

CLINICAL LEGAL EDUCATION ASSOCIATION

NEWSLETTER

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JANUARY, 2001

PRESIDENT'S MESSAGE



Carolyn Wilkes Kaas
Quinnipiac

It's 2001. For real. So many things have occurred that, at one time or another, did not seem remotely possible to me.

In 1968, when I first saw the movie, I (like every other teenager, I suspect) speculated about life, at least *my* life, in 2001. I could not imagine being a 46 year old woman, and had absolutely no idea that law, or teaching, was in my future. I could not even envision myself using a computer. One thing that is the same is that I loved the Beatles then, and I love the Beatles now.

In 1983, I became a mother for the first time. I distinctly

remember cradling my daughter while performing the obligatory calculation, realizing that she would turn 18 in 2001, and would most likely graduate from high school that year. Seemed like plenty of time to plan and save for college. Here we are: Class of '01. Bank account balance: ... never mind. Blessedly, my daughter's favorite music group is the Beatles, so I did *something* right.

In 1992, I attended my first AALS Clinical Teacher's conference. It was in Albuquerque. I was in my third year of law teaching, and still felt clueless. I knew I was a good lawyer, but had not figured out what it meant to be a good law teacher, clinical or otherwise. I was immersed in doctrinal and trial advocacy concerns, and was trying to figure out how best to teach interviewing and counseling, but had not yet read a single article on clinical teaching. I was just beginning to formulate the right questions about what I was trying to do and why, and went to the conference looking for some answers.

Boy, did I find them. But I also found that I was not yet equipped to understand even half of what the amazingly evolved people I met were talking about.

This was not the language spoken at my school. I felt like one of the apes reaching out tentatively to touch the sleek, granite monument. I was thrilled by, but also very intimidated by, the sophisticated ways in which people spoke of engaging students on the quest to be reflective practitioners, learning contracts, teaching about values and difference, setting goals for one's clinical program (people did that ???) and even the struggle for parity for clinical teachers. How could I possibly absorb everything? The authors of some of the great writings on my "Must Go Home and Read" list strolled by me at regular intervals. A group of politically-savvy clinicians went out to dinner on Cinco de Mayo that year and decided that they needed to form an organization separate from the AALS Clinical Section, and they named it CLEA. Would I *ever* feel worthy of being a member of this group and that I had anything to offer? Would I *always* feel like I had come to a pot-luck dinner with store-bought cookies, when everyone else cooked like Emeril?

It's 2001. For real. I sit at my computer, listening to the Beatles, and waiting for my daughter's college acceptance letters, and you all thought well enough of me to elect me, Carrie Kaas, as the president of CLEA. Ain't life amazing?

So, what should I do to live up to this awesome honor? If I've learned anything, it is that:

- (1) goal-setting is important;
- (2) you can't do everything every year;
- (3) one should borrow heavily

from the great minds of one's predecessors (and the Board) with appropriate attribution, of course.

Your CLEA Board has been formulating goals and game plans all along, and I will see to it that these plans continue. We do not seek to duplicate the work of the AALS Section on Clinical Education, but rather to complement it and fill the gap that the CLEA founders correctly perceived: there are some things that clinical teachers can do better as an independent group. Our efforts fall into three main themes: **1. R-E-S-P-E-C-T.** (I *also* loved Aretha in 1968 and still love her.)

As I danced to this song at the CLEA event in San Francisco a few weeks ago, I realized that this could be our theme song. Sadly, so much of our time still needs to be spent working to improve the status of and regard for clinical teachers and teaching. CLEA devotes much of its efforts and resources to being a voice for clinical education with the ABA and other entities. The Standards for Accreditation that effect the security and rights of clinical teachers and legal writing teachers remain at the fore, as well as very important debates on the degree to which legal education today truly prepares our students to practice law competently, passionately, and humanely. (See Jay Pottenger's report for details, in this newsletter.)

Oh yes, there has been progress. We are all still riding the high of having Elliott Milstein complete a year as President of the AALS. He challenged law schools

and *all* law professors to find ways to commit to promoting access to equal justice, asking them not to leave that task just to their clinics. The resulting *Equal Justice Colloquia* are still in progress. And to his everlasting credit, he then used his office to question the point of the “tiresome debate” over the faculty status and governance rights of clinicians. (See the AALS Newsletter, Number 2000-4, November, 2000.) But of course, Elliott’s point is that we are still having this debate, despite the smashing success of thirty years of clinical education.

So, it is clear that we need to “keep on keepin’ on” in this area. Yes, it affects the quality of the lives of those of us who do this work, on issues like pay, job security, and the ever-elusive respect of one’s peers. That alone makes it a worthwhile endeavor. But most of us believe quite passionately that all lawyers, law students, *and their future clients* suffer as well when clinical and legal writing teachers are cut off from full “[p]articipation in the deliberations over the directions of our law schools and in the intellectual communities they constitute.” (See Elliott’s message, supra.) Moreover, without tenure, the academic freedom of these teachers suffers, eroding their ability to take on controversial cases and causes, write provocative articles, “speak truth to power” on legal education issues in any and all fora, and yes, to take pedagogical chances in our classrooms. Silencing some of the voices may make faculty meetings

shorter, but it does so at a terrible cost to legal education and critical thinking, and to the communities we serve.

2. Challenge Ourselves

I tried, but can’t think of a song title or lyric that captures the notion that Kim O’Leary expressed two years ago, when as the Chairperson of the Section, she asked us to “challenge ourselves with the same vigor and to the same high standards we challenge our students, our client’s opponents, and our institutions.” (See AALS Section Newsletter, Vol.99, No. 1, April 1999.) This is an on-going and over-arching clarion call for excellence. But CLEA has a role to play in this regard, as well. We intend to revive the periodic discussion of the need for guidelines, or standards for good practices in our own work. Should CLEA start “certifying” whether or not programs meet these standards of good practice? Would it help us achieve credibility in the academy and at individual schools or would it thwart us? Sandy Ogilvy (Catholic), Vanessa Merton (Pace), Roy Stuckey (U.So.Carolina), and Peter Joy (Wash U.) have been working in this area, and if all goes well, will be resuming the discussion in Montreal in May at the next CLEA general meeting, and in Chicago in August, at the third annual CLEA Summer Workshop.

3. We Are Family

This song closed out the CLEA Dance in San Francisco. *Everyone* present danced together. (It was only 10:30 p.m. – we *are*

getting old.) It was a warm moment.

What is CLEA's role in this regard? Of course, much of the feeling of family comes naturally and spontaneously from the support we derive from each other by gathering periodically to recognize - and celebrate - our common endeavor. But there are more formal ways that CLEA can and does help.

A. Gatherings:

-The CLEA Conference Committee continues to encourage people to have regional or substantive conferences, and has some limited grants available to support these efforts. Bob Seibel is chairing that committee: seibel@mail.law.cuny.edu.

- Moreover, CLEA plans to continue its practice of sponsoring some sort of event at every AALS Annual Meeting in January and springtime Conference or Workshop of the AALS Section on Clinical Education. Of course, part of the logic is to encourage you to attend our business meetings, but we like to play. This past January, Hastings College of Law hosted the CLEA General Meeting and co-sponsored a reception and Dinner-Dance. Thanks to Mark Aaronson (Hastings) for making all the arrangements. In addition to our regular business (reported elsewhere in this issue), we thanked Stacy Caplow (Brooklyn) for her year as the hardworking CLEA president. Most important, though, we witnessed the ceremonial passing of the CLEA checkbook from Mark Heyrman (U Chicago) to Suzanne Levitt (Drake).

Mark was a founding member of CLEA and has been its Secretary/Treasurer for nine years. He is its institutional memory, and simply put, CLEA would not exist, nor would it be as well-regarded by the ABA and others, without Mark's efforts and his wise counsel. Thank you, Mark, for *everything*.

- The next CLEA general meeting will occur in May in Montreal, when we gather for the Section's workshop at Le Centre Sheraton. Watch the list for notices of times, but the meeting will most likely occur on Wednesday May 9, after the opening reception.

- CLEA will continue its practice of holding Summer Workshops, scheduled to coincide with the ABA Annual Meeting. Next one: CHICAGO, tentatively set for August 4. Our purpose is to continue improving involvement by clinical teachers in the ABA's Section on Legal Education and Admission to the Bar. Most faculty belong to that Section automatically, and are voting members. Important issues affecting legal education come through that Section. By sponsoring a Workshop on the same day, CLEA hopes to be able to increase attendance at the Section's program and business meeting. Periodically, CLEA has issued rallying cries to "get out the vote" on a certain issue, but we believe that we improve our credibility if our participation is steady, and does not center only on those issues that affect clinicians. Those of you in the Midwest, in particular: See you in August!!

Peter Joy will be organizing the August event. joy@wulaw.wustl.edu

B. Mentoring & Orientation:

- CLEA holds a Conference for New Clinical Teachers every other year, once again scheduled to coincide with the AALS Workshop. The next one is coming up: May 9 in Montreal.

CLEA also publishes a handbook that compiles some of the basic materials in one place that people new to clinical teaching might need. Next edition will be available in May. (See announcement elsewhere in this newsletter.)

C. Communication & Inclusion:

- The Clinical Law Review, which CLEA cosponsors, continues to produce excellent scholarship.

- The CLEA Website is undergoing review. The Board voted to form a committee to decide what else should be collected and made more accessible through this site. For example, people periodically call for compilations of materials that others have collected, but there is no universal and easy way to disseminate these collections. **WE NEED**

VOLUNTEERS who either HAVE such collections or want to work on identifying and gathering those collections. The committee will then work with Bob Seibel, webmaster, on the technical aspects. **For now, contact me if you have collections to “donate” or want to be on the committee:**

carolyn.kaas@quinnipiac.edu

- The CLEA membership policy is also under review. We have also formed a committee to develop strategies for increasing

membership: to full-time clinical teachers at ALL law schools; to adjuncts, field supervisors and others interested in clinical teaching issues but who are not full time faculty members; to international colleagues. We are also going to have to reexamine our unified structure for dues and “free Law Review to all members” policy. But CLEA remains committed to wide access and membership philosophy, including people who are not permitted to join the AALS Section. **For now, contact me if you want to work on this committee:** **carolyn.kaas@quinnipiac.edu**

- State Delegate

Project: we have people who have volunteered to be “contact people” in about half of our states. CLEA decided we needed to create this kind of network of people who would either be able to give us information about their state bars and important players and judges in each state, and/or to be willing to contact colleagues swiftly when an important issue arises, requiring action beyond the limits of the listserv. **Contact Stacy Caplow to be a delegate.**

scaplow@brooklaw.edu

D. Recognition:

CLEA voted to create a new “Achievement” award, and to consider creating others. See report by Paula Galowitz, Awards Committee Chair.

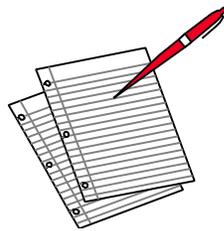
Finally, please permit me to express my thanks and congratulations to Peter Joy, the recipient of the 2001 William Pincus Award, issued by the Section each year. Peter, who just received his award in San

Francisco *and who also happens to be your CLEA Vice President*, is as amazing as everyone who honored him says he is. He is the personification of diligence and integrity. The students and clients at the Wash U. clinic are lucky, indeed. Thus ends my first "State of CLEA" Message. I look forward to traveling with you on our odyssey in 2001. See you in Montreal.

Carrie Kaas:

carolyn.kaas@quinnipiac.edu; 203 582 3234; Fax: 203 582 3237.

NOTICES



CLEA CREATIVE WRITING CONTEST

Deadline January 31, 2001

The CLEA Creative Writing Contest is alive, kicking and soliciting. We're looking for poems, short stories, plays, songs, creative non-fiction - any form of creative writing will be welcomed.

January 31, 2001 is our deadline for receiving submissions.

Last year, our inaugural year, we received over thirty entries. Awards were given in two categories:

(1) poetry and (2) prose. If you want to see what the winning entries look like, take a visit to the CLEA Website:

(<http://clrn.law.cuny.edu/clea/clea.html>).

The contest rules are as follows:

1. Entries are welcomed from all clinical teachers, whether full-time, part-time, or adjunct faculty.
2. Entries must be original work and may have been published previously but not in any publication with a circulation of more than 5000.
3. There is a limit of 3 entries per person. Each entry should be no longer than 25 double-spaced pages using at least a 12-point font (except where artistic reasons dictate departure from this font size) and have no smaller than 1" margins.
4. Entries may be fiction, poetry, songs, plays, creative essays, or any form of creative writing. They need not be law related.
5. Neither the author's name nor any identification of the author should appear anywhere on the manuscript. Instead, a cover page or letter should accompany each submission and should include the title of the work, author's name, address, e-mail address if any, phone number, and home clinical program. This will help maintain anonymity while judging occurs.

6. Entries should be submitted to Calvin Pang, University of Hawaii School of Law, 2515 Dole Street, Honolulu, Hawaii 96822. (808) 956-7474; (808) 956-5569 FAX;

calvinp@hawaii.edu Again, the deadline is **January 31, 2001**.

7. Entries will be judged by an independent panel of judges. The judges will not know the names of the entrants, nor have any other information about the source of the entries.

8. Judging will be completed by mid-April 2001.

9. If there are sufficient entries in several categories there may be several categories of winners. There will be tangible and tasteful recognition given to the authors of the winning entries.

10. CLEA will continue to try to arrange publication of winning entries, and entrants agree to permit such publication, but otherwise will retain all copyright and other legal rights to their work.

VACANCIES ON
BOARD OF EDITORS
OF CLINICAL LAW
REVIEW

Applications are open for three vacancies on the Board of Editors of the Clinical Law Review. The Selection Committee and the Board of Editors urge you to think about whether you are interested, and about others whom you would like to encourage to apply.

Applications should be mailed or faxed to the Selection Committee Co-Chair:

Rod Uphoff
University of Oklahoma
College of Law
300 Timberdell Road
Norman, OK 73019
FAX: (405) 325-6282
Phone: (405) 325-4690
E-mail: ruphoff@ou.edu

Applications must be received by **March 1, 2001**.

As provided in the Review's by-laws, the Selection Committee is made up of two representatives appointed by each of the three sponsoring organizations: AALS, CLEA, and NYU School of Law. The Selection Committee Chair is appointed by the current Board. For this year, the Board has appointed as co-chairs out-going Board members Paul Tremblay and Rod Uphoff. Other members of the committee are Marty Guggenheim, Randy Hertz, Peter Joy, Antoinette Sedillo Lopez, Mary Helen McNeal, and Robert Seibel.

Applicants should send resumes and letters explaining their interest in the position and highlighting the aspects of their experience that they believe are the most relevant. The Selection Committee seeks applications from people committed to the work of the Review and strives to select a board and editorial staff with diverse backgrounds and varying experiences in and approaches to clinical

education. We would encourage anyone with a strong interest in clinical scholarship to apply, including those clinicians just starting in the field as well as those who have labored for many years.

Members of the Board of Editors have four-year terms. Board meetings are held twice a year--once at the AALS annual meeting and once at the AALS spring clinical workshop or conference. Board members must attend at least one of these meetings per year to remain a member. Policy matters for the Review and status of upcoming issues are discussed in these meetings. Between meetings, Board members are asked to review manuscripts and to make recommendations on whether to accept or reject the submissions. The reviewing Board member is expected to give a quick recommendation to the Editors-in-Chief on the acceptance decision, to forward more substantial editorial comments later, and to write rejection letters with substantive comments. Board Members also may take part in editing articles.

Minna Kotkin, Paul Tremblay and Rod Uphoff finish their terms on the Board in May. Feel free to contact any of them, as well as returning Board Members (Jon Dubin, Cecelia Espenosa, Gay Gellhorn, Marty Guggenheim, Peter Hoffman, Jon Hyman or Kate Kruse), former Board Members (Tony Alfieri, Bev Balos, Robert Dinerstein, Steve Ellmann, Paul Reingold, Jim Stark, Nina Tarr, or Leah Wortham), or

the co-Editors-in-Chief (Richard Boswell, Isabelle Gunning, or Randy Hertz) for more information about what is expected of a board member.

Again, resumes and letters of interest for the three Board positions should be received by Rod Uphoff at the address shown above no later than March 1, 2001. Decisions will be made in April in order for the new appointees to attend their first meeting at the May AALS conference in Montreal.

*CALL FOR PAPERS
AND CURRICULAR WORKS
IN PROGRESS*

Two sessions on works in progress will be offered at the May 2001 Clinical Legal Education Workshop in Montreal: one on papers in progress, the other on curricular works in progress, i.e. new courses that a clinician is proposing or beginning to teach. If you want to be considered for the papers session, please send a description and outline of your paper to Isabelle Gunning at Southwestern Univ. (igunning@swlaw.edu) and Ann Juergens at William Mitchell (ajuergens@wmitchell.edu). For curricular works, please send a description and/or syllabus of your course or curriculum revision to the same individuals. The papers and/or syllabi should be in Gunning and Juergens' hands by the end of February 2001. They

will contact you by mid-March as to whether there will be room for you to present your work in one of the sessions. Don't be shy. People are very supportive at these sessions and presenters almost always find the feedback valuable.

The small group discussions (as contrasted with concurrent sessions) at the workshop will also offer time to float ideas for potential scholarship among peers.

*PARTICIPANTS SOUGHT
FOR PILOT PROJECT
TO DEVELOP CLIENT
SATISFACTION FORMS*

Clark Cunningham (Washington-St. Louis) is inviting law school clinics from around the country to participate in the pilot stage of a long-term project to develop a standard methodology for evaluating initial client interviews. The Effective Lawyer-Client Communication (ELCC) project has developed a sample one page form to be filled out by a client at the conclusion of the initial interview. The form is designed to be applicable to any kind of initial interview. A separate form has also been designed to be filled out by the interviewer. Both forms are then sent to Washington University and an analysis will be sent back to the participating clinic (at no cost to the clinic). Neither the client's identity nor any

confidential case information is disclosed on the forms.

For more information please visit the ELCC web site (/ls.wustl.edu/Communication/) or contact Clark Cunningham (cunningc@law.wustl.edu or 314-935-6413). The web site is set up so that all the necessary forms and information can be downloaded and immediately put to use.

COMMITTEE REPORTS

Accreditation Committee
J.L. Pottenger, Jr. (Yale)

ABA UPDATE
Law School
Accreditation Process

Site Visits

Stacy Caplow (Brooklyn) is seeking volunteer clinicians to help fill openings on ABA-sponsored site visit teams. Please contact her immediately (SCAPLOW@pcm.brooklaw.edu) if you are willing to help out during the current Term. CLEA is also working to strengthen the training clinicians (and others) participating in the site-visit process receive, and to arrange an "Accreditation Workshop" at the May meetings in Montreal.

Standards

The Standards Review Committee (SRC) of the ABA's

Section of Legal Education held a brief hearing in San Francisco during the AALS Annual Meeting. The Committee heard testimony on several issues of interest to clinical and skills-training folks, including proposed draft revisions to Standards 302 (regarding the law school curriculum) and 405 (job security, governance rights, etc.).

CLEA did not offer any formal testimony at this hearing, but the Board (and general membership) discussed the issues presented the following day and will submit testimony later this Spring.

Standard 302

The SRC draft would rewrite this Standard rather substantially, but most of the changes are actually just a reorganization. The one major change proposed would require law schools to be sure all law students complete at least two (rather than the current one) “rigorous writing experience(s)” as part of their graduation requirements. If adopted, the new language would provide: “All students in a J.D. program shall receive . . . substantial legal writing instruction, including [these rigorous experiences]. . . .” This Standard, as redrafted, would leave clinical and professional skills training courses in the optional part of the curriculum (i.e., a law school must “offer,” but neither require nor, even, make clinic available to all law students). The proposed reorganization would emphasize their optimal character, and could be seen as diminishing the significance of clinical courses. As part of an effort to upgrade their

importance instead -- indeed, to ensure “universal access” to clinical training – CLEA will submit testimony intended to give all students in a J.D. program an opportunity to enroll in a clinical course. This is consistent with the Standards stated goal of training law student to be effective and responsible participants in the legal profession.

Standard 405

Several proposed changes were circulated in the SRC draft. One would clarify 405(c) (Security of Position for Clinical Faculty) by explaining (in Interpretation 405-6) that clinical job-security is in a school’s “entire” clinical program, not just in their particular clinical course. Thus lay-offs of clinical faculty due to changes (“termination or material modification”) in the law school’s clinical or professional skills program can only be permitted if such changes are made to the school’s “entire clinical program.” This would show that clinical job security is not eliminated by the simple expedient of canceling the clinic course or in which the person currently teaches. CLEA supports this clarification.

The second draft change concerns the status of legal writing teachers (405(d)). The SRC proposes to upgrade their status and strengthen (slightly) their job security, by amending the language to include references to “faculty membership” and “academic freedom”, and by adding the goal of “retain[ing]” such legal writing faculty. But the draft

would undercut even these very modest improvements by explicitly allowing both “short-term” and “nonrenewable” contracts for full-time legal writing faculty, so long as such unfavorable contractual arrangements don’t adversely affect the quality of the school’s legal writing program. Both the Board and members of CLEA voted to oppose this proposed Interpretation 405-a [of 405(d)] when we submit our testimony to the Standards Review Committee.

Section Activities

1. The ABA’s annual meeting this year will be in Chicago, during the first week of August. CLEA will arrange a conference that week too. Because the Section of Legal Education also will hold its program - and Business Meeting - that week (probably Saturday, August 4), CLEA will schedule its conference for that same day. **PLEASE MARK YOUR (NEW) CALENDARS NOW - JOIN US IN AUGUST FOR THE ABA IN CHICAGO.**

2. The Section offices have been moved from Indianapolis to Chicago, where the new Consultant (John Sebert, former Dean at Baltimore) now works.

3. The federal Departments of Justice and Education continue to monitor the accreditation activities of the ABA and the Section’s Council of Legal Education. Although DOE approved the ABA for another five years, regular report-backs continue, and CLEA (most recently, Margaret Barry) regularly testifies

at those hearings. Meanwhile, the U.S. District Court for the District of Columbia is considering proposed modifications to the antitrust consent decree, which still governs many aspects of the ABA’s law school accreditation process. Individual CLEA members (most recently, Gary Palm) are participating in that process.

*ABA ACCREDITATION SITE
INSPECTION TEAM
UPDATE*

As you may have heard, CLEA has been working with the ABA Consultant's Office to make it possible to have an experienced clinical teacher available to serve on every team that goes out to inspect a law school for accreditation review. Several months ago, we asked for volunteers, and 60 of you volunteered! Thank you for the overwhelming response.

We are now at the next stage of logistics. We will be working with John Sebert and Barry Currier to develop efficient ways to match particular people to the right site team, and to include people off the list in the periodic ABA-sponsored training sessions. If you volunteered but haven't heard from anybody yet, do not despair. This is a "work in progress."

We want to encourage others who want to work on site teams to volunteer. You will be asked to attend some training sessions, and

if selected, you are also expected to prepare your report in a timely and thorough fashion. CLEA will be sponsoring a session at the May AALS Conference to provide its own supplemental orientation to those who have volunteered to serve on teams, or even for those who just want to learn more about the possibility. WATCH THE LIST for announcements about this session. If you have questions or want to add your name to the list of clinical teachers ready, willing, & able to be trained and/or called upon to serve, contact Stacy Caplow, who will be coordinating CLEA's efforts in this regard. Thanks! scaplow@brooklaw.edu

Awards Committee

At the CLEA meeting at the AALS in January, the membership approved the creation of a **CLEA Achievement Award** for those who have contributed to the advancement of legal education. Nominations for the award will soon be solicited. The text of this award follows:

The Clinical Legal Education Association (CLEA) was formed in 1992 to bring together, in a single organization, all of those involved in clinical legal education. One of CLEA's purposes is to serve as a voice for clinical teachers and to represent their interests inside and outside the academy, including in the political arena.

To recognize those who have contributed to the advancement of clinical legal education, particularly in the political arena,

CLEA has created an award to honor individuals who have served as an advocate and voice for clinical teachers. The award will be given annually at CLEA's meeting at the springtime AALS Clinical Section Conference.

The criteria for the award are commitment to the field of clinical legal education; advancement of the field (by, e.g., work within organizations that affect the contours of legal education, or by writing and speaking about the field, or by serving as a spokesperson for the field in the litigative, legislative, administrative or other arenas); and fostering a spirit of community (by, e.g., planning or leading conferences or sponsoring initiatives).

The recipient of the award will be selected by a committee, to be appointed by the President of CLEA. The committee will be composed of at least five CLEA members; no more than one member of the committee can be a member of CLEA's Board of Directors. The committee will solicit nominations for the award from all members of the clinical community, with the deadline for nominations being one month before the presentation of the award.

Two other possible awards were also discussed at the membership meeting. One was the **CLEA Student Award**. The idea is to create an award that each law school could present to an outstanding student at graduation (or some other time). The second possible award is an **Outstanding Case or Project Award**. For both of

these possible awards, the Awards Committee was charged with developing criteria and a process for applications. The Committee would then report back to the membership at its next meeting for a final decision on whether to approve one or both of these awards.

Externship Committee
Marlana Valdez (American)

The AALS Externship Committee met in San Francisco to discuss activities for the coming year, and with over 25 externship faculty in attendance, we were able to develop a fairly ambitious agenda. The overwhelming sentiment of the group was that we need more opportunities to communicate regarding the unique issues encountered in externship work. Upcoming conference and workshop opportunities include:

(1) AALS Clinical Conference (May 9-12, Montreal) - On Thurs., May 10, from 6:30 - 8:30 p.m., we are scheduling a special program for externship faculty on "Managing Difficult Field Placement Issues." Panelists will address an array of workplace issues from the mundane (incompetent field supervision) to the dramatic (sexual harassment). The format will be informal with plenty of time for discussion, and dinner will be provided. Watch the Clinic and Externship Listservs for details.

The Clinical Conference Planning Committee has also put out a call for works in progress for

two sessions - one on papers in progress, the other on curricular works in progress, i.e. new courses that a faculty member is proposing or beginning to teach. It would be wonderful to have externship faculty among the presenters at these sessions. If you are interested, send a description and outline of your paper or a description and/or syllabus of your course to Ann Juergens at William Mitchell (ajuergens@wmitchell.edu) or Isabelle Gunning at Southwestern University (igunning@swlaw.edu) by the end of February.

(2) CLEA New Clinicians Conference (May 9, Montreal) - This conference for those beginning clinical work will offer a "nuts and bolts" session on externship programs. In connection with the New Clinicians Conference, we would like to locate experienced externship faculty who would be willing to serve as mentors to new faculty - names of those interested in finding a mentor and those agreeable to serving at the Conference or contact Marlana Valdez (mvaldez@wcl.american.edu).

(3) We are exploring a full-day externship conference on the day preceding the May, 2002 Clinical Conference. If you are interested in working to organize this conference, contact Mary Jo Eyster<MEYSTER@pcm.brooklaw.edu> or Marlana Valdez.

(4) Catholic University is in the preliminary stages of considering repeating its highly successful 1998 externship conference. This conference would be held in the spring of 2003. We'll keep you updated as we hear more.

In addition to conference/workshop opportunities, we considered other ways to facilitate sharing of information and ideas. Fran Catania agreed to chair a subcommittee to develop on-line links to course syllabi and teaching materials, program manuals, Internet classroom sites, and the like. He'll be exploring with CLEA the possibility of using the CLEA website as a base -- externship faculty could visit the website to locate links to colleagues' materials. If you're interested in assisting on this project, contact Fran
<francis.j.catania@law.widener.edu>.

Larry Krieger also agreed to investigate supplementing the LEXTERN listserv with a discussion board, which would allow us to archive discussion topics. If you would like to work with Larry on this project, contact him at Lkrieger@law.fsu.edu. And if you haven't already subscribed to the externship listserv, you can do so by sending an e-mail to listserv@lists.cua.edu. The text of the e-mail should say "Subscribe LEXTERN.."

The other major issue discussed at the meeting was working

conditions for externship faculty and administrators. Many expressed concern that they are working in less than ideal environments, supervising large numbers of students and carrying heavy teaching loads frequently with neither a faculty appointment nor any type of job security. The Committee would be interested in beginning to systematically examine the status of externship faculty and administrators as well as to track possible weakening of externship programs in response to the ABA Standard revisions last year. As a first step, this project might involve development of a questionnaire regarding externship faculty status and workload issues. If you are interested in working on this subcommittee, contact Marlana Valdez

We have a busy year planned and need your ideas, energy, and hard work. Please volunteer to get involved with the Committee - it's a great way to learn more and to get to know your colleagues around the country.

INTERNATIONAL COMMITTEE

Roy Stuckey (South Carolina)

The International Committee of the AALS Section on Clinical Legal Education met on January 5, 2001, during the AALS Annual Meeting in San Francisco. The purpose of the meeting was to discuss how to create practical and sustainable ways for clinical

teachers around the globe to share news on a more regular basis about new developments in curriculum design and teaching methodologies. The result of the meeting was a decision to begin discussing the viability of creating an international journal that would be published electronically.

Committee chair Roy Stuckey began the meeting by introducing Les McCrimmon of the University of Sydney who co-facilitated the meeting. Mr. McCrimmon made a brief presentation during which he pointed out that most law teachers need some motivation to spend their time sharing information. He observed that law teachers are motivated to participate in activities that enhance their "promotability" (promotion, retention, tenure, salary) such as publishing in journals and participating in scholarly meetings.

The Committee concluded that no existing journal provides a suitable format for publishing information about new courses and programs or teaching methodologies, at least not on a global basis. The discussion evolved into a suggestion to create a new journal that would gather content from contributors around the world, distribute it periodically to subscribers electronically without charge, then archive the material on a website.

The Committee decided to solicit reactions to the idea from as broad an audience as possible. If the idea appears viable, a more definite proposal will be developed

for discussion at the GAJE conference that is being planned for South Africa in December 2001.

Some of the specific issues that must be addressed include how to handle translation needs (web-based translation programs are apparently not yet sufficiently reliable) and what to name the journal ("legal education" is too broad and "clinical" has many different meanings worldwide).

Another issue is how to ensure that the journal will be sufficiently prestigious to motivate people to contribute. A related question is what types of materials to publish (the Committee's initial thought is that the journal should publish anything of potential interest to an international audience, including scholarly research articles, descriptive pieces, teaching tips, reviews of new scholarship, editorials, information about resources, and general news of interest to an international audience). One advantage of electronic publishing is that costs are not related to the number of pages produced.

The Committee envisions that an international executive board of editors could make decisions about what to include in each issue and a larger international board of editors could edit any submissions that require editing. One exciting possibility is that the board of editors could enlist the help of student editors who may even be able to earn credit from their schools for participating. Responsibility for assembling the final product and

archiving it could be rotated among the executive editors. Copyright protection may or may not be a problem.

Comments, reactions, and offers to help develop a more detailed proposal should be sent to Professor Roy Stuckey, University of South Carolina School of Law, Columbia, SC 29223 (USA). Email: Roy@law.law.sc.edu. Fax: (803)777-3401.

CONFERENCES AND WORKSHOPS

CLEA NEW CLINICAL TEACHER'S CONFERENCE MAY 9, 2001 MONTREAL

CLEA will continue its tradition of sponsoring a one-day conference for new clinical teachers on **Wednesday, May 9, 2001**, immediately preceding the regular AALS Workshop. The last such conference was in May of 1999 at Lake Tahoe. Approximately 100 new clinicians attended in 1999, and the program received rave reviews. Like the last one, this program is designed so that new clinicians that are coming to the AALS workshop can come just one day early, incurring only modest additional expense. At the session, we will provide an orientation to some vocabulary and to the "hot

issues" and debates of clinical legal education, so that the Workshop sessions make more sense. We also will provide an opportunity to discuss and practice some basic teaching, feedback, and supervision skills, in either the in-house or externship setting. Handbooks, with a list of suggested basic readings and other helpful hints, comes with the package. Details are still in the works, but this much we know so far:

DATE: Wednesday, May 9, 2001, from 9-5.

LOCATION: We expect it to be at the Le Centre Sheraton, site of the AALS Workshop.

Unfortunately, this meeting will conflict with the AALS Law Clinic Director's Workshop. If all goes well, though, the luncheon for both events will be combined.

FEES: Modest registration fee, probably in the area of \$150, will include lunch and snacks.

WHO SHOULD ATTEND: Anybody with 0-2 years clinical teaching experience; more experienced clinicians may also benefit, if they did not attend the last New Clinical Teacher's Conference in Lake Tahoe, and have not yet attended any clinical conference. In one month or so, the planning committee will post a detailed program and registration information on the Clinic Listserv, and the CELA Website, and will mail an announcement to every ABA-accredited law school.

However, if you are new and think you are going to come, or if you are experienced and are going to send someone you know who is new, we would love to get a preliminary

indication of interest. PLEASE e-mail your interest RIGHT AWAY to: Kim Diana Connolly (U. So. Carolina) at connolly@law.law.sc.edu . Include your basic contact information. **Please SPREAD the WORD about this. Remember to sign up your newly hired colleagues!!**

*AALS Workshop on Clinical
Legal Education:
Expanding Visions
of Scholarship*:
Making It Happen
May 9–12, 2001
Montreal, Quebec, Canada*

WEDNESDAY, MAY 9, 2001

4:00–7:30 p.m. **Registration**

5:30–7:00 p.m. **AALS Reception**

THURSDAY, MAY 10, 2001

9:00–9:15 a.m. **Welcome**
Elliott S. Milstein, American
University and AALS
Immediate Past President

**Introduction and Overview of
Issues**

Richard A. Boswell, University of
California, Hastings and Chair,
Planning Committee for the AALS

(skäl' er-ship') n. teaching
materials, videotapes, briefs,
websites, legislation, stories,
and even law review articles.

Workshop on Clinical Legal
Education

9:15–10:15 a.m. **Clinical
Scholarship: What Is It? Why?
What Should It Be?**

Modern clinical education, born out of what has been called the CLEPR colony and the tumult of the 1960's, has long struggled for legitimacy within the academy. As clinicians' status and standing have improved within the legal academy we have also produced more and wide-ranging forms of scholarship. Whether we should engage in scholarship and the form of that scholarship have been the subject of much debate. It has been said that if we are unable or unwilling to memorialize what we do is it worth doing at all? This first plenary will attempt to flesh out the main issues in the debates about clinical scholarship and get us to think about "What is clinical scholarship?" and "Why should we be doing it?" and "Will our scholarship make us better teachers or will it detract us from our mission as clinical teachers?"

10:15–10:30 a.m. **Refreshment
Break**

10:30 a.m. –12:00 noon **Small
Group Discussions: What Have
You Done, What Do You Hope to
Do?**

12:00 noon–1:45 p.m. **AALS
Luncheon Making a Record: Oral
History of Clinical Legal Education**
J.P. Ogilvy (Catholic)

2:00–3:15 p.m. Creating Scholarship to Make Us Better Teachers

How often have you experienced something in supervision that you wish you could turn into some form of scholarship? We will use a videotaped supervision session to brainstorm scholarship projects – as broadly defined by the Workshop – that we can develop to better teach skills and values in the clinic. To ensure plenty of opportunity for discussion, we will break up into five separate groups.

3:15–3:45 p.m. Refreshment Break

3:45–5:15 p.m. Small Group Discussions

5:15–6:30 p.m. AALS Reception

8:30–10:00 p.m. Optional Evening Sessions

F R I DAY, M AY 11 , 2 0 0 1

9:00–10:30 a.m. Creating Scholarship to Reform Legal Systems

Clinicians generate scholarship (broadly defined) for many purposes. Our teaching materials, videotapes, briefs, websites, legislation, stories, books, papers and articles generously inform us and our non-clinical colleagues about legal doctrine, lawyering skills and values, and issues in legal education. The voices and messages within our scholarship

also shape the systems in which law is practiced and justice is dispensed. This plenary will examine the ways our creative work, drawn from our experience, helps to reform and improve legal systems.

10:30–10:45 a.m. Refreshment Break

10:45 a.m. –12:00 noon Small Group Discussions

12:00 noon–1:45 p.m. AALS Luncheon

2:00–3:15 p.m. Concurrent Sessions (see list below)

3:15–3:30 p.m. Refreshment Break.

3:30–5:00 p.m. Concurrent Sessions (see list below)

6:00–8:00 p.m. Clinical Section Committee Meetings

S AT U R DAY, M AY 12, 2 0 0 1

9:00–11:00 a.m. Creating Scholarship to Advance Social Justice

The debate over whether the pen or the sword is more effective in making social change has raged for centuries. The purposes of this plenary are to convey the importance of making a record of what we do to advance social justice, and to explore the opportunities for and challenges of bringing that scholarship to fruition.

CONCURRENT SESSIONS

-What Do I Have to Say: Drawing Scholarship Out of Clinical Work & Developing One's Voice

-Tensions In Our Work Time: Scholarship, Supervision, Service & Serenity

-Nuts and Bolts: Traditional Law Reviews— How to Develop a Piece that Makes a Contribution and Is Accepted Within the Academy

-Nuts & Bolts: Empirical Studies

-Nuts & Bolts: Videotapes & CD-ROM

-Nuts & Bolts: The Joys and Sorrows of Collaborative Projects

-Works in Progress: Call for Papers

-Curricular Works in Progress: Call for Presentations

-Turning Curricular Innovations into Scholarship and Vice Versa

-How to Use Scholarship to Drive Social Justice Goals

-Ethics of Scholarship: How Can We Create Scholarship that Respects Clients, Students and their Privacy?

-Alternative Styles & Formats of Scholarship

-Law School Policies that Support Scholarship & Value Varieties of Scholarship: Developing a Model

-Do Real Lawyers Read Law Reviews?: A Survey

-The Effectiveness of Conservative Doctrinal Scholarship: Has It Won? Can We Counter It?

-Race Scholarship: Issues and Trends

-Feminist Clinical Scholarship: Issues and Trends

-Using Scholarship to Think About Culture and Values in our Classes

-Using Scholarship to Teach Interviewing and Counseling

-Thinking Like a Clinician: The Pedagogy of Student Clinical Scholarship

-Which IS Mightier, The Pen or the Sword? The Continuing Debate.

Law Clinic Directors'

Workshop

May 8-9, 2001

Montreal, Quebec, Canada

TUESDAY, MAY 8, 2001

4:00–8:00 p.m. **Registration**

6:00–7:00 p.m. **AALS Reception**

WEDNESDAY, MAY 9, 2001

9:00–10:30 a.m. **Directing Clinical Faculties: Herding Cats through Administrative and Curricular Choices**

Law schools utilize a variety of models for clinic administration. In some law schools, there is a clinical program director that directs all of the clinical offerings at the law school. In other law schools, the clinical program director only directs the in-house clinics. In other schools, there is no overall director and each director directs only the clinic in which he or she teaches. All of these models share common elements and issues, however. How important is it for clinics to share a common philosophy? How important is it for clinics to coordinate recruitment? How important are consistency and coherency? In addition, clinic directors confront common problems under each of these models. What are the tools available to “direct” other faculty members who have the same rights to academic freedom as the clinic director? This session and the follow-up small groups will provide a vehicle for addressing these issues and for sharing successful approaches and for sharing unsuccessful efforts.

10:30–10:45 a.m. **Refreshment Break**

10:45 a.m. –12:15 p.m. **Work Group Discussions**

12:15–1:45 p.m. **AALS Luncheon**

2:00–3:30 p.m. **Facilitating Scholarship* Within Our Clinical Faculties:**

The Role of the Clinic Director
To the extent that scholarship by clinicians is important for internal and external reasons, what role can the clinic director play in creating an environment in which scholarship can take place? What role can the clinic director play vis-à-vis law school administrators in freeing up clinician time to produce scholarship over summers and during the school year and in getting the resources to help move that process forward? What approaches have other law schools utilized to address these issues? What role can the clinic director play in motivating clinical faculty members to produce scholarship and in creating an intellectual/political environment in which that scholarship will be of high quality and impact?

3:30–3:45 p.m. **Refreshment Break**

3:45–5:15 p.m. **Work Group Discussions**

2001 EQUAL JUSTICE CONFERENCE

The 2001 Equal Justice Conference, co-sponsored by the ABA Standing Committee on Pro Bono and Public Service and the National Legal Aid and Defender Association, will be held March 29-

31, 2001 and provide you with cutting edge information about legal services delivery, funding and policy development. You may view the complete conference brochure at <http://www.abanet.org/legalservices/ejchighlights.html>. You also may register on-line this year.

This year, we will offer the following new programming pertaining to law school pro bono:

Administering and Expanding a Law School Pro Bono Program (Wednesday March 28, 1:00 p.m.-5:30 p.m.)

Designed for law school pro bono program advisors/coordinators/directors, this program will address the unique aspects of operating and expanding a law school pro bono program. Trainers will discuss a wide range of topics impacting law school pro bono programs, including program models and structures, cultivating and creating new opportunities for students, special issues that may arise with student-led projects, recruitment and retention of student and faculty volunteers, recognition methods and incorporating Street Law into your pro bono program. Materials will be distributed to participants. All experience levels welcome.

Cost: No additional cost-registration is included with the basic conference registration fee

Street Law Program (Thursday March 29, 8:30-12:00)

The Nuts and Bolts of Street Law session will provide informa-

tion for building a successful public legal education model for use in law schools. This highly interactive workshop will discuss the rationale for teaching law to the public and model practices. Participants will receive follow-up technical assistance.

*Workshops of Interest- (Thursday March 29 through Saturday March 31(ending at noon)

We will offer over 80 substantive workshops pertaining to a variety of topics pertaining to the delivery of legal services to the poor with an emphasis on pro bono.

The conference will be held in San Diego, CA at Town and Country Resorts. Details about accommodations, airfares (including discount codes on American, Delta and US Airways), etc. may be found by visiting our online brochure at <http://www.abanet.org/legalservices/ejchighlights.html>.

If you have any questions about the Equal Justice Conference, please feel free to contact Dina Merrell at merrelld@staff.abanet.org or 312.988.5773.

*The 3rd French-American
Conference on Technology
and Legal Practice
Syracuse University*

In October 2001, Syracuse will be hosting an international conference looking at how technology can improve the quality of legal services, and also lower the cost of providing legal services.

One of the particular areas of interest is the provision of legal services to persons with limited resources. Our goal is to focus one or more sessions of the conference on legal aid or clinical law technology applications (being designed or already in use), and to look at what the experience with such applications might be or has been.

The CALL FOR PARTICIPATION is available at the conference web site: http://legal.edhec.com/3rd_french-american_conference).

If you have any questions, please feel free to contact Patricia Hassett, phassett@law.syr.edu for further details.

2001

*GLOBAL ALLIANCE FOR
JUSTICE EDUCATION*

*Durban, South Africa
December 5-14, 2001*

Asha Ramgobin (Director of the Law Clinic, University of Natal, South Africa and President of the

Association of Legal Aid Organizations of South Africa), co-chair of the conference planning committee of the Global Alliance for Justice Education (GAJE), has announced that the second world-wide GAJE conference will be held in Durban, South Africa during the period of December 5-14, 2001.

The main conference will be a 3-4 day event and will be followed by a 4-5 day "train the trainers" workshop.

The theme of the conference will be RECONCILIATION, TRANSFORMATION AND JUSTICE. Topics currently under consideration include: Reconciliation and Justice Education, Women's Education and Gender Issues, Race and Justice Education, AIDs and the Law, Partnerships between More and Less Developed Institutions, Development of Teaching Materials, and Student Practice Rules. The conference will also be the occasion for the ratification of a constitution or charter for GAJE and for organizational planning and development. Consistent with GAJE's commitment to inclusiveness, registration fees will be modest and inexpensive food and accommodation will be available.

The planning process remains open and the planning committee is eager to receive comments and suggestions. Comments and inquiries can be sent by email to Asha Ramgobin at ramgobina@mtb.und.ac.za or, in the United States, to Frank Bloch, who serves on the GAJE steering committee and chairs the

communication committee:
frank.bloch@law.vanderbilt.edu

Further information about the conference and about GAJE can be found on the GAJE web site at www.gaje.org. The GAJE web site also contains a detailed conference report, list of attendees, and photographs from the first GAJE conference, held in India in December 1999, and attended by over 120 delegates from all six continents.

*5th ANNUAL
NORTHWEST CLINICAL
LAW TEACHER'S
CONFERENCE*

The 5th Annual Northwest Clinical Law Teacher's Conference is being sponsored by the University of Victoria, Faculty of Law, and hosted by the Law Centre and the Environmental Law Clinic.

WHEN: Friday evening September 28 to Sunday noon September 30, 2001

WHERE: the Chateau Victoria, overlooking the harbour, in downtown Victoria

AGENDA: this conference will be of interest to those involved in delivering clinical legal education and services in a variety of settings; it will include workshops and roundtable discussions on topics of general interest to clinicians, as well as sessions on more specialized topics (the specific program is being developed --input welcome!)

THE HOTEL: newly renovated hotel with views south across Strait of Juan de Fuca to Olympic Mtn Range and north up Vancouver Island. Fitness centre with pool and jacuzzi. Friday night reception and Saturday night dinner in "Vista 18 Room" on top floor.

COST: Conference fee will include 1 dinner, 2 breakfasts and 2 lunches; 2 nights accommodation (double occupancy); conference materials; and all taxes and gratuities. Current estimate for above is approximately \$325.00 Canadian

CONTACT: for further information about the Chateau Victoria visit www.chateauvictoria.com; registration forms will be send out shortly. In the meantime, logistics are being handled by Debra Roberg <Debra.Roberg@LSS.BC.CA>.

*Redefining the Public
Sector: Accountability and
Democracy in an Era
of Privatization
Fordham Law School
February 2, 2001*

The conference will run from 9:00 a.m. to 5:30 p.m. Fordham Law School is located at 140 West 62nd Street, New York, New York.

More information and registration material is available on the web. You can either follow the link at the law school's home page, which is at

<http://law.fordham.edu>, or go directly to <http://law.fordham.edu/event.ihtml?id=603&back=home&template=cal>.

If you have any questions, please feel free to contact Matt Diller at mdiller@mail.lawnet.fordham.edu.

*Workshop on International
Human Rights Service and
the Legal Academy*
American University
April 20, 2001

This day-long workshop will gather faculty, staff and students participating in advocacy work within the academic community through clinical programs in human rights and human rights centers. The workshop follows a 1999 Yale Law School session where a group of roughly 50 people met to exchange experiences and plan collective projects. The program will be by invitation and not open to the general public, and announcements will be sent to the participants of the 1999 symposium and others who have identified themselves to WCL faculty as interested in starting international human rights centers and clinics. To change your contact information, suggest others who should attend, or be put on the list to receive further information, please notify Stephanie Ann Fitts at 202-274-4142, sfitts@wcl.american.edu. If you have topic or other suggestions for the workshop, you can reach Beth

Lyon at 202-274-4146,
blyon@wcl.american.edu.



**INFORMATION
RESOURCES
FOR CLINICAL
TEACHERS**

The **CLEA Website** is:
<http://clinic.law.cuny.edu/clea/cea.html>

To get on the **LAWCLINIC Listserv** (run by Washburn), send an email to listserv@law.lib.wuacc.edu. Do not put anything in the subject space. In the body of the message, just put the words "subscribe lawclinic" followed by your first and last name. You will get a return e-mail telling you how to post messages.

For the **Externship Listserv** (run by Catholic), send an e-mail to listserv@lists.cua.edu. Again, don't put anything in the subject space and in the body, write "subscribe leextern."

The **On-line Directory of Clinical Teachers** is maintained by David Chavkin on the Washington College of Law at American University website. You can search by name, type of clinic, school or geographical location. The address is

<http://www2.wcl.american.edu/clinic/>

Once you join CLEA or the AALS Section, you will be in this database. Remember to get changes in data to David - many of you now have new area codes or other things that cause glitches in getting in touch with each other!

NEWS/ANNOUNCEMENTS

Individuals

Alicia Alvarez (Depaul) and **Betsy Fuller (Syracuse)** are spending the year on Fulbright Fellowships in El Salvador. They are at the Universidad de El Salvador and Universidad Tecnologica respectively. Along with DPK Consulting, they are planning the First Central American Clinical Conference to be held March 28-30, 2001 in San Salvador. Their hope is to bring together clinical professors from Central America to exchange ideas, experiences and resources with each other as well as with clinicians in other parts of the Americas (both north and south). Their goals are two-fold: First, to provide an opportunity for Latin American clinicians to gather in

one place to exchange ideas, materials, visions and problem solve some around obstacles confronting clinical education in the region. Second, they hope through this conference to introduce the concept of clinical education in El Salvador and make available the expertise and experience of clinicians in other Latin American environments and the U.S.

W. Lewis Burke (South Carolina) presented a paper, "Post Reconstruction Justice in South Carolina: The Prosecution and Pardon of Francis Lewis Cardoza" at the Annual Meeting of the American Society for Legal History at Princeton University in October.

Louise Howells (D.C.) has been granted tenure at the University of the District of Columbia, David A. Clarke School of Law

Peter Joy (Washington University, St. Louis) was the recipient of the 2001 AALS Clinical Section Pincus Award presented annually to honor one or more individuals or institutions for effecting an outstanding contribution to the cause of clinical legal education. The award is based on service, scholarship, program design and implementation, or other activity beneficial to clinical education or to the advancement of justice. The Award was established in 1980 and first presented at the 1981 Annual Meeting of the AALS.

The Award was presented at the Clinical Section lunch at the

AALS Annual Meeting on Thursday January 4, 2001.

Susan Kay (Vanderbilt) has been appointed Assistant Dean for Clinical Education at Vanderbilt, effective July 1, 2001. She succeeds **Frank Bloch**, who is stepping down as the Director of the Clinical Program after 22 years.

Maury Landsman (Minnesota) presented a draft of a paper entitled "Moral Judgment and Preference for Public Interest Law Practice Among Beginning Law Students" with Professor Steven McNeel, a social psychologist at Bethel College, at the Annual Conference of the Association for Moral Education in Glasgow, Scotland. (

Rod Uphoff (Oklahoma), Carrie Hempel (Southern California) and David Gottlieb (Kansas) presented a conference on clinical legal education, held at and sponsored by Marmara University, Istanbul, Turkey December 18-22, 2000.

CLINICAL PROGRAMS

Arkansas-Little Rock

The University of Arkansas at Little Rock William H. Bowen School of Law has hired two faculty members who will teach, among other courses, a new two semester skills training sequence.

Paula J. Casey is rejoining the faculty as Professor of Law

after serving several years as United States Attorney for the Eastern District of Arkansas. She taught in the UALR Legal Clinic from 1979-81, as part of her first association with the faculty.

A. Felecia Epps is currently Visiting Assistant Professor teaching Mental Health Law Clinic and Trial Advocacy.

Brooklyn Law School

Students from Brooklyn Law School's Corporate and Real Estate Clinic, directed by **Debra Bechtel**, represented a corporation formed for fifteen low-income families in closing a \$445,000 construction loan from NCB Development Corporation which will be combined with \$800,000 in grant funds to rehabilitate a vacant building the corporation purchased in Harlem. Construction is expected to be complete in December of 2001 by which time students will have completed the co-op conversion. For fourteen months before the closing, students were involved in:

- 1) negotiating with the City regarding purchase of the building and real property tax exemptions,
- 2) drafting the certificate of incorporation and by-laws, drafting and negotiating the construction contract,
- 3) pushing the proposal through the City's property disposition process,
- 4) reviewing and negotiating loan documents,
- 5) negotiating a regulatory agreement which includes low-income restrictions imposed by the

grantor, 6) preparing opinion letters and other documents required by the lender for closing and 7) reviewing title transfer documents. Eight students spent one semester in teams of two working on the project.

CASE WESTERN RESERVE

Case Western Reserve was the beneficiary of a generous gift from the Milton A. Kramer and Charlotte R. Kramer Charitable Foundation that has allowed them to expand their clinical program. This was actually the second gift from the Kramer Foundation that has been a strong supporter of clinical legal education, and our program in particular. With this gift, Case Western was able to hire a sixth full-time clinician and to launch two new clinical courses - a **Community Development Clinic** and an **Immigration Law Lab** which is a clinical course annexed to the substantive immigration law course. Earlier, the Kramer Foundation provided much of the support needed to build their present facility. The latest gift has given them the ability to fill the remaining space!

Kathy Hessler and **Carol Turowski** have joined the clinical faculty at Case Western. Associate Professor Katherine M. Hessler was a former staff attorney at Legal Services of Northern Virginia who has had extensive teaching experience at Cornell, University of Dayton, and Capital University.

She has published articles on the suppression of free speech and has participated in several of local, regional and national conferences. She is teaching in the Civil, Community Development and Family Law Clinics.

Visiting Assistant Professor Carol A. Turowski previously taught in the Hofstra University Housing Law Clinic. Prior to teaching, she was a public defender in the Criminal Defense Division of the Legal Aid Society in Queens County, New York. She will be teaching in the Criminal Defense Clinic.

CONNECTICUT

Elizabeth McCormick has joined the faculty as the very first **William R. Davis Clinical Teaching Fellow**. Betsy formerly worked as a public defender in Philadelphia and as an assistant attorney general for the Federated States of Micronesia. The Davis fellowship was made possible by a generous gift to the law school by Bill Davis '55, a renowned Hartford trial lawyer.

DENVER

A federal judge approved in principle the settlement of a racial profiling case brought by the ACLU ten years ago. Under the settlement, which the clinic was instrumental in negotiating, the University of Denver will receive \$254,000 to fund a clinical fellowship in Civil and Human

Rights in the Student Law Office, the in-house clinic. Dean Mary Ricketson, has approved the law school's contribution of approximately \$200,000 over the next eight years. This funding will allow the University of Denver to create a new clinical program to work with community groups, such as the NAACP and the ACLU, as well as interested police organizations, to address issues of police misconduct and illegal discrimination.

If you would like to read about the settlement, click on this website:
<http://www.denverpost.com/opinion/edits1116c.htm>

VILLANOVA

Villanova University School of Law is delighted to announce the recent appointment of **Leslie Book** as Assistant Professor of Law and Director of the **Federal Tax Clinic**. Professor Book is a leading authority on issues affecting the low-income taxpayer community. He previously was an Assistant Clinical Professor and Tax Clinic Director at Quinnipiac School of Law. In January, 2001, he was appointed the Chair of the Low Income Taxpayer Committee of the American Bar Association Tax Section. His article on taxpayers' due process rights, "The New Collection Due Process Taxpayer Rights", was published in "Tax

Notes" last year. He also recently co-authored a chapter on civil tax penalties in the book Effectively Representing Your Client Before the IRS, published last October. Villanova has a growing clinical program. In addition to the Tax Clinic, they have three other clinics: the **Clinic for Asylum, Refugee and Emigrant Services**, which represents before the immigration court asylum seekers who are fleeing persecution in their home countries; the **Juvenile Justice Clinic**, which represents juveniles in delinquency proceedings; and the **Villanova Community Legal Services Clinic**, which represents low-income clients in civil matters including housing, domestic violence and elder law issues.

WHITTIER

In July, 2000 Whittier Law School founded its first in-house, live client Clinic. Focusing on the needs of children and youth, the **Children's Rights Clinic**, began accepting clients in August of 2000 and has just begun its second term of clinical education and community service.

The Clinic is supervised by Director **Scott Wylie**, who also supervises the Externship Program for Whittier.



BOOKS & PUBLICATIONS

Frank S. Bloch (Vanderbilt) and Rienk Prins, “Work Incapacity and Reintegration: History and Aim of the WIR Project” and “Social Security, Work Incapacity, and Reintegration” in WHO RETURNS TO WORK AND WHY? A SIX COUNTRY STUDY ON WORK INCAPACITY AND REINTEGRATION (Frank S. Bloch & Rienk Prins, eds., Transaction Publishers 2000).

Richard Boswell (Hastings) IMMIGRATION AND NATIONALITY LAW: CASES AND MATERIALS (Carolina Academic Press; 3d Ed. 2000).

Melissa Breger (Michigan), Suellyn Scarnecchia (Michigan), Frank Vandervort & Naomi Woloshin, *Building Pediatric Law Careers: The University of Michigan Law School Experience*, 34 *FAM. L. Q.* 531 (2000)

W. Lewis Burke (South Carolina) “The Radical Law School: The University of South Carolina

School of Law and Its African American Graduates, 1873-77 in W. Lewis Burke and James L. Underwood, Eds. **AT FREEDOM’S DOOR: AFRICAN AMERICAN FOUNDING FATHERS AND LAWYERS IN RECONSTRUCTION SOUTH CAROLINA** (University of South Carolina Press 2000).

Stephen Ellman (New York Law School), *Truth and Consequences*, 69 *Fordham L. Rev.* 895 (December 2000)

Dan Filler (Alabama) *Random Violence and the Transformation of the Juvenile Justice Debate*, 86 *Va. L. Rev.* 1095 (2000).

David Gottlieb (Kansas, On leave at Howard 2000-2001), PRACTICE UNDER THE FEDERAL SENTENCING GUIDELINES, (4th ed. Aspen Law and Business, 2000)

Peter Honigsberg (University of San Francisco), CROSSING BORDER STREET, A CIVIL RIGHTS MEMOIR (University of California Press)

Robert R. Kuehn (Utah), A *Taxonomy of Environmental Justice*, 30 *Envtl. L. Rep.* 10681 (2000).

Maury Landsman (Minnesota) and Carol Chomsky , *Introducing Negotiation and Drafting into the Contracts Classroom*, 44 *St. Louis U. L. J.* 1545 (2000)

Steve Meili (Wisconsin), *A Voice Crying Out in the Wilderness: The*

Client in Clinical Education 2000
Wis. L. Rev. 3.

Carrie Menkel-Meadow
(Georgetown), *Foreword: Telling
Stories in School: Using Case
Studies and Stories to Teach Legal
Ethics*, 69 Fordham L. Rev. 787
(Dec. 2000)

Vanessa Merton (Pace), *What Do
You Do When you Meet a 'Walking
Violation of the Sixth Amendment'
If You're Trying to Put that Lawyer's
Client in Jail?* 69 Fordham L. Rev.
997 (December 2000)

Bill Patton (Whittier), *Pandora's
Box: Opening Child Protection
Cases To The Press And Public*, 27
W.S.L.Rev.181 (2000)

Michele R. Pistone (Villanova),
*Assessing the Proposed Refugee
Protection Act: One Step in the Right
Direction*, 14 Geo. Immigr. L.J. 815

Mark Spiegel (Boston College),
*The Story of Mr. G.: Reflections
upon the Questionably Competent
Client*, 69 Fordham L. Rev. 1179
(December 2000)

POSITION ANNOUNCEMENTS

BROOKLYN LAW SCHOOL *Tenure-Track Transactional Clinic Faculty*

Brooklyn Law School seeks to hire a full-time, tenure track faculty member to develop and teach a transactional law clinic, along with related doctrinal courses. The Law School has identified the areas of not-for-profit corporations, community development, business, or intellectual property as possible contexts for such a clinic. This list is not exclusive, however; the choice of transactional contexts will ultimately depend on a number of factors including the faculty member's interests and expertise. The clinic may be structured on either a live-client, externship or simulation model. Its objectives will be to familiarize students with the major processes (planning, drafting, counseling, negotiation, etc.) that lawyers use when representing clients in business transactions. The program will also help students develop the problem solving skills that are essential to effective transactional lawyering regardless of a transaction's particular substantive law setting.

Applicants should have transactional practice experience, a strong academic background, and a demonstrated interest in

scholarly activity and publication. Applications should be submitted to Professor Arthur Pinto, Chair, Faculty Appointments Committee, Brooklyn Law School, 250 Joralemon Street, Brooklyn, NY 11201. The application should describe the clinical program and related course offerings that the applicant proposes.

*CENTRAL & EAST
EUROPEAN LAW
INITIATIVE (CEELI)*

The Central and East European Law Initiative (CEELI), a public service project of the American Bar Association, is currently seeking experienced clinical legal education professionals to serve in: Central Asia (Uzbekistan, Kazakhstan, and Kyrgyzstan) for 3 to 12 months; Moldova for 3 weeks to 6 months; Russia for 3 to 12 months; Ukraine for 3 weeks to 6 months.

Duties: Assist law schools in developing practice-based education programs (*pro bono* live-client clinical programs, externships, including: a) transferring experience and knowledge on the fundamentals of practice-based education; b) training faculty members on clinical supervision and skills development techniques; c) assisting in the integration of classroom components, including skills training and skills-based simulations; d) conducting seminars and roundtables aimed at conveying a sense of

professional responsibility and legal service; and e) developing workbooks and manuals (model forms, procedures).

CEELI considers attorneys with a minimum of five years of clinical legal experience, U. S. bar membership, high level of energy and initiative, and strong interpersonal skills, and demonstrated international experience and foreign language skills are preferred. All participants receive a generous support package that covers travel, housing, general living, and business expenses. In-country foreign language training, medical evacuation insurance and reimbursement for medical insurance premiums are also included.

To receive an application/information packet, please send your name and address to ceeli@abanet.org. Or call 1-800-98CEELI (in the Washington, DC area try (202) 662-1754). Or visit www.abanet.org/ceeli.

*COMMUNITY TAX LAW
PROJECT*

Executive Director

Applications due 31 January 2001.
To be filled by 01 March 2001.
Position start date: No later than 01 September 2001.

The Community Tax Law Project (CTLP) is a nationally-recognized provider of legal services to low income Virginia taxpayers in disputes with the IRS

and state agencies. CTLP also conducts education and outreach about relevant tax issues to special populations including welfare-to-work participants, immigrant taxpayers (including undocumented workers), and domestic abuse victims. Located in Richmond, Virginia, CTLP also operates the Low Income Taxpayer Clinic Resource Center, a national support center for low income taxpayer clinics. CTLP is a leader in tax policy and legislative initiatives impacting low income taxpayers. CTLP was the first low income taxpayer clinic (LITC) in the nation.

For more information about The Community Tax Law Project, visit our website at www.ctlp.org. CTLP has received funding from the Virginia Law Foundation, the American Bar Association Section of Taxation, the Commonwealth of Virginia, and the Internal Revenue Service (under the LITC grant program). CTLP is not a grantee of the Legal Services Corporation.

The Executive Director will:

- Oversee a staff of 2 or 3 attorneys, a pro bono coordinator, a program administrator, student interns, and a statewide pro bono panel of 135 attorneys and accountants.
- Provide guidance and oversight to the staff of the Low Income Tax Clinic Resource Center.
- Develop program initiatives, identify appropriate funding sources, maintain foundation and other donor relationships, and draft grant applications and grant reports.

- Develop operating and capital budgets, long-term plans, and cash-flow analyses for all aspects of program operations.
- Identify opportunities to coordinate and partner with national, state, and local bar associations, legal aid societies, and other community service organizations (including faith-based charities) in order to provide tax education and representation to target populations.
- Organize an annual continuing legal education program on topics relating to taxation of low income individuals (in the areas of both policy and procedure). Conduct training programs for attorneys and advocates of low income persons about relevant tax topics.
- Supervise the production of brochures and other advocate and taxpayer training materials, including The Community Tax Law Report, a national quarterly newsletter about low income taxpayer practice and policy.
- Appear in public and make presentations at national, state, and local tax conferences; address national, state, and local bar associations; and testify before legislative bodies at both the federal and state levels about low income taxpayer practice and policy issues.

Leading candidates for the Executive Director position will be licensed to practice law in Virginia or have an application for admission to Virginia in process. The candidate must demonstrate experience in tax controversy practice either through private or

government employment or as a student tax clinic director. The candidate must have some supervisory and/or management experience and must possess strong communication skills, including the ability to write clearly and persuasively. Spanish or Asian language fluency is a strong positive factor. Candidates should be familiar with Microsoft NT Server environments. The Executive Director must have the ability to travel and represent CTLP at conferences and meetings.

Salary and Benefits: This position offers a highly competitive salary and excellent benefits package.

Applications: Interested applicants should mail, fax or e-mail a resume, salary history, references, and a statement of interest to: Executive Director Search, The Community Tax Law Project, 3600 West Broad Street, Suite 678, Richmond, VA 23230; fax (804) 353-6968; e-mail info@ctlp.org

The Community Tax Law Project is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or AIDS-related illness.

CONNECTICUT

Staff Attorney

The Center for Children's Advocacy, housed at the University of Connecticut School of Law, is seeking a full-time staff attorney. Responsibilities will include

representing individual low-income children and adolescents, working on systemic litigation, lobbying, supervising and teaching law students, contributing to a web site and newsletter devoted to improving the quality of representation for children, and working on the Center's drop-out prevention program/legal advocacy clinic at Hartford Public High School.. The attorney will focus on a variety of issues, including abuse/neglect, special education, access to mental health care, homelessness, and juvenile justice. The attorney will work closely with the executive director, the staff social worker, other attorneys in the office, and law student interns.

Minimum of two years of related experience required. Mail cover letter, resume, and references to Martha Stone, Executive Director, Center for Children's Advocacy, University of Connecticut School of Law, 65 Elizabeth St., Hartford, CT 06105 or fax to 860-570-5256.

CCA is an equal opportunity employer. Persons of color and women encouraged to apply. More information about the Center can be found on the Center's web site www.kidscounsel.org.

CONNECTICUT

Visiting Clinical Position

The University of Connecticut School of Law seeks applicants for a one-year

visiting clinical position beginning in the fall of 2001. The visiting professor would work in the law school's Civil Rights Clinic, which represents parties in housing discrimination matters, parents in child protection cases, claimants in unemployment compensation appeals, and occasionally other types of matters.

Experienced clinicians are preferred (although experience in the types of cases handled by the Civil Rights Clinic is not necessary). Applicants who are members of the Connecticut bar or have the ability to waive in are strongly preferred. To waive in, an applicant must have practiced law in a single jurisdiction, as the principal means of her livelihood, for at least five of the past seven years.

The University of Connecticut encourages applications from under-represented groups including minorities, women and people with disabilities.

Applicants should submit a resume and letter of interest to Carolyn Jones, Chair, Faculty Appointments Committee, University of Connecticut School of Law, 65 Elizabeth Street, Hartford, CT 06105.

UNIVERSITY OF DETROIT
Clinical Director

The University of Detroit Mercy School of Law seeks to fill

the position of Clinical Director, a tenure track position, beginning July 1, 2001. Candidates with substantial experience in the practice of law and in full-time clinical teaching are preferred. They should have an interest in and demonstrated potential for program development and for excellent scholarship. The University is an equal opportunity employer pursuant to all applicable provisions of law.

Contact:

Prof. Jacqueline P. Hand
Chair, Faculty
Appointments Committee
University of Detroit Mercy
Law School
651 E. Jefferson Ave.
Detroit, MI 48226
handjp@udmercy.edu

GEORGE WASHINGTON
Half-Time Criminal Appellate
Clinic Faculty Position

The George Washington University Law School, Jacob Burns Community Legal Clinics, invites applications for the following non-tenure track clinical faculty position beginning in the 2001 academic year:

A half-time, clinical faculty shared position as a supervisor and clinical teacher in the law school's Criminal Appellate Clinic. Officially titled the Federal Criminal and Appellate Clinic (FAC), this is an in-house clinic in which court-certified third-year law students represent indigent clients

usually on direct appeal of felony criminal convictions. The supervisor/teacher will share teaching, supervision, and administrative responsibilities and work closely with the FAC Director. Weekly clinic seminar curriculum covers approaches to studying a record, defining and investigating issues, client relations and counseling, appellate procedure, fact-writing, written and oral argument, ethical problems, as well as systemic and comparative examination of criminal justice issues and trial strategies. Close supervision occurs on an individual basis and addresses complex questions of issue development, strategy, client-counseling, and advanced written and oral advocacy in the context of specific cases. Demands of court schedules prevent "screening" cases for difficulty, outside of general guidelines against very lengthy transcripts or capital cases. Workload fluctuates greatly over the course of the year, with consistently intense demands September through March.

Qualifications: Applicants must have a strong academic record with significant criminal and supervision experience and strong interpersonal skills. They must have excellent skills in written and oral advocacy, as well as the ability to work well with others under stressful conditions, including deadline pressure, with limited staff resources. Preferred experience includes: appellate litigation, work with indigent clients, and supervision or teaching of complex writing

projects. Applicants must be licensed in Maryland and/or DC, or eligible and willing to take Maryland Attorney's Bar Exam within two years and must have schedule flexibility during the periods of maximum clinic output.

Review of applications will begin January 15, 2001, and will continue until the position is filled. Applicants should send a cover letter, resume, and references to: Professor Todd D. Peterson, Chair, Faculty Appointments Committee, The George Washington University Law School, 2000 H Street, N.W., Washington, DC 20052. The George Washington University is an Equal Opportunity/Affirmative Action Employer.

GEORGE WASHINGTON

Project Director, Health Insurance Counseling Project

The George Washington University Law School, Jacob Burns Community Legal Clinics, invites applications for the following non-tenure track clinical faculty position beginning in the 2001 academic year:

A one-year clinical faculty position as Project Director of the Health Insurance Counseling Project that may be extended beyond one year if funding permits. The Jacob Burns Community Legal Clinics Health Insurance Counseling Project, funded by the DC Office on Aging and the Health Care Financing Administration, provides information and assistance to elderly and disabled District of Columbia residents in

the areas of Medicare, Medicaid, Long Term Care and other related health insurance issues. Activities include outreach into the community through visits to hospitals, nursing homes, senior centers, nutrition sites, churches, public housing sites and health fairs. This individual is responsible for the day to day administration of the grant and teaching the Health Law Rights Clinic. The grant duties include writing annual grant applications to the DC Office on Aging and the Health Care financing Administration, reporting quarterly to both agencies, attending monthly meetings of the DC Office on Aging, and attending meetings sponsored by the Health Care Financing Administration for grantees. In addition, program administration includes recruiting, training and supervising attorneys, staff and senior volunteers from the community. The project director counsels clients over the phone, in person and through home visits on health insurance issues; performs educational seminars in the community; and performs community outreach at nursing homes, hospitals, nutrition sites and other local forums. The clinical component includes teaching a one-semester, two-credit clinical course to second and third year law students including a weekly seminar and supervising students in the clinic as they counsel and advise clients. The clinician is responsible for developing and maintaining a case load for students as well as designing and supervising

community projects for students to research and develop. The position also supervises students as they participate in cases with administrative hearings before local and federal government agencies and matters in District of Columbia and Federal courts. **Qualifications:** Applicants must possess a JD and be licensed in the District of Columbia or willing to become licensed; have clinical or other law teaching experience; demonstrated skills in writing and implementing grants; experience in training and supervising attorneys, staff and volunteers; knowledge of health insurance and public benefits; and experience and a commitment to working with seniors, persons with disabilities, minorities and local community groups.

Review of applications will begin January 15, 2001, and will continue until the position is filled. Applicants should send a cover letter, resume, and references to: Professor Todd D. Peterson, Chair, Faculty Appointments Committee, The George Washington University Law School, 2000 H Street, N.W., Washington, DC 20052. The George Washington University is an Equal Opportunity/Affirmative Action Employer.

GEORGE WASHINGTON
Half-Time Director of
Outside Placement

The George Washington University Law School, Jacob Burns Community Legal Clinics,

invites applications for the following non-tenure track clinical faculty position beginning in the 2001 academic year:

A half-time clinical faculty position as Director of Outside Placement. The Outside Placement Program is a law school clinic through which students may receive academic credit for unpaid externships in government, judicial, and public interest legal offices. The Director's responsibilities include overseeing the placements of approximately eighty students per semester, acting as a liaison between the law school and several hundred local placement sites, coordinating written evaluations of law students by field supervisors, maintaining a library of prior placements and student evaluation for review by prospective students, determining whether to approve placements in compliance with ABA standards, coordinating the classroom component, and acting as a liaison between faculty teaching the course and students enrolled in the program. In addition to the above administrative duties, the Director also meets regularly with students enrolled in the program, provides feedback on written assignments, assures substantive legal value and quality supervision at each placement, and advises prospective students of available opportunities. The Director has substantial input into the design and administration of the classroom component and may also teach a section.

Qualifications: Applicants must possess a J.D. Prior experience in

program administration and knowledge of the Washington, D.C., area public sector legal community would be helpful. Applicants must be extremely organized.

Review of applications will begin January 15, 2001, and will continue until the position is filled. Applicants should send a cover letter, resume, and references to: Professor Todd D. Peterson, Chair, Faculty Appointments Committee, The George Washington University Law School, 2000 H Street, N.W., Washington, DC 20052. The George Washington University is an Equal Opportunity/Affirmative Action Employer.

HARVARD

Lecturers in First Year

Lawyering Program

The First Year Lawyering Program of the Harvard Law School introduces law students to the way lawyers reason, research and express themselves orally and in writing both in adversarial and non-adversarial settings. The Program is currently being redesigned to transmit a variety of lawyering skills as well as training in legal research and writing in a manner which provides a coherent and consistent experience to all first year students. The program will emphasize prompt feedback and a close working relationship between first year students, Program instructional staff and faculty teaching other first year

courses. Staff will include a Director and Associate Director, six Climenko/Thayer Lecturers on Law and students from a Law School instructional corps.

**RESPONSIBILITIES OF
FIRST YEAR LECTURERS
INCLUDE:**

Under the direction of the Director and Associate Director, collaborating in the design and teaching of two sections of approximately 40 students each in a year long First Year Lawyering course, working closely with other instructional staff to design (and where appropriate redesign) exercises and select reading assignments and other materials. Lecturers will present teaching modules on particular skill-related subjects, participate in the training and coordination of upper-level student assistants, and collaborate with library staff in the design and delivery of legal research training. Six positions are open; up to two of which will also include responsibilities for developing case files and related materials for the upperclass Ames Moot Court program.

REQUIREMENTS:

J.D. degree and at least two years of practice experience required. Prior experience teaching law, legal writing or working in law school clinics or law school administration are desirable but not essential. Also extremely useful is knowledge of, or experience with, information technology systems as they relate to training in legal writing and research skills. The selected individual must possess

outstanding legal and interpersonal skills, as this job will involve close coordination with Law School faculty, staff, and students. Demonstrated creativity, energy, and organizational talents are critical, as in the ability to establish and sustain credibility in a scholarly community with high standards.

SALARY:

Salary is \$53-57,000.

Contracts for up to three years are contemplated. Appointments will commence July 1, 2001.

APPLICATION PROCEDURE:

Applicants should submit a cover letter setting forth their qualifications, along with a resume and the names of 3 references by February 7, 2001 to

CONTACT: Climenko/Thayer
Search Committee

Catherine Claypoole
Griswold Hall 201A
Harvard Law School
Cambridge, MA 02138

claypool@law.harvard.edu

LOYOLA-LOS ANGELES

Associate Clinical Professor

Loyola Law School-Los Angeles invites applications for one full-time, non-tenure track position as an Associate Clinical Professor for the 2001-02 academic year. Associate Clinical Professors teach up to two sections of required first-year Legal Research and Writing and one section of Ethical Lawyering. Ethical Lawyering, a required upper-division course,

teaches legal ethics, client interviewing and counseling in an innovative, integrated format using video and live client simulations. Legal Research and Writing covers objective and persuasive writing and requires intensive individual student contact and close evaluation of written work.

The initial appointment as an Associate Clinical Professor is for one year and may be renewed for unlimited successive three-year periods.

Applicants must have a degree from an ABA/AALS accredited law school, a strong academic record along with excellent written and oral skills. Practice experience in interviewing and counseling clients is required. Prior law school teaching experience in either legal writing, professional responsibility and/or interviewing and counseling is strongly preferred.

Please send resume and the names of two references to Barbara Lu-Baltazar, Administrator of Human Resources, Loyola Law School, 919 S. Albany St., Los Angeles, CA 90015 or FAX 213-386-6966. The deadline for receipt of applications is February 15, 2001. EOE

NORTHEASTERN

Public Interest Fellowship

Domestic Violence Institute

Description: The Domestic Violence Institute (DVI) at Northeastern University School of Law (NUSL) seeks a recent law

graduate to supervise in the District Court legal clinic where NUSL students provide civil advocacy services to victims of domestic violence. This is a full-time, eighteen-month fellowship that begins March 1, 2001. (It is anticipated that a second two-year District Court fellowship will be offered beginning on September 1, 2001.) The fellowship includes substantial direct client services as well as opportunities for supervision of community and law student advocates and clinical law teaching. The fellow will also work closely with the DVI faculty on a number of interdisciplinary community collaborations of which Northeastern is a founding partner.

Qualifications and

Application: Prior experience working directly with victims of domestic violence is required. Experience as a lawyer, clinical law student or non-lawyer advocate in civil or criminal litigation involving issues of domestic violence is preferred. The applicant will be required to become a member of the Massachusetts Bar; current membership or pending admission to Massachusetts Bar is preferred. Bi-lingual capability (in Spanish, Haitian Creole or Vietnamese) is highly desirable. NUSL is an equal opportunity employer that does not discriminate on the basis of gender, race, ethnicity, age or sexual orientation. Send resumes to Clare Dalton or Lois Kanter at the School of Law Clinics, 716 Columbus Avenue, #212, Roxbury, MA. 02115. E-mail questions should be directed to L.Kanter@nuned.neu.edu.

SUFFOLK

Director of Clinical Programs

Suffolk University Law School (Boston, MA) is seeking applicants for the position of (Assistant, Associate, or) Professor of Law and Director of Clinical Programs. This is a tenure-track or tenure-eligible position on the academic faculty starting in the 2001-2002 academic year.

Responsibilities of the position include teaching and supervision of the Clinical Programs; developing the educational and public service aspects of the clinics; making recommendations regarding the appointment, retention and contract extension of clinical instructors; preparation of budget requests; development of grant proposals; and coordination among the clinical instructors and with other faculty on professional development and instruction.

Suffolk's program presently employs 10 full-time clinical instructors, 2 adjunct instructors, and 20 part-time supervisors. The clinics are located in Chelsea, Massachusetts and in the new law school building in downtown Boston. Existing clinics include Civil, Housing and Landlord-Tenant, SU Clinics, Juvenile Justice, Domestic Abuse, Family Law, Criminal Defenders and Prosecutors, and an Extern Program. The Dean and Faculty are committed to full development of the Clinical Programs.

Please submit a letter of application and current resume to Professor Charles P. Kindregan, Chair, Clinical Programs Committee, Suffolk University Law School, 120 Tremont Street, Boston, MA 02108-4977. Review of candidates will begin by February 15, 2001.

SYRACUSE

Tenure-Track Faculty

Public Interest Law Firm (PILF)

The Syracuse University College of Law invites applicants for a permanent, tenure track faculty position as Director of the Public Interest Law Firm (PILF). PILF is one of five in-house clinics at the College of Law that specializes in civil rights litigation and advocacy. Applicants for the position who have experience in civil rights litigation (such as disability discrimination litigation) and clinic teaching are strongly encouraged to apply. The College of Law is committed to diversity and is an equal employment opportunity employer. Interested applicants should send their resumes and the names of three references to Professor Martin Fried, Chair, Faculty Appointments Committee, Syracuse University College of Law, Syracuse, New York 13244-1030 as soon as possible. For more information about clinical legal education at Syracuse University College of Law, you may also contact Professor Arlene S. Kanter, Director of Clinical Legal

Education, by email at kantera@law.syr.edu.

TOURO
STAFF ATTORNEY
CIVIL RIGHTS
LITIGATION CLINIC

Touro Law Center is seeking a staff attorney for the Civil Rights Litigation Clinic (formerly the Mental Disability Law Clinic). The Clinic is funded under the Protection and Advocacy for Individuals with Mental Illness Act and is part of a state-wide system that provides legal services to disabled individuals. The Clinic provides legal services to individuals who suffer or have been diagnosed as suffering from mental illness in such areas as civil commitment, conditions of confinement, care and treatment, employment and access to public services. Law reform litigation, to advance the rights of mentally ill individuals, forms a significant part of the Clinic's work.

Touro Law Center is committed both to integrating a strong clinical education component into the entire curriculum and to instilling in its students recognition of the professional obligation for public service. The Civil Rights Litigation Clinic is one of five "in-house" clinics that contribute to those goals. All students are required to participate in a Clinic or perform pro bono service.

The staff attorney will be responsible for maintaining an independent caseload and supervising law students working on other cases. Community education for consumer groups and family members will be an additional responsibility. The staff attorney may also participate in other Clinic activities, such as legislative advocacy and writing amicus briefs.

The Clinic is seeking an individual with a demonstrated interest in disability rights with a minimum of two years' experience. The position requires constant interaction with clients and with students who are just beginning to encounter professional demands. The staff attorney serves as a role model for students and a skills teacher within the Clinic setting. Admission to practice in the New York Courts or ability to obtain admission on waiver is required. Salary commensurate with experience.

Touro Law Center is an Equal Opportunity Employer and is committed to Affirmative Action. Please send a letter of interest and resume with names, addresses and telephone numbers of references to:

Professor Bill Brooks
Touro Law Center
300 Nassau Road
Huntington, N.Y. 11743
For further information, contact
Prof. Brooks at (631) 421-2244
x331

VILLANOVA
Clinical Professor

The Villanova University School of Law invites applications for a clinical professor to teach in the law school's in-house, live-client clinic beginning in the fall of 2001. This position will be either in a civil practice/poverty law clinic or in a specialized clinic depending on the experience and interest of the applicant. This is a long-term contract position. Responsibilities include classroom teaching and direct supervision of second and third year students in client representation.

Over the last few years, Villanova University School of Law has committed substantial resources to expanding and diversifying its clinical program. Currently its clinics include: a civil practice clinic, a federal tax clinic, an immigration clinic, and a juvenile justice clinic. There are plans to expand the programs with additional clinics in the near term. Additional information about our clinical programs is available at our website, vls.law.villanova.edu/clinics

Villanova is looking for candidates who have shown potential for excellence in clinical teaching and supervision and have demonstrated a commitment to public and professional service

Villanova is committed to diversity and encourages women and members of minority groups to apply. Interested applicants should send a letter of interest,

resume and the names of three references to: Prof. Michele Pistone, Director of Clinical Programs, Villanova University School of Law, 299 N. Spring Mill Road, Villanova, PA 19085. We will begin accepting applications immediately. The application review process will continue until the position is filled.

PLEASE CHECK TO SEE IF YOUR DUES ARE CURRENT. IF NOT...PLEASE PAY UP NOW!! THE CLEA BOARD REGRETS TO INFORM ALL ITS FORMER MEMBERS THAT WE ARE NO LONGER ABLE TO SEND THIS NEWSLETTER OR THE CLINICAL LAW REVIEW TO PEOPLE WHO ARE NOT CURRENT WITH THEIR DUES. THIS MAY BE YOUR LAST COMMUNIQUE FROM US IF YOUR DUES ARE NOT CURRENT!! YOU MAY CHECK YOUR DUES STATUS BY GOING TO THE DIRECTORY AT <http://www2.wcl.american.edu/clinic/> WE LOOK FORWARD TO RECEIVING YOUR 2001 DUES OF \$30, PAYABLE TO CLEA, MAILED TO David Chavkin, Washington College of Law, American University, 4801 Mass. Ave. NW, Washington, DC 20016-8181

CLINICAL LEGAL EDUCATION ASSOCIATION

December, 2000

	MONTH	YEAR-TO-DATE
BEGINNING BALANCE	\$10,794.51	\$13,226.78
EXPENSES		
Conferences		
Facilities		\$ 400.00
Photocopying		
Postage		
Professional Fees		
Registration Refund		
Newsletter		
Printing		\$ 1,213.00
Postage		\$ 1,546.25
Other Postage		
Other Printing		
Telephone		\$ 725.96
Journal		\$11,167.00
Meetings		\$ 2,719.85
Bank Fees		\$ 10.00
CLEA Merchandise		
Supplies		
Dues Refund		
Trophies	\$ 100.00	\$ 430.21
Website	\$ 150.00	\$ 150.00
Travel		
<hr/>		
TOTAL:	\$ 250.00	\$18,362.27
INCOME		
Advertisements		
Conference Registrations		
Donation		\$ 100.00
Dues	\$ 1,110.00	\$16,940.00
<hr/>		
TOTAL:	\$ 1,110.00	\$17,040.00
Net Income (Loss)	\$ 860.00	(1,322.27)
ENDING BALANCE:		\$11,904.51

CLEA NEWSLETTER ON THE WEB

The CLEA Newsletter is now posted on the following website:

<http://www.law.und.nodak.edu/clea/>

For the foreseeable future, we will continue to print and mail the newsletter to all CLEA members. However, if you would like to save CLEA money and receive the Newsletter in a more timely manner, you can do so by telling us that you no longer require that we mail a copy of the newsletter to you. We will provide notification by email when the newsletter is posted on the website and also enclose a copy by attachment in PDF format if desired.

You can request these changes by faxing or mailing this form to Mark Heyrman or sending him an email. Please understand that you are under absolutely no obligation to waive your right to get a hard copy of the Newsletter. Obviously, whatever choice you make, we will continue to mail you the Clinical Law Review and all other CLEA mailings such as the election material. Additionally, if you find the electronic format unsatisfactory, you may change your mind at any time.

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Mail, FAX or email this information to:

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appell@nevada.edu

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galowitz@juris.law.nyu.edu

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11075 East Boulevard
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(216) 368-6144
BLA@po.cwru.edu

Jacqueline St. Joan (2003)
College of Law
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Denver, Colorado 80220
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(303) 871-6378 FAX
JstJoan@mail.law.du.edu

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Jerome N. Frank Legal Services
P.O. Box 209090
New Haven, Connecticut 06520-9090
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(203) 432-1426 FAX
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