Education: A Vision and a Roadmap* (Stuckey, et al, 2007), and supporting the publication of *Building on Best Practices: Transforming Legal Education in a Changing World* (Maranville, Bliss, Kaas and Sedillo Lopez, et al, 2015);

CLEA POSTS [CLINICAL JOBS](#)

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Advocating for clinical legal
education as fundamental to a
lawyer's education.
Real Cases,
Real News

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