



CLEA STATEMENT ON ANTI-RACIST LEGAL EDUCATION

Nearly a year has passed since historic events and protests, domestically and internationally, brought renewed attention to racial justice and the discriminatory and racist practices ever present in our social structures. The Black Lives Matter protests called attention to the unjust and disproportionate treatment of Black and Brown individuals by law enforcement and other institutions. More recently, violent attacks have roiled Asian communities, which have already been the targets of violence and hateful rhetoric since the COVID-19 pandemic began. And publicized incidents at various institutions of higher learning have demonstrated the failure of these institutions to protect students from racism, even within the walls of academia. As law schools and faculties reflect on how to advance racial justice and equality, the Clinical Legal Education Association (CLEA) calls upon law school administrations and faculties, including experiential faculty, to play an active role in reforming our institutions and transforming our communities to be anti-racist.

An anti-racist curriculum is essential to disrupting and undoing racism in all its forms. Experiential courses are a critical component of any effective anti-racist curriculum, as such courses often allow

for individualized student engagement, via legal work in local and marginalized communities, in order to promote social change and access to justice.

But experiential faculty should not rest on traditional notions of clinical and externship pedagogy. We encourage experiential faculty to actively implement principles of anti-racist education into their teaching. As recent events have made clear, students from marginalized backgrounds have long been considered less qualified and competent than their peers by some faculty, including law faculty. Such treatment creates an inequitable and hostile educational environment that can impede students' ability to learn and succeed. As experiential faculty, we are particularly concerned with how racist and biased views from faculty members can negatively affect student performance in experiential courses. The elimination of biases and the perception of biases in grading and assessment is particularly important in experiential courses, which do not generally employ blind or anonymous grading. Experiential faculty must therefore create an intellectual environment that promotes a climate of equity and inclusivity for all students.

CLEA NEWSLETTER

- Updates from CLEA Committees
- Articles on Clinical Education
- Upcoming CLEA Events
- Celebrating Our Community

Inside this issue:

| | |
|------------------------------------|----|
| Statement on Anti-Racist Legal Ed. | 1 |
| Committee Reports | 5 |
| Clinical Education Articles | 11 |
| Moves, Honors, & Promotions | 18 |
| New Clinicians | 25 |
| Books & Publications | 27 |
| Retirements | 35 |
| Remembrances | 35 |



CLEA Statement on Anti-Racist Legal Education (cont'd)

CLEA also encourages law schools to treat their experiential faculty equitably in terms of pay, job security, and status, as those faculty members are often disproportionately women and racial minorities. Inequalities between faculty members communicate to students, whether implicitly or explicitly, the relative value of those faculty. Moreover, even as women and racial minorities tend to be overrepresented in experiential faculties as compared to non-experiential faculties, law schools must do more to increase the diversity in their experiential faculties. As a recent essay by the CLEA Faculty Equity & Inclusion Committee demonstrates, the racial diversity of clinical faculty has remained stagnant in recent decades. The need for diverse faculties in experiential education is self-evident. Demographics matter, and any lack of diversity in experiential faculty negatively affects students, clients, and communities alike. CLEA has led efforts to diversify clinical and externship faculties and will continue that work in upcoming programming at the 2021 AALS Clinical Conference, in materials developed with the AALS Clinical Section Policy Committee, and in legal scholarship. We look forward

to continuing this work alongside our colleagues in the coming months and years through specific recommendations aimed at improving the dismal demographical data that our research has identified.

Law schools should take proactive steps to ensure that their faculty members work to eliminate biases and racism in their teaching and should support their students of color, who inevitably face disparate treatment and shoulder the burdens of responding to such incidents. They should also prioritize hiring faculty members that reflect the communities they serve in their experiential programs and treat those faculty members equitably. Despite the recent attention given to anti-racist initiatives, law schools have much work to do in their quest to develop a more equitable, just, and inclusive discipline and profession. CLEA looks forward to working with its members and other members of legal academia to further these goals.

This statement was drafted and approved by the CLEA Faculty Equity & Inclusion Committee and approved by the CLEA Board of Directors.

Awards

2021 CLEA Award for
Outstanding Advocate for
Clinical Teachers

**Bob Kuehn (Washington
Univ. St. Louis)**

2021 CLEA Award for
Excellence in a Public Interest
Case or Project

**Irwin County Detention
Center Project**

2021 AALS Clinical Section
M. Shanara Gilbert Award

Anita Sinha (American)

2021 AALS Clinical Section
Ellman Memorial Clinical
Scholarship

Deborah Archer (NYU)

2021 AALS Clinical Section
Ellman Memorial Clinical
Scholarship

Rick Wilson (American)

2021 CLEA Executive Committee

Lauren E. Bartlett (St. Louis), Co-President
Anju Gupta (Rutgers), Co-President
Shobha Mahadev (Northwestern), Co-Vice President
Caitlin Barry (Villanova), Co-Vice President
Jodi Balsam (Brooklyn), Secretary
D'lorah Hughes (UC Irvine), Treasurer
Kendall Kerew (Georgia State), Immediate Past President

2021 CLEA Board of Directors

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**INTERESTED IN SUBMITTING YOUR
WRITING TO THE CLEA NEWSLETTER?**

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

CLEA Committee Reports

Membership Committee

The Membership Committee has decided to focus on two goals this year- an internal audit and cleaning of our membership database and working to maintain and build the membership of CLEA.

- *Cleaning House* - Our first goal is to make the member database more user friendly with standardized protocols for entering data. We are working to find ways to make sure CLEA members understand self-service options. This is a lofty, yet somewhat satisfyingly focused goal with a predictable outcome- who doesn't need that after the year we've all had? How you can help:
 - Make sure that your membership profile is updated with the correct email address, school or organization, and mailing address.
 - Ask your bundle or group administrator to make sure that the membership bundle includes the right people and designates who should be at a full membership or associate membership levels.
 - When renewing memberships, keep in mind that you can bundle and get 1 free associate membership for every full membership. Both full and associate members have full voting rights, but full members also receive a hard copy of the Clinical Law Review.
 - Be patient. The membership database is supported by the blood, sweat, and tears of the CLEA Membership Committee members. So please bear with us.
- *Supporting and Growing Membership*- We are working to identify additional ways that we can support our current membership, while also encouraging new membership. In doing this we are working on partnering with a variety of the other CLEA committees to see how we can use their work to get the word out about the value and benefit of being part of the CLEA community. If you have any ideas, please feel free to email us at membership@cleaweb.org.

Committee Co-Chairs



Kathryn Banks
(Washington Univ.
St. Louis)



Sarah Shalf
(Virginia)

New Clinicians Committee

Registration for the 2021 CLEA Virtual New Clinicians Conference remains open! This year's Conference, which will again be FREE, will take place from Monday, May 17th to Thursday, May 20th.

Like last year's conference, which brought together more than 250 attendees, the 2021 CLEA Virtual New Clinicians Conference will convene over four days. Each day's program will begin at 11:00 a.m. and conclude at 1:30 or 2:00 p.m. Eastern. Our varied conference format will include live and asynchronous webinar programming, concurrent sessions, and facilitated small group discussions.

Registrants can sign up to participate in all or some webinars and can choose whether to participate in small group discussions. To build community and maximize the value of small group discussions, we ask participants who register for small groups to plan to join all four scheduled discussions. To participate in a small group, please register by May 3.

To see the full conference schedule and program, and to register, please visit <https://www.cleaweb.org/NCC2021/>. Again, there is no registration fee for this conference. Please feel welcome to contact any planning committee members with questions. We look forward to "seeing" you in May!

Communications Committees

The CLEA Communications Committee has had a turbo-charged Fall and Winter 2021. Our committee, consisting of Kathryn Banks, Chante Brantley, and Michael Murphy, and welcoming new/returning members Jeff Baker and Jodi Balsam, has been very busy keeping the jobs board updated and livening up the CLEA social media feeds. We're coordinating coverage for this year's virtual New Clinicians Conference and CLEA/AALS Clinical Section virtual conference. And we're doing some spring cleaning of CLEA's website, looking to update the content and look and feel of the site. Stay tuned for that!

Please check us out @CLEAweb on Twitter and at @CLEAweborg on Facebook. As always, our website at [cleaweb.org](https://www.cleaweb.org) includes CLEA's mission, updated job listings, and other important information about clinical legal education. We welcome any feedback, suggestions, and streaming documentary recommendations. Stay safe!

Committee Co-Chairs



Lisa Martin
(South Carolina)



Daniel Schaffzin
(Memphis)

Committee Chair



Michael Murphy
(Pennsylvania)



Follow CLEA on social media!

Externship Committee

The CLEA Externship Committee is co-chaired by Carrie Kaas of Quinnipiac and June Tai, from Iowa. This year we also welcomed new members Melissa Redmon and Kate Devlin Joyce.

Members of the CLEA Externship Committee continue to monitor the ABA site inspection process with respect to externships. Previously, we surveyed schools that have gone through an ABA inspection within the last few years and reported on the current ABA Site Visit process (both pre-COVID-19 and the virtual post-COVID-19 process) at Externships 10. The committee is available for ongoing guidance for externship faculty at schools with upcoming site visits. Externship faculty are encouraged to reach out to the CLEA Externship Committee to discuss how the site visit process can help advance externship programs in law schools.

This is the first year of the CLEA Outstanding Externship Student Award, which will be awarded to one externship student at every law school. The Externships Achievement Award was given for the first time this year to externship teaching pioneers Leah Wortham and Sandy Ogilvy at the Externships 10 Conference.

Up next for the committee: We have been compiling supervisor training materials and videos to assist externship professors everywhere with providing increased guidance to field supervisors. We are also considering whether to survey the externship community to gauge assorted issues that may impact externship programs, such as the future of virtual externships or follow up questions on paid externships. Finally, members are supporting site selection and planning for the next biennial conference, Externships 11, tentatively planned for Spring 2022.

Committee Co-Chairs



June Tai
(Iowa)



Carrie Kaas
(Quinnipiac)

Best Practices in Pedagogy Committee

The Best Practices in Pedagogy Committee is excited to highlight our goals for this year. First, Laila Hlass and Allison Korn will continue to organize our well-received Teaching Justice Webinars. A huge thanks goes to them for examining the teaching of justice in clinical pedagogy and beyond.

Second, we plan to finish curating teaching materials for a repository that we can share with the community. So far, we have a collection of syllabi, thanks to the efforts of committee member, Jennifer Fan.

Third, we are discussing an update to the Building on Best Practices that was edited in 2015 by the powerhouse quartet of Carrie Wilkes Kaas, Lisa Radke Bliss, Deborah A. Maranville and Antoinette Sedillo Lopez. It will explore the impact of racial justice, social justice, and the pandemic on clinical pedagogy.

Last, please remember to offer content to the Best Practices Blog which Melanie DeRousse and Davida Finger co-edit. They do a terrific job of giving our community timely, valuable information.

Thanks also to the other committee members: Anna Cominsky, Kaci Bishop, Mary Lynch, Shanda Sibley, and Emily Suski.

Awards Committee

CLEA will present the award for Outstanding Advocate for Clinical Teachers and Excellence in a Public Interest Case or Project during the AALS Conference on Clinical Legal Education. Please join us on Friday April 30, 2021 from 1-2 for an inspiring session where we honor our colleagues for their impactful contributions to our profession and social justice.

This year the Awards Committee considered and recommended two changes aimed at better recognizing the work done in externship courses. First, in addition to the CLEA Outstanding Clinic Student or Outstanding Clinic Team Award, schools can honor students with the CLEA Outstanding Externship Student Award. The addition of the externship-focused award recognizes the valuable work for justice that law students do through externships and provides schools the opportunity to nominate an outstanding and self-reflective externship student for CLEA's recognition. Second, the CLEA board adopted some changes to the criteria for the Outstanding Advocacy for Clinical Teachers award that more explicitly stated that all clinical faculty, including externship faculty, are eligible for the award.

Committee Co-Chairs



C. Benjie Louis
(Hofstra)



Lauren Rogal
(Vanderbilt)

Committee Co-Chairs



Kele Stewart
(Miami)



Jane Stoevers
(UC Irvine)

CLEA Per Diem Project

As most of you know, each year, the CLEA Per Diem Project Committee collects donations from the clinical community to support a service provider in the community where the conference is being held. The Committee hopes that this year you will instead donate the equivalent of one day's per diem to an organization in your own community: legal services providers, bail funds, food pantries, mutual aid organizations-- anyone or any entity that is working to alleviate the burden for marginalized people in your community.

We would love to know where you have chosen to donate and to document our impact on our communities. If you make a donation, please record that information [here](#).

Please Join Us!

Board and Membership Meeting (during the AALS Clinical Conference)
on April 28 at 10am ET / 7am PT

Awards Ceremony (during the AALS Clinical Conference)
on April 30 at Noon ET / 9am PT

Are We (Almost) There Yet? Clinical Programs and the Academy as Anti-Racist Institutions (during the AALS Clinical Conference) on April 30 at 3:15pm ET / 12:15pm PT. This plenary session grew out of the work of the CLEA Faculty Equity & Inclusion Committee and will feature Gautam Hans, Committee Co-Chair.

CLEA Trivia Night
on May 19 at 8pm ET / 5pm PT. Sign up [here](#).

CLINICAL LEGAL EDUCATION BY THE NUMBERS

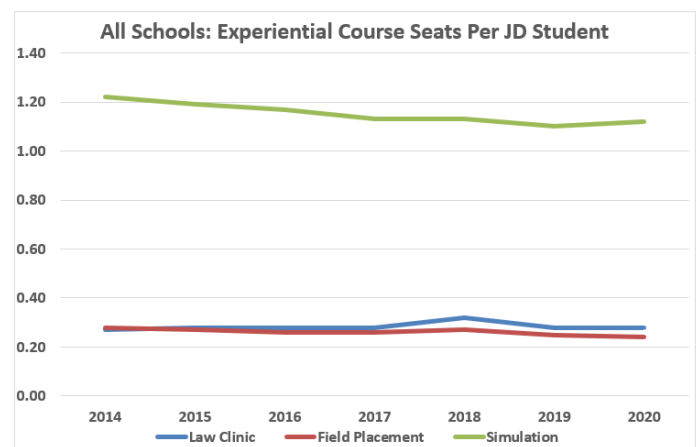
A recurring column by Robert Kuehn, Washington University School of Law

Implementation of the ABA's New Experiential Training Requirement: More Whimper Than Bang

When the ABA adopted a new experiential training requirement in 2014, there was hope it would spur law schools to significantly change the way they prepared students for legal practice. The new six-credit requirement in ABA Standard 303(a)(3) was less than the fifteen credits proposed by some educators and did not include a mandate for a law clinic or externship experience. Nonetheless, the six credits were an improvement over the ABA's previous "substantial instruction" in professional skills requirement.¹ But data from the initial implementation of the new experiential requirement suggest its effect has been more of a whimper than the bang some hoped for, with little evidence it has spurred legal education to enhance the ability of students to get hands-on training in professional skills.

Law schools are required to report annually to the ABA on the number of seats simply "available" to students in law clinic and simulation courses and the number of field placement/externship positions actually "filled."² Data from the first two years of the new six-credit requirement in 2019 and 2020 show no increase in the positions available to students in clinics or simulations and even a decrease in actual enrollment in field placement courses, when normalized to address fluctuations in nationwide law school enrollment. While some law schools have made important changes to their curriculum, the graph below indicates that, on average, schools have not reported positive changes in law clinic, field placement, or simulation data since the ABA's adoption of the new experiential standard in 2014. The number of clinic seats available per J.D. student in 2014 was 0.27 and still only 0.28 in 2020; field

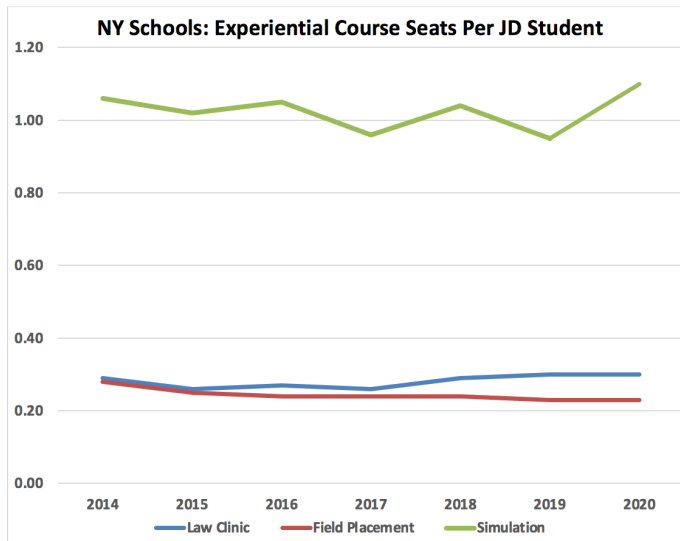
placements decreased from 0.26 in 2014 to 0.24 in 2020; and seats available in simulations likewise decreased over the six-year period from 1.22 to 1.12 per student.



The New York Court of Appeals followed the ABA in 2015 with its own new skills competency standard for bar candidates, proclaiming that "the goal of ensuring effective, ethical and responsible legal services in New York requires more than what the new ABA Standards provide."³ Commentators on the proposed New York standard argued it simply mirrored the ABA's requirement, with some additional paperwork, and would not improve the skills training of students. The graph below shows that the New York competency standard, indeed, does not appear to have spurred New York's law schools to noticeably enhance their professional skills training of students or to provide more training than schools in states following only the ABA requirement. Although students at New York schools were offered more opportunities to enroll in simulation courses lacking the supervised experience of handling the complexities of real-life clients, opportunities to participate in a law clinic were

Implementation of the ABA's New Experiential Training Requirement (cont.)

unchanged and field placements decreased.



Data from the recent Center for the Study of Applied Legal Education (CSALE) [2019-20 Survey of Applied Legal Education](#) of 95% of law schools also show little measurable effect from the new experiential training standard.⁴ Schools reported no increase in the median number of law clinic courses offered to their students since the prior 2016-17 survey and no increase in the percentage of students that graduate with a law clinic experience. Similarly, there was no reported increase in the percentage of students that graduate with an externship experience, with student demand for externship courses in 2019-20 up slightly from the last survey yet significantly less than externship demand in 2014 when the new standard was adopted. And, the percentage of schools requiring each J.D. student to participate in a law clinic or externship course as a condition of graduation only increased marginally from 20% in 2016-17 to 23% in the 2019-20 survey.

Two thirds of schools in the CSALE survey did report making some changes to their curriculum in response to the ABA's new experiential requirement, with almost half reporting the addition of a new law clinic, field placement, or simulation course(s), and one

quarter of schools reporting increased slots available in an existing experiential course(s). A 2018 survey by Allison Korn and Laila Hlass also found that about two thirds of schools reported an expansion or enhancement of their course offerings in light of the ABA's new experiential course requirement.⁵

In both surveys, however, significant numbers of schools simply restructured existing courses to meet the experiential training definition, including merely relabeling parts of the first-year required legal writing course as "experiential" or offering a one-credit simulation component to a doctrinal course. Because the survey questions did not ask separately about law clinic and externship courses but grouped them with non-clinical simulation courses, the data do not reveal if legal education has increased live-client clinic or externship opportunities for students or simply adjusted to the new requirement in other ways. In the 2019-20 CSALE survey, there was a slight increase of approximately 5% in the reported percentage of students that participated in a law clinic or externship prior to graduation. But fewer than 20% of schools attributed any increase in clinic or externship demand to the new ABA requirement.

To the extent the ABA's new six-credit experiential requirement was intended to provide law students with more meaningful hands-on training in important professional skills, its own data do not show that intended result. In addition, surveys of schools on their implementation of the new training requirement do not show significant gains in skills training as a result of the new accreditation standard.

It is time for the ABA to address these deficiencies by at a minimum requiring schools to report actual enrollments in law clinic and simulation courses so that the ABA can truly judge the effect of its requirement

Implementation of the ABA's New Experiential Training Requirement (cont.)

and prospective applicants to law schools will not continue to be potentially deceived by reports of ethereal “available” law clinic opportunities.⁶

Yet students, and the clients they will soon represent in practice, deserve more than just enhanced reporting requirements. The ABA's six-credit experiential requirement remains far below the skills training other professional schools require of their students.⁷ Two recent studies on legal education have highlighted the need for greatly enhanced skills training, including mandatory clinical training prior to bar licensing.⁸ The ABA should heed these calls for reform and revisit the proposals for fifteen-credits of experiential coursework and a mandatory, live-client clinical experience for all J.D. students.

(1) An ABA memorandum explained that “substantial instruction” equaled only one credit of lawyering skills instruction, which could be in a simulation course. Peter A. Joy, *The Uneasy History of Experiential Education in U.S. Law Schools*, 122 *Dick. L. Rev.* 551, 574 (2018), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3129111.

(2) Prior to 2017, the ABA also required schools to report the actual number of students enrolled in law clinic and simulation courses, not just seats available. However, the ABA determined that asking schools to report actual enrollment, when the accreditation standard only requires “substantial opportunities,” was unnecessarily burdensome and now only requires schools to report the number of clinic and simulation opportunities that are potentially available to students.

(3) New York Court of Appeals, *New Skills Competency Requirement for Admission to the Bar* (Dec. 16, 2015), at <http://www.courts.state.ny.us/ctapps/news/nottobar/nottobar121615.pdf>; Task Force on Experiential Learning and Admission to the Bar: Report to Chief Judge Lippman and the New York Court of Appeals 3 (Nov. 2015), at <http://ww2.nycourts.gov/sites/default/files/document/files/2018-05/Experiential-Learning-Admiss2Bar-Report122015.pdf>.

(4) Center for the Study of Applied Legal Education, 2019-20 Survey of Applied Legal Education (2020), available at <https://www.csale.org/#results>.

(5) Allison Korn & Laila L. Hlass, *Assessing the Experiential (R)Evolution*, 65 *Villanova L. Rev.* 713, 731-33 (2020), available at <https://digitalcommons.law.villanova.edu/vlr/vol65/iss4/1/>.

(6) One school with enrollments of approximately 300 students per class claimed in its 2018 509 Required Disclosure to prospective applicants over 1,500 seats available to students in its law clinics. Another school with a class of 100 reported over 300 clinic positions available, yet only 50 students actually enrolled in those purported available positions.

(7) See Robert R. Kuehn, *Pricing Clinical Legal Education*, 92 *Denv. U. L. Rev.* 1, App. A (2014) (documenting one-quarter to one-third required credits in skills training for other professional schools), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2318042.

(8) Deborah Jones Merritt & Logan Cornett, *Building a Better Bar* 75-76 (2020), available at https://iaals.du.edu/sites/default/files/documents/publications/building_a_better_bar.pdf; Joan W. Howarth & Judith Welch Wegner, *Ringin' Changes: Systems Thinking About Legal Licensing*, 13 *Fla. Int'l L. Rev.* 383, 430-31 (2019), available at <https://scholars.law.unlv.edu/cgi/viewcontent.cgi?article=2220&context=facpub>.

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Addressing Racism Through Medical-Legal Partnerships

by

Medha D. Makhoul

** This post originally ran as part of Understanding the Role of Race in Health, a digital symposium on Bill of Health, the blog of Petrie-Flom Center at Harvard Law School.*

Numerous studies have documented that racism is a social determinant of health (SDoH) that negatively impacts Black, Indigenous, and people of color (BIPOC). As such, racism is one of “the conditions in which people are born, grow, live, work, and age” that is “mostly responsible for unfair and avoidable differences in health statuses.”

The U.S. health care system was not designed to respond to SDoH, much less to address racial health disparities. In fact, U.S. health care institutions have racist legacies that continue to influence the way they operate today. When health care providers fail to confront racism within and outside their walls, they perpetuate the racial health disparities that have plagued our nation since before its founding.

Medical-Legal Partnership (MLP) is a model of collaboration and joint advocacy between lawyers and health care providers that seeks to improve social conditions that affect health and well-being. MLPs aim to address SDoH on three levels: direct representation in civil legal matters, institutional change, and systemic advocacy. They typically employ legal interventions to ensure that people’s basic needs are met, such as nutritious food, health care, income, safe and stable housing, and uninterrupted energy and water utilities. Improving access to such resources is an important way of engaging with the work of health equity.

While some MLPs incorporate a racial justice lens in

their work, many do not. MLPs are generally more oriented toward addressing the effects of racism as a SDoH, rather than as the cause of poor health. But considering the cross-cutting nature of racism as a SDoH, MLPs can and should address it directly. As Director of the MLP Clinic at Penn State Dickinson Law, whose faculty has resolved to incorporate discussions of racism and inequality in the curriculum, I have begun researching Critical Race Theory (CRT) as a framework to understand how MLPs can build on their core activities to further address racism as a SDoH and make explicit the connections between racism and poor health. This post describes how MLPs can address racism as a SDoH in at least four ways that align with the goals of CRT.

Education about Inequitable Power Formations

CRT seeks to draw attention to the inequitable power formations that cause racial health disparities. MLP providers seek to educate health care providers about how they can address patients’ SDoH and inspire them to become better advocates. In these presentations, MLP trainers should describe how racist policies contribute to the disproportionate poverty and need for legal assistance in BIPOC communities. Trainers should identify existing laws and policies that adversely affect BIPOC and educate providers about their privileged role in anti-racist advocacy efforts.

Such efforts should begin early in the course of medical training. Law faculty who direct MLP Clinics should partner with medical faculty to design interprofessional exercises that will encourage students to examine the

Addressing Racism Through Medical-Legal Partnerships (cont.)

racialized power dynamics inherent in their roles as lawyers or health care providers and inspire them to reflect on their own positions in institutions that are stratified by race. Early exposure to these issues will increase students' ability to identify and address systemic causes of racial health disparities in the future.

Sensitization to the Health Impacts of Intersectional Discrimination

MLPs serve patient-clients who are affected by intersectional systemic bias. Because MLPs provide holistic services to address a variety of socio-legal and health needs, health care and legal service providers in MLPs have access to a more detailed social history than most medical providers working alone. Rich social histories help to humanize patient-clients, enabling providers to look beyond racist diagnostic heuristics they learned in training and that are often reinforced in practice.

MLP participants with a “willingness to listen for the race stories” from patient-clients are presented with case studies of how racism intersects with other systems of oppression—such as classism, sexism, heterosexism, ageism, and ableism—to impact health. They may move beyond addressing patient-clients' individual legal needs by identifying patterns of health-harming legal issues impacting BIPOC, revealing the systemic causes of racial health disparities. This perspective should inspire MLP participants to invest advocacy resources toward building power in BIPOC communities.

Uncovering the Inadequacy of Law on the Books

When health-promoting laws are underenforced, their ability to reduce racial health disparities is weakened.

Students in the Medical-Legal Partnership Clinic at Penn State Dickinson Law work to ensure that laws governing public benefits are properly enforced. This helps to prevent and ameliorate health problems among our clients, who are typically members of one or more groups that face significant health disparities, such as low-income people of color without U.S. citizenship.

For example, Clinic students recently obtained publicly funded health insurance for a client with kidney failure who had been erroneously denied such coverage based on her immigration status. The intersection of public benefits and immigration law is complex, which means that eligibility determinations for noncitizens are prone to error. Each client presents a vivid example of the inadequacy of laws enacted to protect and support low-income communities when such laws are underenforced.

Incorporating Multidisciplinary Approaches to Understanding Health Disparities

MLPs are designed to bring together the skillsets of multiple disciplines—including law, medicine, nursing, social work, and public health—to improve health outcomes. Each field has its own literature on and educational methods involving CRT. MLP participants who are familiar with this literature and responsible for training future members of their fields can provide students with a broader perspective on the causes of and solutions to racial health disparities by integrating insights from multiple disciplines.

Conclusion

The National Center for Medical-Legal Partnership, an organization at the center of the MLP movement in the

Addressing Racism Through Medical-Legal Partnerships (cont.)

United States, has recently highlighted the need to dismantle racist systems as part of its strategy to reduce racial health disparities. As more MLPs begin exploring how to address racism as a SDoH, they should consider incorporating CRT as a framework. MLPs, particularly those located in academic institutions, can and should aim to (1) educate lawyers and health care providers about inequitable power formations that cause racial health disparities, (2) sensitize participants to the influence of intersectional discrimination through direct advocacy with and for BIPOC, (3) document the inadequacy of underenforced law on the books, and (4) include multidisciplinary approaches to understanding racial health disparities.

Medha D. Makhoul

is an Assistant Professor and Director of the Medical-Legal Partnership Clinic at Penn State Dickinson Law. She has a joint appointment in the Department of Public Health Sciences at Penn State College of Medicine.



Asynchronous Work in a Clinical Course: Highlighting Practical Ways to Impart Hot Topics into the Legal Education of Student Lawyers

by

Kim Diana Connolly and Elisa D. Lackey

It felt like the world turned upside-down in March 2020. As a result, the COVID-19 pandemic lockdowns created a harsh reality for faculty, staff, and students in law school clinics around the world. Like other areas of higher learning, we at the University at Buffalo School of Law had to recalibrate at near lightning pace. We were all worried about life essentials, and facing so many unknowns. Yet our clients still needed access to justice, and our students still needed to learn.

Our experiential learning community at University at Buffalo – charged with providing hands-on experience by putting law students in the “driver’s seat” – had to rethink modalities overnight. When our instructors, students, and clients were no longer in the same room

(and in some cases, the same city, or even the same state) how could we teach and serve? Moreover, how could we nurture a sense of connection and belonging?

Amazingly, certain technologies used on rare occasions, if at all, became the primary means for learning, teaching, and connecting. We moved to Zoom, Clio, and WebEx in earnest for client work. But replicating clinic seminars was harder. After (brief) analysis, we decided the best course of action was to dust off the old course management system that was standard for our undergrads, but was rarely used robustly for professional school, and never for regular delivery of clinical materials.

Asynchronous Work in a Clinical Course (cont.)

Starting in the fall, knowing that we would all be learning from afar, we embarked on the journey to create an asynchronous space for clinic student attorneys that was engaging. We wanted to build something that would have all student attorneys at our school know that we were in this together.

We reexamined our standard online platform, and worked with experts on campus, to turn it into a learning space that supported the desired connection and belonging. Our intent was to create an interactive platform in which our student attorneys could learn, reflect, and interact together on topics that our clinicians agreed all student attorneys should explore as part of their experiential courses: Antiracism & Cultural Humility; Technology (fondly known as “Tech Talk”); and Mindfulness & Self-Care. We also added a practice session with feedback on the Multistate Performance Test (MPT).

We built our shared space using Blackboard Ultra, in which we enrolled all clinic student attorneys. We randomly assigned them to a small group with colleagues from outside of their enrolled clinic. We created individual “tracks” within the identified topics and separated them into two-week “blocks.” In each track, the first week is dedicated to reading and reflecting on provided materials. The second week offers opportunities for student attorneys to post and provide each other feedback, then engage in small group discussion. The learning materials for each block expose student attorneys to various mediums, including readings, videos, podcasts, and websites. We designed it to require about an hour of work per week, supplemented with extra suggested/ optional materials. The posted information was curated by many of our clinical faculty working together.

As the fall semester launched and the spring semester

continued, we quickly realized that mindfulness and self-care became a phrase that we used regularly with our students (and other faculty!). A personal favorite of our students this semester was the Forbes.com article written by Paula Davis, “Why You Can’t Yoga Your Way Out of Burnout.” Students also expressed great enthusiasm for meditation exercises and articles directed at lawyers. Within “Tech Talk,” we focused our technology readings to reflect the professional mandate for technological competence, while offering practical tutorials for basics in Word, Excel, and other frequently used applications.

The heaviest lift was in the third track on Antiracism and Cultural Humility. Based on the assignments, small colleague group discussions tackled difficult, yet important, readings, articles and videos including: Project Implicit – Race IAT; the chapter, “Cruel Hand” from *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander; a video by Verna Myers: How to overcome our biases? Walk boldly toward them; and an article written by Professor Pawan Dhingra, “Racism is behind anti-Asian American violence, even when it’s not a hate crime.” While these are just a few of the materials provided, one of our student attorneys have opined that, “The strength of the asynchronous course is that we are engaging with content we may not have otherwise sought on our own, for example and probably most importantly, the blocks on anti-racism.” Another student attorney noted that the asynchronous course has allowed “the ability to gain a different perspective both from a societal standpoint and from a legal standpoint.”

In the middle of the semester, we offer a stand-alone block in which students do a practice MPT. This area of focus was created a few years ago (back when we were in person). As it turns out, succeeding in this

Asynchronous Work in a Clinical Course (cont.)

exercise is easier for students online. It has become a popular part of clinics, maybe in part because it involves in-person (via Zoom) connection with small groups from different clinics. While not required for our “returning” students, we have found that approximately 90% of students who are returning to clinics participate for additional practice before taking the bar exam.

As we reflect back on a full year of teaching all clinical seminars online at the University at Buffalo School of Law, we have much for which to be grateful. First, we have gotten better at deploying teaching technology for individual clinics. Perhaps more importantly, we have mastered supporting asynchronous work across clinics as a result of this COVID-era. We have found a way to create connection and belonging, more important than ever, in a fully online space. The University at Buffalo School of Law’s Clinical Legal Education Program plans to continue using this asynchronous space going forward even once we are back in person. It reinforces the hands-on approach each student attorney gets in their own clinic, and provides shared lessons and connections across clinics in a way that complements, and does not disrupt, the work of each clinic. We believe this truly strengthens what it means to be a program committed to educating excellent, ethical, and engaged lawyers.

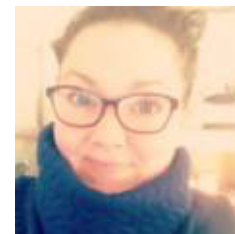
Kim Diana Connolly

is the Vice Dean for Advocacy and Experiential Education and Director of Clinical Legal Education at the University at Buffalo School of Law.



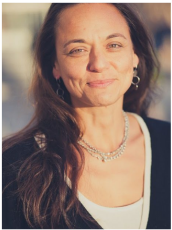
Elisa D. Lackey

is Clinical Paralegal & Program Coordinator for the University at Buffalo School of Law’s Clinical Legal Education Program.





Good News: Moves, Honors & Promotions



Mai Linh Spencer (UC Hastings), who teaches Individual Representation Clinic, Evidence and Essential Lawyering Skills and directs Lawyers for America, was promoted to the rank of full Clinical Professor of Law; she now enjoys a 7-year presumptively renewable contract.



Jack Lerner (UC Irvine) has stepped down as a member of the Board of Directors of the International Documentary Association after ten years of service. Later this year, he will transition to the newly created, non-board position of IDA Advocacy Counsel.



Manoj Viswanathan (UC Hastings), who directs the Business Tax Practicum for Social Enterprises and founded the Low-Income Taxpayer Clinic, won the school's highest teaching award this year, the Rutter Award for Teaching Excellence.



Camille Pannu (UC Irvine) was appointed to the National Academies of Science, Engineering and Medicine's Water Science and Technology Board.



Eric Amarante (Tennessee), who directs the Community Economic Development Clinic, received the Tom & Elizabeth Fox Faculty Award for Service to the Bench and Bar.



Jane Stoevers (UC Irvine) won the Inclusive Excellence Spirit Award from the UC Irvine Office of Inclusive Excellence (2021).



Lori Outzs Borgen (Seton Hall) was named the new Director of the Center for Social Justice, home to most of Seton Hall's clinical programs, as of the current academic year. She also directs the externship program and the Pro Bono Service Program.



Jennifer Koh (Univ. of Washington) received Attorney of the Year award from the Orange County Hispanic Bar Association (March 2021).

Moves, Honors & Promotions (cont.)



Jackie McMurtrie (Univ. of Washington) gave the University's Faculty Lecture. Her lecture titled, *Stand With the Innocent: Wrongful Convictions and Criminal Justice Reform*, broke attendance records and was incredibly well received. It is a tremendous honor, awarded each year to only one faculty member at the University, across all disciplines.



Fatma Marouf, Director of Immigrant Rights Clinic and Sehla Ashai, Adjunct Professor (Texas A&M), are developing training for social workers and medical providers who work with immigrant patients as part of the School's medical-legal partnership.



John Clynych (Univ. of Washington), the Managing Director of the Federal Tax Clinic, will be stepping down in July of 2020. John became involved with the clinic as a student in 2005 when he returned to UW Law to get his Masters in Tax. In 2009, he became a staff attorney, and in 2012 the Managing Director. John, a former Public Defender, will remain teaching at the law school in the areas of Evidence and Criminal Law.



Teresa Verges (Miami) who directs and teaches the Investor Rights Clinic was appointed to an Educator Faculty position which affords voting rights and security of position. Professor Verges also received the 2020 Outstanding Service Award from the Public Investors Advocates Association, which is given annually to the member who demonstrates outstanding service and makes significant contributions to PIABA while advancing the mission of PIABA.



Karon Rowden (Texas A&M), Staff Attorney with Family and Veterans Advocacy Clinic will become the Interim Director of the Clinic.



Tiffany Murphy (Arkansas Fayetteville) was appointed Associate Dean of Academic Affairs. While serving as Associate Dean, she will co-teach the Criminal Practice Clinic with visiting faculty member Matt Bender.



Kele Stewart (Miami) was named as a Bellow Scholar for an interdisciplinary research project studying the characteristics of communities targeted by the child welfare system, and was selected to join the editorial board of the Clinical Law Review.

Moves, Honors & Promotions (cont.)



Annie Smith (Arkansas Fayetteville) received the School of Law's inaugural Faculty Award for Public Service. She was also awarded grant funding for the Arkansas Labor Trafficking Awareness Project, a project she designed which aims to design and disseminate Arkansas-specific quick reference guides translated into Spanish and Marshallese to educate law enforcement, first responders and service providers on how to identify and appropriately respond to labor trafficking.



Suffolk Law School thanks and recognizes Nataly Cabrera for spending this unprecedented year as a Visiting Practitioner in Residence in the Immigration Clinic. Working remotely from her home in Texas, Prof. Cabrera provided outstanding and seamless supervision to student attorneys. Prof. Cabrera is a 2009 graduate of Suffolk Law and practices immigration law in Houston, Texas.



Anna VanCleave (Connecticut) will take over as director of the Criminal Defense Clinic in the Fall. Anna currently directs the Arthur Liman Center for Public Interest Law at Yale and was previously a public defender with the D.C. Public Defender Service as well as chief of the capital division at the Orleans Public Defenders.



James Matthews (Suffolk) will join the ranks of Law School's tenure-track clinical faculty effective July 1, 2021 as an Assistant Clinical Professor of Law and the director of the Accelerator to Practice Program (A2P). James helped to launch A2P as a Clinical Fellow and currently serves as a Practitioner in Residence. James brings a unique combination of experience in fair housing litigation, law practice management, and legal technology.



Norrinda Brown Hayat (Rutgers) received the Society of American Law Teachers, Junior Faculty Award (Jan. 2021).



Kim McLaurin (Suffolk), Associate Dean for Experiential Learning, was recently named as one of the 50 Most Influential People of Color in Higher Education by "Get Konneted." Kim was honored at a virtual event on March 30th that was hosted by Boston public radio station, WGBH.



Andrew Crespo (Harvard) will serve as executive faculty director of the new Institute to End Mass Incarceration.

Moves, Honors & Promotions (cont.)



Ruth Greenwood (Harvard) will be promoted from Lecturer on Law to Visiting Assistant Clinical Professor of Law in July 2021 and will serve as Director of the Election Law Clinic.



Quinten Steenhuis (Suffolk) was recently named as one of ten Legal Rebels for 2021 by the ABA Journal. Quinten is a Clinical Fellow in the Legal Innovation and Technology (LIT) Lab, where he has been instrumental in launching the Document Assembly Line project.



Carla Laroche (Florida State) was named Tallahassee Democrat's 25 Women You Need to Know in 2021 and selected as the recipient of the 2020-21 Florida State University Teaching Award for Community Engaged Teaching.



Jayesh Rathod (American), Immigrant Justice Clinic Director and Associate Dean of Experiential Programs, received the University's 2021 Outstanding Community Engagement Award. The award is given to a faculty member who is a leader in teaching, outreach, or scholarship initiatives defined by innovative and mutually beneficial university-community partnerships. The award recognizes the recipient's sustained record of reciprocal collaboration and demonstrated impact.



Binny Miller (American) recently completed a two-year stint chairing the law school's Appointments Committee and now chairs the Rank and Tenure Committee. She served as a member of the university's Dean Search Committee this year which was successful in hiring a new law school Dean.



Peter Joy (Washington Univ. St. Louis), director of the Criminal Justice Clinic, was reappointed to the Appeals Committee of the ABA Section on Legal Education and Admissions to the Bar.



Llezlie Green (American), Director of the Civil Advocacy Clinic, received the Pauline Ruyle Moore Scholarship Prize from the WCL Faculty for her article Wage Theft in Lawless Courts, 107 Calif. L. Rev. 1303 (2019).



Natalie Nanasi (Southern Methodist) was awarded SMU's Golden Mustang Outstanding Teaching Award, a University-wide distinction given to only one professor each academic year.

Moves, Honors & Promotions (cont.)



Richard Wilson (American), Professor Emeritus and founding director of AUWCL's International Human Rights Law Clinic, received the AALS Clinical Section's the Ellman Memorial Clinical Scholarship Award. The award, which honors the work of Stephen Ellman, recognizes scholars and teachers who have dedicated their careers to clinical and experiential teaching, whose written body of work evinces a concern for justice and a commitment to healing the world, and whose body of work emanates from his or her clinical commitments.



Karen Tokarz (Washington Univ. St. Louis), director of the Civil Rights and Mediation Clinic, is receiving the University's Robert Virgil Ethic of Service Award in recognition of the work of her Clinic. Karen also was appointed co-chair of the ABA Dispute Resolution Section Taskforce on Eviction and Foreclosure.



Valeria Gomez (Connecticut), the William R. Davis Clinical Teaching Fellow, has been promoted to Visiting Assistant Clinical Professor. She will continue to teach UConn's Asylum and Human Rights Clinic, other clinical projects, and the podium Immigration Law course.



Zina Makar and Shanta Trivedi (Georgetown), both former University of Baltimore clinical fellows, will be joining UB as tenure-track faculty. Zina will teach criminal law and Shanta will teach family law and direct the Center for Family, Children, and the Courts.



Danny Schaffzin (Memphis) was honored by the Memphis Bar Association as a "2020 Champion of Justice" for his tireless work in promoting access to justice in the greater Memphis community, and specifically for his role in organizing and implementing the Eviction Settlement Project, designed to address pandemic-related housing insecurity.



Rachel Settlage (Wayne State) was promoted from Director of Clinical Education to Associate Dean for Academic Affairs.



Rebecca Robichaud (Wayne State) was promoted to Director of Clinical Education.

Moves, Honors & Promotions (cont.)



Lindsay M. Harris (UDC) joined VECINA as a mentor to pro bono attorneys working to assist asylum seekers subjected to the Remain in Mexico policy.



Nickole Miller (Baltimore) will join Drake Law School as an Assistant Professor of Law and director of the Children's Rights Clinic and Joan and Lyle Middleton Center for Children's Rights.



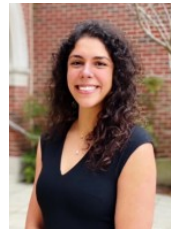
Darryl Walton (Ohio State) will join the Boston University Startup Law Clinic this summer as Visiting Clinical Assistant Professor. Darryl is the inaugural Jeff & Cynthia Harris Fellow and co-taught the Entrepreneurial Business Law Clinic at Ohio State. Darryl is an alum of the Massachusetts Institute of Technology, a fact that promises to further strengthen the existing successful partnership between BU School of Law and MIT.



Tiffany C. Li (Boston Univ.) won a 2021 Privacy Papers for Policymakers Award for her paper, Privacy in Pandemic: Law, Technology, and Public Health in the COVID-19 Crisis.



Laila Hlass and Mary Yanik (Tulane), directors of the Tulane Immigrant Rights Clinic, were selected as 2021-2022 Bellow Fellows, studying habeas litigation by detained immigrants in Louisiana. Their clinic was also chosen as a host site for Immigrant Justice Corps. Gabriela Cruz will start her IJCorps Justice Fellowship in September.



Susan Akram (Boston Univ.) has received a Fulbright Senior Scholar Program award for 2021-22. She will be conducting research in collaboration with the University of Murcia's Human Rights clinic and the non-governmental organization Fundacion Cepaim. Prof. Akram will also be teaching human rights at the University of Murcia as a visiting professor.



Sarah Sherman-Stokes (Boston Univ.) received the Women of Color Collaborative's "Fierce Faculty Award."

Moves, Honors & Promotions (cont.)



Josh Gupta-Kagan (South Carolina) was promoted to full Professor of Law in January 2021.



Joy Buolamwini, a client of the BU/MIT Startup and Technology Law Clinic, was featured in the new Netflix documentary "Coded Bias," based in large part on research she conducted while an MIT PhD student, a time when she engaged with the clinic on matters related to her career as a researcher and advocate on algorithmic bias.



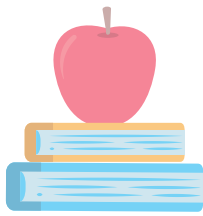
Lisa Martin (South Carolina) was named a 2021-2022 Bellows Scholar for her work on Access to Civil Justice and Domestic Violence in South Carolina. The project is further supported by a University grant and a faculty fellowship from the University of South Carolina's Women and Gender Studies Program.



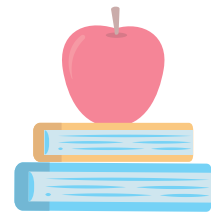
Davida Finger (Loyola New Orleans) will begin serving as Law Clinic Director in August 2021.



Michele Gilman (Baltimore) received the School of Law's Award for Outstanding Achievement in Public Discourse Scholarship (2020).



Good News: New Clinicians



Lori Nessel (Seton Hall), Director of the Immigrants' Rights/International Human Rights Clinic has been working this year to grow and oversee the Law School's innovative universal representation project for detained immigrants, the Detention and Deportation Defense Initiative. This model project is entirely grant-funded and part of a broader collaboration with Legal Services of New Jersey, American Friends Service Committee, and Rutgers. The Project is pleased to welcome several new attorneys.



- Glykeria Teji, Managing Attorney, is finishing her JSD at Widener University, Delaware Law School. She recently worked with Justice in Motion to conceptualize, design, and implement a pilot project that would facilitate migrant children's release from U.S. detention using a model of cross-border collaborations.
- S. Ellie Norton, Practitioner in Residence, joined the project in Fall 2020 following completion of her Master's degree in Philosophy and Socio-Legal Research at Oxford. She previously litigated at Cleary Gottlieb.
- Kimberly Medina is serving as a Fellow with the Initiative.



Saba Ahmed (American) joined the Immigrant Justice Clinic in February 2021 as a new staff attorney. Saba will work within the Defending the AU Dream Initiative. AU Dream provides community outreach, education, and direct representation to undocumented students in the District of Columbia and Maryland.



Premal Dharia (Harvard) will be joining the Institute to End Mass Incarceration as its inaugural executive director. Formerly a public defender and civil rights attorney, she has spent the last two decades fighting against injustice in the criminal system. She will bring the work and strategies of Defender Impact Initiative with her to the new Institute.



Kim Arshi (Washington Univ. St. Louis) has been appointed co-director of the school's Prosecution Clinic.

New Clinicians (cont.)



Tricia Rojo Bushnell (Washington Univ. St. Louis) has been appointed co-director of the school's new Wrongful Conviction Clinic.



Melinda Dunmire (Baltimore) will direct UB's Low Income Taxpayer Clinic. Before joining UB, she worked for the Comptroller of Maryland as a Hearing Officer and Assistant to the Director. She presided over more than a thousand tax controversy cases and developed new collections programs to assist taxpayers and streamline the State's Offer in Compromise program.



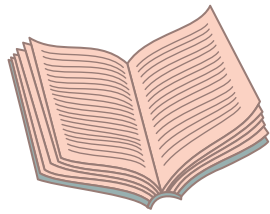
Megan Crane (Washington Univ. St. Louis) has been appointed co-director of the school's new Wrongful Conviction Clinic.



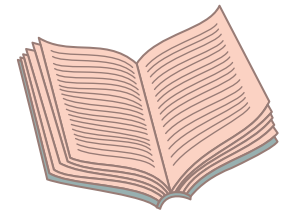
Erica J. Suter (Baltimore) will direct UB's Innocence Project Clinic. She is a leading post-conviction and appellate criminal defense attorney whose advocacy has resulted in the reduction of hundreds of years of incarceration, as well as relief for over a dozen men and women serving life sentences.



Aurora Randolph (Denver) joins the Civil Rights Clinic (CRC) as a new graduate clinical teaching fellow. Aurora, an alumna of Denver Law and the CRC, brings a wealth of experience litigating civil rights and post-conviction cases on behalf of incarcerated clients.



Good News: Books and Publications



Manoj Viswanathan (UC Hastings) has a forthcoming article in the *Tax Law Review* entitled, *Retheorizing Progressive Taxation*, which offers a novel taxonomy of how progressivity is assessed and why contradictory assessments are common by theorizing progressivity's constitutive elements and identifying its shortcomings.



Eric Amarante (Tennessee), *States as Laboratories for Charitable Compliance: An Empirical Study*, 90 *GEORGE WASHINGTON LAW REVIEW* __ (forthcoming).



Kate Bloch (UC Hastings) has a forthcoming article exploring how virtual reality, by being an approach to perspective taking, could motivate restorative justice efforts: Kate E. Bloch, *Virtual Reality: Prospective Catalyst for Restorative Justice*, 58 *Am. Crim. L. Rev.* 285 (2021).



Wendy Bach (Tennessee), *Private Debt and Public Violence*, *Jotwell* (2020).



Sherley Cruz (Tennessee), *Essentially Unprotected* is forthcoming in the *Tulane Law Review*.



Karen Musalo (UC Hastings) has two recent publications: a post in the *Immigration Law Professor Blog* entitled, *The Wrong Answer to the Right Question: How to Address the Failure of Protection for Gender-Based Claims* and a forthcoming article in the *Hastings Race and Poverty Law Journal*, entitled *El Salvador: Root Causes and Just Asylum Responses*.



Jenny-Brooke Condon (Seton Hall), *When Cruelty is the Point: Constitutional Restraints and Remedies for Family Separation*, 5 *Harv. C.R.-C.L. Rev.* (forthcoming 2021); *Denialism and the Death Penalty*, 97 *Wash. U.L. Rev.* 1397 (2020).



Paul Radvany (Fordham), *Experiential Leadership: Teaching Collaboration through a Shared Leadership Model*, *Clinical Law Review* (forthcoming Spring 2021).

Books and Publications (cont.)



David Kaye (UC Irvine), as a UN special rapporteur, published a report focused on academic freedom, as well as an LA Times op-ed on “*de-Trumpification*.” He and Katie Porter published an op-ed in JustSecurity on principles for a Biden administration human rights agenda.



Jessica Miles (Seton Hall) and Patricia Perlmutter (Partners for Women and Justice), *The Impact of COVID-19 Intensifies the Shadow Pandemic of Domestic Violence in New Jersey* (December 2020).



Jack Lerner and Susan Seager (UC Irvine) published a report, *Fair Use Jurisprudence 2019-2021: A Comprehensive Review*, identifying and analyzing seventy-two opinions issued by federal courts dealing with the fair use doctrine in copyright. The report was driven by the Intellectual Property, Arts, and Technology Clinic’s practice counseling and representing documentary and independent filmmakers.



Katie Tinto (UC Irvine) recently published: *The CalGang Database: Once In, Can You Ever Get Out?*, *The Verdict* (Oct. 2020) and *The Dangers of Police-Created Crime*, *The Justice Collaborative Institute* (Sept. 2020).



Jennifer Koh (Univ. of Washington), *Executive Defiance and the Deportation State*, 130 Yale LJ 948 (2021); *Downsizing the Deportation State*, Harv. L. & Pol’y Rev. (forthcoming 2021).



Jane K. Stoeber (UC Irvine), *Title IX, Esports, and #EToo*, 89 GEO. WASH. L. REV. (forthcoming 2021); *Firearms and Domestic Violence Fatalities: Preventable Deaths*, 53 FAM. L. QUAR. 183 (2021) (invited article); and *Organization-Based Factors Bearing on Provider Screening and Referral Practices for Women Exposed to Intimate Partner Violence*, J. Interpersonal Violence (2021) (with Klaudia Kosiak, Isaias Marcos Contreras, Julianne Toohey & Raymond Novaco).



Christine Cimini (Univ. of Washington) and Doug Smith (Brandeis), *An Innovative Approach to Movement Lawyering: An Immigrant Rights Case Study*, 35 Georgetown Immigration L.J. (forthcoming 2021).



Books and Publications (cont.)



Amber Baylor (Texas A&M) recently published *Boynton v. Virginia and the Anxieties of the Modern African-American Customer*, *Stetson L. Rev.* (2020); *Criminalized Students, Reparations, and the Limits of Prospective Reform* (forthcoming in *Wash. U. L. Rev.*).



Fatma Marouf and Luz Herrera (Texas A&M), *Technological Triage of Immigration Cases*, *Fla. L. Rev.* (2020).



Luz Herrera (Texas A&M) recently published *The Emerging Legal Architecture for Social Justice*, *N.Y.U. Rev. L. & Soc. Change* (2020) (with Louise Trubek) and is releasing the Results of the Legal Incubator Lawyers Survey in April 2021.



Amber Baylor and Luz Herrera (Texas A&M), *Evaluating Legal Needs* (forthcoming in the *Notre Dame Journal of Law, Ethics, and Public Policy*).



Fatma Marouf (Texas A&M) recently published *Extraterritorial Rights in Border Enforcement*, *Wash. & Lee L. Rev.* (2020); *Regional Immigration Enforcement* (forthcoming in *Wash. U. L. Rev.*); *Immigration Detention and the Illusory Alternatives to Habeas* (forthcoming in *U.C. Irvine L. Rev.*); *The Impact of COVID-19 on Immigration Detention* (forthcoming in *Frontiers in Human Dynamics*).



Daniel Harawa (Washington Univ. St. Louis), *The False Promise of Peña-Rodriguez*, 109 *Cal. L. Rev.* (forthcoming 2021); *Are Secret Juries Bad for Black People?*, *Cal. L. Rev. Online* (Feb. 2021).



Peter Joy (Washington Univ. St. Louis) *The Ethics of Trump's Lawyers?*, 36 *ABA Crim. Just.* 72 (Spring 2021).



Karen Tokarz (Washington Univ. St. Louis), *Addressing the COVID-19 Eviction Crisis Through Court and Community Mediation*, 67 *St. Louis Bar J.* (forthcoming Spring 2021).

Books and Publications (cont.)



Jon Bauer (Connecticut), *Obscured by 'Willful Blindness': States' Preventive Obligations and the Meaning of Acquiescence Under the Convention Against Torture*, 52.2 Columbia Human Rights Law Review 738 (2021).



Susan M. Akram (Boston Univ.), *Crimes of Forced Displacement in Iraq and Syria: Root Causes, Impunity and the Search for Justice*, Book chapter for War, Occupation and Refugees (Richard Falk and Tom Syring, Eds) (forthcoming); *Palestinian Refugees and International Law*, entry in Oxford Bibliographies in International Law, Oxford University Press (with John Quigley) (forthcoming); *A Comparative Perspective on Safe Third and First Country of Asylum Policies in Europe and the Americas: Legal Norms, Principles and Lessons Learned*, Boston University International Law Journal (with Elizabeth Ruddick) (forthcoming); *Palestinian Right of Return*, chapter for the Oxford Handbook on International Law and the Arab World (Hani Syed and Thomas Skouteris, Eds), Oxford University Press (forthcoming).



Margaret Johnson (Baltimore), *Menstrual Dignity for Bar Examinees*, 55 UC Davis L. Rev. __ (forthcoming 2021) (with Elizabeth B. Cooper & Marcy L. Karin); *Asking the Menstruation Question to Achieve Menstrual Justice*, Colum. J. Gender & L. (forthcoming 2021); *Punishing Bar Exam Policies on Menstrual Products Must Go*, Law360 (Feb. 25, 2021) (with Elizabeth Cooper & Marcy Karin).



Julie Dahlstrom (Boston Univ.), *Trafficking and the Shallow State*, 12 UC Irvine Law Review __ (forthcoming 2021).



Sarah Sherman-Stokes (Boston Univ.), *Public Health and the Power to Exclude: Immigrant Expulsions at the Border*, 36 Georgetown Immigration Law Journal __ (forthcoming 2021).



Karen Pita Loor (Boston Univ.), *The Expressive Fourth Amendment*, 94 Southern California Law Review __ (forthcoming 2021).



Naomi M. Mann (Boston Univ.), *Classrooms into Courtrooms*, 59 Houston Law Review __ (forthcoming 2021).

Books and Publications (cont.)



Michele Gilman (Baltimore), *Five Privacy Principles (from the GDPR) the United States Should Adopt to Advance Economic Justice*, 52 Ariz. State L.J. 368 (2020); *Poverty Lawgorithms: A Poverty Lawyer's Guide to Fighting the Harms of Automated Decision-Making on Low-Income Communities*, Data & Society Research Report (2020); *Commentary on Wyman v. James*, in *Feminist Judgments: Reproductive Justice Rewritten* (Kimberly Mutcherson, ed., Cambridge U. Press 2020); *A Better Prescription for Algorithms*, The Hill (December 24, 2020). Michele's work was also featured in Karen Hao, *The Coming War on the Hidden Algorithms that Trap People in Poverty*, MIT Technology Review, Dec. 4, 2020.



Alesha Durfee (Arizona State) & Leigh Goodmark (Maryland), *Is There a Protection Order to Prison Pipeline? Gendered Dimensions of Cross-Petitions*, 30 Journal of Aggression, Maltreatment & Trauma 471 (2021).



Doug Colbert (Maryland), *Criticism of Mosby is Off the Mark*, The Baltimore Sun (February 18, 2021); *Detention Fees Unfairly Burden Poor People*, The Baltimore Sun (January 29, 2021) (with Colin Starger).



Seema Kakade (Maryland), *Detecting Corporate Environmental Cheating*, 47 Ecology L. Quarterly (2021); *Revitalizing Greenhouse Gas Permitting Inside a Biden EPA*, Environmental L. Reporter (forthcoming, May 2021).



Annie Eisenberg (South Carolina), *Economic Regulation and Rural America*, 98 Wash. U. L. Rev. 737 (2021).



Maneka Sinha (Maryland), *Junk Science at Sentencing*, 89 Geo. Wash. L. Rev. 52 (2021); *The Trump DOJ Snuck in One Last Effort to Push Junk Science in Court*, Slate (February 4, 2021); *Radically Reimagining Forensic Science*, 73 Alabama L. Rev. ___ (forthcoming, 2022).



Josh Gupta-Kagan (South Carolina), *Beyond "Children Are Different": The Revolution in Juvenile Intake and Sentencing* is forthcoming this summer in the Washington Law Review.

Books and Publications (cont.)



Lisa Martin (South Carolina), *Modernizing Capacity Doctrine* is forthcoming in the Florida Law Review.



Sophia Kruszewski (Vermont), *Planting the Seed: A Proposal for a Farm Operation Test under the FSMA Produce Safety Rule* (with Samuel Ingraham), KY J. of Equine, Agric. & Nat. Res. L. (forthcoming Spring 2021); *Meeting the Legal Needs of Food Hubs during COVID-19 and Beyond*, Agricultural Law Update, Am. Agric. L. Ass'n (Winter 2020).



Emily Suski (South Carolina), *Institutional Betrayals As Sex Discrimination* is forthcoming in the Iowa Law Review.



Kim Terrell (Tulane) co-authored a paper that appeared in Environmental Justice in September 2020 titled "Racial Disparities in Air Pollution Burden and COVID-19 Deaths in Louisiana, USA, in the Context of Long-Term Changes in Fine Particulate Pollution."



Lauren Godshall (Tulane) had an article accepted for publication with the George Mason Law Review. The article, "Direct Filing in Multidistrict Litigation: Limiting Venue Options and Choice of Law for Plaintiffs," will appear in the Fall 2021 issue.



Barbara Babb (Baltimore), *Benchbook for Family Courts on Substance Use Disorders*, Second Edition (with Gloria Danziger, Susan Dobrich, Peggy Fulton Hora, and Rebecca Stahl), addressing issues around substance use, its effects on family courts, addiction as a disease, and juvenile substance use.



William Wesley Patton (USC and UCLA), *A Legislative Case Study of the Evolution of Polyvictimization*, 8 William & Mary Policy Review 1; *A Blueprint for a Fairer ABA Standard for Judging Law Graduates' Competence*, 24 Wash. & Lee J. of Civ. Rts. & Soc. Just. 3; *A Rebuttal to Kinsler and to Anderson and Muller's Studies on the Purported Relationship Between Bar Passage Rates and Attorney Discipline*, 93 St. John's L. Rev. 43.



Stef Krieger (Hofstra), *Storytelling and Relevancy*, 99 Or. L. Rev. 163 (2020) (with Jonathan Krieger).

Books and Publications (cont.)



Lindsay M. Harris (UDC) is publishing *Asylum Under Attack: Restoring Asylum Protection in the United States* with the Loyola Law Review in Spring 2021, as well the results of her national survey of 718 asylum attorneys, *Asylum Attorney Burnout and Secondary Trauma*, with Dr. Hillary Mellinger, in the Wake Forest Law Review in Fall 2021.



Laura Cohen (Rutgers), *Incarcerated Youth and COVID-19: Notes from the Field*, 72 Rutgers U. L. Rev. 1475 (2021).



Jon Dubin (Rutgers), *Social Security Disability Law and the American Labor Market* (New York University Press; forthcoming 2021); *Social Security Law in a Nutshell* (co-authored with Frank S. Bloch) (West Nutshell Series) (forthcoming 2021); *Social Security Disability Law and Procedure In Federal Court* (2021 edition; co-authored with Carolyn A. Kubitschek) (Thomson Reuters Pub. Co.) (2021); *2021 Update for Social Social Security Law, Policy & Practice: Cases and Materials* (co-authored w/ Frank S. Bloch, American Casebook Series, West Academic Pub. Co.) (April 2021).



Sandy Freund (Rutgers), *Identity Theft* (co-authored with Anna Barseguyan), in *Effectively Representing Your Client Before the IRS* (8th ed., Editor in chief Keith Fogg) (forthcoming 2021).



Anju Gupta (Rutgers), *Unwilling or Unable? The Failure to Conform the Nonstate Actor Standard in Asylum Claims to the Refugee Act*, 52 Colum. Hum. Rts. L. Rev. 441 (2021) (with Charles Shane Ellison); *Un(avail)Able Protection: The Shifting Legal Landscape in the Eighth Circuit and Beyond for Asylum-Seekers Fleeing Nonstate Persecution*, 25 Bender's Immigration Bulletin 1061 (July 15, 2020) (with Charles Shane Ellison).



Norrinda Brown Hayat (Rutgers), *Housing the Decarcerated: Covid-19, Abolition and the Right to Housing*, 109 Cal. L. Rev. ___ (forthcoming 2021); *Land Return as Reparations*, 45 N.Y.U. Rev. L. & Soc. Change ___ (forthcoming 2021).



Alexis Karteron (Rutgers), *Reparations for Police Abuse*, 45 N.Y.U. Rev. L. & Soc. Change ___ (forthcoming 2021).

Books and Publications (cont.)



Robert Holmes (Rutgers), *Galvanizing Volunteer Opportunities in the Face of an Unprecedented Medical Emergency: Describing Needed Regulatory Reform Under the Fair Labor Standards Act*, 72 Rutgers U. L. Rev. 1491 (2021); *Building an Anti-Racist Prosecutorial System Through the Adoption of a Community Oriented Lawyering Approach*, 73 Rutgers U. L. Rev. ____ (forthcoming 2021).



Randi Mandelbaum (Rutgers), *Supporting Immigrant Children and Youth: What Pediatricians and Other Clinicians Can Do*, 67 Pediatric Clinics of North America, Volume 309 (2020); *Viewpoint: Applying a Human Rights Lens to the Work of the Biden Task Force on Separated Families*, (with Jennifer McQuaid, Ph.D.), Health and Human Rights Journal, Harvard School of Public Health (March 10, 2021).



Sandra Simkins (Rutgers), *The "Pink Ghettos" of Public Interest Law: An Open Secret*, 68 Buff. L. Rev. 3 (2020).



Penny Venetis (Rutgers), *Opposition to Voting by Mail is a Form of Voter Suppression That Disproportionately Impacts Communities of Color*, 72 Rutgers U.L. Rev. 1387 (2021)



Retirements



Susan Bennett (American), Director of the Community and Economic Development Law Clinic is retiring.



Barbara Babb (Baltimore), Founder and Director of the Sayra and Neil Meyerhoff Center for Families, Children and the Courts will retire in August 2021. She has served on the faculty for 32 years, including teaching in the law school's Family Law Clinic for 13 years and 20 years at the helm of CCC.



Nancy Abramowitz (American), Director of the Janet R. Spragens Federal Tax Clinic is retiring.

Rememberances



Wendy Jacobs (Harvard), one of the nation's most highly celebrated environmental law experts and the founder of the first-ever Environmental Law and Policy Clinic at Harvard Law School, passed on February 1, 2021 after a long illness. During her decades of private practice and her long-time tenure as the Emmett Clinical Professor of Environmental Law, Jacobs dedicated her career to protecting the environment and developing the next generation of environmental advocates.



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

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What is CLEA?

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

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