

**CLEA
NEWSLETTER**

- **Outgoing & Incoming Presidents' Messages**
- **Articles on Clinical Education**
- **Upcoming CLEA Events**
- **Events for Clinicians at AALS Annual Meeting**

Co-Presidents' Message

It has been an honor to serve as CLEA's Co-Presidents for 2017. We are grateful for the groundwork laid for our tenure by Immediate Past Co-Presidents Maritza Karmely and Margaret Johnson. This has been the first year of the implementation of CLEA's five year Strategic Plan and the Board of Directors and committees have made substantial progress in connection with several goals, particularly with respect to advocacy, governance, research, and communications.

Below are highlights from the second half of 2017:

- The Research Committee has developed a survey that will be disseminated to all CLEA members in early January 2018. The data that is generated will be used to inform, among other things, advocacy efforts and methods of communicating with our members. This data gathering is critical and members' responses are greatly needed and appreciated.
- As always, the ABA and Bar Standards Advocacy Committee has been active at the national level in its ongoing efforts on behalf of the membership and clinical legal education, as well as at the state level – specifically with respect to the California bar ex-



**C. Benjie Louis
(Hofstra)
CLEA Outgoing
Co-President**



**Beth Schwartz
(Fordham)
CLEA Outgoing
Co-President**

am. (Please read the [report](#) from co-chairs Kendall Kerew and Joy Radice for more details.)

- Caitlin Barry (Villanova) and Sameer Ashar (University of California, Irvine) have taken on the leadership of the Diversity in Clinical Legal Education Committee. This committee is planning a Town Hall at the 2018 AALS Clinical Conference in Chicago, IL, in collaboration with the Clinical Section. We thank former co-chairs Donna Lee (CUNY) and Michael Pinard (University of Maryland) for their leadership and vision in creating goals for the new co-chairs to implement.
- CLEA's popular New Clinicians Conference took place in early May 2017 in



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Co-Presidents' Message, continued

Denver, CO. It was well-attended and received rave reviews. In addition, the Conference Committee and New Clinicians Committee collaborated to offer programming specifically designed for new clinicians at the Southern Clinical Conference and the Midwest Clinical Conference. (For more on New Clinicians, see the [article](#) in this newsletter by Josh Medina.)

- Members of the Best Practices Implementation Committee have offered presentations on experiential education and clinical pedagogy at several national and regional conferences.
- The Elections Committee managed the 2017 election cycle under the efficient leadership of board member D'lorah Hughes.

CLEA's mission and initiatives are supported not only by those who serve on its Board of Directors, but also by members who give their valuable time and important ideas to the work of the committees. We would like to especially thank those members who assumed leadership roles this past year, including Lauren Bartlett (Chair, Communications Committee), Carrie Kaas (Co-Chair, Best Practices Implementation Committee), Cindy Batt and Christine Cerniglia Brown (Co-Chairs, New Clinicians Committee), Alex Scherr and Danny Schaffzin (Co-Chairs, Externship Committee), Leigh Goodmark (Chair, Per Diem Commit-

tee), Perry Moriearty (Co-Chair, Awards Committee), and Tanya Asim Cooper (Chair, Newsletter Committee).

We will welcome the following new officers in 2018: Jeff Baker (Pepperdine) as President, Lisa Martin (South Carolina) and Danny Schaffzin (Memphis) as Co-Vice Presidents/Presidents-Elect, and Tiffany Murphy (Arkansas) as Secretary; and the following new board members: Jodi Balsam (Brooklyn), Lauren Bartlett (Ohio Northern), Llezlie Green Coleman (American), Kara Finck (Penn), and Derrick Howard (Valparaiso).

We hope to see many of you at CLEA's Board and Membership meetings on January 4, 2018, both of which will be held at Thomas Jefferson Law School in San Diego, CA. The Membership Meeting will begin at 6 PM. The Board of Directors meeting is open to the public and will take place immediately before the membership meeting, from 5-6 PM.

Lastly, we will continue to work with CLEA's new President, Jeff Baker, whose enthusiasm and passion for causes impacting the clinical community are well known. Under Jeff's leadership, 2018 will see continued progress in implementing the Strategic Plan and, as always, initiatives that reflect CLEA's advocacy in support of our colleagues, the promotion of justice and diversity, and support for experiential education at our institutions. We wish you a peaceful and happy holiday season.

CLEA EVENTS AT THE AALS ANNUAL MEETING:

Board of Directors Meeting

Thursday, January 4, 2018, 5:00—6:00 pm

Thomas Jefferson School of Law

1155 Island Ave., San Diego, CA 92101

CLEA Board of Directors' Meetings are open to all.

CLEA EVENTS AT THE AALS ANNUAL MEETING:

Membership Meeting

Thursday, January 4, 2018 at 6:00 pm

Thomas Jefferson School of Law

1155 Island Ave., San Diego, CA 92101

Dinner to follow @ 7:30 pm with the Externship Committee at [Bottega Americano](#), 1195 Island Ave., San Diego, CA 92101

Message from the Editor and CLEA Newsletter Committee

We are happy to serve the CLEA community with this Newsletter. This newsletter brings some changes to the timing of Co/Presidents' Message, and to volume numbering, that we want to share with you.

In recent years, the outgoing Co/Presidents have said their farewells in the Winter issue (published in January), and the incoming Co/Presidents have first addressed the clinical community in the Spring issue (published in April/May). With this issue, the Newsletter Committee will publish Co/Presidents' Messages to better reflect their tenure, so we will publish the incoming Co/Presidents' first message in the Winter issue when they first assume office. Each Co/President will continue to publish two messages, one in each issue of the year's volume. To accomplish this transition, we have included both the outgoing Co-Presidents' Message from C. Benjie Louis and Beth Schwartz, along with the incoming President's Message from Jeff Baker.

2018 marks 26 years since CLEA's inception, and this volume is accordingly numbered 26, issue 1.

As always, we welcome your feedback on any aspect of the Newsletter. Please [email](#) any member of the Newsletter Committee with your questions and comments. And please stay tuned as CLEA rolls out a new logo, forthcoming. Happy New Year!

A Message from Incoming CLEA President-Elect



Jeff Baker
(Pepperdine)

I am grateful to begin service as CLEA's President in 2018. This community empowers, equips, and inspires. Together we will continue to improve legal education and our work with students and clients. In my first address as CLEA's President I want to urge us to remember the high calling of clinical legal education. We have important work to do this year.

Clinical legal education has never been more important. Legal education itself stands at a crossroads alongside the nation. We bear an immense responsibility to the public and to the Republic. Law schools and law professors have profound, generational influence on the bar, the judicial system, and the laws that govern the land.

The rule of law is essential to justice within a constitutional order, and it requires constant vigilance. Without the robust rule of law, democracy can become a dodge to pillage the people and profit pirates. The foundation of our American experiment rests on the demand that the governed participate in their own government, that no one will live outside the law established with the consent of the governed.

The rule of law depends on the trust of the governed. Trust in the law requires trust in lawmakers and the legal system. Trust in the legal system requires trust in those who operate and enforce it. Lawyers are the operatives of the rule of law, and if the people do not trust lawyers, they will not trust the system. If the system violates that trust, the rule of law will unravel and become vulnerable to poachers.

Trust in the legal system requires expansive inclusion of the governed. This has been our great, national failure since the founding, the exclusion of people from the system that presumes to govern them. Just as the colonists insisted that they be included in the making of laws that governed them, so do all those disenfranchised across our history.

The rhetorical aspirations of a more perfect union ground the fierce urgency of expansive inclusion in the

United States. The founding virtues, however flawed in execution, provide a moral foundation for inclusion and empowerment. Progress toward justice comes in fits and starts, and the jealous powers of exclusion never give ground willingly. The revolutionary United States rejected the idolatry of blood-and-soil nationalism for an order built on laws and ideals. Those laws and ideals must propel us toward inclusion and thriving human dignity.

If we are true to the founding notes of liberty, justice, and equality for all, we will reckon with our laws, lawmaking, law enforcement, and legal systems to guard against exclusion. Justice in all its forms - social, economic, political, legal - rests on the dignity of every person. Human dignity demands inclusion and voice in government and courts that sustain the rule of law. Inequality and inequity in all their forms undermine the experiment and erode trust and reliance in the rule of law. Inequality and inequity threaten the foundations of justice. If the nation is interested in justice under the law, then lawyers must be keen to promote and protect human dignity, equality, and equity wherever we can.

Inclusion gives life to the rule of law; exclusion kills it.

This is the urgent work of legal education. We teach and train lawyers to be public citizens, operatives of the rule of law. To be effective lawyers, our students must have a deep knowledge of the law, expertise in the tools of the trade, and wisdom to apply them both in the service of clients. To be fruitful public citizens, law schools must teach students to criticize the law and improve it, to understand its relationship with lawmakers and the governed, and to witness the nature of justice. Our students must be worthy of trust. They must dignify their neighbors and work for the ever-greater inclusion of all people.

For twenty-five years, this has been CLEA's mission, to improve legal education, to promote better law teaching, to cultivate the virtues of public citizenship in law students. Pioneering generations of lawyer-teacher-scholars have organized, advocated, and pulled alongside eager students to teach them how to be excellent attorneys.

In 2018, the second year of our five-year strategic plan,

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A Message from Incoming CLEA President-Elect, continued.

we continue their work in this critical institution that binds together schools, clinics, professors, and practices. In each of its committees, CLEA members contribute to the work of justice and good teaching. CLEA's strategic plan, membership dues, conferences, newsletters, social media platforms, advocacy memos, best practices resources, research, and gatherings all promote the missions of clinical legal education. As we teach students and serve clients, CLEA works to improve the enterprise of legal

education and to promote the just rule of law in the United States.

The work of self-government and the rule of law never ends. CLEA continues and accelerates its work to ensure law students become excellent lawyers who will promote justice, inclusion, and dignity throughout their long careers at the bar.

Thank you for your work and vision. Thank you for your commitment to our common mission.

2017 CLEA Executive Committee

C. Benjie Louis (Hofstra), Co-President
Beth Schwartz (Fordham), Co-President
Jeff Baker (Pepperdine), Vice President
Praveen Kosuri (UPenn), Treasurer
Laura McNally-Levine (Case Western), Secretary
Margaret E. Johnson (Baltimore), Immediate
Past Co-President
Maritza Karmely (Suffolk), Immediate Past Co-
President

2017 CLEA Board of Directors

Caitlin Barry	Rocky Cabagnet
Martina Cartwright	Melanie DeRousse
Anju Gupta	Lindsay Harris
Laila Hlass	D'lorah Hughes
Kendell Kerew	Lisa Martin
Elizabeth McCormick	Tiffany Murphy
Joy Radice	Steven Wright
Joanna Woolman	Executive Committee

2018 CLEA Executive Committee Election Results

Lisa Martin (South Carolina), Co-Vice
President/Co-President-Elect
Danny Schaffzin (Memphis), Co-Vice
President/Co-President-Elect
Tiffany Murphy (Arkansas-Fayetteville),
Secretary

2018 New CLEA Board of Directors

Jodi Balsam (Brooklyn)
Lauren Bartlett (Ohio Northern)
Llezie Coleman (American)
Kara Finck (UPenn)
Derrick Howard (Valparaiso)
Danny Schaffzin (Memphis)

Congratulations to all!

2017 CLEA Elections Committee

D'lorah Hughes (Chair)
Melanie DeRousse
Anju Gupta
Lindsay Harris
Steven Wright

Externship Events at the AALS Annual Meeting:

Dinner & Meeting

Thursday, January 4, 2018 at 7:30 pm

Bottega Americano, 1195 Island Ave., San Diego, CA 92101

Report from CLEA Advocacy Committee



Kendall Kerew
(Georgia State)



Joy Radice
(Tennessee)

It's been a busy time for the Advocacy Committee. CLEA opposed and testified about two potentially significant changes to the ABA standards. One proposal would have eliminated the requirement that a certain percentage of full time faculty teach upper level law school courses. This proposal was not adopted by the Council on Legal Education.

Changes to Standard 503 regarding law school admissions were also proposed in the past few months. One change would have maintained the requirement of a standardized test for admissions but also would have permitted the Council to determine that tests other than the LSAT might be deemed valid and reliable. The Council has since rejected that proposal and is now planning to eliminate the requirement of a standardized test.

Currently, the ABA seeks comments on several changes to the Standards. In the coming months, CLEA's Advocacy Committee will be researching the impact of these changes and preparing draft comments. The proposals can be found [here](#).

Structurally, the Advocacy Committee has undergone some changes in the past few months. Kendall Kerew graciously agreed to co-chair the committee with Joy Radice, filling the very big shoes of Claudia Angelos. Claudia and Kate Kruse both continue to serve as active advisors. In addition, subcommittees were formed, allowing us to focus not only on responding to ABA proposals but to engage in a careful proactive review of the full range of ABA and State Bar Standards that affect legal education. Another important goal of the restructuring is to permit involvement by more CLEA members in the work of the committee.

William Pincus Awards at the AALS Annual Meeting: Honoring Professor Carol Izumi

The AALS Section on Clinical Legal Education is pleased to announce that it will recognize Professor Carol Izumi (UC Hastings) with the William Pincus Award. Professor Izumi is being recognized for her longtime service to the AALS, including her service as Chair of the section, her election to the American Law Institute, and her work with the ABA, including her service on the ABA Task Force on ABA Standards, as well as numerous other roles.

Her impactful scholarship includes co-authoring *Race, Rights, and Reparation: Law and the Japanese American Internment* (2d ed. 2013). She has also been a leader in dispute resolution. Her contributions to program design and development include efforts and advocacy to establish mediation and dispute resolution clinics and helping to develop clinical programs nationwide. She has mentored countless clinicians, and done so much more than can be summarized here.

The award will be presented at the Clinical Section Luncheon at the AALS Annual Meeting in San Diego on Friday, January 5.

SALT's Annual Event and Awards Ceremony

Friday, Jan. 5, 2018, 4:30—8:00 pm

At Cal Western School of Law

Clinic Professor, **Jeff Selbin** of Berkeley Law, will receive the 2018 SALT Great Teacher award.

The SALT 2018 M. Shanara Gilbert Human Rights Award recognizes Prof. **Robert S. Change** and the Fred T. Korematsu Center for Law and Equality at Seattle U School of Law.

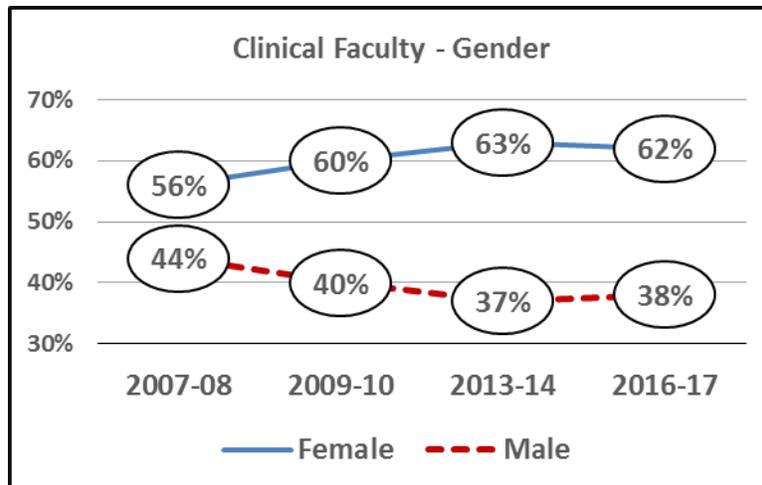
Tickets, event information, and SALT membership information available [here](#).

Who are you?

Who, who, who, who?

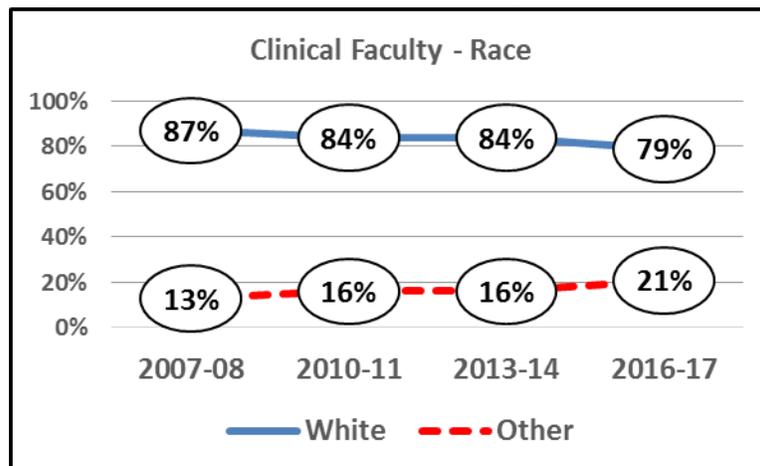
Though clinical faculty have largely moved out of the proverbial basement, they remain a distinct sub-group within most law faculties. Often labeled as something other than law professors (“clinicians”) because of their teaching methods and goals, faculty that teach law clinic and externship courses also differ as a group by gender, race, employment status, and salary from “podium” faculty teaching doctrinal courses. And unlike the movement out of the basement, it’s not clear that clinical and doctrinal faculty are moving closer to each other on those attributes.

So who are the faculty who teach law clinic and externship courses? Predominantly female, and more so today than in the past. In the latest survey by the Center for the Study of Applied Legal Education (CSALE) of over 1000 faculty who teach in a law clinic or externship course, 62% identified as female.¹ Externship courses are more heavily taught by female faculty than law clinics, as 75% of full-time externship teachers are female. As the graph below shows, over the last decade an increasing proportion of clinical faculty are female.



Faculty who teach legal writing are even more heavily female — 72% identify as female.² In contrast, the ABA reports that females (now half of all J.D. students) make up 44% of full-time teaching faculty,³ and a significant part of that percentage is comprised of clinical and legal writing faculty.

Clinical faculty also are predominantly white, but less so than a decade ago. In the most recent CSALE survey, 21% of full-time faculty who primarily teach in a law clinic or externship identified their race/origin as something other than white. There was little difference in race/origin between externship and law clinic teachers. The percentage of minority clinical teachers has increased by over 50% since the first CSALE survey in 2007-08.



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Who are you?**Who, who, who, who? continued**

Minorities make up a significantly greater percentage of clinical faculty than of legal writing and slightly more than law faculties as a whole. Only 11% of legal writing faculty are non-Caucasian, while 20% of all law teachers and approximately 32% of J.D. students at ABA-approved law schools are minorities.

There are no data on the percentage of LGBTQ faculty from available surveys of law faculty. The AALS Directory of Law Teachers surveys do ask whether the teacher is a member of the LGBT community. However, the AALS has not published reports on data from its annual directories since 2009.

There are stark differences in employment status between faculty groups. In 2016-17, only 23% of clinical faculty had tenure or were on tenure track; 9% had clinical/programmatic tenure/tenure track. The percentage of traditional tenure/tenure track clinical positions has declined from 31% in CSALE's 2010-11 survey and 46% in 1998.⁴

Only 18% of legal writing faculty were tenured or on tenure track in 2016; another 6% were in positions with programmatic tenure/tenure track. ABA data suggest that 90% of law faculty who primarily teach doctrinal courses (i.e., all 2013 full-time "teaching resources" minus clinical, legal writing, and skills teachers) are tenured or on tenure track.

Salaries are a final area of difference, even within clinical faculty. The table below illustrates differences in law clinic and externship teacher salaries between those entering or early in their teaching career and clinical faculty as a whole. There is no significant difference between the median salary for externship faculty and the median for law clinic teachers.

Clinical Faculty Salaries

(Full-Time Only)

	All Clinical	0-3 Years Clinical Teaching
25th Percentile	\$70,000-79,999	\$60,000-69,999
Median	\$100,000-109,999	\$80,000-89,999
75th Percentile	\$130,000-139,999	\$100,000-109,999

The median salary for legal writing faculty is estimated to be about \$10,000 lower than the median for clinical faculty, based on a review of the median of average 2015 salaries for directors and other full-time legal writing faculty. Tenured and tenure-track faculty make considerably more than clinical and legal writing faculty. The median salary for an assistant professor on the tenure track was \$105,000 in the 2015-16 SALT salary survey, approximately \$20,000 more than clinical teachers at a comparable point in their careers and approximately \$10,000 more than the median for all legal writing faculty. The median salary for a tenured professor was over \$145,000.

Data, of course, present an incomplete picture of law faculties. And while we should be careful not to let our differences define us, it's hard to move to where you want to be without first knowing who you are. This data will hopefully help answer "clinical faculty, who are you?"

Notes

¹ ROBERT R. KUEHN & DAVID A. SANTACROCE, THE 2016-17 SURVEY OF APPLIED LEGAL EDUCATION (Center for the Study of Applied Legal Education 2017), available at <http://www.csale.org/results.html>.

² ASSN' OF LEGAL WRITING DIRECTORS & LEGAL WRITING INSTITUTE, REPORT OF THE ANNUAL LEGAL WRITING SURVEY (2015), available at <http://www.alwd.org/surveys/2004-2015-survey-report>.

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**A recurring column by Robert Kuehn, Washington University School
Who are you? Who, who, who, who? continued**

³ ABA, ABA APPROVED LAW SCHOOL STAFF AND FACULTY MEMBERS, GENDER AND ETHNICITY: FALL 2013, available at https://www.americanbar.org/groups/legal_education/resources/statistics.html.

⁴ Richard K. Neumann Jr., *Women in Legal Education: What the Statistics Show*, 50 J. LEGAL EDUC. 313, 328 (2000).

⁵ ASSN' OF LEGAL WRITING DIRECTORS & LEGAL WRITING INSTITUTE,

REPORT OF THE ANNUAL LEGAL WRITING SURVEY (2016) (preliminary data from 2016 survey) (on file with author).

⁶ SOCIETY OF AMERICAN LAW TEACHERS, SALT EQUALIZER (July 2016) (reporting median base salaries from 75 of 200 surveyed schools), available at <https://www.saltlaw.org/equalizers-and-salary-surveys>.

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A NEW CLINICIAN FINDING SOLID GROUND

**by
Joshua Medina**

Entering October's new clinicians training during the Southern Clinical Conference in Baton Rouge, I found myself convinced that my colleagues would discover I was a fraud. I am just entering the clinical teaching phase of my career and this was my second clinical teaching event. My first event, the May 2017 CLEA New Clinicians Conference in Denver, was an exceedingly positive experience that provided me with invaluable guidance. Still, my years of public interest lawyering, affirming experiences with students, and my clinical program's unwavering support instantly fell away, devouring my confidence. I find that ironic because I had just concluded a week building decent professional momentum after teaching Continuing Legal Education courses across Alabama and achieving successes coaching a group of *pro bono* attorneys.

The fascinating dialogues touching upon social justice, empirical advocacy, responsive clinical programming, and other compelling topics presented

at the Conference added to my drive, but my insecurity continued to chip away at my foothold. As powerful as the previous few days had been, I felt untethered and unworthy as I entered the more intimate phase of the weekend. I glanced around a room full of new, but purposefully forged clinical educators. I stared out the window and wondered how my shortcomings would be judged.

Fortunately, smiles eased me into the introductory comments for the new clinicians portion of the Conference. Lisa Martin of the University of South Carolina guided us through a discussion about our backgrounds, programs, and challenges. As we worked our way around a table making introductions, I slowly forgot my insecurity and instead became enthralled with the remarkable projects and perspectives being described. Although my background and role diverge from more traditional pathways to clinical teaching, it took mere minutes for me to feel ready to be in-

volved with the group.

I began to understand that, even with my unusual role of Equal Justice Works/Justice AmeriCorps staff attorney housed within a clinic, I was not alone. When I disclosed that I had just discovered my passion for clinical work following over five years managing nonprofit immigration programs, several other clinicians shared similar experiences. When I described my role, my peers offered sound and encouraging advice. When I outlined my efforts to create a symbiotic relationship between my fellowship, which makes me the only nonprofit humanitarian immigration attorney in Alabama and my work as a new clinician under the umbrella of our Domestic Violence Clinic, my colleagues engaged with me. Every day, I work under the guidance and support of my clinic director to carve out a space for students to learn from and participate in the provision of legal services to

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A NEW CLINICIAN FINDING SOLID GROUND, continued

immigrant children who have been abandoned, neglected or abused. For the first time, I was in a room full of people who understood the challenges and appreciated the potential impact of my program. That validation ripped away my fear and made way for the lessons to come. Determined, I approached the new clinicians sessions with a thirst for guidance regarding program design, teaching, and supervision. Our panelists surpassed my hopes.

First, Robert Lancaster of LSU and Stacy Seicshnaydre of Tulane provided instruction on clinic design. Their lesson conveyed the importance of rooting program planning within a learning objective framework to safeguard the efficacy of delivery. This technique provides the opportunity to develop a program that takes into account competing interests inherent to clinical settings, such as independent advocacy experience, quality control, institutional demands, and community needs. More than ever, it is clear to me how varying a design approach can maximize opportunities for student growth, benefit community members, and honor learning objectives. This session reiterated the importance of active and creative program design and encouraged a framework for constant reflection and reengineering that can benefit students, communities, and institutions.

Next, Alexander Scherr from the University of Georgia shifted the conversation to the clinic classroom. We examined methods for content delivery, dynamics, and reflection, which provided a wonderful lens for my own

program. We also analyzed the role of the instructor, which includes managing student practice, modeling quality advocacy, facilitating student interaction, and fostering student knowledge. This exploration provided context for establishing short and long-term models, relating program design to students, and practicing effective sequencing regarding the introduction of new skills. Most importantly, the lesson underscored a mindful approach to serving course goals that I will continue to honor by embracing trial and error, building on successes while striving to avoid failures, adapting to remain fresh and current, and allowing the experience to be scary in order to continue teaching myself, as well my students.

Finally, Emily Suski of the University of South Carolina broke down our perceptions about where supervision transpires by reminding us that we actively supervise formally during classes and meetings, as well as informally during every other interaction. I appreciated her perspective on encouraging an evolution in modeling and guidance by creating more opportunities for support at the beginning of the clinical experience. I am confident that this lesson's techniques for monitoring team progress and managing student-team conflicts will also continue to increase my program's quality.

By the end of the afternoon, the fundamental nature of the clinical experience became clearer than ever. My insecurity was replaced with empowerment and a readiness to implement my new knowledge. My fear of being exposed as a fraud was replaced with a

sense of belonging to a network working towards common goals. The experience helped me take a step forward in my work. For my fellow new clinicians, challenge yourselves to embrace uncertainty and lean into the learning environment. For veterans confident in your everyday responsibilities, check in with your growth and reconnect with the view along the first few steps of your path. For those of you who dedicate your time to helping the rest of us take another step: thank you.

Joshua Medina

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AmeriCorps Legal Fellow
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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 endnotes). CLEA is now soliciting submissions for our spring edition. Please [email](#) any member of the CLEA Newsletter committee. We welcome your ideas and feedback.

Things I Wish I Knew When I Began Clinical Teaching

by

Millicent Newhouse

The CLEA Newsletter Committee is excited to introduce our new, recurring column, *Things I Wish I Knew When I Began Clinical Teaching!* Each newsletter will feature quotes, stories, and probably a few words of warning or wisdom from clinical colleagues around the country. By highlighting different clinician's perspectives, we hope to offer something that will resonate with everyone.

Funny, heartfelt, serious — all are welcome from clinicians of any experience level. Whether you began teaching thirty years ago or last year, we want to hear from you. To contribute or for any questions, please email Professor D'lorah Hughes at dhughes@law.uci.edu.

I began working at the University of Baltimore School of Law in March of 2014 as the Director of the Externship Program. The externship program had previously been a part of the Law Career Development Office's responsibilities and a decision was made to create this new position.

Prior to joining the law school after almost 25 years in practice, my work had been diverse and interesting with many years as a practitioner and later in management and leadership positions with responsibilities for hiring, training, supervising and evaluating law students and lawyers. It was with great excitement that I came to this position as I truly believe in externships and know how valuable and rich the experience can be.

I decided to go "David Letterman style" with my top 10 list of Things I Wish I Knew:

1. Do "you" (be yourself). There is a temptation, especially when you are new to this work or you go to a great conference and are inspired by the presenters, to try and emulate someone else's style. It is normal to borrow a technique or an exercise but I have learned that I often need to tweak something borrowed so that it fits my personality and my style so that when I present it, it doesn't look like I have on someone else's shoes and my feet are uncomfortable.

2. Every semester try at least one new thing. It could be adding a new reading assignment or inviting a guest speaker on a topic you normally would have lectured yourself. Early on, I have challenged myself to do this and have not regretted it. It has kept my teaching interesting and relevant and helped me to be more engaged as I am excited to see how the one new thing is received.

3. Do not fear Technology. I am admittedly a mid-level technology user - not a tech whiz. And yet I do not dread or fear technology and I am thrilled when I try something new and it actually works. That said, it is clear to me that my students seem to thoroughly enjoy it and they connect in a different way when I incorporate technology.

4. Work to your strengths and interests. As teachers, we sometimes think we must present the image that we

have it all together but I have found that the opposite is true. The more I share my own challenges and strategies for addressing them, the more students seemed to listen and respond. I am always looking for interesting things to share with students, in everything I read and everywhere I go. I regularly incorporate current events from the world of business, sports, politics, entertainment, etc., as real life examples of principles being discussed. I have been inspired to create exercises, activities, quizzes and games. Finding and using whatever your thing is and bringing it to your work will make your teaching more meaningful for your students.

5. Feedback. Read your evaluations (with your favorite beverage of choice)! I admit this is a work in progress for me. It can be humbling and students can be brutally honest and/or extremely complimentary or all of the above. I have learned to look for themes and trends in their comments. Journals are also a great resource for identifying the areas where students have questions or are having problems in grasping concepts.

6. Go to professional conferences. Many of us are the only one at our school doing externship work, so the support of the broader community is critical. You will benefit from the resources and knowledge shared. These conferences are well thought out and organized with something for

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THINGS I WISH I KNEW, continued

everyone. You will definitely return with more than you came with and will find something that inspires you, whether it is a new idea or you make a new connection or strengthen an old one. I now use the plane ride back to make a list of all the ideas I want to try and it's helped in reporting back after the conference and actually implementing at least one thing (see #2).

7. It all matters. Your individual experiences matter more than you know. It is what makes you credible, real and believable. It is what makes the students buy into your message and go with you on this journey. Are you an introvert or an extrovert, did you have a prior career outside the law, what brought you to this work, and why are you still doing it? The answers to all these questions matter. Your unique story, whatever it is, is everything and it is more than enough.

8. The glass is half full. It can be easy, especially near the end of the semester when we are all dragging a bit and thinking about our To Do lists for the holidays, to dwell on the negatives. There was the cranky student who sat in the back of the classroom looking bored all semester or the two students who chatted through class.

These small things can become large if we lose sight of all the good stuff. Remember the student who in her journal gushed about her experiences or the student who asked you if you are psychic because you seem to have anticipated every issue they are facing in the weekly course topics.

9. Follow your own advice. You talk to your students about work life balance, stress management, mindfulness, and the importance of taking care of themselves. Most of us fall short in incorporating this into our own lives. Learning to set boundaries, particularly in seasons of immediacy, is more than a challenge. It is not just OK to set boundaries but mandatory. Not every email is urgent. We need time to rejuvenate so that we can be fresh in our work. Even work you love will be that much better with time away from it. I have learned to turn off my work emails when I am not at work with very few exceptions. I have standing appointments at the gym calendared and I treat them the way I treat my other obligations. Take a walk during the day or have lunch or coffee with a friend. You will return to work with more energy.

10. Enjoy. Whether you chose this work or it chose you or you tripped and scabbed your knee falling into this world, now is the time to embrace it. Remember all the things you like about the job, your students and this community. And then don't just remember fleetingly but submerge yourself, dwell for a moment in that place. We spend too much time at our jobs not to find ways to cherish this time and find joy in this important work we are called to do. When a student tells you that this class/this clinic/this externship changed their life, believe them.

Millicent Newhouse

is Acting Assistant Dean for Career Development & Director of Externships at University of Baltimore School of Law.

She can be reached at mnewhouse@ubalt.edu.



Good News : Moves, Honors & Promotions

Alicia Plerhoples, Director and founder of **Georgetown Law's Social Enterprise and Nonprofit Law Clinic** received the 2017 Outstanding Nonprofit Lawyer Award (Academic Category) from the Nonprofit Organizations Committee of the American Bar Association (Business Law Section). Alicia was also granted tenure and promoted to Professor of Law.



Robin Walker Sterling (Denver),

Fulbright Scholar and Visiting Professor, University of Ghana School of Law, August 2017-May 2018.



Rachel Settlege (Wayne State) was granted tenure and promoted to the position of Director of Clinical Education. Previously she founded and directed the Asylum and Immigration Law Clinic at Wayne.



[Press release](#)



Distinguished Clinical Professor **Sandra Simkins (Rutgers)** received the Mary Philbrook Public Interest Recognition Award honoring her work as a leading advocate for children accused of crimes and for improving the conditions of confinement for youth. The award coincided with the ten year anniversary of the Children’s Justice Clinic.

Jeff Selbin (Berkeley), Director of the Policy Advocacy Clinic,



will receive the SALT Great Teacher Award, January 2018. [Press release](#)

Jessica Fjeld (Harvard) of the Cyberlaw Clinic was promoted to Lecturer on Law.



Prior to joining the clinic, she worked in Business & Legal Affairs for WGBH Educational Foundation.

John Clynych, (Univ. of Washington), Director of the Federal Tax Clinic, was promoted to Senior Lecturer.



Michael Millemann (Maryland)

received the Robert M. Bell Access to Justice Award from the Maryland Legal Services Corporation.



Elizabeth Keyes

(Baltimore) was promoted to Associate Professor with tenure.



Sabrina Balgamwalla joined **Wayne State Law School** as the director of the Asylum and Immigration Law Clinic. Previously, she supervised the Immigrant Rights Section of the University of North Dakota Law Clinic. [Press Release](#)



Kristina Campbell and **Lindsay Harris (UDC)**, who co-direct the Immigration and Human Rights Clinic, won the DC Court’s 2017 CORO Award for Community Service to the Latino/a Community in Washington, DC.



Robert Burdick, Director of the Civil Litigation Program at **Boston University**, has been promoted to Clinical Professor of Law.



Keith Fogg, director of **Harvard Law School’s** Federal Tax Clinic at the Legal Services Center, was named Clinical Professor of Law.



Paolo Galizzi, Director of the [Corporate Social Responsibility](#) Clinic at **Fordham Law**, received *American Lawyer’s* Global CSR award in Ethics.



Angela Campbell, Co-Director of **Georgetown Law’s** Institute for Public Representation, was awarded a 2017 Impact Award (Outstanding Advocate) from the National Hispanic Media Coalition for her work to bridge the digital divide and advocate for policies that protect Latinos and other people of color.



Muneer Ahmad has been appointed as Deputy Dean for Experiential Education and Director of the Jerome N. Frank Legal Services Organization at **Yale Law School**.



Matthew Fraidin has been appointed as Associate Dean for Clinical and Experiential Programs at **UDC**.



Professor **Paul Holland (Seattle)** has been promoted to Vice Dean of Seattle University School of Law.



Good News : Moves, Honors & Promotions



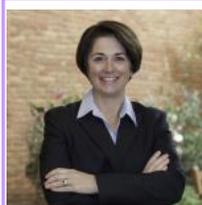
Jennifer Rosen Valverde (Rutgers), Rutgers University Health, Clinical Excellence Award/Recognition to H.E.A.L. Collaborative/legal-medical-social work partnership co-founded/directed by Professor Valverde.

Brenda Williams (Univ. Washington) co-director of the Tribal



Public Defense Clinic, was promoted to Senior Lecturer.

Project on Predatory Student Lending's Director of Litigation, **Eileen Connor (Harvard)**, was selected for the [2017 "Rising Star" award](#) from the National Consumer Law Center. She was also promoted to Lecturer on Law. Prior, she was a Senior Staff Attorney in the Special Litigation Unit of the New York Legal Assistance Group.



Patty Roberts, Director of Clinical Programs at **William & Mary**, started as Vice Dean of the Law School in July.



She also co-directs the Puller Veterans Benefits Clinic with **Dave Boelzner**, who became president of the Court of Appeals for Veterans Claims Bar Association.

Margaret Johnson, (Baltimore),

Outstanding Teaching by a Full-Time Faculty Member Award (2017).



Leigh Goodmark (Maryland)

received the Rosalyn B. Bell Award from the Women's Law Center of Maryland on November 1, 2017 for contributions to family law.



Brittany Stringfellow Otey, Director of the **Pepperdine** Legal Aid Clinic, received the Lyman Stewart Founders Award for her clinical work at the Union Rescue Mission on Skid Row. [Press release](#)



Robert S. Chang, who teaches the Civil Rights Advocacy Clinic at **Seattle University** School of Law, will receive the 2018 M. Shanara Gilbert Human Rights Award from the Society of American Law Teachers (SALT) at its awards celebration in San Diego on January 5, 2018. He will receive this award both for his own work and the work of the staff of the law school's Fred T. Korematsu Center for Law and Equality, including Center Director **Lorraine Bannai**, Litigation Director **Charlotte Garden**, and Center staff attorneys **Jessica Levin** and **Melissa Lee**, all of whom teach in the clinic.



Sabrineh Ardalan was appointed assistant clinical professor of law at **Harvard** Law School. She was formerly a lecturer on law and Associate Director of the Harvard Immigration and Refugee Clinical Program.



Renée M. Hutchins (Maryland)

was elected to the American Law Institute in October, 2017.



Shaun Goho (Harvard) of the Emmett Environmental Law and Policy Clinic was promoted to Deputy Director. He is a Senior Clinical Instructor and teaches in the clinic.



Wendy Kaplan (Boston Univ.), Criminal Law Clinical Program, has been promoted to Clinical Professor of Law.

Rebecca Robichaud



joined **Wayne State Law School** as Assistant Director of Externship Programs. Previously, she was a part-time professor in the Asylum and Immigration Law Clinic. [Press release](#)

Jennifer Fan was selected to be part of the Leadership Excellence Project at the **University of Washington**. Growing leaders and empowering change agents is the motivating vision behind this program—it aims to support emergent leaders in the UW community by developing their ability to effect positive change through collaboration.



Upon the retirement of **Cindy Batt**, **Stetson College of Law**

welcomed **Christine Cerniglia** as the new Director of Clinical and Experiential Education on July 1st.

Stephanie Davidson (Harvard)



of the Family Law and Domestic Violence Clinic was promoted to Clinical Instructor. She was previously a Clinical Fellow in the clinic. Before that, she was a Public Service Venture Fund Fellow at the Urban Justice Center's Domestic Violence Project in New York City.

UDC granted **Marcy Karin** an award of continuous tenure and promotion to the rank of full Professor.



Zina Makar (Baltimore),



2017 Recipient of the Baltimore Bar Association's Public Interest Attorney of the Year Award.

Maureen Sweeney (Maryland)



received the Public Service Award from the Maryland Hispanic Bar Association on September 28, 2017.



University of South Carolina welcomes **Lisa Martin** from Catholic Univ. Law to start a domestic violence clinic.

Tillman J. Breckenridge, Managing Attorney of the Appellate & Supreme Court Clinic at **William & Mary**, received the



2017-18 St. George Tucker Adjunct Professorship Award, which recognizes an outstanding member of the adjunct faculty for service on behalf of students.

Sarah Rogerson (Albany)



Director of the Immigration Law Clinic, was awarded a full promotion and granted tenure. She also earned a 2017 Faculty Service Award for all of her tremendous work on behalf of immigrants.

UDC welcomes **Faith Mullen** to its General Practice Clinic from Catholic University Law.



Anne Choike



joined **Wayne State Law School** as the Director of the Business and Community Law

Clinic. Previously, she was a fellow in the Community and Economic Development Clinic at Michigan Law. [Press release](#)



Naomi Mann won **Boston University's** Metcalf Cup and Prize for Excellence in Teaching, the University's highest teaching award. Mann is a

Clinical Associate Professor in the Civil Litigation Program, where she teaches students in the Employment Rights and Housing, Employment, Family and Disability clinics. [Press release](#)

Julie Lawton (DePaul)

has been awarded tenure and promoted to Full Clinical Professor.



Good News : Moves, Honors & Promotions




Bonnie Docherty (Harvard), Lecturer on Law at the International Human Rights Clinic, was promoted to Associate Director for Armed Conflict and Civilian Protection. She is also a Senior Researcher in the Arms Division of Human Rights Watch.

Tiffany Murphy (Arkansas—Fayetteville) received the University's 2017 Arkansas Alumni Association Faculty Distinguished Achievement Award for Service. The award recognizes, rewards, and encourages superior classroom teaching, and particularly outstanding research, creative activity, or service.




UDC welcomes Etienne C. Toussaint from GW Law as Assistant Professor of Law and Co-Director of the Community Development Law Clinic.



Phil Torrey of the **Harvard** Immigration and Refugee Clinical Program was promoted to Managing Attorney. He is a Lecturer on Law teaching the Crimmigration Clinic and a Supervising Attorney for the Harvard Immigration Project

UDC welcomes Lauren Onkeles-Klein as Visiting Professor and Director of the Juvenile and Special Education Law Clinic.



Beth Posner (Univ. North Carolina) has been promoted to Clinical Associate Professor.



Remembrances

Camilla Roberson (Public Justice Center, Baltimore)
1974-2017
[Obituary](#)



Gwynne Skinner (Willamette)
1964-2017
[Obituary](#)



Retirements

Christina A Zawisza (Memphis) retired after 40 years of practicing law and 20 years of teaching clinically. She will be emeritus faculty and still can be reached at the [same](#) email address.



Elliott Milstein (American) is retiring at of the end of the fall 2017 semester. Elliott has taught at American for 45 years (or 91 semesters as he puts it).



John Elson, Northwestern Professor of Law Emeritus and the Director of the Bluhm Legal Clinic's Civil Litigation Center, will be retiring at the end of December. John joined the Northwestern faculty in 1975.



New Clinicians



Kendra Albert (Harvard) is a new Clinical Instructional Fellow at the Cyberlaw Clinic. Previously, she was an associate at Zeitgeist Law PC, a boutique technology law firm in San Francisco, and a research associate at the Berkman Klein Center for Internet and Society.



Tianna Gibbs (UDC) is an Assistant Professor of Law and Co-Director of the General Practice Clinic. Previously, she was a Supervising Attorney in the Domestic Violence/Family Law Unit at the Legal Aid Society of the District of Columbia.



Medha D. Makhlouf, Founding Director of the Medical-Legal Partnership Clinic at **Penn State's** Dickinson Law, began a tenure-track appointment as Assistant Professor of Law.



Texas A&M welcomed **Amber Baylor** as Director of the Criminal Defense Clinic. Amber works to develop a more holistic community-based approach to criminal defense.



Winston Berkman (Harvard) is a new Legal Fellow at the Project on Predatory Student Lending. He graduated from New York University School of Law, where he was Editor-in-Chief of the NYU Journal of Legislation and Public Policy and a research assistant for the Furman Center for Real Estate and Urban Policy.



Seema Kakade (Maryland) is our new Assistant Professor and Director of the Environmental Law Clinic. Prior to joining our faculty, Seema served as a federal government attorney with the U.S. Environmental Protection Agency, Office of Civil Enforcement, and the U.S. Department of Energy, Office of General Counsel.

Stanford welcomes **Ruhan Nagra** as a Teaching Fellow in the International Human Rights Clinic. Ruhan has focused on international human rights issues for the past six years, including conducting research on human rights issues in the occupied Palestinian territory.



Ben Berwick (Harvard) is a new Lecturer on Law at the Democracy and the Rule of Law Clinic. Previously Ben was Counsel for Protect Democracy and worked for 6.5 years in the U.S. Department of Justice with the Civil Division, Federal Programs Branch.



Susana Cervantes is the new Fellow at **Harvard's** Mississippi Delta Project. She graduated from Harvard Law in 2017 and lead the Delta Project.

Adrian Alvarez joined **American's** Disability Rights Law Clinic as Practitioner-in-Residence. He was previously a senior attorney with the Children's Law Center and law clerk for Senior U.S. District Judge David Briones in El Paso, Texas.



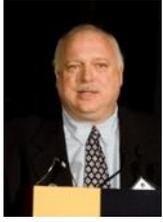
Boston University School of Law has appointed **Sheila Bridges** to lead their new Small/Mid-Size Law Firm Externship Program. Bridges will teach a course designed to introduce students to the major legal and professional issues that arise in the practice and management of small and mid-sized law firms.

Justin Florence (Harvard) is a new Lecturer on Law at the Democracy and the Rule of Law Clinic. He has previously served in the Office of the White House Counsel as Special Assistant to the President and Associate Counsel to the President.



Julia Bedell (Univ. of Washington), joins the Children and Youth Advocacy Clinic as clinical teaching fellow to address youth homelessness in Seattle. Julia received her J.D. from Columbia Law in 2016.





Paul Hoffman (Harvard) is a new Lecturer on Law at the International Human Rights Clinic. He is a civil and human rights lawyer and a partner in the Los Angeles law firm of Schonbrun Seplow Harris and Hoffman LLP.

Gabriela Kahrl (Maryland) is our new Staff Attorney with the Immigration Clinic. Gabriela joins us from the Maryland Office of the Public Defender, where she led the Immigration Unit of the Post-Conviction Defenders Division.



Sherley Cruz joined **American's** Civil Advocacy Clinic as Practitioner-in-Residence. Previously, she was the Director of Litigation and Education and Clinical Fellow at Suffolk University Law School with the Housing Discrimination Testing Program (HDTP) and Accelerator Practice.

Yee Htun is a new Clinical Instructor in **Harvard's** International Human Rights Clinic. Yee was previously a Clinical Advocacy Fellow at the Clinic and has spent most of her career as an attorney working on women's rights, often with refugee and migrant communities.



Nicholas Jorge is **Harvard's** new Clinical Instructor at the Estate Planning Project of the Veterans Legal Clinic. Previously, he worked at a law firm on Cape Cod, representing clients in a variety of legal matters from trusts and estates to zoning appeals.

Clinical Instructor **Saba Ahmed** joined the **UDC** Law Immigration and Human Rights Clinic. Saba comes to UDC from CAIR Coalition, where she represented immigrants in adult detention centers, and has a wealth of experience working with immigrant communities.



Texas A&M welcomed **Jeff Slattery** as our new Director of Intellectual Property Clinic. Jeff plans to include copyright matters in clinic coverage and conduct outreach to local artists and entertainers.

Andrea Meza is the new Albert M. Sacks Clinical & Advocacy Fellow at the **Harvard** Immigration and Refugee Clinical Program. She previously served as an Equal Justice Works Fellow at the Refugee and Immigrant Center for Education and Legal Service in San Antonio, Texas.



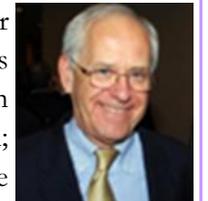
Andrew Mamo is Clinical Instructor and Lecturer on Law at the **Harvard** Negotiation and Mediation Clinical Program. Previously, Andrew worked at Latham & Watkins LLP in Singapore and clerked for the Honorable Judges Hisashi Owada and Julia Sebutinde at the International Court of Justice in The Hague.

Neil McGaraghan is a new Clinical Instructor and Lecturer on Law at the **Harvard** Negotiation and Mediation Clinical Program. Previously, Neil spent seventeen years as a civil litigator helping clients resolve complex disputes in federal and state courts, administrative hearings, arbitrations, and other alternative dispute resolution proceedings.



Cathy Mondell is a new Clinical Instructor at the **Harvard** Mediation Program (HMP). She mediates cases in local courts using the facilitative co-mediation model taught by HMP, as well as through her own practice which focuses on mediation and arbitration services for complex commercial cases.

Frank Moran (Harvard) is a new Volunteer Attorney at the Veterans Legal Clinic. He is the former Executive Director of the Boston Bar Association and Boston Bar Foundation; Legal Counsel to the Chief Justice of the Massachusetts Supreme Judicial Court; and Management Consultant to the Massachusetts State Ethics Commission.





Nicole Negowetti is a new Clinical Instructor in **Harvard's** Food Law and Policy Clinic. Previously, she was the Policy Director of the Good Food Institute, a nonprofit organization focused on creating a sustainable, healthy, and humane food system.

Katherine Sandson (Harvard) is a new Clinical Fellow at the Food Law and Policy Clinic. She graduated from Harvard Law School in 2017. During law school, Katie was a clinical student in the Food Law and Policy Clinic for three semesters.



Evan Seamone (Harvard) is a new Attorney at the Veterans Legal Clinic. Previously, he was a professor at Mississippi College School of Law where he directed the Legal Writing Program and helped to start the school's monthly program to assist veterans with legal matters.

Cori Alonso-Yoder joined **American's** Immigrant Justice Clinic as Practitioner-in-Residence. Previously, she was the supervising attorney at Whitman-Walker Health, the country's oldest medical-legal partnership, and an immigration staff attorney at Ayuda in Washington, D.C.



Carlos Teuscher (Harvard) is a new Clinical Instructor at the Transactional Law Clinics. Previously, he worked at Linklaters LLP and Dechert LLP, where he focused on domestic and international finance, M&A and commercial transactions, and working to increase the capacity of non-profit and local community organizations.

Salma Waheedi (Harvard) is a new Clinical Instructor at the International Human Rights Clinic. She is an international lawyer and advocate focusing on gender justice, Islamic law, international development, business and human rights, and comparative constitutional law. Salma was previously a Clinical Advocacy Fellow in the clinic.



McGeorge School of Law Immigration Clinic hired **Kishwer Vikaas** as a Clinical Fellow.



McGeorge School of Law Homeless Advocacy Clinic hired Clinical Fellow, **Lacey Mickleburgh** and staff attorney **Caro Marks (not pictured)**. Although the clinic will formally launch in 2018, it already handles expungement, fees and fines, and public benefit issues.



Good News: Books & Publications



Bryan Adamson (Seattle University), *'Thugs,' 'Crooks,' and 'Rebellious Negroes': Racist and Racialized Media Coverage of Michael Brown and the Ferguson Demonstrations*, 32 Harv. J. on Racial & Ethnic Justice 189 (2016); *Reconsidering Pre-Indictment Publicity, Racialized Crime News, Grand Juries and Tamir Rice*, 8 Alabama C.R. & C.L. Law Review 1 (2016); *The 'Blurred Lines' of Marvin Gaye's 'Here, My Dear': Music as a Tortious Act, Divorce Narrative and First Amendment Totem*" Cardozo Arts & Ent. Law J., Vol. 36 (forthcoming).

Jeena Shah (Rutgers), *Channeling Rebellious Lawyering in Big Case Clinics*, 23 CLINICAL L. REV. 775 (2017).



Sarah Sherman-Stokes (Boston University),

No Restoration, No Rehabilitation: Shadow Detention of Mentally Incompetent Noncitizens, forthcoming in Villanova Law Review.



Good News: Books & Publications

Casey Faucon (Denver) Decriminalizing Polygamy, 22 Utah Law Review 709 (2016); “Grey and Black Market Legal Service Providers” (forthcoming).



Jon C. Dubin (Rutgers), SUPPLEMENT FOR SOCIAL SECURITY LAW, POLICY & PRACTICE: CASES AND MATERIALS (CO-AUTHORED W/ FRANK S. BLOCH, WEST ACADEMIC PUBLISHING) (2017); SOCIAL SECURITY DISABILITY LAW AND PROCEDURE IN FEDERAL COURT (2017 EDITION; CO-AUTHORED WITH CAROLYN A. KUBITSCHKE) (THOMSON REUTERS PUB. CO.) (2017).



Jennifer Fan (Univ. Washington) *Catching Disruption: Regulating Corporate Venture Capital*, — Colum. Bus. L. Rev. — (forthcoming Spring 2018).



Leigh Goodmark (Maryland), *Gender and Violence at 100 Days*, *Gender Policy Report*, May 1, 2017; “Law and Justice as a Tertiary Prevention Strategy,” in *Preventing Intimate Partner Violence: Interdisciplinary Perspectives* (Policy Press 2017); Tod Augusta-Scott, Leigh Goodmark, and Joan Pennell, “Restorative Justice, Domestic Violence and the Law: A Panel Discussion,” in *Innovations in Interventions to Address Intimate Partner Violence: Research and Practice* (Routledge Press 2017).



Phil Torrey (Harvard), *Jennings V. Rodriguez and the Future of Immigration Detention* (November 8, 2017), Harvard Latinx Law Review, Vol. 20, No. 171, 2017. [SSRN](#)



Peter Joy (Washington Univ. - St. Louis), PROFESSIONAL RESPONSIBILITY: A CONTEMPORARY APPROACH (West, 3d ed. 2017) (co-author); *Competency of Counsel: Mitigation and National Standards of Practice*, in MITIGATION IN CAPITAL CASES: REVEALING THE REST OF THE STORY (Monahan & Clark, eds. ABA 2017) (co-author); *What Do I Do with the Porn on My Computer?: How a Lawyer Should Counsel Clients about Physical Evidence*, 54 AM. CRIM. L. REV. 751 (2017) (co-author); *Lawyers, Marijuana, and Ethics*, 32 CRIM. JUST. 29 (Spring 2017) (co-author); *Prosecutors and Literary or Media Deals: Conflicts of Interest Hiding in Plain Sight*, 32 CRIM. JUST. 41 (Fall 2017) (co-author).



Rachel Settlage (Wayne State), “Status in a State of Emergency: U Visas and the Flint Water Crisis”, 20 HARV. LATINX L. REV. 121 (Spring 2017)



Jeff Selbin (Berkeley), *Unmarked? Criminal Record Clearing and Employment*, 108 J. CRIM. L. & CRIMINOLOGY 1 (2017) (with Justin McCrary and Joshua Epstein) [SSRN](#); *Eleanor Swift’s Indelible Public Interest Legacy at Berkeley Law*, 105 CALIF. L. REV. 101 (2017) [SSRN](#); *Measuring Law School Clinics*, 92 TUL. L. REV. — (2018) (forthcoming with Colleen Shanahan, Anna Carpenter and Alyx Mark) [SSRN](#)



Elizabeth Keyes (Baltimore)

Unconventional Refugees, 67 Am. Univ. L. Rev. (forthcoming 2017).



Christopher Lasch (Denver) published a [piece on courthouse immigration arrests in the Yale Law Journal Forum](#), and co-authored [Understanding “Sanctuary Cities”](#) (forthcoming in Boston College Law Review). He also co-authored a [scholars’ letter to the California Governor and State Legislature supporting the California Values Act](#).





Frank Askin (Rutgers)
 “Floridians Can Help Put a Stop to Denying Ex-Felons the Right to Vote,” MIAMI HERALD, March 22, 2017.

Emily Broad Leib (Harvard)

Beyranevand, Laurie J.; Leib, Emily M. Broad, [Making the Case for a National Food Strategy in the United States](#), Law and Food Systems: Institutional Pathways toward a New Paradigm, 72 Food and Drug Law 225, Vol. 1 (2017).



Michele Gilman (Baltimore), *Privacy, Poverty and Big Data: A Matrix of Vulnerabilities for Poor Americans* (with Mary Madden, Karen Levy & Alice Marwick), 95 WASH. U. L. REV. 53 (2017); *Engendering Economic Inequality*, 32.1 COLUMBIA J. OF L. & GENDER 1 (2016).

Tamara Kuennen (Denver), “Intimate Partner Violence in Men’s Professional Sports,” DU Sports & Entertainment L. J. (forthcoming 2018)



Jackie McMurtrie (Univ. of Washington), *A Tale of Two Innocence Clinics: Client Representation and Legislative Advocacy*, in WRONGFUL CONVICTIONS AND THE DNA REVOLUTION: TWENTY-FIVE YEARS OF FREEING THE INNOCENT (Daniel S. Medwed ed., Cambridge Univ. Press, 2017).



Jennifer Rosen Valverde (Rutgers), *Preparing Tomorrow’s Lawyers to Tackle 21st Century Health and Social Justice Issues*, 95 DENVER L. REV. ____ (forthcoming 2018); *An Indefensible Idea: Eliminating Individualization from the Individuals with Disabilities Education Act*, 46 J. L. & EDUC. 235 (Spring 2017).



Meredith Schalick (Rutgers), *The Sky is Not Falling: Lessons and Recommendations from Ten Years of Reinstating Parental Rights*, 51 FAM. L. Q. ____ (forthcoming 2017).

Rob Rubinson (Baltimore), *Indigency, Secrecy, and Questions of Quality: Minimizing the Risk of “Bad” Mediation for Low-Income Litigants*, 100 Marquette L. Rev. 1353 (2017).



Zina Makar (Baltimore)
Displacing Due Process, DePaul L. Rev. (forthcoming 2018).

Thomas Antkowiak (Seattle) published a new book on the Inter-American Human Rights System, *The American Convention on Human Rights: Essential Rights* (with Alejandra Gonza) (Oxford Univ. Press).



Kevin Lynch (Denver), *A Fracking Mess: Just Compensation for Regulatory Takings of Oil and Gas Property Rights*, 43 Colum. J. of Envtl. L. (forthcoming 2018).



John Kettle (Rutgers)
Conceptual Expression in a Copyright World: Protecting Ideas From the Shadow of Preemption, A Call for Legislative Action, 17 J. MARSHALL INTELL. PROP. L. REV. ____ (forthcoming 2017).

Kimberly Ambrose and Lisa Kelly (both Univ. Washington), REPRESENTING YOUTH: TELLING STORIES, IMAGINING CHANGE (September 2017).





Alexis Karteron (Rutgers), *Arrested Development: Rethinking Fourth Amendment Standards for Seizures and Uses of Force in Schools*, 18 NEV. L. J. ____ (forthcoming 2018).

Dana Montalto (Harvard), Adams, Bradford; Montalto, Dana, [With Malice Toward None: Revisiting the Historical and Legal Basis for Excluding Veterans from "Veterans" Services](#), Vol. 122, Penn State Law Review, Issue 1 (2017).

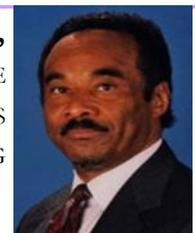


Colin Starger (Baltimore), *Legitimacy, Authority, and the Right to Affordable Bail*, 26 Wm. & Mary Bill Rts. J. ____ (forthcoming 2018); *A Separate Abridged Edition of the First Amendment*, in JUSTICE SCALIA: RHETORIC AND THE RULE OF LAW (forthcoming University of Chicago Press 2018, Jay Mootz and Brian Slocum eds.).

Rachel Moran (Denver), *Contesting Police Credibility*, __ WASH. L. REV. __ (forthcoming 2018), [SSRN](#)



Robert Holmes (Rutgers), REFLECTIONS ON NEWARK: THE GIBSON YEARS, 1970-86 (RUTGERS UNIVERSITY PRESS; FORTHCOMING 2018, Robert Holmes Ed.)



Alejandra Gonza (Univ. Washington) (pic not available), THE AMERICAN CONVENTION ON HUMAN RIGHTS: ESSENTIAL RIGHTS (with Thomas Antkowiak), Oxford University Press, (2017).



Lindsey Webb (Denver), *Positive Disruption: Addressing Race in a Time of Social Change Through a Team-Taught, Reflection-Based, Outward-Looking Law School Seminar*, U. Pa. J. Law & Social Change (forthcoming) (co-authored with **Alexi Freeman (Denver)**).



Laura Rovner (Denver), "Everything Is at Stake if Norway Is Sentenced. In that Case, We Have Failed": Solitary Confinement and the "Hard" Cases in the United States and Norway, 1 *UCLA Crim. J. L. Rev.* 77 (2017).

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



Hugh McClean (Baltimore), *The Diversity Rationale for Affirmative Action in Military Contracting*, 66 Cath. U. L. Rev. (2017).

Alicia LaVezu (Univ. Washington) (pic not available), *Alone and Ignored: Children without Advocacy in Child Abuse & Neglect Courts*, 14 STAN. J. CIV. RTS. & CIV. LIBERTIES __ (forthcoming, June 2018).

Jane Murphy (Baltimore) and Solangel Maldonado (Seton Hall), *Reproducing Gender and Race Inequality in the Blawgosphere*, 41 Harv. J. of Law and Gender (forthcoming 2017).



Sandy Freund (Rutgers) *Effective Tax Administration Offers in Compromise - What has Happened in the Last Three Years?*, 19 JOURNAL OF TAX PRACTICE AND PROCEDURE ____ (forthcoming 2017).

Robin Walker Sterling (Denver), "Narrative and Justice Reinvestment," __ *Denver L. Rev.* __ (2017).



Good News: Books & Publications

Todd A. Wildermuth (Univ. Washington), *Introductory Essay: Catastrophe Thinking, Fast and Slow*, 7 WASH. J. ENVTL. L. & POL'Y 251 (2017).



Nicole Godfrey (Denver), *Holding Federal Prison Officials Accountable: The Case for Recognizing a Damages Remedy for Federal Prisons' Free Exercise Claims*, 96 NEB. L. REV. (forthcoming 2018).



Danielle Jefferis (Denver), "Institutionalizing Statelessness: Residency Rights in East Jerusalem," *East Jerusalem after Fifty Years of Israeli Occupation and Prospects for the Future* (2017).



Carolyn Grose (Mitchell Hamline) & Margaret E. Johnson (Baltimore), *LAWYERS, CLIENTS & NARRATIVE: A FRAMEWORK FOR LAW STUDENTS AND PRACTITIONERS* (Carolina Academic Press 2017).



Sabrina Balgamwalla (Wayne State), *Trafficking Rescue Initiatives as State Violence*, 122 PENN. ST. L. REV. 171 (2017).



Patience Crowder (Denver), "What's Art Got to do With It?: A Rebellious Lawyer Mindset in Transactional Practice," 23 *Clinical L. Rev.* 53 (2016).



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

Upcoming Events

- **CLEA Membership Meeting**, Thursday, January 4, 2018, 6:00 pm, Thomas Jefferson School of Law, 1155 Island Ave., San Diego, CA 92101.
- **CLEA Board of Directors Meeting**, Thursday, January 4, 2018, 5:00—6:00 pm, Thomas Jefferson School of Law, 1155 Island Ave., San Diego, CA 92101. CLEA's board meetings are open to all.
- **Externship Dinner**, Thursday, January 4, 2018 at 7:30 pm, at [Bottega Americano](#), 1195 Island Ave., San Diego, CA 92101.
- **SALT's Annual Event and Awards Ceremony**, Friday, Jan. 5, 2018, 4:30—8:00 pm, at Cal Western School of Law.
- **Externship 9: Coming of Age**, March 9-11, 2018, University of Georgia School of Law.
- **William Pincus Awards Ceremony**, Friday, January 5, 2018, Clinical Section Luncheon, AALS Annual Meeting in San Diego.

CLINICAL LEGAL
EDUCATION
ASSOCIATION

Advocating for clinical
legal education
as fundamental to a
lawyer's education.

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