

CLEA ELECTION 2020

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CO-VICE-PRESIDENT/CO-PRESIDENT-ELECT CANDIDATES

Shobha Mahadev & Caitlin Barry

Shobha Mahadev

Northwestern Pritzker School of Law



Since the time that I was a student in the Juvenile Justice Clinic at Northwestern Pritzker School of Law, some 20 years ago, I have wanted to become a clinical teacher. When I joined the CLEA Board in January 2019, I was honored to become part of a community of clinical teachers who are passionate about their students, clients, and the roles they play as advocates, activists, and leaders, within the clinical and legal academic community and in the world.

During my past two years on the CLEA Board, I have been fortunate to serve as co-chair of the CLEA Committee for Faculty Equity and Inclusion (with Caitlin Barry at Villanova) and as a member of the Elections Committee. The work of the Committee for Faculty Equity and Inclusion has been particularly significant. That committee, building on the research of Professor Jon Dubin 20 years ago, published an essay examining racial and gender representation and inclusion in the ranks of clinical legal faculty, and the limited progress in hiring and retaining Black, Latinx, and Indigenous faculty in particular. The essay also provided recommendations for data collection, clinical faculty hiring and retention, and the removal of barriers to entry to the clinical legal profession. The committee continues to expand upon that work and is currently collaborating with the Policy Committee of the AALS Section on Clinical Legal Education to develop ways to gather data on the impact of COVID-19 on clinicians and clinicians of color and examine other ways to promote equity and inclusion in the profession.

If elected as Co-Vice President/President Elect with Caitlin Barry, with whom I have had a positive and productive partnership on the CLEA Board, I hope to elevate the work of the Committee for Faculty Equity and Inclusion and help lead CLEA as it continues to be on the forefront of clinical legal education—promoting best

Shobha Mahadev Cont'd

practices in teaching and lawyering, providing strong and fearless advocacy for the clinicians within their institutions and in the broader legal and legal academic community, and particularly in these challenging times, advancing social justice and racial equity within the clinical legal community and beyond. I am grateful for the Executive Committee's nomination and to this community for its consideration and support.

Caitlin Barry

Villanova University Charles Widger School of law



Joining the CLEA board in 2017 opened so many doors to mentorship and collaboration with a dynamic and inspiring community of teachers and advocates. As a clinical professor, I hope to offer my students a vision of lawyering as part of a broader strategy to dismantle systemic subordination, and I found countless models for rigorous and reflective clinical teaching for social change through my engagement with CLEA. The vision and fearlessness of our colleagues in the clinical community, the incredible accomplishments of our students and the power and leadership offered by the communities we serve continue to offer brightly colored lights that can guide us toward a different future.

During my time on the CLEA board, I have co-chaired the Committee on Faculty Equity and Inclusion, first with Sameer Ashar and then with Shobha Mahadev. That committee has worked together closely and I have been incredibly grateful to have such dedicated collaborators. We organized a Racial Justice Town Hall at the 2018 AALS Clinical Conference that created a platform for Law for Black Lives and the Latinx Network for Justice to share their vision of lawyering with Black and Latinx community leadership and opportunities for clinicians to deepen our commitment to racial justice advocacy in our pedagogy, our docket and our lawyering practice. In 2019, the committee co-wrote and published an essay on the demographics of clinical faculty over the last 40 years and reflected on the call to action issued 20 years ago by Professor Jon Dubin to diversify clinical faculty as a professional and pedagogical imperative. We hope to expand on our research moving forward into hiring practices and the quality of clinical positions for minoritized faculty, including a survey of the impact of the pandemic on equity in the profession. As I step back as co-chair next year to make room for new leadership, I am incredibly proud of the work we have accomplished together.

I am honored to be nominated as Co-Vice President/President Elect with Shobha Mahadev, who has been a diligent and energizing partner in this work. CLEA's efforts to address racial inequities within the profession and within our lawyering practice would continue to be a central focus of our collaboration. My hope would be for CLEA to build on the vision the organization has put forth for innovative clinical teaching for social justice, from ensuring that we have the resources we need to be effective and dynamic teachers to



Caitlin Barry Cont'd

modeling a new vision for the future of legal education and the lawyering profession. I am grateful to the Executive Committee for the nomination.

SECRETARY CANDIDATE

Jodi S. Balsam
Brooklyn Law School



I'm pleased to offer my candidacy for a second term on CLEA's Board of Directors, taking on the officer role of Secretary and building on my past service. Since 2018, I have served as a CLEA Board member and co-chair of its Externship Committee. In the latter role, I have designed and contributed to initiatives on paid externships, ABA site visits, and field supervisor training materials. I have also served as CLEA's representative to the biennial Externships Conference Site Selection and Planning Committees. I regularly present at that conference, as well as CLEA's New Clinicians Conference and regional and annual clinical conferences.

My service to the clinical community extends to the AALS Clinical Legal Education Section, where I co-chair the Membership, Outreach, & Training Committee, and run the Clinician's Helping Hand Mentoring Project and the Clinician Crews Project. Continued service on the CLEA Board of Directors in this new role as Secretary would further amplify my efforts on behalf of clinical legal education.

Currently, I serve as Associate Professor of Clinical Law and Director of Externships at Brooklyn Law School. There I have developed an integrated, innovative externship curriculum that offers two tiers of co-requisite seminars to promote reflective practice and cover a range of subjects and practice settings. In addition to teaching the externship course, I also teach a doctrinal course—Sports Law—that builds on my years of experience in private practice before joining the academy. In that class, I challenge students' notions of a podium course by using interactive methods, in-class simulations, and team exercises to situate the doctrine within the practice environment.

While CLEA's mission seeks to promote the rights and interests of its membership, ultimately our role as clinicians is to provide our students with the skills and values necessary for a satisfying and honorable legal career. CLEA has supported me in that role, and I am delighted at the opportunity to continue giving back.

Faculty Profile: <https://www.brooklaw.edu/Contact-Us/Balsam-Jodi-S>

BOARD MEMBER CANDIDATES

Chante Brantley
SMU Dedman School of Law



Can you remember when you first started out as a new clinician? Definitely! I had my first memorable “hot flash” as I ventured to design my course and launch a new clinic with little guidance and no formal instruction on the pedagogies utilized by clinical legal educators. This is a true story. The flashes started day one and continued daily, then miraculously stopped once I sent my Associate Dean of Clinics my course proposal and syllabus.

After seven years of practicing exclusively family law, I made the shift to academia. I am currently an Associate Clinical Professor and the Inaugural Director of the VanSickle Family Law Clinic at SMU Dedman School of Law.

It is an honor to be nominated to serve on the Clinical Legal Education Association (CLEA) Board of Directors among a distinguished slate of candidates. At CLEA, I currently serve on the Communications Committee and Clinicians of Color AALS Workshop Planning Committee. I had the honor and pleasure of being a Small Group Facilitator at CLEA New Clinician Virtual Conference and a panelist at AALS/CLEA Virtual Conference Webinar: “What I Wish I Had Known When I Was Starting Out: A Candid Conversation about Clinical Teaching for New Clinicians of Color.” At Dedman School of Law, I am a member of the Diversity Committee and Public Service Committee. I was recently appointed to the State Bar of Texas Legal Services to the Poor in Civil Matters Committee. The VanSickle Family Law Clinic was recently featured in National Jurist as one of the *Top Schools for Family Law*.

If elected, I will commit and be committed to carrying out my board member responsibilities with professionalism and vision. I will bring my positive energy to further the mission of our esteemed organization and promote the interest of new clinical teachers in and outside the legal academy especially in the area of training and support programs.

Davida Finger

Loyola University New Orleans School of Law



I serve as a Clinic Professor and Associate Dean of Students and Experiential Learning at Loyola University New Orleans School of Law. I would be honored to serve as a CLEA leader and to join with other clinic faculty in building on the incredible foundation this community has developed for clinical teaching. My role on the CLEA Board is an opportunity to continue to learn from the CLEA community and help lead CLEA's advocacy efforts on critical clinical and justice issues. I currently serve as co-editor of the Best Practices for Legal Education blog. I served as the co-president of the Society of American Law Teachers (SALT) from 2018-20.

I joined the Loyola Law Clinic to work on post-disaster matters following the 2005 Gulf Coast hurricanes. After working with the Katrina clinic for several years, I founded the Community Justice section that has handled housing, civil rights, and government accountability cases. I also founded the Incubator Program for solo practitioners and the Education Project to serve students in the Greater New Orleans area with unmet special education needs. I currently teach the externship course.

This is an important time for the clinical community to be even more reflective and responsive through position statements, collaborations, and strategic advocacy. I am strongly committed to furthering CLEA's mission and am thrilled to join the CLEA board.

Pedro Gerson

Paul M. Hebert Law Center, Louisiana State University



I am writing to apply to become a part of the CLEA Board. CLEA was instrumental in my path to becoming a clinical law professor and continues to provide incredibly valuable resources as I develop my own pedagogy and scholarship. For this reason, to serve as a Board member would be a distinct privilege and opportunity.

I currently run the Immigration Law Clinic at Louisiana State University's Paul M. Hebert's Law Center. In that position I guide students through active caseloads of between five to eight cases per student. We represent clients in a variety of immigration matters but focus on removal defense of incarcerated individuals. We are also developing a program with the Mexican Ministry of Foreign Affairs to provide basic removal defense and know-your-rights trainings to various of their consulates in the United States. In addition, I teach an immigration law seminar, where students analyze the immigration law system through a critical perspective.

I value CLEA as an organization for many reasons. The first, and most basic, is that it was through CLEA's job postings that I was able to start my career as a clinician. Second, many of its activities and resources have been very useful for me in my short time teaching. In particular, the New Clinicians Conference this past summer was a wonderful opportunity to think more about how I teach and what I could do differently or better. Moreover, being a clinical professor can be a lonely endeavor, so it was great to talk to and meet other clinicians, in order to start developing a network for the future.

If I were to join the Board, my main contribution would be to try to expand international collaboration between CLEA and other similar organizations, or individual clinics, abroad. Clinical education is growing internationally, and I believe CLEA has a role to play in helping it become more of a fixture of law curriculums around the world. Also, building these relationships may help in creating opportunities for students and professors for cross-border work or programs.

I thank you for your time and consideration and I look forward to hearing from you.

Crystal Grant
Duke Law



It is my honor to be nominated as a candidate to serve on the CLEA Board. During the past three and half years I have taught law students in clinics, first as a fellow at the University of Michigan and currently at Duke Law. After spending ten years as a public interest attorney, I am acutely aware of the access to justice gap in this country and how law school clinics continue to play an important role in closing that gap. I am encouraged by the growth of the clinics across the country and I'm excited to be a part of this movement.

CLEA was instrumental in helping me make the transition from practice to the academy. I am forever grateful for the new clinicians resources, CLEA Handbook, conferences and networking opportunities. The COVID-19 pandemic has presented the clinical teaching community with unique challenges but also opportunities to develop new ways of teaching and practicing law. I have worked with clinicians in my practice area through meetings and cross-school rounds to share resources and innovate as a larger group. As a CLEA board member, I will continue to engage in community-building activities with the larger clinical community.

Lastly, I join my fellow clinicians in the ongoing fight against racism, discrimination in many forms and socio-economic injustice in the legal system and other structural institutions. The current political climate and interference threatens progress towards these ideals now more than any other moment in my lifetime. As a CLEA board member, I pledge to continue advancing social justice and equity in the academy and the law. Thank you for considering my candidacy, it would be my pleasure to serve on the CLEA board.

Llezzie L. Green

American University Washington College of Law



CLEA plays a critical role in supporting and advocating for clinical legal education. I have served on CLEA's Executive Board for the past 2 years and I am excited about the opportunity to continue contributing to this work and serving the clinical legal community. As a former law school clinic student, a former Practitioner in Residence, and a Professor of Law and Director of the Civil Advocacy Clinic, I bring a wealth of experience in clinical legal educations as well as enthusiasm to the Board. During my 10 years in clinical teaching, I have been an active participant in the clinical teaching community. I have created and participated in concurrent programs for the annual clinical conference, served as a discussion leader for the Workplace Law and Poverty Law discussion groups at the annual clinical conference, attended New Clinicians training programs, and participated in regional clinical conferences, the Mid-Atlantic Clinical Writers Workshop, and the NYU Clinical Writer's Conference. I have also presented at multiple CLEA New Clinician Conferences. Moreover, I have served on the CLEA Membership Committee and Co-Chaired the CLEA Conference Committee. These experiences have well-positioned me to collaborate with other Board members and CLEA members to support clinicians' work and to give voice to our community's concerns.

Melina Healey

Jacob D. Fuchsberg Touro Law Center



Thank you for considering me for the board!

I am an Assistant Clinical Professor and Director of Clinical Programs at Jacob D. Fuchsberg Touro Law Center. I am a junior faculty member to be serving as Director of a large clinic program. I am not yet tenured and am new to Touro. I have, accordingly, relied heavily on CLEA's community and resources in designing and developing programs here at Touro. I am committed to participation by Touro Clinic faculty in best practices for clinical methodology and to integrating our program more fully into the local and national clinical community. I have twice attended the New Clinician's Conferences and recently required the same of our clinic faculty. We also make frequent use of the New Clinician's handbook and articles in the Clinical Law Review, as well as recent virtual content (which, as currently sole caregiver to two young kids, I greatly appreciate having access to so I can listen while at the playground). I am a big fan and follower of CLEA and would love to be part of the creative and important work that CLEA engages in. Clinics should play a much larger role in law school programs and attorney licensure, and should be afforded greater respect and power in legal education. I am committed to the ongoing fight for this recognition.

In my new role as director of clinics over the past year, I began a social work-legal partnership in our clinic programs and built a similar partnership with Suffolk County Community College's paralegal program. I also built my own new clinic in an unfamiliar legal landscape (then had to radically change it due to court closures), built a new mediation clinic to respond to the pandemic's strain on housing court, supported our 10 other clinic programs through a new clinic faculty training and workshop program, and navigated our very paper and in-person based legal office to fully remote operations during the pandemic. I have developed and teach inter-clinic simulations among our clinics, some of which I designed for our current remote instruction platform. In terms of my current clinical legal scholarship, I recently embarked on a project of gathering assessment tools and that measure the effectiveness of supervised practice experiences in various professional schools, and related scholarship on the subject, in order to build an evaluation scheme for clinic effectiveness and assessment of student learning.

Melina Healey Cont'd

My current clinic provides delinquency defense and post-conviction representation, as well as educational advocacy and social/mental health services to young clients in Suffolk County. I value interdisciplinary work, and in addition to learning from each other, my students and I also learn from our clinic's social work supervisor. In the past I have also taught in legislative and policy clinics and a civil rights clinic. I have served as an Acting Assistant Professor at NYU School of Law in the Lawyering Program; a Visiting Assistant Professor at Chicago-Kent College of Law; and a Clinical Teaching Fellow with the Loyola University Chicago School of Law Policy and Legislation Clinic.

Ron S. Hochbaum

University of the District of Columbia David A. Clarke School of Law (UDC)



I write to express my interest in joining the CLEA Board as a “New Clinician.” This year, I joined the faculty of the University of the District of Columbia David A. Clarke School of Law (UDC) as an Assistant Professor of Law. At UDC, I direct the Housing and Consumer Law Clinic.

I came to UDC from Loyola University Chicago where I was a Clinical Teaching Fellow in the Health Justice Project (HJP). In the HJP, I taught lawyering skills to students in a medical-legal partnership setting. Before joining the faculty at Loyola, I was a part-time Clinical Teaching Fellow at Cornell Law School, while working as a Supervising Attorney at the Homeless Action Center (HAC) in Berkeley and Oakland, California. In Cornell’s Farmworker Legal Assistance Clinic, I partnered with the United Farm Workers and Dolores Huerta Foundation to develop experiential learning opportunities for first year law students. At HAC, I provided barrier-free, holistic representation to homeless individuals, while managing our Intern and Extern Program.

I have a passion for clinical teaching and mentoring aspiring clinicians. The experiential learning community welcomed me with open arms and now, it is my turn to give back and serve. Last year, I volunteered to chair CLEA’s Newsletter Committee. It is a pleasure to help our community promote its accomplishments, while working with colleagues across the country to develop short-form scholarship of interest to our membership. For the last two years, I have also co-chaired LatCrit and SALT’s Faculty Development Workshops, organizing sessions on topics facing prospective, junior, and pre-tenured faculty, while providing opportunities to network and form mentoring relationships with established faculty. I would be honored to join CLEA’s Board of Directors and further our mission of advocating for clinical legal education as fundamental to a lawyer’s education.

Faculty bio: <https://www.law.udc.edu/page/RHochbaum>.

Anna Kirsch

Golden Gate University School of Law



I would be honored to serve on CLEA's board and further its mission of advocating for clinical education as fundamental to the education of law students. I am an associate professor of law in the Women's Employment Rights Clinic at Golden Gate University where I supervise many non-traditional law students from diverse backgrounds in direct representation and policy work. I developed a passion for clinical teaching while a law student and have committed my career to clinical education. In addition to Golden Gate, I have worked in clinics at UC Hastings and UC Berkeley's East Bay Community Law Center. Being exposed to a variety of clinical practices and pedagogical approaches has been invaluable in developing my own approach to clinical teaching.

As a new emerging clinician, I believe I can contribute to furthering CLEA's goals and broadening its reach to encompass non-traditional law students. I bring a unique perspective on working with non-traditional law students as the vast majority of law students at GGU are women, first generation college graduates and/or students of color. I am also especially interested in exploring ways to engage students through online teaching and supervision. This semester I have explored new teaching and supervision methods using available technology to retain the rigorous and fulfilling clinical experience for students.

Finally, I enjoy collaborating with clinicians from different schools and have experience organizing panels and workshops. In 2019, I was the lead organizer for the Northern California Clinicians Conference, a full day conference with over 80 participants and multiple workshops. In 2019, I organized a panel for the AALS conference that featured six clinicians from schools across the country. I also provided support to CLEA's New Clinician's Conference in 2019, which was held at GGU Law.

I am looking forward to contributing my skills to CLEA and collaborating with the CLEA community.

Gowri Krishna

Visiting Clinical Assistant Professor of Law, University of Michigan Law School
Professor of Law, New York Law School



This school year marks my eighth year of clinical teaching, including my time as a teaching fellow. I have taught in four clinical programs--Fordham, Michigan, Roger Williams and New York Law School, where I learned from colleagues whose passion for teaching and justice inspired me to constantly think about how to better serve my students, clients and community. I have collaborated with clinicians within my field of transactional law as well as across disciplines, presenting on a range of topics at a number of clinical conferences. I now hope to play a leadership role in the clinical community as a member of the CLEA board.

I believe clinicians are well-positioned to drive the changes so sorely needed within our institutions--changes that require a re-configuring of how and what we teach in law schools. Clinicians have long centered the voices of the oppressed, engaged in deep self-reflection, seen the power of education to be liberatory and have challenged the status quo. The moment we are in is one in which we must draw from our experiences as we push for equity and justice within our programs, schools and profession. As a CLEA board member, I would work alongside colleagues to amplify our voices and realize these values.

Faculty profile: <http://www.law.umich.edu/FacultyBio/Pages/FacultyBio.aspx?FacID=krishnag>

Tameka Lester
George State University College of Law



My name is Tameka Lester, and I would like to be considered for the CLEA Board. For the last nine years, I have worked as a clinician in the academy. Early in my clinical career, I had the benefit of learning and being mentored by masterful teachers, experienced attorneys, and distinguished scholars. Now as a more experienced clinician, I use my time and resources to give back and help law students and newer clinicians as they begin their journeys. I have done this by serving as a mentor to junior faculty members and providing them with advice around teaching and professional development, collaborating with colleagues to bring experiential aspects into the classroom, cultivating a space where students can be reflective and begin developing their professional identity, and serving as a legal expert and advocate at the state and national level for issues regarding tax and tax policy. In addition, I help create resources, tools and programming for clinicians in my capacity as the co-chair of the AALS Section on Clinical Education Clinician of Color Committee. As a member of the CLEA board, I would bring my experience with as a leader, collaborator and connector to advance the overall mission of advocating for clinical legal education in law school across the country.

Michael Murphy
University of Pennsylvania Carey Law School



It would be an honor and a privilege to join the CLEA Board. I started clinical teaching in 2018, and I have worked since then as the Clinical Supervisor and Lecturer at the Entrepreneurship Legal Clinic (ELC) at the University of Pennsylvania Carey Law School. In addition to supervising student work and co-teaching the seminar portion of the (ELC) course, I also supervise students in transactional law externships. Previously, I worked at Drexel University's Thomas R. Kline School of Law as an adjunct professor, where I originated a skills-based course in electronic discovery. I have also worked as an in-house attorney, as the general counsel to a startup, and at a firm as a litigation associate. I have had multiple jobs in the legal industry and my work as a clinical instructor is my favorite by an inestimable margin.

I have been working with CLEA since 2018, when Praveen Kosuri encouraged me to jump in and work with a CLEA committee. I was immediately struck with – and still carry – a sense of warm disbelief at the positivity and support that the CLEA community provides. I joined the CLEA Communications Committee and have chaired it for the past year. I am the primary content contact for the CLEA website and the CLEA social media feeds. This summer, it was my pleasure to assist with the technical aspects of both the CLEA 2020 New Clinicians Conference and the joint AALS/CLEA 2020 Virtual Conference, the latter as a member of the organizing committee.

I have enjoyed helping amplify CLEA's important message and bring clinicians together, and I would love to continue those efforts as a CLEA Board member. Thank you for your consideration!

Faculty bio: <https://www.law.upenn.edu/cf/faculty/mimurphy/>

Jenna Prochaska

Loyola University Chicago School of Law



I would be honored to serve on the CLEA Board to contribute to building a strong community of clinicians and work towards integrating clinical education and social justice work into legal education. I currently serve as a Clinical Teaching Fellow in the Health Justice Project at the Loyola University Chicago School of Law. In this role, I supervise student case work through an interdisciplinary medical-legal partnership and teach seminars on lawyering skills and the intersection of poverty, health, and the law. While I am new to clinical teaching, I have a background in a range of models of public interest legal advocacy focused on poverty law and health care access – including policy advocacy at the Shriver Center on Poverty Law, direct representation of individual clients at Legal Aid Chicago, and impact litigation at the ACLU of Illinois.

My interest in clinical teaching was inspired by my own clinical education experience. I served as a teaching assistant and student attorney at the Harvard Legal Aid Bureau, a student-run legal services office. In that role, I represented low-income clients in housing and public benefits matters. Through that experience, I witnessed how clinical teachers can help their students to develop the necessary skills to be effective, persistent, and compassionate legal advocates for low-income communities. I am grateful to the clinical faculty who took the time to mold my advocacy skills as a student and to those who have already invested in me as a new clinician. I am eager to do the same – both as a clinical teacher and as an active member of the community of clinical educators CLEA works to foster. Thank you for your consideration!

Paul Radvany
Fordham Law School



I would be honored to join CLEA's Board during this critical time in our country and in legal education. Now more than ever, clinical education must be at the forefront of ensuring that justice in every part of our society is at the top of the agenda and that law students are equipped when they graduate with all the tools necessary to help create a more just society.

I became a clinician because the Fair Housing Clinic I took during law school was by far my most formative experience. I saw first-hand how my clients were discriminated against, and I experienced the role lawyers could play in ensuring individuals obtain justice. Shortly after law school, I began teaching externships and have taught criminal justice, Social Security Disability benefits, and judicial externships.

At Fordham Law School, I teach a clinic focused on economic justice, we represent low-income, inexperienced clients in lawsuits against crooked Wall Street brokers and the banks that employ them. Our clients, who are mostly people of color, immigrants and the elderly, had managed to save some money and entrusted their life savings to brokers with the hope that they could move up the economic ladder. Sadly, the brokers did not put our clients' best interests first – often stealing their money. I also teach a Leadership for Lawyers class, which I created three years ago.

I am also very involved in a number of anti-racism initiatives at Fordham and elsewhere in New York. I am a member of our newly formed Experiential Learning Anti-Racism Steering Committee because we are committed to becoming an anti-racist institution. If I were elected to CLEA's board, I would like to work with others across the country on these issues.

I have been involved in the clinical community since I became a clinician. I was on the Planning Committee for the 2017 AALS Clinical Conference, have participated in concurrent sessions, and have led a working group. I have facilitated on-line rounds with clinicians nationally as a member of the AALS' Teaching Committee. I have also chaired the Litigation Section of the AALS. All of these experiences have allowed me to get to know and work with clinicians around the country, helping me gain a better understanding of the richness and

Paul Radvany Con'td

diversity of clinical programs and some of the challenges many clinicians still face regarding job security and status.

I was first introduced to CLEA when I attended their New Clinicians Conference, which serves an important role not only in training new clinicians but also in fostering a community among them. I was fortunate to present at the conference several years later and to serve during this past summer's conference as a small group leader. From my attendance at CLEA meetings and events, my work for the past three years on CLEA's Social Justice Committee, and my discussions with numerous current and former members of CLEA's board, I know what a great organization it is. I hope that my experiences as a clinician and involvement in the greater clinical community would allow me to persuasively advocate that all forms of experiential learning (clinics, externships and simulation classes) are crucial to the complete development of students.

I have always appreciated CLEA's work in promoting clinical education, protecting our roles as clinicians, and its many educational endeavors. I would be honored to serve this organization and am excited about the possibility of working on issues important to the clinical community.

Melissa Redmon
University of Georgia



Greetings CLEA members. My name is Melissa Redmon and I'm excited to seek election to the CLEA Board of Directors. I joined the faculty of the University of Georgia as the Director of the Prosecutorial Justice Program almost two years ago. Before the transition to academia, I served as an Assistant District Attorney for eleven years during which I had the pleasure of occasionally supervising very impressive students from the same program. My own experience in a landlord/tenant clinic in law school so many years ago helped lead me to my life's work in public service. As a student, externship supervisor, and now as a director, the value of teaching students how to think like a lawyer and to develop essential practice skills while in law school is something I have appreciated in each stage of my career.

As I continue to learn about pedagogical approaches to experiential learning, I am immensely grateful for the guidance of my colleagues at UGA Law and their introduction to invaluable resources such as those offered by CLEA. It was my participation in the New Clinicians Conference this summer that piqued my interest in becoming more involved with the organization. During the conference, I enjoyed learning from the veteran faculty members and getting to know similarly situated new faculty in the warm and welcoming environment of the small groups. Another great resource has been the CLEA Handbook for New Clinical Teachers which I continue to reference as I work to improve my program.

Having experienced the benefit of CLEA and its members in such a short time, I welcome the opportunity to engage with more of its members, to be of service to the organization, and to support its continuing efforts.

Rebecca Robichaud
Wayne State Law School



I am seeking a position on the CLEA Board as an opportunity to serve and engage with our clinical community. Having directed the externship program at Wayne Law for three years, I am still new to this community and will bring that perspective to the Board should I be elected. At the same time, my experiences over the past three years allow me to better understand the challenges facing the clinical education community and imagine and propose solutions to these challenges.

At Wayne Law, I have worked to address the growing and evolving needs of our students. This past summer, a clinical colleague and I created a new externship course, Lawyering in Uncertain Times. This course addresses student needs and desires to engage in social justice work despite many organizations limiting or unwilling to take externs working remotely. This course was so successful we will continue to offer it in a slightly altered form. The opportunity also led to one student applying for a post-graduate fellowship and another advancing as a senior student attorney at his placement. This course evidences the vision and agility I will bring to my work with the CLEA Board to identify and address our growing and evolving needs as a community.

The clinical education community is extraordinary in the collegiately and kindness consistently extended. It would be an honor to be a part of CLEA's leadership and model that same spirit.

Shanda Sibley

Temple University Beasley School of Law



My name is Shanda Sibley and I am a Clinical Associate Professor of Law and have been the Director of the [Systemic Justice Project Clinic](#) at Temple University Beasley School of Law since 2019.

My clinic focuses on conditions of incarceration and the collateral consequences of the criminal legal system. The students in the clinic engage in policy campaigns, legislative advocacy, and community education projects around collateral consequences, and work on criminal justice reform, policing, and inmates' rights issues. The clinic is grounded in theories of community and movement lawyering, and endeavors to work on the issues important to the communities most affected by the criminal legal system, with a particular emphasis on doing local work that betters the Pennsylvania, Philadelphia, and North Philly communities of which Temple is a part.

I'm very pleased to be nominated to join the Board of the Clinical Legal Education Association. Since returning to academia in 2016, I have found the resources that CLEA provides to be essential tools for those of us who value clinical work and experiential teaching, and think of these things as necessary and central components of any institution that endeavors to provide a robust legal education. The resources that CLEA produces for New Clinicians were especially pivotal as I developed (and continue to develop) my clinical pedagogy. I have no doubt that my current clinic would not be what it is – a place where students feel safe and supported to think innovatively, interdisciplinarily, and holistically – without everything that CLEA has provided to me.

Moreover, becoming a part of the clinical community has been extremely important to me, both personally and professionally. It took a decade of practice for me to decide to come back to academia and, if I'm being honest, I struggled with the idea of becoming a law professor, fearing that I might replicate some of the less effective aspects of legal teaching. I didn't want to be part of a system that re-enshrines existing privilege; that values dry analysis over rich and contextualized explorations; or that conceives of the law as something meant to only be thought about, not to be done. Instead, I wanted to instill in future lawyers the ideas of practice, of service, and of justice. I wanted to show them how to love the law not as an abstract concept, but as a potential vehicle for equity, equality, and fairness. And it was only through meeting other clinicians, reading clinical scholarship, and

Shanda Sibley Cont'd

attending clinical conferences and presentations that I was able to see models of that kind of pedagogy. I give my sincerest thanks and gratitude to every clinician who has come before me (and every clinician who is my contemporary) for that gift.

Prior to joining Temple Law in 2019, I was the Associate Director and an Acting Assistant Professor in the Lawyering Program at NYU School of Law. And before entering academia, I was an appellate public defender representing indigent criminal defendants on direct appeal and collateral proceedings in New York City; a litigation and transactional associate at two international law firms; and a law clerk for the Honorable Eric L. Clay of the United States Court of Appeals for the Sixth Circuit. I currently sit on the Boards of the Pennsylvania Innocence Project and NYU School of Law's Law Alumni of Color Association. I received my BA in Comparative Literature from New York University, an MA from the University of Chicago, and a JD from New York University School of Law.

My scholarly research focuses on criminal law and procedure, as informed by critical legal and critical race theory. I am particularly interested in seeking out places where making relatively small procedural or administrative interventions can produce substantial substantive benefits to criminal defendants and the criminal legal system. These interests grow out of my practice as an appellate criminal defense attorney, investigations of overlooked areas of procedural discrimination, and a scholarly concern with engaging in subject areas that will both center and amplify the interests of traditionally marginalized and disenfranchised communities.

In 2018, I won the Podell Distinguished Teaching Award for excellence in legal teaching at NYU Law. It meant a lot to me.

Sarah Wolking
UF Levin College of Law



I've served as a member of the Advocacy Committee for the last several years and have enjoyed the fabulous clinicians I've had the pleasure of working with as well as the mission of our committee and of CLEA more generally. I attended the ABA Council Meeting in Austin last fall and I am a strong voice for clinical legal education at UF Levin College of Law where I have worked since January 2017.

I am interested in serving on the CLEA Board because of my passion for teaching and preparing law students to be agents of change in our world. Clinical teaching is a vital component of a quality legal education and I'm among its greatest advocates. From my early roots as a 4-H member to my many years as a club leader and coach, I follow the 4-H motto, "learn by doing." In the clinical legal education realm, I'd only modify it a bit: "learn by doing and reflecting!" I am grateful to have had incredible mentors in my life and I enjoy my roles as mentor, teacher, and as leader in the advancement of clinical legal education. I'd love to join the Board to work with other forward-thinking clinicians in this important effort.

Thank you for your consideration.

Here is the link to my faculty profile: <https://www.law.ufl.edu/faculty/sarah-wolking>