

CLEA Newsletter

CLINICAL LEGAL
EDUCATION
ASSOCIATION
Volume XIII No. 1
September, 2004

Inside this issue:

| | |
|--------------------------------------|----|
| Committee Reports | 3 |
| Notices | 6 |
| Conferences | 13 |
| Welcome to New Clinicians | 23 |
| Honors, Awards, Promotions and Moves | 29 |
| News from Clinical Programs | 32 |
| Books & Publications | 46 |
| Job Announcements | 51 |

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PRESIDENT'S MESSAGE

Antoinette Sedillo Lopez
 (New Mexico)
 lopez@law.unm.edu



This week my student and I had to respond to an ethical dilemma. Our client told us that her ex-husband, who suffers from mental disorders and alcohol addiction threatened to harm another ex-husband with whom she is involved in a complex custody battle. The client did not want us to warn the ex-husband's attorney about the threat "if it would hurt her case." After the student worked with the client, assuring her that the best strategy is always consistent with "doing the right thing", the client relented and we were able to inform the opposing counsel of the threat. In the course of this lesson in "applied ethics", the student and I developed a relationship as collaborators in practice. While this was an emotionally difficult week, it was a satisfying week, and now we have the luxury of reflecting on this experience.

This is clinical teaching at its best. Struggling for an answer-an approach to a problem with a student. Finding an approach and working to implement it. Reflecting. Bonding. Clinical teachers have the best job in the world. I am proud to be a part of a profession that can be an instrument to non-violent resolution of horrendous problems. I am proud to teach students about ways in which the practice of law can be consistent with their personal values. And, as I reflect on it, I am honored to be president of an organization that seeks to support this type of teaching and learning. Thank you for giving me this opportunity. I have had a wonderful term.

Since the last newsletter, I have had the privilege of working with **Margaret Martin Barry (Catholic)** and the other members of the ABA Liaison Committee to coordinate with the ABA Council on Legal Education. **Margaret, Gary Palm** and **I** attended a Council meeting in Washington, D.C. in June. This was an opportunity for me to meet the members of the Council, observe them in action and then for CLEA to address the Council formally. The Council considered a proposed modification of

standard 302 of the ABA accreditation rules to require law schools to provide substantial opportunities for skills training. CLEA has taken the position that the Council should go further and require schools to provide ample opportunities for participating in clinical legal education. In addition, there was a proposed change in the externship rules. Please see the spring newsletters for a copy of CLEA's comments. Because several deans indicated that they had not had an opportunity to review the proposed changes the issue was put off until the meeting of the Council in August.

At its August meeting, the Council adopted the proposed changes, but not without strong and vigorous debate. I want to commend **Randy Hertz (NYU)** who sits on the Council for his effective advocacy for moving the Council toward a vision of legal education that includes that outlined in the MacCrate Report. A full description of the proposed changes is located on the Council's web site. <http://www.abanet.org/legaled/home.html>

At the August ABA meeting, **Alex Scherr (Georgia)** and I were able to meet with the Consultant to the Council, John Sebert, and Camille DeJorna and they committed to continue to work with CLEA to identify individuals who should attend the ABA training for members of site visit teams as part of the ABA accreditation process. So please let me know if you are interested in serving on an ABA site visit team, I will forward your name to the Consultant's office. Related to this, I am very pleased to report that **Sue Kay (Vanderbilt)**, **Alex Scherr (Georgia)**, **Paula Williams**

(Tennessee), and **Kim Diana Connolly (South Carolina)** organized a productive CLEA Summer Conference at Georgia State entitled **"ABA Site Inspections: Preparing, Participating and Prospering"** about the ABA accreditation process. **Clark Cunningham (Georgia State)** helped with the local logistics and his law school generously provided lunch to the attendees. While attendance was not huge, the information presented by **Peter Joy (Washington U. St. Louis)**, **Gary Palm**, and **Phil Lacy (South Carolina, Associate Dean)** was very helpful to those who attended.

In addition, **Peter Joy (Wash. U.)** and **Roy Stuckey (South Carolina)** participated on a panel at the ABA meeting that revolved around the notion of best practices for legal education. They did a great job, and there seemed to be terrific support for the Best Practices Project which focuses on an outcome based approach toward legal education. As described elsewhere in this newsletter, **CLEA** and **Pace**, (thank you **Vanessa Merton**!) will host a conference on the **Best Practices** document next spring on **March 11 and 12**. Here is the link to the project.

<http://professionalism.law.sc.edu/index.cfm>

As many of you may know, **Laura Rovner**, head of the Civil Rights and Disabilities Project at the University of North Dakota has experienced political interference with her program. As she shared with the clinic listserve, the lawsuit against her and the University was dismissed, with prejudice. I want to thank Professor **Claudia Angelos (NYU)** and NYU's civil rights clinic.

They did a great job of supporting Laura with an amicus brief.

Board Elections

Paula Galowitz (NYU) is chairing the **Election Committee**. I would like to encourage you to consider running for the CLEA Board. It is a wonderful way to meet clinicians from around the country and to make a contribution toward CLEA's important work on behalf of clinical teachers and clinical legal education. Please contact me, Paula or the other members of the Committee, **Randy Schmidt (Chicago)**, **Michael Pinard (Maryland)** and **David Santacroce (Michigan)**. We would love to talk to you about service on the CLEA board.

AALS Annual Meeting

Please mark your calendars for the following CLEA events at the Annual Meeting:

CLEA Board Meeting, Thursday, **January 6, 2005, 7:30 am-9:00 am**, Presidio Boardroom, Twenty-Fifth Floor, Hotel Nikko

CLEA Best Practices Project Meeting, Friday, **January 7, 2005 7:00 am—8:30 am**, Carmel I, Third Floor, Hotel Nikko

CLEA Membership Meeting, Friday, **January 7, 2005, 7:00 pm—8:30 pm**, Big Sur, First Floor, Hotel Nikko

CLEA Board Meeting, Saturday, **January 8, 2005, 7:00 am—9:00 am**, Presidio Boardroom, Twenty-Fifth Floor, Hotel Nikko

As always, this is your organization. Come join us in the ever-growing clinical movement!

**-Antoinette Sedillo Lopez
University of New Mexico**

COMMITTEES

Awards Committee



Carol Suzuki (New Mexico) NOMINATIONS SOUGHT FOR WILLIAM PINCUS AWARD

The **Awards Committee for the AALS Section on Clinical Legal Education** is now accepting nominations for the **William Pincus Award for Outstanding Service and Commitment to Clinical Legal Education** through Friday, **October 1, 2004**. The Award, which the Section presents at the January AALS annual meeting, honors one or more individuals or institutions of clinical legal education for his/her/their/its (1) service, (2) scholarship, (3) program design and implementation, or (4) other activity beneficial to clinical education or to the advancement of justice.

Past recipients include:

- 1981 David Barnhizer (Cleveland State)**
- 1982 Hon. Neil Smith (D. IA)**
- 1983 William Greenhalgh (Georgetown)**
- 1984 Robert McKay**
- 1985 Dean Hill Rivkin (Tenn.)**
- 1986 Tony Amsterdam (NYU)**
- 1987 Gary Bellow (Harvard)**
- 1988 William Pincus**

- 1989 **Gary Palm (Chicago)**
- 1990 **Bea Moulton (Hastings)**
- 1991 **Sue Bryant (CUNY)**
- 1992 **Elliott Milstein (American)**
- 1993 **Roy Stuckey (S. Carolina)**
- 1994 **Harriet Rabb (Columbia)**
- 1995 **Clinical Law Review**
- 1996 **Wally Mlyniec (Georgetown)**
- 1997 **Edgar Cahn (DC School of Law) & Jean Cahn (Antioch, posthumously)**
- 1998 **Steve Wizner (Yale)**
- 1999 **Katherine Shelton Broderick (U.D.C. School of Law)**
- 2000 **E. Clinton Bamberger (U. of Maryland, Emeritus)**
- 2001 **Peter A. Joy (Washington U. at St. Louis)**
- 2002 **Louise Trubek (Wisconsin) & Bernida Reagan (East Bay Community Law Center/Boalt Hall)**
- 2003 **Sandy Ogilvy (Catholic)**
- 2004 **Randy Hertz (NYU)**

To nominate a person or an institution, send the name and a statement setting forth why the Section should honor the individual or institution, specifically referencing the award criteria outlined above where relevant. The Committee will only consider those nominations that are accompanied by a narrative of at least two pages in length and/or other documentary support, such as letters of support and curriculum vitae, for the nominee. Supporting materials should include citations to (but not copies of) articles published or about to be published by the nominee. The Committee *strongly* encourages nominators to obtain supporting letters for the candidate, given that its deliberations are assisted immensely

by a variety of voices speaking about a particular nominee.

The Committee encourages re-nominations of persons who or institutions which have been previously nominated but not selected for the Award.

Please send your nominations by e-mail (preferred for easier distribution amongst Committee members) or regular mail (six copies) to:

Carol M. Suzuki

Assistant Professor of Law
 University of New Mexico School of Law
 MSC11-6070
 1 University of New Mexico
 Albuquerque, NM 87131-0001
 suzuki@law.unm.edu
 505.277.5265

Members of the Awards Committee are **Carol Suzuki (New Mexico)**, Chair; **Michael W. Martin (Fordham)**; **Maury Landsman (Minnesota)**; **Kurt Eggert (Chapman)**; **Debora Wagner (St. Louis)**; and **Paula Williams (Tennessee)**.

Elections Committee



Paula Galowitz (NYU)

The **CLEA Elections Committee** is soliciting nominations through **October 1, 2004** of individuals to serve on the **CLEA Board** starting in January, 2005. **All CLEA members are encouraged to nominate themselves or another CLEA member.** (Both the person

doing the nominating and the person nominated must be current members of CLEA.)

Nominate yourself or someone else by contacting either **Paula Galowitz** (galowitz@juris.law.nyu.edu), **Michael Pinard** (mpinard@law.umaryland.edu), **David Santacroce** (dasanta@umich.edu) or **Randy Schmidt** (r-schmidt@uchicago.edu). If you are nominating yourself, please include a paragraph about why you are running, which will be included with the election materials to be sent out later in the fall.

All nominations must be received by October 1st.

Integration Committee



Kathy Hessler (Case Western)

Kim Connolly (South Carolina) of the Integration Committee coordinated a panel presentation entitled "**Integrating Clinical Methodology into Non-Clinical Courses**" at the **Southeastern Association of Law Schools Annual Conference** which was held this summer in South Carolina. Honorary Integration Committee members **Alex Scherr (Georgia)** and **Paula Williams (Tennessee)** also presented. The panel was well received and elicited requests for more information and additional presentations.

The panel also prepared and distributed a summary of selected methodologies and a working draft

bibliography of related resources. Both are available if anyone would like copies. Kim Connolly is updating the bibliography and will have it available in May in Chicago. Or you can contact her directly to get a copy more quickly.

The Integration Committee is planning to meet at the AALS Annual meeting in San Francisco. All are welcome and we also welcome any ideas folks might have for us.

Nominating Committee AALS Section on Clinical Education



**Michael Pinard (Maryland)
CALL FOR NOMINATIONS - AALS
SECTION ON CLINICAL LEGAL
EDUCATION**

The Section on Clinical Legal Education is seeking nominations for two openings on the **Executive Committee** beginning in January, 2005. These will be for three-year terms. In addition, the Section is seeking nominations for the 2005 **Chair Elect**, whose single one-year term also begins in January, 2005.

Nominees should be from AALS member schools since the AALS requires the Executive Committee to be comprised of faculty from AALS member schools.

Nominations for Chair-Elect are not restricted to current members of the Executive Committee. As a result, you can nominate a current executive committee member or any other

person, including yourself, who you believe is qualified for the position.

If you wish to nominate someone for the Executive Committee and/or for Chair-Elect, or if you wish to nominate yourself for either position, please send the nominee's (or your) name, along with a brief statement in support of the nomination, to:

Nominations Committee
c/o Michael Pinard
University of Maryland Law School
500 W. Baltimore Street
Baltimore, MD 21201

Alternatively, you can e-mail the name and statement to mpinard@law.umaryland.edu or to any other member of the nominating committee:

Warren Jones (McGeorge)

(wjones@pacific.edu)

Maureen Laflin (Idaho)

(mlaflin@uidaho.edu)

Ana Novoa (St. Mary's)

(anovoa@stmarytx.edu)

Paul Reingold (Michigan)

(pdr@umich.edu)

The Executive Committee typically meets at the AALS Annual Meeting in January and at the AALS Clinical Conference in the spring. The deadline for submitting nominees is **Monday, October 11, 2004.**

Calvin Pang (Hawaii) is outgoing chair of the Section and **Chuck Weisselberg (Berkeley)** is incoming chair. Both will serve as members of the Committee. Current committee members also include **Bryan Adamson (Seattle University)**, ex-officio member as immediate past chair; **Kathy Hessler (Case Western Reserve)** [Jan. 2006]; **Bob Kuehn (Alabama)** [Jan. 2005]; **Susan Jones (George Washington)** [Jan. 2006];

Randi Mandelbaum (Rutgers-Newark), Secretary [Jan. 2007]; **David Santacroce (Michigan)**, Treasurer [Jan. 2005]; and **Alex Scheer (Georgia)** [Jan. 2005).

NOTICES

AALS SECTION ON PRO BONO AND PUBLIC SERVICE OPPORTUNITIES SEEKS NOMINATIONS FOR AWARDS

The **AALS Section on Pro Bono and Public Service Opportunities** will present two awards at the AALS Annual Meeting in January 2005. The purpose of these awards is to honor those who have dedicated significant efforts towards increasing access to justice through the law school environment and to inspire similar efforts from others. The intent is to honor those who personally design and manage pro bono programs, those leaders in legal education who promote these programs, and those who personally give of their time and talents in pro bono service.

The two awards are as follows: The **Deborah L. Rhode Award** will be awarded to a **full-time faculty member or Dean** who has made an outstanding contribution to increasing pro bono and public service opportunities in law schools through scholarship, leadership, or service. The **Father Robert Drinan Award** will be presented to a **professional faculty or staff member** at a law school who has forwarded the ethic of pro bono service through personal service, program design or management.

Nominations of others or oneself in the form of a letter may be made by any member of AALS, and will be accepted until October 29, 2004.

Two letters of support from colleagues or community members are encouraged, but not required. Re-nominations of persons who have been previously nominated but not selected for the Award are encouraged.

Please send letters via regular mail to Professor **Marcia Levy**, Director of Clinical Programs, University of Denver College of Law, 2255 East Evans Avenue, Ste. 335, Denver, Colorado 80208 or via fax to 303-871-6847 or by e-mail to mlevy@law.du.edu. If you have any questions, please feel free to call Marcia at 303-871-6230.

Prior recipients of the Rhode and Drinan Awards are, respectively:

2001 Deborah Rhode & Father Robert Drinan

2002 Venessa Merton & John Kramer

2003 John Feerick & Thomas Maligno

2004 Howard Lesnick & Sudha Shetty

**Bellow Scholars Program
Seeking Applications**

In 2002, the AALS Clinical Section launched an innovative project to honor the work of Professor Gary Bellow, a founder of the clinical legal education movement who also played a key role in establishing legal services to the poor.

This project hopes to recognize the many people in the clinical community

engaged in creative, exciting work and to facilitate a collaborative, constructive, and sometimes critical dialogue about our work. Please share your new ideas, and contribute to our ongoing effort to honor Gary. Proposals are due by **October 15, 2004.**

The Bellow Scholars program seeks proposals that involve law students and faculty in anti-poverty initiatives or access to justice projects. Projects that involve collaboration between lawyers and other professionals or empirical analysis are encouraged. Applications are invited from clinical teachers in the United States, Canada, and other countries who are able to attend the annual workshops and conferences of the AALS Section on Clinical Education, or who can otherwise cover their own travel expenses. Interested applicants should submit a proposal that includes:

1. A detailed description of the project.
2. The projected goals of the project.
3. A timeline for completion of the project; and
4. A description of how the project will be evaluated.

Proposals should be postmarked (or emailed) no later than **October 15, 2004**, and sent to the Chair of the AALS Clinical Section's Committee on Lawyering in the Public Interest: Professor Mary Helen McNeal, University of Montana School of Law, Missoula, MT 59812 or maryhelen.mcneal@umontana.edu.

American Association
Of Law Schools
presents

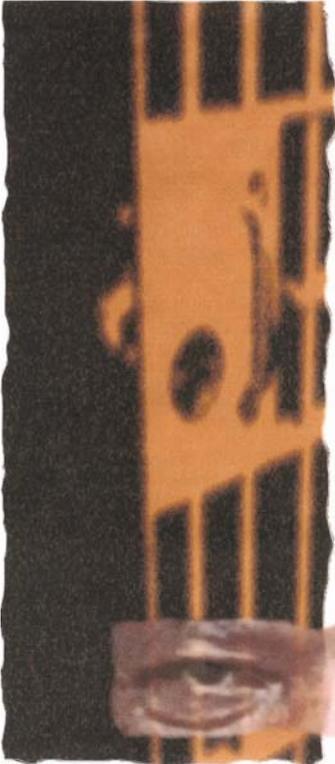
Barred from Life

For crimes they didn't commit

Created and Performed by

David J. Popalisky

in collaboration with
Cookie Ridolfi



Saturday, May 1, 2004 8 pm

Hilton San Diego Resort Hotel

SPECIAL CLEA CREATIVITY AWARD

If you attended the AALS Conference on Clinical Legal Education in San Diego this past May, you had a chance to see "**Barred From Life**", a very powerful dance performance telling the story of victims of wrongful conviction and their subsequent exoneration. **Barred From Life** was created by **David J. Popalisky** and **Cookie Ridolfi**. Cookie is Director of the Northern California Innocence Project, a clinic at Santa Clara University Law School and David is on the faculty of the School of Fine Arts at Santa Clara University.

CLEA is very pleased to award a special Creative Writing Contest Award in the performing arts to Cookie and David. "**Barred From Life**" addresses

important legal and humanitarian issues, demonstrates the type of creative talent that clinical teachers bring to their lawyering and teaching, and exemplifies inter-disciplinary collaboration.

The award will be presented at the annual meeting of the AALS in January in San Francisco. We are also trying to arrange for a performance of the dance during the annual meeting, so if you missed it you will have another chance.

2004 CLEA CREATIVE WRITING CONTEST EXPANDS

DEADLINE OCTOBER 30

There will be 3 divisions in this year's Creative Writing Contest. In addition to the Poetry and Prose categories, we will have a division for student submissions. The deadline for submissions is **October 30** and the awards will be presented at the AALS annual meeting in January. This is a departure from the past schedule in which submissions were due in the early spring and the awards were presented at the Clinical Legal Education Conference in May. This is a test and we will look forward to receiving comments and suggestions as well as submissions for consideration in the various categories.

All entries should be mailed to:

Kate Lieberman, Advocacy Skills Assistant
St. John's University School of Law
8000 Utopia Parkway
Jamaica, NY 11439

As always, judging will be done anonymously by a panel of judges consisting of writers, lawyers, teachers, and other well qualified reviewers. Excerpts from the winning entries will be read during the Clinic Section luncheon at the annual meeting, and the full text of the winning entries will be published in the **Thomas Cooley Journal of Practical and Clinical Law** and posted on the CLEA website.

The rules for the contest are included in this issue of the newsletter and will be posted on the CLEA website shortly. CLEA wishes to thank **Bob Seibel (CUNY)**, **Nancy Cook (Roger Williams)**, and **Calvin Pang (Hawaii)** for their work as the Creative Writing Contest committee for the past 5 years. There is a new group assuming responsibility for the contest, and CLEA welcomes **Keri Gould (St. John's)**, **Justine Dunlap (Southern New England)**, **Alex Scherr (Georgia)**, **Debora Wagner (St. Louis)**, and **Marla Mitchell-Cichon (Cooley)** with warm appreciation for their willingness to work on this. Anyone else who

would like to participate in the administration of the contest (rather than submitting an entry to the competition) should contact any of the new committee members.

CLEA Creative Writing Contest Rules, 2004

- 1.** Entries are welcome from clinical teachers, whether full time, part time, or adjunct faculty. There is a separate division of the contest for students, and all students are eligible to enter, whether they are currently enrolled in clinical programs or not.
- 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 margins may not be smaller than 1”.
- 4.** Entries may be fiction, poetry, songs, plays, creative essays, or any other form of creative writing, and need not be law related. There may be several categories of winners.



- 5.** Neither the author’s name nor any identification of the author should appear anywhere on the manuscript. Instead, a cover page should accompany each submission and should include:
 - a. title of the work
 - b. author’s name
 - c. faculty or student category
 - d. address
 - e. e-mail address
 - f. phone, and,
 - g. clinical program affiliation (required for faculty only).

This will facilitate anonymous judging.

6. Entries should be submitted to:

Kate Lieberman, Advocacy Skills Assistant
St. John's University School of Law
8000 Utopia Parkway
Jamaica, NY 11439

and must be received no later than **October 30, 2004.**

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 December 10, 2004. and winners will be announced to coordinate with Clinic Section activities at the AALS Annual Meeting in January.
9. There will be tangible and tasteful presentations given to the authors of the winning entries.
10. CLEA will 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. Current plans include publication in the Thomas M. Cooley Journal of Practical and Clinical Law.
11. The CLEA Creative Writing Contest Committee consists of Keri Gould (St. Johns), Justine Dunlap (Southern New England), Alex Scherr (Georgia), Marla Mitchell-Cichon (Thomas Cooley) and Debora Wagner (St. Louis). Questions, comments and suggestions can be addressed to any of them, and volunteers to join the committee or assist in the work can contact any of them.
12. Members of the Creative Writing Contest Committee are not eligible to enter the contest.





**CLINICIANS NEEDED FOR
PUBLISHING
OPPORTUNITIES THROUGH
NITA**

**Please visit our website at
<http://www.nita.org>
and click on “Books &
Multimedia” then “Write for
NITA”**

The National Institute for Trial Advocacy (NITA) is seeking experienced Clinicians for several publication opportunities, including:

Case Files and teaching materials: NITA publishes case files for use in law school clinical courses, pre-trial and trial advocacy courses, and deposition seminars and advanced litigation training. Authors are needed to develop new case files in all areas, specifically material modeled after cases that students handle in live-client clinical programs (i.e. domestic violence, housing, special education, elder law, immigration, consumer protection, civil rights, environmental law). Additionally, NITA publishes litigation related trade books and treatises. NITA has a long and successful history of

publishing materials produced by clinicians and other legal practitioners. An Editorial Board and support staff is available to assist in guiding authors through the publication process. For more information, please contact NITA Associate Editor, **Zelda B. Harris** at 520-747-1847 or zelda.harris@worldnet.att.net

Commentary Project: NITA has an ongoing Commentary Project with Lexis. The commentaries examine federal rules and code sections from a practice and litigation standpoint. We have several hundred rule and code section commentaries on line with Lexis (and printed in the U.S. Code Service) ranging from the Federal Rules of Civil Procedure to Title 18 USCS Chap 153, Habeas Corpus. Commentary authors are needed, particularly for Title 28 Judiciary and Judicial Procedure code sections – Chapters 155 Injunctions, Chapter 159 and Chapter 176 Federal Debt Collection – and for Title 18 Crimes, Title 21 Chapter 13 Drug Abuse Prevention and Control, and Title 42 Public Health and Welfare. For additional information about writing a commentary, contact **Frank Alan**, NITA Editor of Electronic Publishing at (800) 225-8462 or Alan.1@nd.edu

CONFERENCES

MIDWEST CLINICAL TEACHERS CONFERENCE

UNIVERSITY OF ILLINOIS COLLEGE OF LAW

October 8-9, 2004

The **Annual Midwest Clinical Teachers Conference** will be hosted by the **University of Illinois College of Law** in Champaign, on **October 8 and 9, 2004**.

Friday sessions will include presentations by new clinicians. Saturday will feature a customized interactive workshop with Professor **Gerry Hess**, founder and director of **Gonzaga's Institute for Law School Teaching**. The focus will be on effective teaching techniques for clinical classes.

The Midwest Conference will end with a dinner and dance on Saturday, October 9. However, if there is sufficient registration, Professor Hess will lead an additional session on Sunday morning which will focus on teaching in the non-clinic setting.

The registration fee is \$120 if received after September 8. The optional Sunday session is an additional \$35.

You can **register online** at: www.law.uiuc.edu/conferences/teacher/index.asp

ROCKY MOUNTAIN REGIONAL CLINICAL CONFERENCE



October 22-24, 2004

100 years of Clinical Education: Learning from Students

The **University of Denver College of Law (DU)** is proud to host the **Rocky Mountain Regional Clinical Conference**. The conference will take place the weekend of October 22 – 24, 2004, and will coincide with the 100th anniversary of clinical legal education at DU. We are celebrating that anniversary not only by hosting the conference, but by inviting former and present students, faculty and administrators of the clinical program to celebrate with us on Friday evening, October 22, at the law school.

The DU Legal Aid Dispensary was established in the Fall of 1904 to handle the “meritorious cases of poor persons... free of charge by the senior students under the direction of an experienced attorney.” Since DU first had the vision to make clinical education a vital part of the curriculum, clinical education has grown from being a unique to an established part of law school education. We have seen the changes from general to more specialized clinics, from large to smaller caseloads, and the move toward smaller student/faculty ratios.

As we go forward in this next 100 years of clinical legal education, it is worth examining our current approaches to clinical education, and to ask ourselves what issues we should consider in shaping our vision for the future. As we shape that vision, we want to know more about our students, past and present. What kinds of practice do our students engage in upon graduation and how has the clinical experience shaped their approach to lawyering? If they could do it over, what would they change about their clinic experience? Who are today's students and what are their expectations of clinical education? How has technology changed the ways our students learn and the courtroom and the teaching landscape? What is the impact of the reality that our students are most likely to engage in pre-trial rather than trial practice? Finally, we want to ask ourselves how much weight should we give to the "student need" part of the curricular equation?

We hope in this weekend conference to explore some of these questions and to offer some possible answers. We have invited past and present clinic students to join us at our opening session and to offer their views. The workshop on "21st Century Teaching Tools" will explore some of the ways in which clinicians have incorporated technology in their teaching. The pre-conference day long teacher training will offer an opportunity to learn National Institute for Trial Advocacy (NITA) teaching

techniques as one the tools we may want to utilize in clinical teaching.

Often the front line in dealing with students is our clinic administrators, and we will be offering a simultaneous administrators conference to explore issues facing them. We will all meet late in the day on Saturday to share notes.

Finally, we will end the conference on Sunday with a day long retreat in the Rocky Mountains. The morning session is called "This is Your Life" and will bring new and experienced clinicians and administrators together to explore the professional and personal issues facing those who've chosen to work in legal clinics. The afternoon will give everyone an opportunity to explore the great outdoors or to explore personal growth through hot tubbing, massage or spa treatments!

Friday, Oct. 22

9:00 – 4:00 **Teacher Training**
Learn to utilize the National Institute for Trial Advocacy (NITA) method of critiquing; learn drills, use of brainstorming and video review

8:30 – 9:00
Registration/Continental Breakfast

9:00 – 9:45 **Introduction to the NITA teaching method**

9:45 – 10:45 **Utilizing the method: Focus on Headline & Playback**

| | |
|--|--|
| Direct examination of James Bier in <u>NITA Liquor Commission v. Cut Rate Liquor & Dan Jones</u> | 4:00 – 6:00 CLE: Ethics with John Baker, Esq. |
| 10:45 – 11:00 Break | 6:00 - ???? GALA – SLO 100 th Anniversary |
| 11:00 – 11:45 Case Analysis Using Brainstorming to analyze a case and develop a case theory and persuasive themes | <u>Saturday, Oct. 23</u> |
| 11:45 – 12:45 Utilizing the method: Focus on Headline, Playback the Problem, Prescribe the Solution, Rationale Cross examination of James Bier in <u>NITA Liquor Commission</u> problem | 8:00 – 9:00 Registration/Coffee |
| 12:45 – 1:30 Lunch (on own) | 9:00 – 10:30 Plenary Session: What do students want to tell us about clinical education and are we willing to listen? |
| 1:30 – 2:30 Teaching through Drills and Video Review | Panelists: (students) |
| 2:30 – 3:30 Utilizing the Method: Teaching the group while critiquing the individual Direct & cross examination in <u>NITA Liquor Commission</u> problem | Moderator: Prof. Mary Helen McNeal , Univ. of Montana |
| 3:30 – 4:00 Conclusion of Teacher Training | Responders: (Clinicians) |
| 4:00 – 4:30 REGISTRATION FOR ADMINISTRATORS (and other conference attendees who don't do teacher training, but arrive in time for Gala) | Why do students take clinics? Do you want to learn specific subject matters? Do you want to learn skills? Should clinics be about social justice? What most surprised you about your clinic education? Was that good or bad? What did you learn from your clinical education that most helped you in practice? What should you have learned? Did clinical education change the direction or reinforce the direction you went in practice? What percentage of clinic was devoted to skills training? What other topics were covered in clinical education? If you had a role in designing clinics, what would you change? What should be the focus of the seminar piece of the clinical curriculum? |
| 4:30 – 6:00 Informal Gathering of Administrators for brainstorming of issues which impact your work: ethical considerations, interaction with students/clients/faculty; file retention policies; developing policies and procedures; stress management | |

10:30 – 10:45 Break –
Muffins/Bagels/Coffee

10:45 – 12:00 **Concurrent
Sessions**

Session One: What a student wants, what a student needs. Clinical Programs that reflect the changing student body and/or the changing legal landscape.

Panelists: **Larry Cunningham**, Assistant Professor of Law and Director of Criminal Clinic, **Texas Tech University**

Moderator:

Should we be catering to student needs in shaping the clinical program, in the kinds of cases we handle, in the methodologies that we use? How do we decide which students to listen to? Are there tried and true methods of clinical education that continue to work? How do we use technology? What about skills training (NITA methods)? Are we teaching community organizing or related skills? Who chooses the kinds of cases? How do specialty clinics answer some of these questions?

Session Two: New Clinicians Workshop: Now I've gotten the job, what do I do with it?

Moderator: **Tamara Kuennen**, Assistant Professor of Law, **University of Denver College of Law**
Aliza Organick, Assistant Professor of Law, Washburn

Panelists: Experienced clinicians & recently “new”
We'll brainstorm all of the issues that face new clinicians including designing a syllabus, supervising students, relating to the larger legal and client community, how to get better at what we do (reading clinical scholarship, going to conferences, etc.), relating to the rest of the law school and how that is impacted by status questions.

Session Three: Administrator's Section: How do we train students to work effectively with staff?

Moderator:

Panelists:

12:00 – 1:00 Luncheon: Law Office Administration: Techniques that can work for staff, faculty and students Speaker: Brad Bolton (invited); Adjunct: University of Denver College of Law Masters of Law Office Administration Program (MLSA)

1:00 – 2:30 **Plenary Session Two: Handling Sensitive or Controversial Subjects that Arise in the Classroom**

Professor **Laura Rovner**, **University of Denver College of Law**, Civil Rights and Disability Law Clinic

Professor **Patti Alleva**, **University of North Dakota School of Law**

This interactive session will explore ways to think about and handle

sensitive subjects or situations that arise in class. Discussion will focus on how teachers might facilitate respectful yet critical discussion of controversial issues and negotiate difficult teaching moments. Participants will have the opportunity to ponder realistic classroom hypotheticals in order to apply theory to practice and to share approaches to resolving classroom dilemmas and enhancing learning dynamics

2:30 – 3:45 **Concurrent Sessions**
Session One: Tools for clinical teaching in the 21st Century

Panelists:

- Technology and its application to interviewing, counseling and advocacy.
- Skills training
- Case Management Systems as a tool to teach professionalism and lawyer competence
- Other???

Session Two: Scholarship – the 100 lb gorilla and how to get him off your back

Panelists:

How to get started. Different methods for approaching writing. Choosing a topic. Utilizing research assistants.

Session Three: Promoting Clinical Experiences Throughout the Curriculum

Panelists: **Larry Spain, Texas Tech University School of Law**

Rhonda Beassie, Assistant Clinical Professor, **University of Houston Law Center**

Session Four: Administrator's Section: How to deal with....

- file retention
- policies and procedures
- case management software
- training students
- training faculty
- conflicts among - staff/faculty/students.

3:45 – 4:00 Break

4:00 – 5:15 **Joint Faculty/Administrator session: Sharing of ideas from each of the sessions and how we can learn from each other**

6:00 – 8:00 Wynkoop Brewery (Beer/Appetizers) 1634 18th Street (Corner of Wynkoop; across from Union Station 303-297-2700

Sunday, Oct. 24

7:30 Breakfast at Embassy Suite (included in price of room) and check out of hotel.

8:30 Bus leaves Embassy Suites for Gold Lake Resort

10:00 **Plenary Session: This Is Your Life...**

You are a contestant on the 1960's television show: "This is Your Life"? The producers ask you to think about your life with a particular

focus on career and personal choices, and to answer the following questions: Were you happier being a clinician or a practitioner? What were your goals for your work as a clinical teacher and were they met? Did you find balance between being a clinician and being an academic? Between career and family? What impact did you hope to make, on whom and were you successful? If you could do it over, what would you do differently? Similar questions if you are a clinic administrator at a law school: What were your reasons for taking a job in a law school clinic? Are those the same reasons why you have stayed in this type of work? How do you balance career/family in the context of working with faculty/students/clients/the courts/the rest of the law school community?

12:00 – 1:00 Lunch

1:00 – 3:00 Use of Gold Lake Resort

3:00 Bus leaves from Gold Lake for Denver Int'l Airport (DIA); arrives DIA at 5:00

Conference Details:

Hotel: Embassy Suites Hotel,
1881 Curtis Street (bet.
18th & 19th);
303-297-8888; Cut off
date: Sept. 24, 2004

Price: \$119.00/night (includes full breakfast, served from 7 – 10:30, and happy hour with free drinks and food, from 5:30 – 7:30.

When making reservations, ASK FOR IN HOUSE RESERVATIONS and group name is: DU Rocky Mountain Regional Group #: 37799

Sunday Afternoon at the Gold Lake Spa: To make spa treatment reservations: 303-459-3544 or www.goldlake.com to see list of treatments.

Costs of Conference:

1. Friday Teacher Training \$25.00
2. Conference Cost \$65.00
Faculty/\$30.00 administration

Includes Friday night Gala, all food, beer and appetizers at the Wynkoop Brewery, bus transfers to and from hotel and to Gold Lake, lunch at Gold Lake

CLEA'S BEST PRACTICES PROJECT CONTINUES SPRING CONFERENCE PLANNED

Pace Law School

March 11-12, 2005



Roy Stuckey (South Carolina)

Substantial revisions and additions were made to the Best Practices document during the summer. The most recent version was posted on-line in mid-August

at

<http://professionalism.law.sc.edu>

(look in the "news" section on the main page). The project received a lot of support and encouragement over the course of the summer from practicing lawyers, judges, and academics. We seem to be moving in the right direction, but we still have a ways to go.

The most significant difference between the current version and the prior version is the description of the desired outcomes of legal education. The new draft adapts the statement of outcomes that the Law Society of England and Wales has proposed for preparing solicitors for their first day as members of the legal profession. The Law Society will finalize its descriptions this fall and implement them in the fall of 2006. The Law Society's proposal is not a perfect fit for American lawyers, especially its description of the transactions that a new lawyer should be prepared to complete, but we believe it provides a good starting point for discussion.

Other noteworthy changes, in addition to an overall tweaking of the document, are the additions of an executive summary and an appendix on best practices for using simulations that was drafted by **Sandy Ogilvy (Catholic)**.

The Best Practices Project is still a work in progress, and we can use all the help we can get. We will post one more revision in December, then not post any other versions until after the conference/workshop on best practices at **Pace University School of Law** on **March 11-12, 2005**. We hope to finish the

document next summer. Now is the time when your reactions to the project can make the most difference. If you have an interest in helping, please let me know.

Roy@law.law.sc.edu

CONFERENCE ON POVERTY, WEALTH & THE WORKING POOR



March 31- April 1, 2005

Washington University School of Law Clinical Legal Education Program and **Center for Interdisciplinary Studies** will sponsor a program on Poverty, Wealth and the Working Poor **March 31-April 1, 2005**. Keynote speaker is **William P. Quigley**, Janet Mary Riley Distinguished Professor of Law and Director of the Law Clinic and the **Gillis Long Poverty Law Center, Loyola University, New Orleans**.

May 2005 AALS Clinical Legal Education Workshop



**Chicago, Illinois
April 29- May 3, 2005**

We are pleased to announce the **May 2005 AALS Clinical Legal Education Workshop “Clinical Teaching and Supervision: A Participatory Workshop.”** Our program will be held in Chicago, Illinois from April 29-May 3, 2005. Based on a proposal by Section Chair Calvin Pang, this workshop will feature former students and clients. There will be no concurrent sessions; instead, small working groups of clinicians will be convened to share their teaching and supervision experiences. The workshop will be preceded by the Directors Workshop, which will focus on management and development skills.

During the plenary sessions, former students and clients will join us to discuss their experiences in working in or being represented by law school clinics. Often in our discussions at these programs, we talk about students and clients only in abstract terms. Failing to include their voices ignores the most important participants in the conversation. In order to enrich our conversations, former clinic students will offer their insights and reflections upon their experiences with their supervisors, their cases and their programs. Former clients will share their perspectives, and allow us to gain concrete understanding of their experiences with students, supervisors, and the legal system.

Our opening plenary will explore the meaning of “learning” in “service learning.” We will consider the nature and goals of service learning by drawing upon educators in law, divinity,

architecture, health care, and social work. In addition, there will be a session exclusively dedicated to works-in-progress.

In the small group sessions, we will put the “work” back in “workshop.” In the working groups, participants will focus on their own teaching and supervision, sharing the challenges and complexities. Clinicians at all levels of experience will be able to actively engage in these groups. We will arrange participants in working groups according to broad subject fields, such as Civil; Criminal; Transactional; Groups, Project and Systems Advocacy (e.g. Human Rights, Legislative Advocacy, Non-Litigation Policy and Law Reform). **We are asking each of you to bring to the workshop stories of personal experiences, vignettes, curricular innovations, teaching techniques or works-in-progress drawn from their own teaching and supervision that have been successful (or not successful) for discussion with their fellow small group members.** Those who are working on articles or books that relate to clinical teaching and supervision should be prepared to discuss a summary of your scholarly work for discussion by your small group. The workshop will close with a plenary session in which the working groups will report upon their discussions, and ways in which the workshop might transform their teaching and supervision.

The **Clinical Directors Workshop** will be held before the Clinical Workshop, beginning with a reception and registration on

April 29th, and continuing all day April 30th. The Clinical Directors Workshop we will engage a discussion on management skills and techniques, as well as fundraising. It will feature plenary speakers in law, management, and development.

The registration fee is \$320 for the Workshop on Clinical Legal Education and \$160 for the Clinical Directors Workshop. For registration fees received after April 15th, there is an additional \$50 on-site fee.

The Planning Committee for the 2005 AALS Clinical Legal Education and Directors Workshops are: **Bryan Adamson (Seattle); Isabelle R. Gunning (Southwestern); Jane M. Spinak (Columbia); and Stephen Wizner (Yale)**, Chair.

Please mark your calendars now. The Workshop on Clinical Legal Education will be held April 30-May 3, 2005 in Chicago, Illinois. The Clinical Directors Workshop will be held April 29-30, 2005. The workshop will be at the Palmer House. The rates are \$179 for single or double occupancy. It is a Hilton property; here is the website for the hotel:

<http://www.hilton.com/en/hi/hotels/index.jhtml;jsessionid=BDLMKWVEKVHJWCGBIV222QKIYFC5UUC?ctyhocn=CHIPHHH>. Please stay tuned for information on Workshop topics. Thank you.

INTERNATIONAL JOURNAL HOSTS CLINICAL EDUCATION CONFERENCE IN SCOTLAND



Roy Stuckey (South Carolina)

The International Journal of Clinical Legal Education hosted its second international conference on clinical legal education in Edinburgh, Scotland on July 14-15, 2004. The theme was “Who Benefits? Examining the Agendas of Clinical Legal Education.” The conference was attended by about 70 clinical teachers from around the world, including Australia, South Africa, and the University of the South Pacific (which is located on the same island where the currently airing episodes of Survivor were filmed). Participants from U.S. law schools included **Rick Wilson (American), Larry Grosberg (New York Law School), and Roy Stuckey (South Carolina)**

The development of clinical education in the United Kingdom during the past ten years is quite remarkable. Clinical methodology has grown in quantity and sophistication, both in the undergraduate law schools and the post graduate vocational programs operated by the law societies and the barristers/advocates’ organizations. In fact, clinical education in the United Kingdom today plays a more significant role in preparing lawyers for practice

than in the United States. The emphasis on clinical teaching in the United Kingdom is likely to increase even more in future years in light of new proposals from the Law Society for improving the preparation of solicitors for practice.

Among other news from the conference is that Richard Grimes and, I think, Hugh Bayne are completing a study of clinical education at selected law schools in the United Kingdom. Their analysis of the types of clinical education programs in law schools and “best practices” should be published this fall. For more information, contact Richard at richard.grimes@lawcol.co.uk.

Philip Plowden of Northumbria University chaired the conference as editor of the journal. Philip is the successor to Kath Sylvester, the founding editor of the journal. The Journal plans to host another conference next summer at a location to be determined. For more information about the journal or next summer’s conference, contact Philip at philip.plowden@unn.ac.uk.

CALL FOR PAPERS

ENRICHING CLINICAL EDUCATION

UCLA/UNIVERSITY OF LONDON SIXTH INTERNATIONAL CLINICAL CONFERENCE

**SAVE THE DATES: Thursday,
October 27 through Sunday,
October 30, 2005**

The UCLA School of Law and the University of London Institute of Advanced Legal Studies are delighted to announce the Sixth International Conference on Clinical Legal Education and Scholarship to be held in Fall 2005. Following tradition, the conference will be held at the beautiful UCLA Conference Center at Lake Arrowhead, California, nestled in the San Bernardino mountains near Los Angeles.

The purpose of this conference is to explore ways in which we can enrich clinical education. The conference will proceed on the basis that clinical legal education is now a mature, well-established part of the law school curriculum. Clinical teaching methodology is generally accepted as an essential and respected part of mainstream legal education. Thus our focus should shift from issues of acceptance to issues of sophistication. At this point, we expect the conference to be centered on three broad themes: Skills Training Revisited, Structuring the Clinical Experience, and Learning from other Perspectives. Potential paper topics are limited only by your own thinking about how clinical education should respond to the challenge of preparing our students to work in an increasingly complex, multi-party, technologically sophisticated, interdisciplinary legal world.

For more information about the conference and potential paper topics, visit the conference web site at:

<http://www.law.ucla.edu/clinical/arrowheadconference.html>

Timetable for paper submission:

Indication of Interest/Abstracts
September 13, 2004

First Drafts Due
June 20, 2005

Final Drafts Due
September 19, 2005

Acceptances will be made after
submission of the first draft.

Submissions should be sent to:

Wendy Haro, haro@law.ucla.edu
Conference Administrator
UCLA School of Law
Box 951476
Los Angeles, CA 90095-1476

2004 Sherman J. Bellwood Lecture



Helaine M. Barnett will deliver the **University of Idaho College of Law 2004 Sherman J. Bellwood Lecture**, Thursday, **October 21st** at 4:00 pm in the SUB Ballroom on the Moscow, Idaho campus. The lecture is free and open to the public

Ms. Barnett, President, Legal Services Corporation, has devoted a career to making "equal justice under law" more than a slogan. The national leader of American's legal services for the poor, she compiled a 37-year record of providing legal services in New York

City before ascending to the LSC presidency. The LSC, a federal nonprofit organization created by the Congress and governed by a Board of Directors appointed by the President of the United States, will mark its 30th anniversary this year.

Previous Bellwood Lecturers have included Sandra Day O'Connor, Antonin Scalia, David Halberstam, Ruth Bader Ginsburg, Janet Reno, and Bryan Stevenson, Executive Director, Equal Justice Initiative. The Bellwood Lecturer Series was established in 1996 and is the largest endowed lectureship at the University of Idaho.



NEW CLINICIANS

Sarah Barron is a **Visiting Assistant Professor** at the **University of North Dakota School of Law** for the 2004-2005 academic year. She directs the Civil Litigation Project in the Clinical Education Program, supervising and teaching students on domestic relations and other civil cases. Sarah was formerly a Lecturer and Clinical Instructor at the UND Legal Aid Association, a staff attorney for the Northeast Central Judicial District Court of the State of North Dakota, and an assistant county attorney. She

received her JD from Cleveland-Marshall College of Law, where she graduated *cum laude*.

Tamar Birkhead has joined the faculty at the **University of North Carolina-Chapel Hill** where she will teach in the criminal clinic. Prior to joining the UNC faculty, she taught from 2003 to 2004 at Suffolk University Law School in the Suffolk Defenders Program, a year-long criminal defense clinic. She also worked for 10 years as a public defender and as an Assistant Federal Public Defender in Massachusetts.



Bridgette Carr has been appointed an **Assistant Clinical Professor** at **Ave Maria School of Law** where she will supervise and teach students in Ave Maria's Asylum and Immigrant Rights Law Clinic. Carr began her legal career as an associate at Miller, Canfield, Paddock and Stone in the area of health care law and compliance. As a Michigan Refugee and Asylum Law Fellow with Amnesty International, she researched international refugee protection issues and lobbied the U.N. High Commission on Refugees on issues facing female and child asylum seekers. Carr received her BA with honors from the University of Notre Dame, and her J.D. with honors from The University of Michigan.

Janie Chuang joins the International Human Rights Law Clinic at

Washington College of Law, American University, as a **Practitioner in Residence** from the Faculty of Law of the University of Toronto, where as a Graham Fellow she wrote on inter-national law and policy on human trafficking, and lectured on inter-national law and human rights. Janie has served as a legal officer for the Legal Division of the U.N. Compensation Commission; and as a Harvard Sheldon Fellow for the Office of the U.N. High Commissioner for Human Rights. She worked as an associate at the Washington, D.C. offices of White & Case and Cleary, Gottlieb, Steen & Hamilton, where her pro bono cases involved advocacy for asylum seekers and for migrant domestic workers. She co-founded the International Human Rights Project at Harvard Law School, where she was also co-editor in chief of the Harvard Human Rights Journal.



Rebecca Clayton has joined the **University of Pennsylvania Law School clinical faculty** and will teach in its Small Business Clinic, a program which has doubled in size in recent years. Rebecca, a graduate of Yale University and Harvard Law School (where she was a clinical student at the Hale and Dorr Legal Services Center), joins Penn's faculty after several years of practice in a large Philadelphia law firm and the legal department of a Fortune 500 cor-

poration. During her years in private practice, she represented public and private companies in a wide range of matters, including equity and debt financings and information technology transactions.

As in-house counsel, she was instrumental in a broad-based review, analysis and application of corporate governance and financial reporting reforms arising from the Sarbanes- Oxley Act and related SEC and NYSE rules and educated the corporation's legal and accounting staffs regarding these expansive, historic new legal requirements.

Her community service includes work with the Philadelphia Futures mentoring program, Philadelphia Volunteer Lawyers for the Arts and the board of a child care center for low- to moderate-income families.



The Community Enterprise Clinic at **Duke Law School** would like to announce (a year late!) the appointment of **Noemi Flores** as the Clinic's **Supervising Attorney**. Ms. Flores is a **Lecturer in Law** and her appointment is full-time in the Clinic, where she both supervises students and teaches the classroom component of the Clinic.

Matthew Fraidin has joined the **University of the District of Columbia David A. Clarke School of Law** as the **Co-Director** of its

HIV/ AIDS Legal Clinic. Matthew fills the “big” shoes left by his predecessor, **Natalie Wasserman**, who retired this summer after teaching this clinic for the last seven years. Matthew will be working with **Joyce Stanley Batipps**, his co-director.

Matthew comes to the clinic with a wealth of expertise in the area of family law. He recently was Legal Director of the Children’s Law Center (CLC), a family law legal services provider in Washington, DC. Here he supervised some 15 lawyers who were representing children, parents, kinship caregivers and foster parents in family law and special education matters. He is well respected by his peers and is highly regarded by many of the judges at the District’s Family Court.

A 1993 graduate of the University of Wisconsin Law School, Matthew began his legal career in a federal clerkship. Subsequently, his career embraced several areas of public interest law. Prior to his work at CLC, he was a staff attorney and supervising attorney for the Legal Aid Society of the District of Columbia where he represented indigent clients in family law, housing and public benefits litigation. Earlier, he was a summer associate for the Appalachian Research and Defense Fund and represented indigent clients in Social Security disability claims, landlord/ tenant, housing and prisoners’ rights matters. For the law offices of Nathan and Robert, Office of the Special Master (Ruiz v. Estelle), Matthew monitored prisons and jails in Texas, Puerto Rico,

Ohio, New Mexico, Rhode Island, and Michigan (Detroit) to assess compliance of state and county officials with courts' reform orders. He now brings his tremendous experience and empathy to indigent residents of the District of Columbia who are infected or affected by HIV/AIDS.

He is admitted to the bars of Wisconsin (inactive), Massachusetts, Washington, DC, U.S. District Court for the District of Puerto Rico and the U.S. Court of Appeals for the First Circuit.

Daniel T. Friedson has joined the **University of Pittsburgh School of Law** to direct a **Community Economic Development Clinic**, a new two semester clinic starting this fall. Through the Community Economic Development Clinic, students will gain experience in the fields of tax and business law. Professor Friedson is a 1998 alumnus of Pitt Law School and brings a varied experience with him in legal advocacy, community organization, the arts and education, primarily in St. Louis, where he located after graduation. The clinic will serve members of the Pittsburgh community who want to start small businesses, but do not have the financial resources to hire legal representation. Students will be involved in transactional work and will have the opportunity to develop a vast array of skills required by the process.



Lisa Garcia has joined **The Rutgers--Newark School of Law** as an **Assistant Clinical Professor** teaching in the Environmental Law Clinic. Professor Garcia comes to the clinic with considerable experience in environmental justice litigation and advocacy and will help develop the clinic's environmental justice docket and teaching on the representation of communities of color and community groups in environmental disputes.

Prior to coming to Rutgers--Newark, she worked at the New York Public Interest Research Group and the New York Lawyer's for the Public Interest on a variety of environmental justice issues such as the clustering of power plants and waste transfer stations in low income communities of color in New York City. In the spring of 2004, Professor Garcia also taught Conservation Law and Policy at Columbia University School of Law. Professor Garcia is a graduate of Brooklyn Law School and of Professor Stacy Caplow's immigration clinic.

Sonya Garza has joined **Texas Tech University School of Law** where she supervises a section of the Civil Practice Clinic as well as teaches Family Law. She received her law degree from Stanford Law School where she was a Note Editor on the Stanford Law Review, served

as a research assistant to Professor Michael Wald, and participated in the East Palo Alto Community Law Project's Education Clinic.

After graduating from law school, Professor Garza was an associate in the labor and employment section at Akin, Gump, Strauss, Hauer & Feld, L.L.P. in Washington, D.C. and subsequently joined the family law section at Fulbright & Jaworski, L.L.P in Houston.

Carolyn Grose has joined **Washington College of Law, American University**, as a **Practitioner in Residence** with the Women and the Law Clinic. Carolyn was an Assistant Clinical Professor of Law at University of Connecticut, where she taught in the first year Lawyering Process Course, the Civil Appellate Litigation Clinic, and the Street Law Clinic. She was a Skadden Fellow at Western Massachusetts Legal Services, and clerked for Judge Whitman Knapp in the Southern District of New York. She graduated from Brooklyn Law School.

Harry J. Gruener has joined the **University of Pittsburgh School of Law** supervising the **Family Law Clinic**, a new two semester clinic starting this fall. Professor Gruener, who has practiced law for thirty-three years, participated in the drafting of the Pennsylvania Divorce Code, serves on the statewide Domestic Relations Advisory Committee which was appointed by the legislature to recommend amendments to the Divorce Code, and has been Chair of the county and statewide Family

Law sections. Students will have a wide range of practice opportunities in the County Family Court. Students will develop their skills in client interviewing, negotiation, legal research, custody mediation, motions practice, etc.

Dina Haynes has joined **Washington College of Law, American University**, as a **Practitioner in Residence** teaching in its International Human Rights Law Clinic. Dina completed a clinical fellowship at Georgetown's Center for Applied Legal Studies. She worked for the Organization for Security and Cooperation in Europe in Belgrade as Human Rights Advisor, in Sarajevo as Director General of OSCE's Human Rights Department, and in Banja Luka as an International Adjudicator and Election Supervisor. Dina also served as Head of Protection and Liaison units for the U.N. High Commissioner for Refugees in Croatia. She was Articles Editor of the Human Rights Quarterly and a Fellow in the Urban Morgan Institute of Human Rights at University of Cincinnati College of Law, taught for two years in Tchad in the Peace Corps, and worked on women's rights with the Metlhaetsile Women's Center in Botswana.

Ken Kristl is the new **Director of the Environmental and Natural Resources Law Clinic** at **Widener University School of Law** in Wilmington, DE.

Michael Schwartz has joined **Syracuse University College of Law** as an **Assistant Professor** and

Director of the Public Interest Law Firm, the law school's civil rights clinic. A former member of the National Theater of the Deaf and a practicing lawyer since 1982, Michael has been studying for his Ph.D. in Disability Studies at Syracuse University's School of Education. Prior to his arrival at Syracuse, Michael received his law degree from NYU, his LL.M. from Columbia, and a Masters in Arts from Northwestern University. He also served as a law clerk in the SDNY and as attorney at the Appeals Bureau of the Manhattan District Attorney's Office. More recently, he was an Assistant Attorney General in the Civil Rights Bureau of the New York State Department of Law where he successfully prosecuted the first case under the Americans with Disabilities Act against a medical clinic for failure to provide interpreters for patients who are deaf. Michael, who is deaf himself, hopes to expand the disability docket in the clinic and is very excited about joining the community of clinical law teachers. Please feel free to send him words of welcome at maschw01@law.syr.edu

Claire Smearman has joined **Washington College of Law, American University** as a **Practitioner in Residence** in its Civil Practice Clinic. She comes to Washington College of Law from a two year clinical fellowship in the Family Law Clinic at the University of Baltimore and almost twenty years of practice at major law firms in Baltimore. Claire was a 1994

Fulbright Scholar at the University of Iceland, and has taught extensively outside the legal academy, as an adjunct and part time faculty member in the Department of Women's Studies at Goucher College, and at Towson University. She was appointed as a member of the Select Committee on Gender Equality of the Joint Committee of the Court of Appeals of Maryland and the Maryland State Bar Association, and of the Maryland Attorney General's and Lieutenant Governor's Family Violence Council. Claire also served as president, vice president and board member of the Women's Law Center, which under her leadership initiated the Family Law Center Advisory Committee and the Family Law Hotline, which was the first project of its kind in the nation and for which Claire won the 1991 Award of Achievement from the Young Lawyers Division of the ABA. She is a 1982 graduate of the University of Maryland School of Law.

Deidre M. Smith has joined the **University of Maine School of Law** as **Associate Professor** and been appointed as the new **Director of the Cumberland Legal Aid Clinic** at the University of Maine School of Law . She graduated from the University of Maine School of Law *summa cum laude* and received her B.A. in American History, *magna cum laude*, from the University of Pennsylvania. After graduating from the Law School, Professor Smith clerked for Chief Judge Gene Carter of the United States District Court for the

District of Maine, and then joined the Portland law firm of Drummond, Woodsum & MacMahon. Through her varied civil litigation practice at the firm, Professor Smith represented educational institutions, businesses, municipalities and individuals in jury and bench trials, arbitrations, and mediations, as well as in appeals before the Maine Supreme Judicial Court and the United States Court of Appeals for the First Circuit.

Jayashri Srikantiah, formerly with the ACLU of Northern California, has joined the faculty at **Stanford Law School** as an **Associate Professor** and will direct the Immigration Law Clinic at the Law School.



Julie K. Waterstone, a **staff attorney** and **visiting clinical professor** with the **University of Mississippi** Civil Legal Clinic, is starting a Child Advocacy Clinic this fall. She will supervise students in a range of cases, including delinquency and school discipline. Her students will also serve as guardian ad litem in cases where there have been allegations of abuse and neglect. Julie graduated from Northwestern Law School in 2000. Prior to joining the Civil Legal Clinic, she worked as a litigation associate at Milbank, Tweed, Hadley & McCloy, LLP in Los Angeles.

HONORS, AWARDS, PROMOTIONS & MOVES



Arturo Carrillo was **reappointed** for the 2004-2005 academic year as **visiting associate professor of clinical law** at the **George Washington University Law School**. He directs the Human Rights Clinical Program and the International Human Rights Clinic
www.law.gwu.edu/ihrc.

Timothy Casey (Case Western), formerly an Associate-in-Law with the legal writing program at Columbia University, where he also developed and taught an externship program in criminal advocacy and a seminar in crime, communities and courts, has joined Case Western Reserve University School of Law as an **Associate Professor** with the Milton A. Kramer Law Clinic where he will teach in the **Criminal Justice Clinic**, a clinical program which represents misdemeanor criminal defendants in several local courts.

Before entering academia, Tim worked as a public defender with the Legal Aid Society of New York in both the trial and appellate bureaus.



Melissa Crow (Brooklyn), formerly with the International Human Rights Clinic

at Washington College of Law, has joined **Brooklyn Law School's Safe Harbor Clinic**.



Larry Marshall

(Northwestern) will join **Stanford Law School** this year as a **Visiting Professor of Law** to work with their faculty in the continuing development of their clinics.

Josephine Ross (Michigan State), formerly a Visiting Professor at Boston College teaching in the Criminal Justice Clinic, is currently a **Visiting Professor of Law** at **Michigan State University** teaching professional responsibility, criminal law & law and gender.

Matthew Rossman (Case Western), formerly a Lecturer and Clinical Supervisor in the Small Business Clinic at the University of Pennsylvania Law School, has joined the Milton A. Kramer Law Clinic at Case Western Reserve University School of Law as an **Associate Professor** where he will be teaching in their **Community Development Clinic**, which focuses on representing start-up non-profit and for-profit corporations.

Previously, Matt was a clinical fellow at University of Baltimore School of Law and an associate at the New York offices of both Christy & Viener and Latham & Watkins.

Doug Smith (Minnesota), most recently of Suffolk University Law School, University of Denver Law School and Dever Middle School (Boston) will be **visiting at the University of Minnesota for the 2004-5 academic year**. Doug will be teaching in the Civil Practice Clinic. He will also be teaching a pretrial skills course and developing a Workers' Rights Clinic to begin in the spring.



Kim Connolly (South Carolina) has been **awarded tenure**, marking the first time in the school's history that all of their clinical faculty (6) are tenured.



Dan Filler (Alabama) has been named **Chair of the Alabama Assessment Team** of the **American Bar Association's Death Penalty Moratorium Project**. As part of the ABA's effort to assess the way the death penalty is imposed, the team will be compiling data on the administration of capital punishment within Alabama.

Andrew H. Foster (Duke) was recently **promoted to Associate Clinical Professor of Law** and will continue as the Director of the Community Enterprise Clinic for at least the next three years.

Donna Harkness (Memphis), who directs the Elder Law Clinic, has been **promoted to Associate Professor of Clinical Law**.



Janet Heppard (Houston) has been honored by the Houston Bar Foundation for outstanding contribution to the **Houston Volunteer Lawyers Program (HVLP)** by receiving an award for **Longevity of Exemplary Service**.



Barbara Hines (Texas) has been awarded a **Fulbright Scholarship** to research immigration issues in Argentina. This is her second Fulbright Scholarship. She will teach and work at several clinics and conduct advanced research on Argentine immigration laws, legislative proposals, and refugee and asylum process.



Margaret Moore Jackson (North Dakota) has joined the faculty of the University of North Dakota School of Law as an **Assistant Professor**. She directs the Civil Rights Project in the Clinical Education Program, where she supervises and teaches clinical students in discrimination and

constitutionally-based cases. Also, this year she is the **Interim Director of the Clinical Education Program**, which includes the Civil Rights Project and the Civil Litigation Project. Margaret was a visitor in the University of North Dakota Clinical Education Program from 2003 to 2004. She has over 12 years of diverse litigation experience. Margaret received her JD from the University of San Francisco, where she graduated cum laude.



Jane C. Murphy (Baltimore) was awarded the **University System of Maryland Regent's 2004 Faculty Award**. She is also the inaugural recipient of the **2004 Presidential Award for Faculty Excellence** at the **University of Baltimore** and was the **Women's Bar Association's 2004 Teacher of the Year** awardee.



Sarah Paoletti (American University), Practitioner in Residence in the International Human Rights Law Clinic received an **award** at the **Friends of Farmworkers 2004 Dinner** in Philadelphia for her ongoing contributions to farmworkers' rights.

Stella Smetanka (Pittsburgh) was among five faculty members of the University who were awarded the **Chancellor's Distinguished Public Service Award in 2004**. This award recognizes faculty who have made outstanding contributions to the community. Professor Smetanka was honored for her work in health law and in child advocacy. She has been an active leader in the Allegheny County Bar Association Health Law Section, including involving law students in the work of the Section, and has served as president and on the Board of Directors of KidsVoice, a child advocacy organization that represents abused and neglected children. The award consisted of a cash prize to the faculty member of \$2000 and a grant of \$3000 for the support of public service activities.



Deborah Weissman (North Carolina) was awarded **tenure** and promoted to **full professor**.

Chris Zawisza (Memphis), who directs the Child Advocacy Clinic, has been promoted to Associate Professor of Clinical Law.

NEWS FROM CLINICAL PROGRAMS

UNIVERSITY of BALTIMORE SCHOOL OF LAW

Center for Families, Children and the Courts

The University of Baltimore School of Law's Center for Families, Children and the Courts (CFCC) recently has completed several family court reform projects. Recently CFCC published "**A Strong Present in the Life of a Child: A Report on Unified Family Courts and Juvenile Delinquency Matters.**" The report, funded by a grant from the Charles Crane Family Foundation, examines the integration of juvenile delinquency into the subject-matter jurisdiction of unified family courts based on information and data compiled from a survey questionnaire sent to judges and court staff in Delaware, New Jersey, Rhode Island, Hawaii, and Indiana. While jurisdictions in these states have adopted differing models of a unified family court, survey participants are unanimous in the belief that the incorporation of juvenile delinquency into family court subject matter jurisdiction offers significant advantages to the system as a whole.

This fall, CFCC also has published "**Results of a Judicial Survey on the Maryland Department of Juvenile Services,**" a report examining the interface between the Department of Juvenile Services (DJS) and

Maryland's Circuit Court judges and masters. In addition, CFCC is developing a conference on addiction and substance abuse issues for family court judges, masters, and court personnel. The conference is expected to occur next Spring.

CFCC has, in addition, formed a partnership with the Baltimore City Mayor's Office, the legal and judicial communities, and the schools to develop and implement a truancy court program. The partners are capitalizing on an existing patchwork of truancy programs to develop a strong, effective truancy court continuum in four elementary and middle schools. The truancy court itself is a judicially-supervised program which includes weekly in-school sessions with the judge and frequent and regular contact among a team of service providers, the child, and his/her family. Interventions include, but are not limited to, parenting classes, tutoring, training in basic skills, drug screening and counseling, and anger management.

For the second year, Professor **Barbara A. Babb**, CFCC's Director, and **Gloria Danziger**, CFCC's Senior Fellow, are teaching the **CFCC Student Fellows Program**, a one-semester three-credit course, designed to promote the understanding of and research on unified family courts, therapeutic jurisprudence, and the ecology of human development. This is one of the first law school courses in the country designed to apply therapeutic jurisprudence to the unified family court model. The course is

tied closely to CFCC's ongoing public service and/or foundation-funded projects. Both the course format and materials emphasize the integration of theory and practical experience in an effort to encourage students to become problem-solving and reflective practitioners.

For further information, please check CFCC's website at: <http://law.ubalt.edu/cfcc/index.html>



Beth Milnikel, the former Assisting Director of the **Institute for Justice Clinic on Entrepreneurship** at the **University of Chicago Law School**, is now the **Acting Director**. **Patricia Lee**, the founding Director of the Institute for Justice Clinic, has returned to the Institute for Justice Clinic temporarily as a consultant and will be sharing her experience and knowledge with Beth and the Clinic's students and clients.



The **Community Enterprise Clinic** at **Duke Law School** recently received a **two-year grant** from the **Racial Justice Collaborative's North Carolina Fund** to support our partnership with the Community Reinvestment Association of North Carolina and other nonprofit organizations in the state. The purpose of this new

project is to promote social and economic justice by changing corporate policies and practices through the use of corporate advocacy techniques, including the filing of stockholder resolutions. We are very excited about the potential of this work to both (1) provide Duke Law School students with the opportunity to engage in sophisticated transactional advocacy and (2) to enable our clients to effectively use a broader array of advocacy techniques to secure social change. This project will focus on impacting corporate behavior in the areas of economic justice, diversity, labor rights and the environment.

GEORGETOWN

The **Harrison Institute's Housing and Community Development Clinic** at **Georgetown University Law Center** has just added a **new Fellow, Samuel Jefferson**, who will be working on tenant ownership/development cases. We have also recently closed on financing for two large and one smaller project. We **closed a \$20,000,000 dollar tax credit acquisition and rehab deal** for a building in the Shaw neighborhood in the District. This deal preserves 136 units of affordable housing in the rapidly gentrifying neighborhood around the new Convention Center. Our client, the 1330 Tenants Association, has a part of the ownership of the project and substantial day to day managerial control. At the end of the 15 year

tax credit period, the building will revert entirely to the tenants association. The project is now in the midst of a tenant-in-place renovation which should be completed by the end of this year.

We also recently **closed on an \$8,100,000 construction loan** to rehab a 102 unit tenant cooperative in the also gentrifying Columbia Heights neighborhood. Our client, the tenant cooperative, had purchased the property about a year earlier. Since then, we have been working on board and membership training, construction plans and contracts, financing (including complex negotiations between participating lenders as well as between the lenders and Fannie Mae) and internal corporate and financial matters. Construction began in August and should take about a year.

The third project is a 16 unit building in a very low income area. We represent the tenant association which purchased the building in February. We are currently finishing the development and financing plans, negotiating the construction loan, and working with the association on corporate structure, training and financing.

The **UGA Land Use Clinic**, now entering its third year of operation, is a joint program of the UGA School of Law and Institute of Ecology. It was founded by **Laurie Fowler**, a nationally recognized expert in watershed protection and growth management, and is headed by clinician **Jamie Baker Roskie**, with able supervision by **Alex**

Scherr, Director of Civil Clinics at UGA.

This year the Clinic's students will be working on an innovative Habitat Conservation Plan (HCP) under the Endangered Species Act in the Etowah River watershed. The Etowah River, in North Georgia, is one of the most biologically diverse areas of the world. For example, it has 76 species of native fish, compared to the Colorado River watershed with 25 native species. However, that biodiversity is seriously threatened by current land development practices, and there are 15 Etowah species listed as threatened or endangered.

As part of the HCP, the Clinic will be developing model land development policies for passage by the 11 counties and many local cities in the watershed. These will include a possible first-of-its-kind multi-jurisdictional Transferable Development Rights program, which will concentrate development in appropriate areas and away from critical habitat. Students will have an opportunity to draft ordinances and policy documents that may serve as regional and national models for watershed protection. More information about the HCP is available at

<http://www.etowahhcp.org/> .

The clinic's website is at

<http://www.law.uga.edu/landuseclinic/>



Loyola Law School announces the creation of the **Loyola Law**

School Center for Juvenile Law and Policy. The focus of the center is to provide highly effective legal representation to juveniles charged with crimes in the delinquency system. The Center will serve as a trial advocacy training laboratory where law students will represent juveniles under the direct supervision of experienced juvenile attorneys and clinical law professors. The Center will also provide training and education for the juvenile bar in Los Angeles and serve as a platform to facilitate dialogue on policies and issues facing juveniles and their families in Los Angeles.

Inquiries may be forwarded to: **Cyn Yamashiro, Director**, Loyola Law School Center for Juvenile Law and Policy, 919 South Albany Street, Los Angeles, CA 90015-1211 (213) 252-7408.

UNIVERSITY OF MINNESOTA

Beverly Balos will be presenting testimony on behalf of the **Sheila Wellstone Institute** at the Minnesota Supreme Court Listening Session on Children in the Minnesota Courts. The focus of the testimony will be to raise awareness of critical issues in custody and visitation disputes when domestic violence is present in the home. Among those issues are the necessity for the courts to recognize the difference between family relationships that involve conflicts and even isolated acts of violence and those that involve battering or domestic violence; the characteristics of an abusive parent

and the expectation that the non-abusive parent can and will control the behavior of the abusive parent; and the negative impact domestic violence can have on children.

Steve Simon continued his work with the **National Judicial College** in Reno, teaching the “**Evidence in the Courtroom**” course in July. Steve has been involved in the training of over eight hundred judges in courtroom management, trial evidence and judicial ethics. Steve conducted the **Judicial Trial Skills** program, now in its twenty second year for two new Minnesota judges in June and July. Steve has helped train over three hundred Minnesota judges in courtroom management and judicial ethics. Steve also helped design and implement the upgrade of our courtrooms to reflect the latest in courtroom technology.



The **Missouri University School of Law Family Violence Program** worked on several projects in the last year. A publication push yielded a student, fellow, or faculty article published or in press with the Georgetown Journal of Gender and the Law, the Columbia Journal of Gender and the Law, the Texas Journal of Women and the Law, two in the St. Louis University Journal of Public Policy, and several in the Missouri Bar Journal.

A legislative push resulted in passage of two student generated

Missouri laws. Teams of law students wrote 2 bills, developed a liaison with legislators to have them introduced, lobbied for them, and testified about them before legislative committees. The legislature passed both bills and the governor signed them into law this summer. One bill protects abuse victims who wish to change their names and the second bill, which is in the adoption chapter, protects the privacy and safety of abused relinquishing mothers, advances the permanent placement of children, and protects the interests of earnest unmarried fathers.

A grant writing initiative yielded three grants funding education, service and research. One **grant** to the **Missouri Department of Public Safety Victims of Crime Program** supports the travel and long distance phone costs of faculty supervised law student representation of domestic violence victims in 21 rural Missouri counties.

A second **grant** to the **Missouri Department of Public Safety STOP Violence Against Women Program** funded an interdisciplinary investigation into the justice system response to domestic violence in Missouri. Law, journalism, and social science students are teaming up to complete three project phases under the supervision of their respective faculty. The law students collect tallies in each Missouri county of indices of justice system responsiveness to domestic violence - including numbers of civil protective orders, arrests, and

prosecutions for comparison against population, numbers of law enforcers, prosecutors, shelters, & gun permits etc. The social science students apply a statistical analysis to computer formatted data base they develop from the law student tallies. The analysis identifies outlier counties whose counts put them statistically above or below a reasonable mean. And finally, the journalism students travel to the identified outlier counties and interview the judges, prosecutors, and law enforcers to investigate what makes the county a positive or negative stand out in its response to violence against women. In a pilot project on four counties, the law students published a report of their finding in the Missouri Bar Journal which drew an immediate response exposing a significant problem in that county. The journalism students composed and aired investigative reports on television which also drew immediate responses which ultimately led to the funding of the statewide investigation. Following the three student project phases, the law, journalism, and social science faculty will present the results to state organizations of police, prosecutors, and judges.

A third **grant** to the **Altria Corporate Contributions Program** funds a clinical fellow to develop skills in publication, teaching, and social service project development around domestic violence. Teaching includes classroom and clinical teaching. Public service project management includes interdisciplinary projects, clemency advocacy, and legislative initiatives.

Publication includes empirical, traditional legal, and/or interdisciplinary scholarship.

University of Nevada, Las Vegas

William S. Boyd School of Law

The **Thomas and Mack Legal Clinic** welcomes **Yolanda Vazquez** as the **Director** of our **Nevada Immigration Resource Project**.

Yolanda will develop and run the project which is funded by a grant from the federal Office of Justice Programs. Yolanda brings a wealth of experience as a legal services lawyer in New Jersey, working primarily on behalf of immigrant communities, and a public defender in DC and Chicago.

The project, which is an outgrowth of our immigration clinic, will provide direct information and service to Nevada's large and growing immigrant communities, train attorneys regarding immigration issues, work with new Boyd graduates interested in setting up "low bono" immigration practices, and work with Boyd students and faculty in providing legal services to immigrants.

The Thomas & Mack Legal Clinic is also seeking its second fellow (advertised as "assistant clinical professor in residence") to begin on July 1, 2005, as we say goodbye to our inaugural fellow **Geneva Brown**. Please consult the CLEA website (<http://cleaweb.org>) or the UNLV website (<http://www.unlv.edu>) for the

position announcement. Those of you receiving this newsletter electronically can find the ad in the jobs section.



A new clinical program, Policy Clinic: Gender and Human Rights, has been instituted at the University of North Carolina. Clinic students will work with both state and international organizations in various campaigns aimed at addressing a range of economic, social, and cultural human rights violations including violence against women and sexual violence in the workplace. Students will develop legislative and policy matters, prepare research papers, draft legislative and rule-making proposals, policy guides, and briefs.



A lawsuit filed against the Clinical Education Program at the University of North Dakota School of Law and against former Clinic Director **Laura Rovner** has been dismissed with prejudice by the U.S. District Court for the District of North Dakota. The plaintiff is a religious activist who repeatedly and harshly attacked both the Clinic and Laura for representing the plaintiffs in a case challenging

the City of Fargo's display of a ten commandments monument. He sent a letter asking the Clinic to assist him in bringing an action asserting that a statue of a Greek goddess on a county courthouse was an unconstitutional "establishment of the pagan religion." He then published additional derogatory statements about Laura and the Clinic in the local newspaper before he had even received a response to his request. When the Clinic declined representation, he sued under the theory that Laura and the Clinic had violated his first amendment right to free speech by denying him a "valuable government benefit."

CLEA/SALT filed an amicus brief in support of the Clinic and Laura. The brief was drafted by **Claudia Angelos** and her students at the **NYU Civil Rights Clinic**. Assistance also was provided by the **CLEA Political Interference Committee**, **Peter Joy (Wash.U.-St.Louis)**, **Bob Kuehn (U. of Alabama)**, and **Bridget McCormack (U. Mich.)**. In addition, the AALS filed an amicus brief also supporting the defendants.

The plaintiff has recently filed a request for reconsideration. It is considered highly likely that he will appeal. Laura, who is now teaching at the University of Denver College of Law, remains a defendant because she was sued in both her official and individual capacities. She and Margaret Moore Jackson, who is Interim Director of the Clinic at the University of North Dakota (where the case challenging the ten commandments is ongoing),

continue to appreciate the support of their CLEA colleagues.



The **Zeke Giorgi Legal Clinic** of the **Northern Illinois University College of Law** is excited to announce that it is offering a **Criminal Defense Clinic** for the Fall 2004 semester. **Dean Leroy Pernell** will teach the weekly class, and **Supervising Attorney Paul Cain** will supervise the students in their representation. The classroom component will be comprehensive in its approach. Students will learn both substantive and procedural law. They will also engage in skills training. Finally, students will read about and discuss the larger issues of justice and the criminal justice system (such as justice and race) while having the context of individual client representation. Students will represent criminal defendants accused of a variety of misdemeanor offenses. Students will sit “first chair” throughout the representation of their clients. They will have the opportunity to conduct fact investigation, do legal research, interview witnesses, draft and argue pretrial motions and conduct plea negotiations. Should the matter go to a jury trial, students will conduct *voir dire* of the jury, make the opening statement, examine and cross-examine witnesses and argue the closing argument. Finally, students will have the opportunity (but we

hope not too often!) to argue mitigating factors during the sentencing hearing. We are very excited about this new clinical offering.

In addition, we will again offer our **Elder Law Clinic**. **Professor Daniel Schneider** will teach the weekly class and **Supervising Attorney Ann Switzer** will supervise the students. Students will represent clients in transactional matters such as drafting last will and testaments, advanced medical directives and powers of attorney. In addition, students will represent clients in litigation matters such as consumer fraud. We look forward to a successfully and exciting Fall semester.

The Zeke Giorgi Legal Clinic will again offer the **Mediation Clinic** and the **Domestic Abuse Clinic** during the Spring semester. We currently mediate visitation issues in paternity cases but are in discussions to expand our mediation opportunities. The clinic will continue to work closely with the local domestic violence shelter in representing victims of domestic violence.



St. John's University School of Law is pleased to announce the opening of the

Securities Arbitration Clinic

which offers direct representation to New York State's under-served small investor community. The Securities Arbitration Clinic was established, in part, from a generous grant from the Office of the New York State Attorney General, Eliot Spitzer and donations from St. John's University School of Law alumni. The Securities Arbitration Clinic assists under-served New York small investors with securities disputes with broker-dealers in arbitrations before the two primary self-regulatory organizations in the securities industry, the [National Association of Securities Dealers](#) Dispute Resolution ("NASD") and the [New York Stock Exchange](#) ("NYSE").

Professor **Lydie Pierre-Louis** has been appointed director of the Clinic and supervises eight clinical students in all aspects of client representation. Students provide representation from initial client contact through confirming or vacating arbitration awards in court. Students perform client and witness interviews, conduct full-scale investigations, perform trading and suitability analyses, perform legal research, draft all pleadings including statements of claim, answers, replies, and motions. Students may also have opportunities to negotiate settlements, participate in discovery, attend pre-hearing conferences, and represent clients at arbitration hearings or court hearings. Students also work with M.B.A. or Graduate Investment Management students from St. John's University

Tobin College of Business, who serve as financial consultants to the Securities Arbitration Clinic.

Ms. Pierre-Louis is an attorney admitted to practice in the State of New York, the Southern and Eastern Districts of the State of New York and the Second Circuit. Prior to joining St John's University School of Law, she was an Assistant Attorney General in the Investment Protection Bureau of the New York State Attorney General's Office enforcing securities and franchise laws in state and federal courts. Ms. Pierre-Louis started her career as a corporate associate at Pillsbury Winthrop specializing in corporate law, securities and banking. She received her B.A. from Columbia University, M.P.A. from New York University and J.D. from Fordham University.

ST. JOHN'S CLINIC HELPS VICTIM OF HOME IMPROVEMENT DISASTER GET AN EXTREME HOME MAKEOVER



Picture of Client's "New Home" After Extreme Makeover

St. John's University School of Law Elder Law Clinic is thrilled to report that a client whose family was left homeless by a home

improvement disaster had her home rebuilt by the ABC television show, “**Extreme Make-over: Home Edition**,” a popular reality show that focuses on a deserving family in need of a home renovation. Elder Law Clinic students were instrumental in nominating their client, Lucy Ali, and advocating her story to the television show.

Lucy Ali is a 62-year-old single mother of two pre-teen boys whom she adopted as infants through the New York City Foster Care Program. With her sons outgrowing their small, one-bedroom home, Ms. Ali refinanced her home for funds to build an addition. She hired the home improvement contractors recommended by the bank that provided her refinance loan. Although they merely demolished rooms and erected a wooden frame for the addition, the contractors demanded almost full payment of the \$80,000 contract. After receiving \$71,500 in payments, the contractors abandoned the work, leaving the home in an uninhabitable condition. Demolition debris covered the house and there was no electricity or water. With their home too unsafe to occupy, Ms. Ali and her children were forced to move in with family and friends, and at one point, into a homeless shelter, while continuing to pay the mortgage on the home, or risk losing it in foreclosure.

Ms. Ali sought the assistance of the Elder Law Clinic in early 2003. Clinic students, overseen by Director Professor **Ann Goldweber** and Associate Director Professor

Gina Calabrese, pursued litigation against the contractor on Ms. Ali’s behalf, establishing the contractor’s liability and winning dismissal of its meritless claims against Ms. Ali. Even if the Clinic ultimately obtains a money judgment, however, Ms. Ali is unlikely to receive any compensation, because the contractor intends to file for bankruptcy. “Unfortunately, the legal system cannot always redress every wrong. Although this was disappointing, our students had an opportunity to experience the limits of the civil justice system,” said Professor Goldweber.

Anticipating that legal remedies would offer delayed or incomplete relief, the Elder Law Clinic looked at other creative solutions to help Ms. Ali and her children return to their home. Students assisted Ms. Ali in obtaining a home improvement loan from a not-for-profit organization, found the family a temporary apartment, and secured rental assistance from local charities. To defray Ms. Ali’s housing costs, St. John’s Law students even held a very successful bake sale.

When “Extreme Makeover: Home Edition” expressed interest in Ms. Ali’s application, the students pursued yet another parallel track for their client’s relief. Students advised Ms. Ali on her video presentation and then recorded and edited her nomination video. There were many phone calls with the show’s Los Angeles producers, as the students told Ms. Ali’s story and provided the producers with extensive documentation of Ms. Ali’s problems. “Our students were

so moved by the Ali family’s plight, that they went above and beyond the lawyer’s traditional role to help their client,” said Professor Calabrese.

“Extreme Makeover: Home Edition” remodeled the Alis’ home during one week in August. Nearly all of the students who worked on her case, including two who had graduated, came to the “reveal”: the unveiling of the finished home to the Ali family. The show airs on Sunday nights, and the episode featuring the Ali family will run this fall.



Photo of students from Elder Law Clinic at St. John’s University School of Law who worked on home renovation case.



SAINT LOUIS UNIVERSITY LEGAL CLINIC HELPS GET MEDICAID BENEFITS RESTORED TO THOUSANDS

The Missouri Court of Appeals has just issued two separate decisions affirming the restoring of dental benefits and

eyeglasses for thousands of Missourians on Medicaid in lawsuits brought by the Legal Clinic at Saint Louis University School of Law.

SLU Clinic Professors Dr. **Barbara Gilchrist**, **Debora Wagner** and **John Ammann** worked with two private attorneys in representing adult Medicaid recipients after the Missouri Legislature eliminated funding for most dental services and eyeglass benefits. Students were part of the legal team which brought the two lawsuits. The trial court ruled in favor the SLU Clinic’s clients, and the appellate court affirmed the trial court in all respects. Students wrote portions of the appellate court brief.

Missouri officials estimate that 400,000 adults receive Medicaid dental benefits in Missouri, and about 100,000 receive free eyeglasses under the Medicaid program.

The primary decision of the Missouri Court of Appeals is *McNeil-Terry v. Roling*, 2004 Mo. App. Lexis 970, June 29, 2004.

University of St. Thomas School of Law

With the start of the fall semester, the **University of St. Thomas Inter-professional Center** is now able to provide legal, social work and psychology services for clients from underserved populations in the Twin Cities metropolitan area. Our collaborative efforts have been

bolstered with the addition of six doctoral psychology students who will begin providing psychological services to compliment the legal and social work case management and counseling services provided during the 2003-2004 academic year. Recently, we held our first "grand rounds," an opportunity for students from each discipline to share the highlights and challenges of collaborative cases with their Center colleagues.

Within the Center, a premium is placed on collaborative work between counseling services and legal services. One ongoing case involves allegations by a Nigerian immigrant that she was held in involuntary servitude in Minnesota by a distant relative. Law students represent her in immigration proceedings, assist in representing her in a civil suit against the alleged perpetrator, liaise with federal authorities as they investigate criminal charges, and respond to press inquiries. A social work student, working in close collaboration with the law students, provided assistance in job training, social skills development, procuring public benefits, and preparing the client for the stresses associated with court appearances.

Another case involves a mentally disabled nursing home resident. His care requires that the nursing home staff be able to reassure and redirect him when he becomes emotionally distressed. Unfortunately, since the resident speaks only Spanish, and the nursing home staff speaks only English, the appropriate care was not being provided. Law students

researched the requirements of Title VI of the Civil Rights Act, and found that nursing homes are obligated to provide language interpretation necessary to providing care. Law students negotiated an agreement with the nursing home to provide this service to all their non-English speaking residents, while a social work student helped the nursing home access interpretation resources in the community.

In addition to working collaboratively with the counseling services, law students have also vigorously engaged in appellate advocacy. Students in the Family Law Practice Group recently filed a brief in the Minnesota Court of Appeals advocating on behalf of an abused party in a harassment/ restraining order case. The brief argued against the trial court's issuance of a mutual harassment/ restraining order where only the abused party filed a petition and presented evidence of abuse. In preparing the brief, students thoroughly researched and analyzed case law pertaining to the Minnesota Domestic Abuse Act and the Harassment Restraining Order Statute. As mutual harassment/ restraining orders are routinely granted in various jurisdictions in Minnesota, the students are hoping for a decision that will proscribe such practices in the future.

The growing movement to provide more integrated services and greater professional collaboration requires constant attention and we anticipate continuing to develop an understanding of the independent and collaborative nature of our

Center between the counseling and legal professions. We are now learning the challenge of changing theory to practice for the benefit of our clients and ourselves.

Texas Tech University School of Law

Texas Tech University School of Law created the **Texas Tech Criminal Justice Clinic** this year. Eight third-year law students are representing indigent criminal defendants in the Lubbock area on a range of cases, including felonies, misdemeanors, juvenile matters, and appeals. The clinic is taking cases from Lubbock as well as from surrounding, rural counties. The clinic is a full-year program that earns students eight credits each. Texas Tech had previously operated a Criminal Prosecution Clinic in which students worked as externs at the local district attorney's office. The faculty decided that it would be a better use of resources to fold the DA placements into our existing externship program, which is run separate and apart from the clinical programs. The faculty also thought it was important for us to provide a community service in the area of criminal defense, particularly in light of the recent prosecutions in Tulia, Texas, a mere 70 miles from Texas Tech. We also felt it was important to start producing each year a cadre of lawyers capable of immediately representing criminal defendants. The clinic is under the direction of Professor **Larry Cunningham**, who previously

directed the Criminal Prosecution Clinic at Texas Tech. Clinical faculty at Texas Tech are all tenured or tenure-track, which provides opportunities to teach in doctrinal areas, to produce scholarship, and to engage in full faculty governance. For further information about the Texas Tech Criminal Justice Clinic, visit: <http://www.law.ttu.edu/faculty/cunningham/cjc.htm>.

VERMONT LAW SCHOOL

In 2003 the **South Royalton Legal Clinic** of **Vermont Law School** developed a program to provide legal assistance to low-income immigrants.

Vermont Immigrant Assistance (VIA), led by Attorney **Arthur Edersheim**, handles cases across a broad range of legal issues. Attorney Edersheim functions as the VIA Project Attorney and Project Coordinator. He has been providing civil legal assistance for 13 years and is a member of the American Immigration Lawyers Association. Given the absence of *pro bono* legal services for immigrants throughout the State of Vermont, VIA accepts appropriate cases on a statewide basis, although its primary service area focuses upon four of Vermont's fourteen counties.

As part of VIA, Attorney Edersheim and clinic students have worked on cases involving asylum, family-based petitions, adjustment-of-status petitions, VAWA filings,

civil legal assistance and removal hearings before the U.S. Immigration Court. The project has served individuals from Canada, Chile, China, Columbia, Congo, Egypt, Germany, Honduras, India, Jamaica, Korea, Nigeria, Philippines, Russia, South Africa, Sweden, Tanzania, Turkey, Ukraine, and Vietnam.

Fifty percent of the project's clients are battered immigrants. Without VIA's help, many would be unable to leave their batterer due to their fear of possible immigration consequences. At this time, none have suffered adverse immigration consequences as a result of leaving, and none have returned to their batterers.

Vermont has real and increasing immigration issues. The number of immigrants who took up residence in Vermont from 1990 to 2002 totaled over 10,000. Additionally, from 1995 to 2000, an average of 300 refugees per year permanently settled in Vermont, according to the U.S. Center for Refugees. These immigrants arrive in communities that lack the support networks of larger, well-established immigrant populations in metropolitan areas. VIA protects specified legal interests of immigrants while helping to establish a legal culture in Vermont that is sensitive and responsive to immigrants' rights.

VIA also has a public education component whereby the Clinic provides education regarding immigration issues to law students, public service providers, immigrants and other groups. Attorney Edersheim gave a presentation to the Violence

Against Women Act unit (VAWA unit) of the Vermont Service Center of the United States Citizenship and Immigration Service (USCIS) in January of this year. The VAWA unit adjudicates all Violence Against Women Act petitions, but its workers only see paperwork, not real individuals. The VIA attorney had the opportunity to discuss the real-life individuals whom we represent, how they view the process and what it means to them. VIA staff's discussion on the unique legal problems facing battered immigrants was well received by Service Center staff.

Since 1979, the South Royalton Legal Clinic has been fulfilling its twin goals of providing high quality legal services to low-income Vermont residents and helping law students develop lawyering skills through an intensive clinical experience (which they later carry into other law offices and public service positions across the nation). The Clinic functions as a legal aid office for thousands of low-income and working-poor residents of central and southeastern Vermont, and, very often, other areas of the state. It has earned a highly regarded reputation from courts and administrative forums in a wide array of case types including family and juvenile, domestic violence, housing, disability, public welfare, unemployment, contracts, civil rights, guardianship and immigration.



Arthur Edersheim

South Royalton Legal Clinic
Vermont Law School
Vermont Immigrant Assistance
Project Coordinator



The Jerome N. Frank Legal Services Organization (LSO) at **Yale Law School** links law students with individuals and organizations in need of legal help who cannot afford private attorneys. Students, supervised by Law School faculty members and participating attorneys, interview clients, write briefs, prepare witnesses, try cases, negotiate settlements, draft documents and new legislation, participate in commercial transactions, arrange "deals," and argue appeals in state and federal courts, including the U.S. Court of Appeals for the Second Circuit and the Connecticut Supreme Court. The **Greater New Haven Community Loan Fund (Fund)** will honor LSO at its **Good Egg Award Dinner on November 18, 2004.**

The Good Egg Award is an opportunity to both recognize and honor the contribution of LSO to the New Haven housing and community development sectors as

well as offer a unique networking opportunity to combine professional interests and development opportunities in the New Haven area.

The Fund is the flexible source for alternative community development capital in the New Haven region. They make loans that create stronger, more vibrant communities. Projects include 30 units of affordable housing for grandparents raising their grandchildren, 22 units of supportive housing for people living with HIV/AIDS and those with serious mental illnesses who might otherwise be homeless, and four affordable homeownership units in an innovative land trust model that simultaneously preserves farmland and affordability.

For more information about LSO see www.law.yale.edu/lso and for more information about the Fund see www.gnhclf.org.



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John J. Capowski

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Michelle S. Jacobs

(Florida), *Piercing the Prison Uniform of Invisibility for Black Female Inmates* (Reviewing **Paula C. Johnson (Syracuse)**, *INNER LIVES: VOICES OF AFRICAN AMERICAN WOMEN IN PRISON* (New York University Press, 2003), 94 *J. CRIM. L. & CRIMINOLOGY* 795 (2004).



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William S. Koski (Stanford) and Hillary Anne Weis, *What Educational Resources Do Students Need to Meet California's Educational Content Standards? A Textual Analysis of California's Educational Content Standards and Their Implications for Basic Educational Conditions and Resources*, *TEACHERS COLLEGE RECORD* 106:1906-34 (2004) [forthcoming].

William S. Koski (Stanford), *Of Fuzzy Standards and Institutional Constraints: A Re-Examination of the History of Educational Finance Reform Litigation*, 43 SANTA CLARA L. REV. 1185 (2003).



Robert Kuehn (Alabama), *Suppression of Environmental Science*, 30 AM. J.L. & MED. 333 (2004)



Maureen E. Laflin (Idaho), *Remarks on Case-Management Criminal Mediation*, 40 IDAHO L. REV. 571 (2004).



Beth Lyon (Villanova), *When More "Security" Equals Less Workplace Safety: Reconsidering U.S. Laws that Disadvantage Unauthorized Workers*, 6 U. PA. J. LABOR & EMP. L. 571 (2004).



Michael L. Perlin (New York Law School), *"Things Have Changed": Looking At Non-institutional Mental Disability Law*

Through the Sanism Filter, 46 N.Y.L.SCH.L.REV. 535 (2002-2003).



Ascanio Piomelli (UC-Hastings), *Foucault's Approach to Power: Its Allure and Limits for Collaborative Lawyering*, 2004 UTAH L. REV. 395



William Quigley (Loyola-New Orleans), *Catholic Social Thought and the Amoralism of Large Corporations: Time to Abolish Corporate Personhood*, 5 LOY. J. PUB. INT. L. 109 (2004).

Judith L. Ritter (Widener), *Your Lips Are Moving...But the Words Aren't Clear: Dissecting the Presumption that Jurors Understand Instructions*, 69 MISS. L. REV. 163 (2004).

Josephine Ross (Michigan State U), *"He Looks Guilty": Reforming Good Character Evidence To Undercut The Presumption Of Guilt*, 65 PITT. L. REV. 227 (2004).



Laura L. Rovner (Denver), *Disability, Equality, and Identity*, 55 ALA. L. REV. 1043 (2004).



Sheila Simon (Southern Illinois), *Greatest Hits: Domestic Violence in American Country Music*, 82 OR. L. REV. 1107 (2003).



Deborah Weissman (North Carolina), *The Human Rights Dilemma: Rethinking the Humanitarian Project*, 35 COLUM. HUM. RTS L. REV. 259 (2004).



Paulette J. Williams (Tennessee), *The Continuing Crisis in Affordable Housing: Systematic Issues Requiring Systematic Solutions*, 31 FORDHAM URB. L.J. 413 (2004)

POSITION ANNOUNCEMENTS



School of Law

Barton Child Law and Policy Clinic Fellows Program

The Barton Child Law and Policy Clinic at Emory University School of Law has a two year post graduate fellowship for recent law school graduates to work with the Clinic on issues of child neglect and abuse. The Barton Fellowship lasts from mid-August 2005 to August 2007.

The Barton Clinic was established in March 2000 to effectuate systemic policy and process changes for the benefit of the children of Georgia's child welfare system. The Clinic provides multi-disciplinary, child focused research, training, and support for the practitioners and policy makers charged with protecting Georgia's children.

The Barton Child Law and Policy Clinic Fellow will work under the supervision of the Clinic director and senior staff on a variety of projects that will include, as a minimum, the following:

- Assist with supervision of Clinic students with weekly and on-going assignments
- Research and write one law review article suitable for publication or another approved writing project on a topic relating to child neglect and abuse
- Collaborate with Clinic staff on research and policy papers
- Participate in on-going advocacy efforts in the Georgia General Assembly and with the state child welfare agency
- Assist with teaching the law school course Child Advocacy: The Law, the Policy, and the Players

Salary: \$37,500.00 annually
Qualifications: law school graduate within three years of

graduation, extensive computer, research and writing skills, and proven commitment to public service in the area of child advocacy

To apply: E-mail and mail a resume, cover letter, statement of interest and commitment to long term child advocacy, transcript, references, and writing sample to the address below.

Deadline: September 30, 2004
For additional information or to apply contact:

Jeannie Pitts, assistant to Elizabeth Reimels, Managing Attorney Barton Child Law and Policy Clinic Emory University School of Law 1301 Clifton Road Atlanta, Georgia 30322 404-727-0984 e-mail npitts@law.emory.edu

For more information, see the Barton Child Law and Policy Clinic web site at www.childwelfare.net

GEORGETOWN

Clinical Graduate Fellowships

Georgetown University Law Center is pleased to announce the availability of 12-14 clinical graduate fellowships commencing in the summer of 2005. Each year, at least 26 fellows assist full-time faculty in teaching 300 J.D. students enrolled in the Law Center's in-house clinical program. This fellowship program is unique in American legal education. Each fellowship offers both new and experienced lawyers alike the opportunity to combine study with practice in the fields of clinical legal education and public interest advocacy.

Fellows enroll in a two-year program during which they are in residence at a specific Georgetown clinic. Upon completing the requirements for graduation, a fellow is awarded the degree of Master of Laws (Advocacy). The fellowships usually begin in the late summer with an intensive orientation designed to introduce fellows to clinical teaching methods and, in some cases, the substantive law practiced by their particular clinic. Fellows directly supervise J.D. students enrolled in the clinics and assist in teaching clinic seminars. Fellows also work on their own cases or other legal matters on behalf of their clinic's clients.

We are currently seeking fellows to work in clinics that specialize in the following areas: federal appellate litigation; communications law; environmental law; civil rights and general public interest (such as open government); criminal defense; juvenile delinquency; trade policy and health care policy; housing and community development; domestic violence prevention; federal legislation; political asylum; and law related education (Street Law).

The fellowship program currently offers an annual stipend of \$42,265 (taxable), plus all tuition and fees in the LL.M. program. Health insurance and other benefits are also provided. As graduate students, fellows are eligible for deferment of their student loans during their two years in the fellowship. They may also be eligible

for their law school's loan repayment assistance program.

Applications must be sent directly to the director of the clinic in which the fellowship is sought and not to the Graduate Programs Admissions Office. Application deadlines vary by fellowship. For descriptions of each fellowship, application instructions, and a list of application deadlines, please visit our web site at <http://law.georgetown.edu/clinics/fellowships.html>. You may also request a fellowship brochure by sending an e-mail to clinics@law.georgetown.edu, or by calling (202) 662-9100. Georgetown University is an Affirmative Action/Equal Opportunity employer.

UNIVERSITY of MARYLAND SCHOOL of LAW

Assistant Director, Maryland Intellectual Property Legal Resource Center (University Counsel)

DESCRIPTION:

The University of Maryland School of Law is seeking an intellectual property attorney to serve as the Assistant Director of the Maryland Intellectual Property Legal Resource Center. The Center, a joint initiative of the School of Law and the Montgomery County Dept. of Economic Development, was established in February, 2002, to provide low or no cost intellectual property and other legal assistance to early stage technology

companies and to explore emerging ethical, legal and policy issues in the field of high-technology, intellectual property, and technology transfer. Through its academic component, the Center offers a unique clinic for law students in which students, under the supervision of law school faculty and staff, provide legal information to entrepreneurs and companies and assist them access available legal resources at area law firms. The Center staff also place students in externships with government agencies, academic institutions, for profit and not-for-profit organizations, where they receive credit for work performed under the mentorship of a practicing attorney. The Center also hosts a brown bag lunch series on legal issues affecting high tech start ups, maintains a website on IP issues and questions and answers, and holds forums and conferences on emerging IP and other legal issues of importance to Maryland's technology sector.

The Assistant Director will work closely with the Center Director on the various tasks necessary to run the Center and develop plans for providing services to high tech start ups in multiple locations. In addition, the Assistant Director will assist the Center Director provide legal services to emerging high tech companies in the state and supervise law school students meeting with and performing research for Center clients. The Assistant Director may also be asked to assist in the content development of the Center web site and newsletter, organization of the

brown bag lunches and other events the Center hosts, speak to various audiences (e.g., legal and other professional, governmental, and business) about the Center and about IP and other legal issues relevant to emerging high technology companies, participate in developing new programs and initiatives for the Center and teaching the classroom component to the students, and perform other duties assigned by the Center Director.

REQUIREMENTS:

Requires a J.D. from an accredited college or university and good standing before a state bar plus three years of legal experience providing intellectual property advice to businesses. Registration to practice before the U.S. Patent and Trademark Office is highly desirable; some business law experience is also desirable. A life sciences or biotechnology background is preferred, but not essential. Retired patent lawyers are encouraged to apply. If not already a member of the Maryland bar, the successful candidate will be required to gain admission to practice in Maryland as a condition of employment.

Financial disclosure may be required.

HIRING RANGE:

Commensurate with education and experience

CONTRACT DURATION:

One year with option of renewal

BENEFITS:

Health insurance, paid leave, sick leave, holidays, tuition remission at UMB campus, and other benefits as defined by contract.

FILING DEADLINE:

9/17/04

SUBMIT RESUME TO:

5106/DS/HPI
resume@hr.umaryland.edu

UNIVERSITY OF MIAMI

**Attorney/Clinical Educator
Community Health Rights
Education Project**

The Center for Ethics & Public Service at the University of Miami Law School has an opening for an Attorney/Clinical Educator in its Community Health Rights Education Project providing legal representation (public benefits/immigration) to impoverished families in collaboration with the Schools of Medicine and Nursing. A complete job posting is attached. Please send resume and cover letter by **October 15, 2004.**

JOB DESCRIPTION

POSITION:

Assistant Professor of Clinical Education in the clinical programs of the Center for Ethics & Public Service at the University of Miami School of Law, primarily the Community Health Rights Education (“CHRE”) Clinic. CHRE is an interdisciplinary medical-legal curriculum-based clinical program in poverty law practice, research, and teaching dedicated to improving the health and legal

outcomes for poor families who are patients at hospitals and community clinics affiliated with the University of Miami Schools of Medicine and Nursing.

QUALIFICATIONS:

JD and admission to Florida Bar or must pass next exam, and at least three-five years of poverty law practice experience with superior professional practice skills required; experience as a formal mentor and supervisor of law students, beginning attorneys or other professionals, and experience managing and developing accomplished professionals, including program management abilities, preferred; excellent written and verbal communication and interpersonal skills; demonstrated ability to work independently and creatively, as well as collaboratively, to further broad interdisciplinary program needs in demanding high-stress circumstances; expertise in poverty law (public benefits and immigration) and community-based advocacy with ability to develop similar expertise in interdisciplinary professional staff and students; strong motivation, initiative, and commitment to meeting the medical-legal needs of poor families; strong organization, time management, case management, and documentation skills. Ability to speak Spanish and Haitian Creole highly desirable.

RESPONSIBILITIES:

➤ Report to the Faculty Director of the Center for Ethics & Public Service.

➤ Responsible for the day-today management and evaluation of clinical staff and students, program development, including an assessment of program needs and the development of new areas of practice, and training of staff and students in public benefits, immigration, and community outreach.

➤ Assist the Faculty Director to define clinical program goals and provide ongoing leadership to achieve these goals.

➤ Assist the Faculty Director in developing educational materials and clinical practice instruction for clinical and non-clinical courses in fields related to program, and undertake overall responsibility for running clinical orientation sessions and skills seminars.

➤ Assist the Faculty Director in traditional and innovative clinical classroom teaching (videotapes, role play exercises, simulations, supervision and feedback sessions) including critiquing student performances, giving demonstrations, and providing written evaluations and grades for students on all aspects of medical-legal poverty practice and procedure, including interviewing and counseling, factual investigation and discovery, case analysis and strategy development, motion practice, negotiations, pretrial conferences, hearings, trials, and appeals.

➤ Directly supervise law students each semester in all aspects of direct service, law reform, and community-based client representation and ensure that clients are provided with high

quality representation; develop seminars for clinical students on poverty law practice and medical-legal collaboration in advocacy, policy, and ethics; cover student cases when necessary and serve as lead counsel; coordinate inter-disciplinary programs in poverty law practice and medical-legal advocacy, including conferences, research, amicus briefs on poverty law and medical-legal issues, and other written projects.

➤ Train hospital staff (physicians, nurses, and social workers) in medical-legal rights and entitlements and help to strengthen the advocacy efforts of both physicians and attorneys on health policy issues affecting poor families.

➤ Maintain effective relationships with local courts, bar associations, and agencies.

➤ Work with the Faculty Director and Administrative Coordinator to oversee and help prepare the budget and conduct fund-raising as needed, including responsibility for grant writing and reporting, and cultivation, solicitation, and stewardship of donors.

➤ Participate in Center-wide projects and in the Center's clinical programs as an interdisciplinary laboratory for innovation in clinical legal education, professional judgment and values, and community service.

Initial appointment shall be for one (1) year, with two (2) further appointments of one (1) year each, followed by further appointments of four (4) to five (5) years each. Eligibility for reappointment to subsequent terms is based on

performance and program needs. Appointments are contingent upon review of the Director of the Center for Ethics & Public Service, Dean of the School of Law, Clinical Committee, and vote of the faculty of the School of Law. Criteria shall be excellence in teaching, service, and legal scholarship.



UNIVERSITY OF MISSOURI

Family Violence Clinic Fellowship

The Law School at the University of Missouri @ Columbia offers its annual fellowship in its Family Violence Program to begin January 2005. The Family Violence Program is clinic based and has an aggressive agenda in service, research, education, and legislation. The fellow teaches in the Family Violence Clinic and the Advocacy, Family Violence and Public Policy Course. The Clinic serves indigent victims of domestic violence in rural counties. Under the supervision of the Clinic Director, the fellow will lecture in the classroom, direct student writing for publication, direct students' writing state and federal amicus and appellate briefs, oversee legislative projects including drafting, lobbying, and testifying before legislative committees, advocate for clemency petitioners before Missouri's Governor, supervise students

preparing for and conducting litigation and settlement conferences, and direct weekly case conferences. The fellow will also assist with administrative responsibilities for a law school clinic; write federal, state, and/or private grants; liaison with the state legislature; participate in funded interdisciplinary research with social scientists and the nation's top ranked Journalism School; and make conference presentations. The fellow has no summer teaching responsibilities in order to complete research and submit articles for publication. Candidates should have at least 2 years experience as a practicing lawyer, possession of a car and valid driver's license, a valid license to practice law and eligibility for a Missouri license to practice law, strong written and oral communication skills, commitment to public interest law, the ability to work collaboratively and independently, and preferably experience in family and domestic violence law. The benefits eligible position pays \$32,000 for 2 semesters. Columbia is a charming college town where cost of living is low and opportunities for recreation and cultural events is high. Send resume to Mary Beck, University of Missouri School of Law, 104 Hulston Hall, Columbia, MO 65211 and email inquiries to beckm@missouri.edu. Applications accepted for screening to begin immediately. A **hiring decision** will be made by **November 1, 2004**. The University of Missouri is an equal opportunity affirmative action employer. To request ADA accommodations, please contact

ADA coordinator at 573-884-7278 (v/tty)

UNIVERSITY OF MONTANA

Director, Indian Law Clinic

The University of Montana School of Law invites applications for a tenure-track position as Director of the law school's Indian Law Clinic, to commence in the summer of 2005.

A primary mission of the University of Montana School of Law is to prepare students for practice. It is one of only eight law schools in the country to require students to enroll in a clinical course. The law school also recognizes the regional importance of Indian law and encourages our students to be knowledgeable in this area. Montana is home to seven Indian reservations, and its residents are members of numerous additional tribes. The law school, largely through the Indian Law Clinic, works collaboratively with tribes and Indian people throughout the state.

The Indian Law Clinic, founded in 1980, is an essential component of the required clinical program and the law school's competency-based curriculum. The Indian Law Clinic provides students with practical experience regarding Indian law issues, and generally provides assistance on matters impacting tribal sovereignty, cultural preservation and economic conditions within Indian country. Past projects of the Indian Law

Clinic include developing model tribal codes, representing tribes and Indian families in state courts where compliance with the Indian Child Welfare Act is at issue, representing low income clients in the Confederated Salish and Kootenai Tribal Court, writing amicus briefs in the Ninth Circuit on tribal sovereignty and jurisdictional issues, and providing training, technical assistance, and legal research to tribal courts and other tribal programs.

The successful candidate will supervise 4-8 students per semester and will teach a simultaneous clinical classroom component, designed to complement the students' legal work. The candidate will work cooperatively with tribal members, tribal courts, and others in Indian country, identify and develop appropriate legal work for clinic students, and collaborate with other faculty teaching in the clinical program. The faculty member will participate in the full range of faculty activities, including scholarship and service, and may also teach elective courses in federal Indian Law and tribal law. The faculty member may also participate in outreach activities.

The successful candidate will be expected to complete all steps necessary to be admitted to the State Bar of Montana and to appear before relevant tribal courts. If the successful candidate is not already admitted to the Montana State Bar, s/he will need to sit for the bar examination in July 2005.

Selection criteria include:

- JD degree from an ABA accredited law school
- a superior academic background
- substantial relevant practice experience
- the ability to be an effective teacher
- a record of published scholarship or the potential for such legal scholarship
- the ability and willingness to participate in public service activities
- the ability to work with students, staff, faculty, and external constituencies of the law school
- the willingness to participate in the law school's ongoing program of curricular review and development, including the development of interdisciplinary graduate programs of instruction
- creativity, resourcefulness, fairness, compassion, and initiative

Applicants should submit a cover letter indicating how the applicant's experience qualifies him/her to direct the law school's Indian Law Clinic and to teach Indian Law courses;

- an official law school transcript;
- a current resume; and
- the names, addresses, and telephone numbers of three references.

Application materials should be sent to:

Chair, Faculty Appointments
Committee

The University of Montana
School of Law
32 Campus Drive
Missoula, MT 59812

The Appointments Committee will begin to review applications on

October 1, 2004, and will continue to review applications until the position is filled.

For more information, please contact Mary Helen McNeal, Clinic Director, at 406-243-6753 or maryhelen.mcneal@umontana.edu.

The University of Montana is an equal opportunity/affirmative action employer and encourages applications from qualified women, minorities, Vietnam era veterans, and persons with disabilities. Position eligible for veterans' preference in accordance with Montana law. Finalists for this position will be subject to an appropriate background check.

This position announcement can be made available in alternative formats upon request.

University of Nevada, Las Vegas

William S. Boyd School of Law

Assistant Professor-in-Residence

Applications are being accepted for the position of Assistant Professor-in-Residence, to begin on July 1, 2005. This is a full-time, 12-month, non-tenure-track appointment, renewable upon review for second year. The Assistant Professor-in-Residence will teach in the Thomas & Mack Legal Clinic, a multi-disciplinary in-house clinic, with social work and education professionals and students working alongside law faculty and students. The Assistant Professor-in-Residence will work closely with clinicians in the Child Welfare, Immigration,

Juvenile Justice, and Capital Defense Clinics. This position is a great opportunity for someone eager to sample or start clinical teaching as part of a lively and collaborative clinical faculty in an exciting new law school in an unforgettable city in the beautiful Southwest. The position will include substantial time and support for the Assistant Professor-in-Residence's own projects, whether scholarship or public policy initiatives.

Applicants should have a strong interest in public interest law and in the subject matter of some or all the law school's Clinics. A willingness and ability to work in the areas of child welfare, immigration and juvenile justice are particularly important. During the summer, the Assistant Professor-in-Residence will become oriented to the clinical program, assist on clinic cases as needed, and will have time to engage in policy or scholarly research. The Assistant Professor-in-Residence will assist in one or more of the clinics in the fall semester. During the spring semester, the person in this position may engage in additional research. During the succeeding summer and semesters, the assistant professor-in-residence will cover cases and then teach one or more of the clinics.

The Assistant Professor-in-Residence must have a JD from an ABA accredited law school and a record of academic success in law school. In addition, the Assistant Professor-in-Residence must be eligible for licensing in the Nevada bar as a clinical faculty member in Nevada. The salary is

commensurate with qualifications and experience. Position is contingent upon funding.

To apply, submit a letter of application, resume and the names of three references to Professor Annette Appell, Associate Dean for Clinical Studies, Thomas & Mack Legal Clinic, Box 451003, Las Vegas, Nevada, 89154-1003, or via email to appell@unlv.nevada.edu. Review of applications will begin immediately. For more information, contact Annette Appell at appell@unlv.nevada.edu or 702-895-2403.

UNLV is an Equal Opportunity/Affirmative Action employer committed to excellence through diversity.



Clinical Faculty

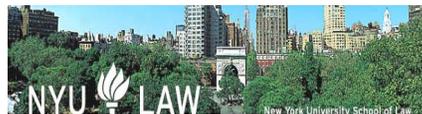
The New York University School of Law is seeking a new or experienced faculty member for a tenure-track position on the clinical faculty. The clinical program has 16 full-time clinical faculty, who teach in-house clinics in a sequenced clinical curriculum that begins with a year-long Lawyering Program in the first year, continues with simulation courses, and then builds to in-house clinics in the second and third year. Clinical teachers have the option of teaching simulation courses in addition to in-house clinics. The 19 clinics offered by the school include civil and criminal litigation clinics as

well as clinics devoted to community-oriented advocacy and various forms of advocacy in the international arena.

Candidates should have a demonstrated commitment to public interest. They should also have an academic record that demonstrates the potential for teaching and scholarly achievement. NYU Law School is an equal opportunity employer and is committed to diversity.

Please direct statements of interest and résumés to the chair of the law school's Clinical Personnel Committee, Gerald López, by mail at NYU School of Law, 245 Sullivan Street, New York, N.Y. 10012-1301, or by e-mail at lopezg@juris.law.nyu.edu.

Questions can be directed either to Jerry López or to the clinical program's director, Randy Hertz, at e-mail address randy.hertz@nyu.edu.



Lawyering Program Faculty

New York University School of Law, Academic Year 2005-2006. Seeking several full-time, non-tenure track Acting Assistant Professors to teach a two-semester course designed to introduce first-year law students to legal analysis and research, fact development, counseling, written and oral advocacy, and strategic interaction in fact development, counseling, negotiation, mediation, and litigation settings. The course is

taught as a series of simulations. The position offers an excellent opportunity to develop teaching and lawyering abilities while working with terrific, enthusiastic students in a cutting-edge curriculum. Qualifications include J.D. or LL.B. degree, excellent academic record, bar admission, significant practice experience, and demonstrated ability in each of the capacities the course is designed to develop. Starting salary is in the high-\$50's. The appointment is for one year (June 1 - May 31) with the possibility of renewal for two additional years. All applications must include resume, law school transcript, one writing sample, three references, and cover letter. Incomplete applications will not be considered. Candidates are strongly encouraged to apply before **November 1**. NYU is an Equal Opportunity/Affirmative Action Employer.

Applications to:

NYU Lawyering Program
NYU School of Law
40 Washington Square South
New York, New York 10012
Attn: Jennifer Bernucca
Assistant to the Lawyering
Personnel Committee
bernucca@juris.law.nyu.edu

Tenure Track Director of the Clinical Education Program

The University of North Dakota School of Law invites applications for the Director of the Clinical Education Program with a starting date of May or June 2005. Our in-house civil clinic provides students with diverse lawyering experiences through its work with traditionally underrepresented persons in litigation involving a broad range of legal issues. More information about our clinical program may be found on our web site at <http://www.law.und.nodak.edu/lawweb/clinic/clinics.html>. Duties include managing the clinic and program development; direct supervision of second and third year law students in client representation and projects; development of curriculum and advocacy materials; administrative oversight of other clinical faculty; and clinic classroom teaching. The University of North Dakota School of Law has a long tradition as the only law school in the state. Thus, we serve as a central resource for the judicial and practice communities and maintain a high public service profile throughout the state. The School of Law has belonged to the AALS since 1911 and has been accredited by the ABA since 1923.

We have a strong faculty, with varying backgrounds of education, practice, and scholarly achievements. We are proud of the special strengths of our school and are interested in finding new colleagues who can complement



and add to those strengths. Faculty members who teach in the clinic are tenure-track and are integrated fully into the law school faculty.

Our law school is situated on the main University campus in Grand Forks, a city located on the North Dakota-Minnesota border with a metropolitan population of approximately 55,000. The campus serves over 12,000 students and provides the usual amenities of a “university town.” To learn more information about our University and Grand Forks, please access the following web sites:

The University of North Dakota:

<http://www.und.edu>

City of Grand Forks:

<http://www.grandforksgov.com>

GGF Convention and Visitors

Bureau:

<http://www.visitgrandforks.com/main>

Applicants with significant experience in civil litigation and/or prior clinical teaching experience are preferred. Applicants must have a Juris Doctorate and be qualified for admission to practice in North Dakota. Candidates should demonstrate excellence in their professional work after their academic credentials were earned, successful teaching and administrative experience, and the ability to conduct research and creative activity as appropriate. Women, minorities, and candidates with a demonstrated commitment to community and/or public interest lawyering are particularly encouraged to apply.

Applications should be sent to Professor Candace Zierdt, University of North Dakota School

of Law, P.O. Box 9003, Grand Forks, ND 58202, zierdt@law.und.edu.

For more specific information about the clinic, please feel free to contact Professor Margaret Moore Jackson, Interim Director of the Clinical Education Program, at the above address or by e-mail at jackson@law.und.edu.



Clinical Faculty

Notre Dame Law School invites applicants for a faculty position in the Notre Dame Legal Aid Clinic beginning in the fall 2005 semester. The Legal Aid Clinic has two thriving programs, one a general Civil Litigation program and the other an Immigration program. The current faculty includes a Director, two other full-time faculty members, an emeritus faculty member, and an Immigration Law Fellow. The Clinic is located in an attractive and well-equipped building near the University campus. The Clinic is an integral part of the university's learning environment which addresses moral and religious questions, as well as issues related to Catholic social justice principles.

The new position will add an additional full-time faculty member to the Civil Litigation program, which has a general poverty law practice. Practice areas have included consumer protection,

housing, governmental benefits, elder law, domestic violence and other family law issues. Applicants are welcome to propose a general practice or a specific subject matter focus. Responsibilities will include training and supervising students as well as teaching the Clinic's integrated ethics and skills classroom components.

Applicants with significant experience in civil litigation and prior clinical experience are preferred. Applicants must have a Juris Doctorate and be qualified for admission to practice in Indiana. We welcome applications from women, members of minority groups, and others who will enhance and diversify our faculty.

Interested candidates should submit a letter of application and current curriculum vitae to: Vice Chair, Appointments Committee, Notre Dame Law School, P.O. Box R, Notre Dame, IN 46556.



**Executive Director of the
Katharine and George Alexander
Community Law Center**

For more information, contact:
Professor Cynthia Mertens,
cmertens@scu.edu (408) 554-4025

The School of Law is seeking to fill a tenured/tenure-track position on the Faculty of Law. The essential attributes and responsibilities of this position are:

1. J.D. degree. California Bar membership required (preferred at time of hire).
2. A record of superior performance in law school and several years of distinguished experience in a law school setting, law practice, government service or public service. Candidates must have a commitment to and understanding of low-income communities.
3. At least two years of experience in law school clinical instruction or in the supervision of lawyers in a law practice setting.
4. If the candidate is seeking to fill a position as a tenured member of the Faculty of Law, he or she must have a record of teaching, professional contributions and service necessary to satisfy the tenure standards established by the Faculty of Law.
5. If the person is seeking to fill a tenure-track position on the Faculty of Law, he or she must demonstrate the potential and desire to satisfy the tenure standards established by the Faculty of Law.
6. The person filling this position will provide instruction in clinical law courses, including the direct supervision of law students, may teach non-clinical courses, and will provide leadership in clinical education to the Faculty of Law, the clinical faculty and the legal academic community in general.
7. The person filling this position will serve as a faculty member and as Executive Director of the Katherine and George Alexander Community Law Center (KGACL).

In this capacity, the faculty member will:

- a. Provide leadership to and oversight of the civil clinical instructors;
- b. Establish, in consultation with the Dean, Faculty of Law and clinical instructors, policy for operation of the KGACLC;
- c. Assist the School of Law's Assistant Dean for Development in securing funds for KGACLC operations;
- d. Serve when appropriate as a community liaison on behalf of the Law Center;
- e. Oversight of KGACLC budget;
- f. Direct supervision of the two (2) Administrative Directors of KGACLC.

8. This faculty member will assume the normal and customary responsibilities of tenured/tenure-track faculty members, including participation in matters of faculty governance. While this position requires the performance of some administrative, supervisory and clinical instruction duties throughout the academic year, including summer session, he or she shall be accorded appropriate time to engage in the teaching, professional contributions and service activities necessary to achieve tenure on the Faculty of Law and promotion to the ranks of Associate Professor of Law and Professor of Law.

**Supervising Attorney
Employment Law**

Summary of Responsibilities

Train and supervise law students representing clients in a variety of employment law matters, with an emphasis on Workers' Rights.

I. Essential Functions

A. Train, supervise and counsel up to 8 upper division law students enrolled in clinic during fall, spring and summer sessions. Supervise volunteer law students, undergraduate students and paralegals, as needed.

B. Teach Public Interest Clinical Practice course with other supervising attorneys.

C. Assist coordinating and supervising the Workers' Rights clinics.

D. Conduct workshop presentations and supervise student presentations to community groups on workers' rights topics. Coordinate with community organizations as needed.

E. Provide training and instruction in ethics and professional values

F. Prepare reports regarding program activities.

A. II. Specific Duties

A. Train, supervise and counsel upper division law students.

1. Edit students' written products

2. Prepare students to counsel and represent law center clients in workers' rights, wage and hour cases, unemployment insurance appeals. Supervise students in special projects related to these

areas. Consult with students and other law center faculty and staff as needed.

3. Be available to confer and meet with students and staff during regular working hours. Occasional evening and weekend work may be necessary.

B. Teach Public Interest Clinical Practice courses (Civil Clinical Skills I and Civil Clinical Skills II) with other supervisory attorneys.

1. Prepare teaching materials for presentation at twice-weekly class meeting throughout the fall, spring and summer sessions.
2. Evaluate students' work and credit earned.
3. Provide constructive feedback to students regarding their performance and progress.

C. Coordinate and supervise Weekly Workers' Rights clinics.

1. With the assistance of students, provide advice to low income clients in all aspects of workers' rights. Recruit volunteer attorneys to provide additional legal support as needed.
2. Supervise student meetings with clients during these clinics. This includes meeting with students to determine the appropriate legal advice to be given to clients and training students to communicate advice accurately.

D. Conduct community workshops.

1. Review materials given in the community to ensure

their accuracy and effectiveness.

2. Design and develop new workshops and materials as necessary.

3. Train and supervise students in the workshop presentations.

E. Provide training and instruction in ethics and professional values.

1. Serve as a role model for students.

2. Incorporate ethical and professional values materials into class presentations.

3. Ensure competent and professional representation of law center clients.

F. Prepare reports regarding program activities.

1. Become familiar with program goals and activities.

2. Compile program statistics.

3. Prepare periodic reports as necessary.

4. Prepare professional and public media materials regarding clinic activities.

5. Make presentations regarding clinic activities to faculty, bar and university audiences.

III. **Other duties** (duties which may be expected of the incumbent but are not considered essential under the Americans with Disabilities Act)

All duties are essential.

IV. **Qualifications** (minimum required; maximum preferred)

A. Professional:

1. Admitted to the California State Bar.
2. Demonstrated written, advocacy and teaching skills;
3. Five years experience working in the area of employment and/or workers' rights;
4. Experience teaching in law school or university setting highly desirable.

B. Personal/Personality

1. Demonstrated commitment to public interest issues preferred.
2. Ability to work well with students, staff and faculty.
3. Fluency in Spanish highly desirable.

**SYRACUSE UNIVERSITY
COLLEGE OF LAW**



Tenure-Track Faculty

Syracuse University College of Law invites applications for several tenure track or tenured openings, beginning Fall 2005. A variety of subject areas are open and as many as seven positions may be filled, including two clinical faculty positions and the overall Director of the Office of Clinical Legal Education.

Up to Four Regular Tenure Track Faculty Positions - The College seeks entry level and

experienced applicants and is particularly interested in applicants with an interest in interdisciplinary scholarship and who will bring diversity to the faculty. Candidates should have an excellent academic record with at least a J.D. degree. Preferred post-J.D. experience and credentials include advanced degrees, judicial clerkship or similar experience, relevant legal practice or similar experience. A demonstrable commitment to excellent classroom teaching and scholarship are required.

Applications will be accepted until the positions are filled, however, priority consideration will be given to applications received prior to **November 15, 2004.**

**SYRACUSE UNIVERSITY
COLLEGE OF LAW**



**Director of Clinical
Legal Education**

Syracuse University College of Law seeks a new overall Director of Clinical Legal Education to oversee the Office of Clinical Legal Education which consists of six clinics, nine (full and part-time) faculty, and four members of the administrative staff. In addition to administering the Office of Clinical Legal Education, the Director will provide direct supervision to clinic students. Candidates who are clinical faculty with at least four years of clinical teaching (or similar) experience, substantial

administrative experience, and a commitment to and a record of legal scholarship are strongly encouraged to apply for this position. No particular subject area expertise is required, although experience in litigation is strongly preferred.

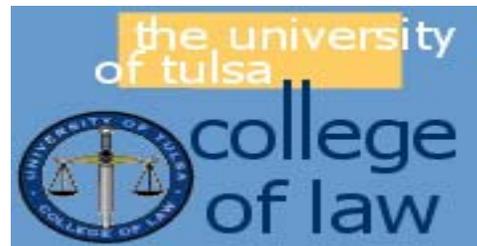
Clinic Faculty Positions

In addition to the overall Director position, the College of Law plans to hire two additional tenure track clinic faculty. One position seeks applicants with expertise in children rights and family law to supervise students in the Children's Rights and Family Law Clinic. The second position seeks applicants with criminal defense experience to supervise students in the Criminal Law Clinic. Candidates who have at least two years of clinical teaching (or similar) experience, litigation experience in the subject area, and a commitment to and record of legal scholarship are strongly encouraged to apply.

Syracuse University is committed to integrating its clinics into the overall mission of the College of Law. Faculty who teach in our in-house clinics are full members of the tenured and tenure track faculty and have support for writing and research. Clinic faculty have academic year appointments, except for the Director who has a calendar year appointment. Candidates who are interested in learning more about the clinics may contact Professor Arlene Kanter, at kantera@law.syr.edu, who is stepping down as Director of Clinical Legal Education after 16

years. The three clinic positions will remain open until they are filled, although candidates are strongly encouraged to apply as soon as possible, and preferably by **October 1, 2004**.

Interested applicants for all positions should send a cover letter, their full curriculum vitae and the names of three references, including academic references in a position to assess the candidate's potential as a legal academic, to Professor Richard Goldsmith, Chair, Faculty Appointments Committee, Syracuse University College of Law, Syracuse, New York 13244-1030, or by email to Professor Goldsmith at rigoldsm@law.syr.edu. Syracuse University is committed to diversity and is an equal opportunity employer.



Supervising Attorney Indian Law Clinic

The University of Tulsa College of Law invites applications from both entry-level and experienced faculty for a clinical faculty position to serve as a supervising attorney of its Indian Law Clinic. The position is responsible for supervising law students and for the case management of the Muscogee (Creek) Nation Legal Services Clinic. Applicants should possess

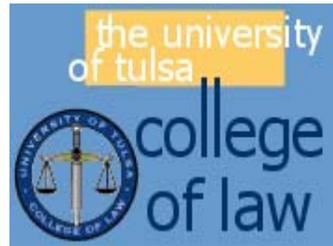
significant experience in the areas of Indian Law, clinical legal education, and public interest law, as well as the priority legal services identified by the Muscogee (Creek) Nation, which is funding the clinic. These priority areas include elder law, family law, misdemeanor criminal and other generalist practice areas. The position will include supervision of law students drawn from the Native American Law Certificate program and the LL.M. in American Indian and Indigenous Law. The position will also involve grant monitoring and compliance, submission of quarterly reports, supervision of grant-funded clerical staff, and collaboration with the tribe and advisory council.

Candidates should be licensed in Oklahoma, eligible to seek admission upon a waiver (with 5 years or more experience), or qualify for a temporary permit to practice as a law teacher. The University of Tulsa, an equal employment opportunity/affirmative action employer, is committed to diversifying its faculty and staff. Members of under-represented groups (including people of color, people with disabilities, women, and veterans) are strongly encouraged to apply. If you would like to learn more about the College of Law generally, you may visit our website at

www.utulsa.edu/

Please submit letters of interest and resumes to Prof. Judith Royster, Chair, Appointments Committee, University of Tulsa College of Law, 3120 E. 4th Place, Tulsa, OK 74104 or by email to

Judith.royster@utulsa.edu



Supervising Attorney Older Americans Law Project

The University of Tulsa College of Law invites applications from both entry-level and experienced faculty for a clinical faculty position. This individual will also serve as supervising attorney of its Older Americans Law Project in the Boesche Legal Clinic. Applicants should possess significant experience in the areas of clinical legal education and public interest law. Expertise in the Project's areas of practice will also be taken into account. These areas of practice include drafting of wills, durable powers of attorney and related documents; social security, medicare and other government benefits programs; landlord/tenant and mortgage foreclosures; defense of the elderly in guardianship proceedings; and consumer problems including fraud and predatory lending practices. The position will also involve grant monitoring and compliance, submission of quarterly reports, and supervision of clerical staff. Candidates should be licensed in Oklahoma, eligible to seek admission upon a waiver (with 5 years or more experience), or

qualify for a temporary permit to practice as a law teacher. The University of Tulsa, an equal employment opportunity/affirmative action employer, is committed to diversifying its faculty and staff. Members of under-represented groups (including people of color, people with disabilities, women, and veterans) are strongly encouraged to apply. If you would like to learn more about the College of Law generally, you may visit our website at www.law.utulsa.edu/. Please submit letters of interest and resumes to Prof. Judith Royster, Chair, Appointments Committee, University of Tulsa College of Law, 3120 E. 4th Place, Tulsa OK 74104, or by email to judith-royster@utulsa.edu.



**Administrative Director,
Intellectual Property & Business
Formation Legal Clinic, and
Lecturer in Law**

Applications are being accepted for the position of Administrative Director of the Intellectual Property & Business Formation (IP/BF) Legal Clinic and Lecturer in Law at Washington University School of Law. The person selected for this position will also temporarily have the title of Acting Associate Director of the Center for Research on Innovation & Entrepreneurship. Both the Clinic and the associated Center are initially being funded

through a five-year challenge grant to Washington University from the Ewing Marion Kauffman Foundation.

General Description of Clinic and Position:

The Clinic will provide law students with opportunities to work with qualified IP counsel in providing early stage legal advice to innovators both within the University and in the wider community, to collaborate in interdisciplinary experiential learning activities with students from the Olin School of Business, the Department of Biomedical Engineering, the George Warren School of Social Work, and the College of Arts & Sciences, and to provide IP and business formation legal services to clients who might otherwise not have access to competent legal counsel.

During at least the first year of the Clinic's operations, the Director of the Clinic will also serve as Acting Associate Director of the Center for Research on Innovation & Entrepreneurship (which has received a separate three-year \$575,000 research grant from the Kauffman Foundation to conduct targeted interdisciplinary research on innovation and entrepreneurship), and in the latter capacity will work closely with the Director of the Center for Research on Innovation & Entrepreneurship, Charles R. McManis, Thomas & Karole Green Professor of Law and Director of the Intellectual Property & Technology Law Program, who will also provide overall faculty supervision for the operations of the Legal Clinic. The Administrative Director of the

IP/BF Legal Clinic will also partner with, and be a part of, the larger Clinical Program of the law school.

Washington University School of Law is proud of its nationally recognized Clinical Program and the growing reputation of its Intellectual Property & Technology Law Program. The Clinic and Center are being established with an eye toward developing its Intellectual Property and Technology Law Program into one of the best in the country within the next five years.

During the first year of Kauffman Foundation funding, the specific activities of the Intellectual Property & Business Formation Legal Clinic, which will be offered for the first time as an academic course during the Spring semester of 2005, will be devoted to four program areas:

Supervising law students enrolled in interdisciplinary innovation and entrepreneurship courses, such as the Senior Design Course in the Department of Biomedical Engineering and the Olin School's Hatchery course; Supervising law students who are working with St. Louis area IP attorneys to provide early stage legal advice to other innovators and entrepreneurs at the University and in the wider community; Developing a working relationship and providing externship opportunities with: St. Louis Volunteer Lawyers & Accountants for the Arts, Urban Strategies, a non-profit community development organization, and Missouri Small Business Development Centers in

the St. Louis area, Public Interest Intellectual Property Advisors, a nationwide intellectual property referral service established to help developing country clients find U.S. IP professionals to represent them in IP matters as a public service, Cooperating law firms in the St. Louis area; Working with students on projects involving two area research organizations-the Missouri Botanical Garden and the Donald Danforth Plant Sciences Center.

The specific activities of the Center for Research on Innovation & Entrepreneurship during the first year of Kauffman funding (the 2004-2005 academic year) will be 1) initiating directed research activities in the form of an academic interdisciplinary conference, to be organized by tenure-track faculty of the law school and others and held at the law school during the Spring semester of 2005; and 2) establishing a university-wide competitive research grant program during the Fall semester of 2004 to provide grants for individuals or faculty teams on the following targeted entrepreneurship topics of interest to the Kauffman Foundation: Innovation and/or productivity; Tech transfer How entrepreneurs learn Women and minorities Policy
Responsibilities:

The Administrative Director of the Intellectual Property & Business Formation Legal Clinic will organize and, as Lecturer in Law, teach a limited enrollment clinical course by the same title, to be offered for the first time to no more than eight law students during the Spring

semester of 2005, and encompassing the four program areas described above. Specific administrative responsibilities of the Administrative Director of the Clinic during the Fall semester of 2004 will include: Developing a working relationship with the relevant collaborating university departments, community organizations and law firms; Developing policies and procedures for the operation of the Clinic; and Working with the Dean of the Law School and the law school's Grant Development Manager to develop matching sources of funding for the Clinic.

Specific administrative and teaching responsibilities during the Spring semester of 2005 will include:

- 1) Organizing enrolled students into teams to work in the four program areas described above;
- 2) Conducting a weekly two-hour classroom component for students enrolled in the Clinic during the Spring 2005 semester; and
- 3) Supervising the activities of the enrolled Clinical students throughout the semester.

The administrative responsibilities of the Acting Associate Director of the Center for Research on Innovation & Entrepreneurship will include:

- 1) Developing policies and procedures for the Center's university-wide competitive research grant program, and
- Supervising the activities of an administrative assistant, who will be responsible for: administration of the competitive grant program,

development of a website for the Center and the Clinic, providing administrative support for the Spring 2005 academic conference, and performing other clerical functions for the Center and Clinic.

Qualifications:

Candidates must have a JD degree, membership in a state bar having mutuality of admission with the State of Missouri, 2-4 years of relevant practice experience in intellectual property and business formation. Excellent writing, analytical, organizing and supervising skills required. Clinical or other law teaching experience is desirable.

Salary and Term of Employment: 60s, commensurate with experience. The initial term will be one year, and subsequent terms may be longer.

Deadline: The position will begin no later than **November 1, 2004.**

Depending on the availability of the successful candidate, the position could begin as early as October 1, 2004. Candidates are encouraged to apply no later than October 1, 2004. Applications will be accepted until the position is filled.

To apply, submit a letter of application, resume and the names of three references to Charles R. McManis, Director of the Intellectual Property & Technology Law Program, Washington University School of Law, One Brookings Drive, Campus Box 1120, St. Louis, MO 63130, or via email to mcm manis@wulaw.wustl.edu.

Washington University is an Equal Opportunity/Affirmative Action employer. Persons are selected on the basis of ability without regard to race, color, sex, age, national origin, sexual orientation, religion, disability or veteran status. The employee benefits program at Washington University extends to domestic partners.



Tenured/Tenure-Track Faculty

William Mitchell College of Law is seeking two tenured or tenure-track faculty members. The College invites applications from both experienced and entry level candidates. For one of the positions, one half of the teaching load in most years will be to coordinate the first-year required skills course. This course involves not only research and writing but also interviewing, counseling, negotiating contracts, dispute mediation, and motion practice. The course is coordinated by a pair of tenured or tenure-track faculty members, who develop the curriculum, teach some classes, and hire and supervise the adjunct professors who teach small-group

sections. For the other position, specific areas of interest include property, trusts and estates, business or commercial law, and/or evidence. For this position, a strong interest in clinical and skills-based teaching is desirable. Applicants for both positions should have a distinguished academic record, some relevant work experience, and actual publications or strong potential for scholarly achievement. In furtherance of our institutional commitment to a diverse faculty, we particularly welcome applications from women and minorities. For more information on the College, please visit www.wmitchell.edu. Interested persons should send a cover letter and resume to:
Professor Peter Knapp, Chair of
Appointments Committee
William Mitchell College of Law
875 Summit Avenue
St. Paul, Minnesota 55105