



CLEA
NEWSLETTER

- Upcoming CLEA Events
- Articles on Clinical Teaching
- Social Justice Creative Writing
- AALS Annual Meeting Events for Clinicians

Presidents' Message

We are grateful for the opportunity to have served you as CLEA Co-Presidents for the past year as well as for the opportunity to learn firsthand about the 1,300 plus members whose dedication, vision, talents, and efforts contribute to CLEA's success. It is both humbling and inspiring to work with CLEA Board members, committees and past presidents. As a new year dawns with new dreams and new hopes, the very capable incoming co-presidents Margaret Johnson and Maritza Karmely will lead CLEA in a strategic planning process ensuring CLEA's continued growth and activism. CLEA will hold its Board and Membership meetings on January 6th at Fordham Law School in NYC (see details pp. 3, 27). The Board meeting will include a facilitated strategic planning process during which the Board of Directors will develop goals and measurable objectives that reflect CLEA's existing and emerging priorities. Exciting! Hope to see you there.

A strong and committed Board is integral to CLEA's future and our recently elected directors and officers are sure to provide the direction and oversight needed to fulfill CLEA's mission. Under the leadership of the Elections Committee, D'lorah Hughes (Chair), Erma



Janet T. Jackson
(Washburn)
CLEA Co-President

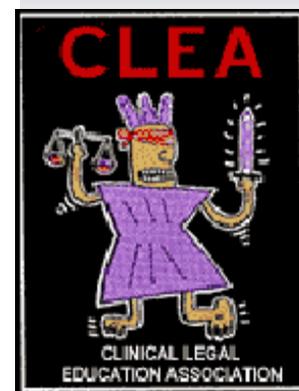


Mary Lynch
(Albany)
CLEA Co-President

Bonadero, and Anju Gupta, the 2015 elections produced a stellar crop of new leaders. Many thanks to D'lorah and her committee for their hard work in facilitating an efficient and transparent elections process. Please join us in congratulating the following Board members for their anticipated service:

- Laila Hlass (Boston University)
- Lisa Martin (Catholic)
- Tiffany Murphy (University of Arkansas - Fayetteville)
- Joanna Woolman (Mitchell Hamline)
- Steven Wright (Wisconsin)

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Presidents' Message, continued.

CLEA's hardworking Executive Committee (EC) members are the heart valves which keep CLEA ticking. We are fortunate that the following officers have also been elected to join our incredibly supportive and thoughtful EC:

- Co-Vice-Presidents: C. Benjie Louis (Hofstra) and Beth Schwartz (Fordham)
- Secretary: Laura McNally-Levine (Case Western)

The past six months have kept other CLEA committees very busy. Committee reports are included elsewhere but here's a quick overview:

NEW CLINICIANS, REGIONAL CONFERENCES & BUILDING ON BEST PRACTICES BOOK:

CLEA hosted a wildly successful New Clinicians Conference immediately preceding the AALS Conference in May in Palm Springs, California. Thanks to Beth Schwartz and Benjie Louis for once again co-chairing the Committee and creating a welcoming, supportive, and educational environment for new clinicians. Our newest members are a source of energy and innovation for CLEA. We will continue welcoming our new clinicians at the January and May AALS conferences and at regional conferences. CLEA continues to support regional clinical conferences, most recently, the Midwest Clinical Conference, the Southern Clinical Conference, and the New England Clinical Conference. At the May conference, we also celebrated the anticipated publication of *Building on Best Practices: Transforming Legal Education in a Changing World*, a project birthed by our Best Practices Committee whose leaders collected the wisdom of over 50 legal educators into the "must read" legal education book of 2016. (Please see details about obtaining for free in the Committee Report). Thank you to Editors Deborah Maranville, Lisa Radtke Bliss, Carrie Wilkes Kaas, and Antoinette Sedillo Lopez.

CLEA's ADVOCACY & EXTERNSHIP COMMITTEES:

CLEA has remained actively engaged in monitoring the ABA Council on Legal Education and Admission to the Bar's proposed significant changes to the standards and interpretations that regulate field placement programs. Thank you's are in order for CLEA's Advocacy Committee (Claudia Angelos and Kate Kruse, Co-Chairs)

and Externship Committee (Alex Scherr and Beth Schwartz, Co-Chairs) and to all committee members for collaborating, drafting and submitting comments, testifying on behalf of CLEA and/or attending Council meetings. CLEA's July 2015 Comment on "Interpretation 305-2 and the Questions of Paid Externships in Law School" can be found on our website at <http://www.cleaweb.org/advocacy>. In December, the Council sent out for notice and comment revised proposed standards. The proposed standards move Field Placement requirements into Standard 304 with other clinical courses as recommended by CLEA. The proposed standards also eliminate the "paid externship" interpretation leaving the gate open for a myriad of formerly prohibited supervisor-law student scenarios. (Please see Externship Report for more detail). CLEA's Externship and Advocacy Committees are in the midst of formulating our official comment and have asked for your input. Comments are due by January 22, 2016.

FOLLOWING CALIFORNIA AND NEW YORK LICENSING PROPOSALS: In addition to working with the Externship Committee, CLEA's Advocacy committee has also been busy monitoring significant licensing activity in California and New York, conferring with our sister organization, the AALS Section on Clinical Legal Education on these matters, and examining the potential impact of experiential licensing requirements on clinical legal education.

In [August, CLEA's Best Practices for Legal Education Blog reported](#) that the AALS Section drafted a Statement of Position in support of the California bar's proposal, which would require 15 units of experiential education for bar takers. According to AALS Clinical Section Chair, Jayesh Rathod of American University, the statement was drafted "as a counterpoint to the statement penned by the AALS Deans' Steering Committee" and is now posted on the AALS website. Over the past three years, CLEA has submitted a number of comments supporting the California proposal that are available on our website under "Briefs and Other Advocacy": <http://www.cleaweb.org/advocacy>. For more on the developments in California, please see Jeff Baker's article on pages 12-14.

Continued on page 3

Meanwhile, in New York State, the Court of Appeals formed a Task Force on Experiential Learning and the Bar to consider including experiential requirements in bar admission and issued proposed pathways for experiential requirements. In November 2015, CLEA submitted a Comment on the proposal urging, among other matters, that a three-credit clinical training requirement be added for all J.D. applicants to the New York bar. <http://www.cleaweb.org/advocacy>. The Task Force rejected that recommendation and on December 16, issued disappointing new experiential rules, which permit law schools to simply follow the ABA's minimal requirements and submit "a certification from the applicant's law school confirming that the

school's curriculum incorporates the teaching of skills and professional values required for participation in the legal profession, and that the applicant has acquired sufficient competency in those skills and sufficient familiarity with those values." http://www.courts.state.ny.us/PRESS/PDFs/PR15_20.pdf

CLEA hopes that California is not deterred by New York's failure to require a genuine enhanced experiential requirement.

As we end our year as co-presidents, we are mindful of the wonderful work our members do to make our place in the universe one of inclusivity, peace, justice, joy and hope. We wish you all the best in 2016!

Janet and Mary

CLEA Events at AALS Meeting in NYC:

CLEA Board of Directors Meeting

Wednesday, January 6, 2016, 1:00 pm

Fordham Law School, [Map and directions](#)

150 W. 62nd St, New York, NY 10023 (between Columbus & Amsterdam Avenues). Please [RSVP](#).

CLEA Events at AALS Meeting in NYC:

Membership Meeting

Wednesday, January 6, 2016, 4:00 pm

Fordham Law School [Map and directions](#)

Fordham Law School, 150 W. 62nd St, New York, NY 10023 (between Columbus & Amsterdam Avenues). Please [RSVP](#).

Update on Best Practices Committee By Deborah Maranville

As many of you know, the CLEA-sponsored book "Building on Best Practices: Transforming Legal Education in Changing World" was published this summer by Lexis/Nexis. Building on Best Practices: Transforming Legal Education in a Changing World is now available in ebook format from LexisNexis at no charge. The print version is not yet out. LEXIS-NEXIS is taking advance orders for \$50, plus shipping. BUT we understand that they will make one copy available to every US legal educator for free upon request. Details on this and international availability still to come. (And, if you MUST have hard copy, many sections are already available on SSRN, and the entire book, by chapter, will be posted there soon.)

Use this volume in conjunction with Stuckey and others' Best Practices for Legal Education, if you are trying to:

- Develop a meaningful law school mission statement
- Understand new accreditation requirements, learning goals, and outcomes assessment
- Expand your experiential offerings, decide whether to use modules or course, choose among an on-site clinic, an externship, or a community partnership
- Teach ALL of your students in the most effective way
- Add to your curriculum more of the professional identity, leadership, intercultural, inter-professional and other knowledge, skills, and values sought by legal employers
- Lead thoughtfully in the face of the challenges facing legal education today

This was truly a community effort. Thanks, and congratulations, to

book project sponsor Clinical Legal Education Association (CLEA), the more than fifty legal educators who participated as authors, and the countless others who assisted as readers and in numerous other ways. We have a great community!!!



Lisa Radtke Bliss
(Georgia State)



Carolyn Kaas
(Quinnipiac)



Debbie Maranville
(Univ. Washington)



Antoinette Sedillo-Lopez
(New Mexico)

2015 CLEA Executive Committee

Janet T. Jackson (Washburn), Co-President
 Mary Lynch (Albany), Co-President
 Margaret E. Johnson (Baltimore), Co-Vice President
 Maritza Karmely (Suffolk), Co-Vice President
 Laura Mc-Nally-Levine (Case Western), Secretary
 Praveen Kosuri (UPenn), Treasurer
 Donna H. Lee (CUNY), Immediate Past Co-President
 Jenny Roberts (American), Immediate Past Co-President

2015 CLEA Board of Directors

Cynthia Batt	Tamar Birckhead
Lisa Bliss	Martina Cartwright
Evelyn Cruz	Anju Gupta
D'lorah Hughes	C. Benjie Louis
Perry Moriearty	Jeff Pokorak
Joy Radice	Beth Schwartz

2016 CLEA Executive Committee Election Results

C. Benjie Louis (Hofstra), Co-Vice President
 Beth Schwartz (Fordham), Co-Vice President
 Laura Mc-Nally-Levine (Case Western), Secretary

2016 CLEA Board Election Results

Melanie DeRousse (Univ. Kansas)
 Laila Hlass (Boston University)
 Lisa Martin (Catholic)
 Tiffany Murphy (Arkansas-Fayetteville)
 Joanna Woolman (Mitchell Hamline)
 Steven Wright (Wisconsin)

Congratulations to them all, and thanks to all who voted in the elections.

2015 CLEA Elections Committee

D'lorah Hughes (Chair)(Wayne State)
 Erma Bonadero (Houston)
 Anju Gupta (Rutgers)

Notes from the New Clinicians Committee

From the New Clinicians Committee, Co-Chairs Benjie Louis and Beth Schwartz



Benjie Louis (Albany)



Beth Schwartz (Fordham)

CLEA will again sponsor a series of workshops for those who are new to clinical teaching and/or field placements during the upcoming Externships 8 Conference to be held at Cleveland-Marshall College of Law in Cleveland, Ohio, from March 3-6, 2016.

The first new clinicians program is a breakfast session on March 4th at 7:30 AM. We'll provide a general orientation to the Conference, a very brief history and overview of field placement programs, and also identify some of the "hot topics" in the externship community. Following

this introductory session, there will be three other workshops specifically designed for new clinicians.

Conference information and registration is available here: <https://www.law.csuohio.edu/x8>.

Starting in January, the new co-chairs of the New Clinicians Committee will be:



Cynthia Batt (Stetson)



Joy Radice (Tennessee)

Report from CLEA Externship Committee

The CLEA Externship Committee has been fully engaged with work on the evolving ABA Standards for Accreditation that relate to externship teaching. Over the last year, the hot issue has been the ABA's proposal to lift the ban on paid externships (currently Interpretation 305-2). The Committee has testified and rallied other clinical professors' support to oppose lifting the ban. While we succeeded during the summer of 2015, the issue is once again before the Council on Legal Education and Admission to the Bar, and the Externship Committee will be leading the opposition during a Notice and Comment period that closes January 22, 2016.

The Externship Committee has taken the position that lifting the ban is a bad idea for the affected students as well as for all of clinical education. In exchange for a small financial benefit to a few students, lifting the ban will undercut the externship teacher's ability to assure quality education for those paid students, as the primary relationship with the supervisor will be one of employment rather than education. We expect that the availability of paid externships will distort the student interest in other clinics and externships that have greater educational and/or public interest value. Finally, we believe that lifting the ban will undermine the progress that externship pedagogy has made as a rigorous part of the legal curriculum. (See CLEA website for further detail and documents regarding CLEA's opposition to lifting the ban.)

Meanwhile, in 2014, the new standards defining experiential courses, law clinics, and simulation courses (Standards 303, 304) went into effect, as well as the requirement that all law stu-

dents matriculating after fall 2016 have a minimum of six experiential credits. (Standard 303(a)(3)). Although externships are listed as a potential type of experiential course, it is the one course that was not newly defined; instead externships remained subject to the existing list of requirements under Standard 305, which also addresses other out-of-class credits. In the course of our advocacy supporting the ban on paid externships, the Externship Committee directed attention to this non-parallel treatment of externships. As a result, we are pleased to report that the Standards Review Committee has now promulgated a new comprehensive definition of externships, and is proposing moving externship regulation out of Standard 305 and into Standard 304, where both law clinics and simulation courses are defined and regulated.

The newly proposed definition of externships is now pending before the Council on Legal Education and is out for Notice and Comment until January 22, 2016! This step also revives the controversial issue of lifting the ban on paid externships. The Externship Committee is hard at work on CLEA's Comment and will make proposed Talking Points available to the CLEA membership. All CLEA members are urged to comment on the very important proposed changes – including the perennial issue of lifting the ban on paid externships. Whether you teach externships or not, externships are part of the overall ecology of clinical

courses, and the health and well-being of one part of our environment affects all of it.

Co-chairs: Alex Scherr and Beth Schwartz



Beth
Schwartz
(Fordham)



Alex Scherr
(Univ. of
Georgia)

Incoming chair:



Cynthia Batt
(Stetson)

Report by



Carolyn Wilkes Kaas
(Quinnipiac)

By Renée M. Hutchins & Michael Pinard

We write as the first trial of the six officers charged in Freddie Gray's death is underway. Baltimore's poor, Black communities have long voiced frustration over their relationships with law enforcement. Their voices were for years, though, ignored by many. Freddie Gray's death in April pulled back the curtain and exposed the issues to people around the country and the world. As we have learned in the subsequent weeks and months, the issues are wide-ranging.

As legal educators, advocates and, even more importantly, members of our respective communities, we must participate in the urgent conversations and efforts necessary to move forward. Think about how many incidents have taken place in the U.S. since Michael Brown's death in Ferguson, only sixteen months ago, or Freddie Gray's death, only eight months ago. Citizen journalists, body cameras and dash cams have captured numerous incidents between police officers and men, women and children of color. At regular intervals, yet another person killed or abused becomes a new headline and hashtag.

Individuals and communities are scared, upset, and frustrated. The cumulative weight of these incidents tears at the trust that is vital for law enforcement officers to do their jobs and for communities to be protected. Baltimore is one of five cities in the U.S. where the homicide rate is far higher than the national average. Certainly, communities here need

protection. But, we also need transformation that goes beyond reforming law enforcement. As Acting Assistant Attorney General for the Civil Rights Division of the Department of Justice Vanita Gupta explained, transformation also must involve the ways in which communities relate to law enforcement.

At Maryland, we created a course that will help provide a foundation for such transformation. The class, *Freddie Gray's Baltimore: Past, Present and Moving Forward*, builds on our nearly 45-year engagement in Baltimore through our Clinical Law Program. The course explores the multi-layered influences that impact low-income communities here in the city. It aims to provide students with a knowledge base that will inform their future engagement.

We hope to impress upon students that conversations and efforts aimed at reform cannot focus narrowly on the incidents that capture our collective attention. The incidents we have witnessed here in Baltimore and across the country are not devoid of history. To be an effective part of the solution, we must focus on that history—the underlying conditions and circumstances that led to the incidents that have captured our attention and conscience. The issues facing low-income communities in Baltimore are not particularly unique. They are echoed in poor communities of color around the country, and include a relentless criminal justice system, stubborn unemployment, inadequate

transportation, lack of economic mobility, failing schools, food deserts, violence, vacant homes, implicit and explicit bias and, yes, racism. Law enforcement training, culture and accountability are crucial parts of these conversations. But, we cannot end there.

We have found over the last several months that despite wide differences in perspectives, the one thing we all have in common is that we want to find ways to move forward. Our conversations and efforts, therefore, must be proactive and constant. They also must be truly inclusive and led by the individuals and communities most impacted. Everyone wants to be treated with dignity and respect, and everyone wants to be protected. To move forward, we must first arm ourselves with the knowledge of how we got here, and then reassemble, rebuild and reform.

Renée M. Hutchins**&****Michael Pinard**

are Co-Directors,
Clinical Law Program,
University of Maryland Francis
King Carey School of Law.

rhutchins@law.umaryland.edu &
mpinard@law.umaryland.edu



WHITHER CLINICAL COURSES AND BAR EXAM PASSAGE?

By Robert Kuehn

**CLINICAL LEGAL
EDUCATION
ASSOCIATION**

Bar examination passage rates are down again in many states. Last year's results led to accusations that exam administration caused the decline, and counteraccusations that schools were at fault for admitting less qualified students than in prior years. Determining the possible cause of this year's decline is complicated by the addition of a new subject (Civil Procedure) to the Multistate Bar Exam. In response to the declines, some blame an easy scapegoat — too many electives (especially experiential courses) and too few bar-tested courses. While limiting experiential or clinical courses or credits or mandating more bar courses presents an easy way of appearing to do something, there is no available evidence that students who take more experiential or clinical courses do worse on the bar exam, and only a limited, weak positive correlation between bar courses and bar exam success.

Fueling this finger pointing against experiential courses was a comment from the president of the National Conference of Bar Examiners (NCBE) on factors that could explain the decline in bar passage percentages: "In addition, the rise of experiential learning may have crowded out time for students to take additional 'black-letter' courses that would have strengthened their knowledge of the law and their synthesis of what they learned during the first year."¹ She suggested another factor could be that schools are requiring fewer bar courses, "thereby permitting students to miss (or avoid) core subjects that

will appear on the bar exam." A possible connection between clinical courses and declining bar scores was also later raised by the NCBE's director of testing and research.²

Unfortunately for the debate over the causes of bar exam failure and what schools might do to address the problem, these statements were made without reference to any supporting evidence. Indeed, none exists. In response to my inquiry whether there was any empirical basis for asserting that students with more experiential coursework perform, on average, worse on the bar exam or that taking more bar courses will increase a student's chances of success, the NCBE president replied that she was unaware of any research but would check with her testing staff. A follow up six months later confirmed there still was no supporting study to share.

I too am unaware of any published study examining the relationship between experiential or clinical coursework and bar passage. There are a number of studies showing the value of clinical courses in enhancing the practice skills and professional identity of students. But no data on the relationship of coursework to bar success include results for experiential courses. Studies do consistently find that law school grades and LSAT scores have the strongest relationship to bar exam success.³

Regarding a relationship between enrollment in bar courses and bar passage, published studies show no, or a small, positive relationship, but only for a narrow range of students. The

earliest study sought to determine whether an Indiana bar admission rule mandating successful completion of courses in 14 subject matter areas was likely to increase the probability of passing the bar examination. Reviewing data from three administrations of the exam, the authors found "[n]o course or group of courses had any consistent relationship to success or failure on the bar exam."⁴ They concluded:

The lack of consistent positive and significant relationships between taking or not taking bar-related courses and bar examination pass rates suggests that requiring these courses will not increase the likelihood that law school graduates, at risk of failure, will pass rather than fail the exam.

The most recent study reviewed coursework and bar results for students at St. Louis University (SLU) and Hofstra University. Five years of bar results for SLU students showed:

No statistically significant relationship between the number of upper division, bar examination subject-matter courses taken and bar examination passage for graduates who ranked in the first, second, or fourth quartiles or for graduates who ranked in the bottom 10 percent of their graduating class.⁵

There was a statistically significant relationship for students in the third quartile but only 4.1% of the difference in bar passage rates for that group

Continued on p. 8

could be explained by the number of bar examination subject-matter courses taken while in law school; 95.9% of the difference in this quartile between those who passed and those who did not was due to other factors. A follow-up study with data provided by Hofstra similarly found no relationship between the number of bar subject-matter courses taken and bar passage for graduates who ranked in the first, second, or fourth quartiles and only a weak relationship for students in the third quartile.⁶ The most likely explanation for these results is that students in the top half of the class already pass the bar at sufficiently high rates that additional bar courses help very little, if any, and that students in the bottom quartile are so lacking in analytic skills that merely putting them in the audience of yet another lecture class fails to address the cause of, or provide a solution to, their problems.

So, while some authors claim, without empirical support, that bar courses will improve a student odds of passing the exam,⁷ and while schools continue to advise their students that the key to bar success is enrollment in bar courses, published studies do not support those claims.

But, all is not lost. Statistical analysis of bar performance at a number of schools has found that specially designed academic support and bar passage programs can improve passage rates, especially for students who have not performed well in law school.⁸ As one statistician told me, “accurately identifying [at]-risk [students] and then ensuring access to targeted, effective

programs does make a difference.”

Of course these programs require a much greater commitment of a school’s resource than simply piling more bar courses on at-risk students. Yet, irresponsibly scapegoating experiential courses for bar failure or forcing students to take more upper-class bar courses as a purported solution is, as the authors of the most respected study warned, “overly simplistic” and “will not solve the bar examination failure problem.”⁹

Notes

¹ Erica Moser, *President’s Page*, THE BAR EXAMINER 4, 6 (Dec. 2014).

² Mark A. Albanese, *The July 2014 MBE: Rogue Wave or Storm Surge*, THE BAR EXAMINER 35, 46 (June 2015).

³ See, e.g., Michael T. Kane, et al., *Pass Rates and Persistence on the New York Bar Examination Including Breakdowns for Racial/Ethnic Groups*, THE BAR EXAMINER 6, 15 & n. 7 (Nov. 2007); Keith A. Kaufman, et al., *Passing the Bar Exam: Psychological, Educational, and Demographic Predictors of Success*, 57 J. LEGAL EDUC. 205, 214 (2007).

⁴ Philips Cutright, et al., *Course Selection, Student Characteristics and Bar Examination Performance: The Indiana University Law School Experience*, 27 J. LEGAL EDUC. 127, 136 (1975).

⁵ Douglas K. Rush & Hisako Matsuo, *Does Law School Curriculum Affect Bar Examination Passage? An Empirical Analysis of Factors Related to Bar Examination Passage During the Years 2001 Through 2006 at a Midwestern Law School*, 57 J. LEGAL EDUC. 224, 233 (2007).

⁶ *Id.* at 224.

⁷ See, e.g., “Students should take most bar-tested courses during law school . . . Although there is a lack of empirical evidence that taking bar courses correlates with bar success.” Denise Riebe, *A Bar Review for Law Schools: Getting Students on Board to Pass Their Bar Exams*, 45 BRANDEIS L. REV. 269, 308 (2006-07). Ironically, the footnote associated with the recommendation that students take most bar-tested courses contradictorily states: “Although law school professionals routinely advise students to take bar-tested courses, there does not appear to be any statistically verifiable support for the practice.”

⁸ See, e.g., Scott Johns, *Empirical Reflections: A Statistical Examination of Bar Exam Program Interventions*, 54 U. LOUISVILLE L. REV. (forthcoming 2016) (University of Denver); Mario W. Mainero, *We Should Not Rely on Commercial Bar Reviews to Do Our Job: Why Labor-Intensive Comprehensive Bar Examination Preparation Can and Should Be a Part of the Law School Mission*, at http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2546001 (Chapman University); Derek Alphan, et al., *Yes We Can Pass the Bar. University of the District of Columbia, David A Clarke School of Law Bar Passage Initiatives and Bar Pass Rates - From the Titanic to the Queen Mary*, 14 U.D.C. L. REV. 9 (2011) (U.D.C.); Linda Jellum & Emmeline Paulette Reeves, *Cool Data on a Hot Issue: Empirical Evidence that a Law School Bar Support Program Enhances Bar Performance*, 5 NEVADA L. REV. 646 (2005) (University of Richmond).

**WHITHER EXPERIENTIAL COURSEWORK
AND BAR EXAM FAILURE?
continued**

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⁹ Rush & Matsuo, *supra* at 236. One of the authors of the study explained, “if you want students to pass bar exams, teach more logic, reasoning and test taking skills.” Doug Rush, Comment to *Did You Know That “Bar Courses” Don’t Matter?*, Best Practices for Legal Educ., July 25, 2008, <http://bestpracticeslegaled.albanylawblogs.org/2008/07/25/335/#comment-289>.

Robert Kuehn

is Associate Dean
of
Clinical
Education &
Professor of Law



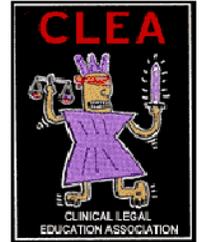
at Washington University School
of Law.

He can be reached at
rkuehn@wulaw.wustl.edu.

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clinical
teaching and
social justice
creative
writing.**

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submit.**



The Mindful Path to Success

By Courtney Lee

I never used to be one for mindfulness practices. I loved yoga, but for the physical workout; I tolerated the five minutes of silence or guided breathing at the end because I was exhausted from the exertion that came before and grateful just to lie down for a moment. Growing up in a nonsense community in the Midwest, we just didn't have time for what some termed “that touchy-feely hippie stuff.”

Eventually I moved to Northern California, ground zero for touchy-feely hippie stuff. I kept up and even increased my yoga practice, but still never fully bought into mindfulness and meditation, although the idea certainly was more socially acceptable out here. It just seemed like sitting still for the sake of sitting still, when there was so much to do! Then one warm spring morning, I decided to take a break from grading exams and go for a bike ride.

All I remember is how beautiful it was that day out on the bike path, and then I was in bed at home and my husband was telling me that I couldn't go to work. I have no recollection at all – thankfully – of the fall that nearly took my life, of the resultant skull fractures (even though I wore a helmet any time I even touched a bike), of the ambulance ride and days in the hospital, of the needles and tests, or of the visitors I've known for years but didn't recognize. I have fuzzy, intermittent memories of the following weeks – of falling almost any time I tried to stand up, of sleeping more than I thought humanly possible, of forgetting words and not being able to communicate, of drinking a ridiculous amount of juice (I couldn't chew for several months), and of my neurologist and speech therapist strongly recommending that I look into Mindfulness-Based Stress Reduction (MBSR)

to help improve my traumatically injured brain.

MBSR is an eight-week program available entirely online,¹ and after moving at what felt like a constant 100 -miles-per-hour pace for decades, and then being forced down to zero in a matter of seconds, I threw myself into it. I engaged in the practices – many of which involved traditional meditation – to help my brain heal and increase neuroplasticity, or the brain's ability to adjust and strengthen. To provide a layperson's summary, our brains have billions of neurons that constantly send signals to each other across “neural pathways” in order to achieve certain outcomes, from the complex (speaking in a non-native tongue) to the simple (taking a step). Neuroplasticity allows us to reinforce commonly used pathways, and, importantly, to construct new ones. We can continue to build neuroplasticity

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throughout adulthood, and these new neural pathways are what allow us to achieve things like playing a new instrument, arguing a new legal theory, or even just relearning how to communicate after an accident.² Studies show that mindfulness and meditation tie closely to physical benefits like improved neuroplasticity, increased brain matter density, and reduced cognitive declines, like those associated with advancing age.³

After completing the MBSR training, I continued researching these fascinating links between mindfulness and brain health. It did not take long to realize that mindfulness is connected to just about everything that we wish for our law students: the better memory and capacity for learning new skills described above, and also reduced anxiety, higher-quality sleep, improved decision-making skills, the ability to cope with stress in healthy ways, stronger empathy and communication proficiency, and improved overall wellbeing, among others.⁴

Organized mindfulness programs already are popular in fields like business, professional sports, the military, and even in prisons, and they are gaining traction in the legal community.⁵ That is unsurprising, considering that common problems experienced by lawyers include obsessive perfectionism and self-doubt, pessimism, anxiety, a lack of kindness toward others, and the inability to deal effectively with stress, instead resorting to unhealthy choices like substance abuse. These issues lead not only to a general absence of wellbeing, but often de-

pression and even suicide.⁶

In light of this – not to mention the ABA’s increased interest in how law schools train “practice-ready” attorneys – it only makes sense to incorporate mindfulness into legal education curricula. Further, while the troubles noted above may await our students once they reach practice, more students than we might realize battle similar problems before they even graduate. To illustrate, a recent study at Yale Law School asked 296 students if they experienced mental health issues, and seventy percent (206) responded affirmatively.⁷ Mindfulness alone may not be a cure in and of itself, but it certainly can play a part in the process.

There are a multitude of ways one can practice mindfulness. It does not necessarily have to be through traditional meditation – eyes closed, seated cross-legged or lying down – and it can take as much or as little time as desired, whether hours or one minute. For instance, one can be mindful of a particular item, such as a pen, focusing on each of its characteristics (color, shape, weight, texture, etc.). A similar mindful eating exercise uses a raisin, encouraging consideration of its size, shape, how it feels, its wrinkles, its smell, and even its sound, all before even thinking about its taste. Movement also can be mindful; yoga is one example, but even something as simple as walking can work, bringing attention to each stride, the muscles that engage with every step, and the surroundings (light, sounds, smells, etc.). A mindfulness application that can be

especially helpful to lawyers and law students who encounter unexpected stressful situations is “STOP.” These letters stand for “Stop” for a moment; “Take a breath,” or as many breaths as necessary to begin to calm down; “Observe” whatever feelings – emotional and physical – are occurring; and “Proceed” with awareness.⁸ I cannot count how often the STOP practice prevented me from replying to a harsh email message in a manner I would have regretted.

Recognizing this variation in mindfulness practices, there are just as many ways we can use mindfulness in our programs. For a few of many examples: We can hold guided mindfulness meditation sessions during orientation, either as an optional drop-in period or as part of the formal schedule. We can host guided drop-in sessions each week during the school year (some schools call these “Mindfulness Mondays”). We can establish a campus contemplative space, or an area removed from the general hustle and bustle that is open for individual practice or quiet reflection. We can incorporate mindfulness exercises into our classes, whether for a “mindfulness minute” or two just after class begins, or for ten optional minutes beforehand. When students rush from place to place all day, this allows them to settle and prepare to focus on the subject at hand, especially if it concerns a particularly sensitive topic. We also can integrate mindfulness more fully into the substance

Continued on p. 11

such as professional responsibility or professional identity. We can hold workshops for anywhere from an hour to an entire weekend, for students, faculty, the community, or all of the above. We can encourage the formation of and advise student organizations that focus on mindfulness itself, or yoga, or general stress reduction. We can create online groups to discuss these issues using social media platforms like Facebook.⁹

Personally, I oversee bar exam support programs at my school, and I spend one to two minutes at the beginning of my bar skills classes to guide students in some mindful breathing. Before doing so, I share the information outlined above about the scientifically-proven links between mindfulness and better memory, less anxiety, and other benefits that are directly applicable to success on the bar exam. Last summer, I also held regular guided meditation sessions for graduates preparing for the exam, and at their request I used SoundCloud to record some sessions for free use at their convenience.¹⁰

One caveat it is important to share with our students is that mindfulness rarely, if ever, leaves one feeling perfectly peaceful. In fact, most people practicing mindfulness meditation, especially at first, do not feel peaceful at all; rather, their minds wander in a thousand different directions, even in a simple two-minute session. Perhaps due in part to the media's increasing attention to the value of mindfulness, it is easy for them to get frustrated, assume they are "just not good at it," and give up. They do not realize that this is completely normal, and that

recognizing when their minds have wandered and bringing attention back to whatever focus points they were using – breath, an object, a repetitive movement, etc. – is itself an act of mindfulness.

These are ideas for how we might use mindfulness practices to help our students succeed, but let us not forget that one of the best ways to help our students is first to help ourselves. A personal practice not only enhances our own mental and physical health, but it allows us more opportunity to give our best to our students. How many of us could benefit from more empathy (for both students and colleagues), improved stress management, fewer impulsive reactions, more self-acceptance, and more presence, so that we can lessen the tendency to think about home while at work, and work while at home? The resources noted here all are suitable for our own individual use, plus there are hundreds of others available, including numerous smartphone apps, many of which are free, and even an AALS group devoted to mindfulness.¹¹ This brief article only begins to scratch the surface.

Neuroscience has elevated the credibility of mindfulness practices far beyond the realm of touchy-feely hippie stuff. I might have been correct to some degree when I assumed initially that mindfulness meditation was just sitting still for the sake of sitting still, but now I understand why that is important, and how it can help us and our students. If we incorporate mindfulness into our personal lives and academic programs, we will be that much closer to seeing our students

succeed – in law school, on the bar exam, and in their legal careers.

Notes

¹ See <http://palousemindfulness.com/selfguidedMBSR.html> [hereinafter "MBSR"].

² See Richard J. Davidson & Antoine Lutz, *Buddha's Brain: Neuroplasticity and Meditation*, IEEE SIGNAL PROCESS MAG. 176 (Jan. 2008); Sarah McKay, *What actually IS neuroplasticity?*, YOUR BRAIN HEALTH, <http://yourbrainhealth.com.au/what-actually-is-neuroplasticity/> (last visited Nov. 22, 2015).

³ Sindya N. Bhano, *How Meditation May Change the Brain*, N.Y. TIMES, http://well.blogs.nytimes.com/2011/01/28/how-meditation-may-change-the-brain/?_r=0 (Jan. 28, 2011); Britta K. Hölzel et al., *Mindfulness Practice Leads to Increases in Regional Brain Gray Matter Density*, 191 PSYCHIATRY RESEARCH: NEUROIMAGING 36, 36-37, 42 (Aug. 11, 2010); Sara W. Lazar et al., *Meditation Experience Is Associated with Increased Cortical Thickness*, 16 NEUROREPORT 1893, 1893-96 (Nov. 2005).

⁴ See Scott L. Rogers, *The Role of Mindfulness in the Ongoing Evolution of Legal Education*, 36 UALR L. REV. 387, 391-92 (Spring 2014), Shailini Jandial George, *The Cure for the Distracted Mind: Why Law Schools Should Teach Mindfulness*, 53 DUQ. L. REV. 216, 222-235 (Winter 2014).

⁵ Jacob Gershman, *Lawyers Go Zen, With Few Objections*, THE WALL ST. J.,

<http://www.wsj.com/articles/lawyers-go-zen-with-few-objections-1434586250> (June 18, 2015), *see, e.g.*, The Mindful Lawyer, <http://themindfullawyer.com/index.html>, The Anxious Lawyer, <http://theanxiouslawyer.com>.

⁶ Leslie A. Gordon, *How Lawyers Can Avoid Burnout and Debilitating Anxiety*, ABA J., <http://www.abajournal.com/magazine/article/how-lawyers-can-avoid-burnout-and-debilitating-anxiety> (July 1, 2015).

⁷ Jessie Agatstein et al., *Falling Through the Cracks: A Report on Mental Health at Yale Law School*, YALE L. SCH. MENTAL HEALTH ALLIANCE (Dec. 2014), available at <http://www.scribd.com/doc/252727812/Falling-Through-the-Cracks#scribd>.

⁸ *See* MBSR, *supra* note 1, Alice Boyes, *6 Mindfulness Exercises That Each Take Less Than 1 Minute*, PSYCHOLOGY TODAY, <http://www.psychologytoday.com/blog/in-practice/201302/6-mindfulness-exercises-each-take-less-1-minute>, (Feb. 12, 2013). A simple Internet

search for “mindfulness exercises” reveals hundreds of other options.

⁹ *See* Scott L. Rogers, *The Mindful Law School: An Integrative Approach to Transforming Legal Education*, 28 *TOURO L. REV.* 1189 (2012), Mindfulness at Berkeley Law: <https://www.law.berkeley.edu/student-life/mindfulness-at-berkeley-law/>, UCLA Mindful Awareness Research Center: <http://marc.ucla.edu>.

¹⁰ *See* Courtney Lee, *Do You Have 5 Minutes to Enhance Your Bar Prep?*, MCGEORGE BAR PREP BLOG, <https://mcgeorgebar-prep.wordpress.com/2015/06/02/do-you-have-5-minutes-to-enhance-your-bar-prep/> (June 2, 2015), and *Mindful Meditation for the Bar Exam Playlist*, <https://mcgeorgebar-prep.wordpress.com/2015/07/08/mindful-meditation-for-the-bar-exam-playlist/> (July 8, 2015).

¹¹ *See* The Free Mindfulness Project, <http://www.freemindfulness.org/> apps, Stop, Breathe, & Think, [\[stopbreathethink.org\]\(http://stopbreathethink.org\), Headspace, <https://www.headspace.com/headspace-meditation-app>. The AALS Section on Balance in Legal Education houses the Mindfulness Affinity Group; to join, first email \[support@aals.org\]\(mailto:support@aals.org\) and join the Section, then email \[MindfulnessAffinity-Group@gmail.com\]\(mailto:MindfulnessAffinity-Group@gmail.com\) and request to join the group.](http://</p>
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Courtney Lee

is Associate Professor of
Lawyering Skills
and Director of Academic
Support
at McGeorge School of Law.

She can be reached at
clee1@pacific.edu.



The Hope and Promise of California’s TFARR Reforms

By Jeffrey R. Baker

In November 2014, the State Bar of California’s Task Force on Admissions Regulatory Reform (“TFARR”) completed twenty-eight months of work considering new standards for admission to the bar. TFARR followed dramatic new standards for admission to the New York bar that require pro bono and increased experiential learning requirements in law

school. (New York announced its final, amended rules in December 2015, [available through links here.](#))

TFARR’s policy is to protect the public and to promote the profession by ensuring law students are better prepared to be ethical professionals when they enter practice. TFARR’s proposals do not bind law schools directly. Rather, they would impose

requirements for admission to the California bar that would implicate every law student’s experiences and curricular choices in law school. In early 2015, the Bar’s Board of Trustees adopted the report and proposed new rules. They are not effective yet but await approval and enactment from the California Supreme Court.

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Complete information and the text of the proposed rules are available at the [TFARR pages on the Bar's site here](#).

TFARR's proposed rules include two important enhancements to experiential learning that will affect all law schools in California and any law student in the country who seeks admission to the California bar. First, the proposed standards would require students to complete fifteen academic units of experiential course work. This "practice-based experiential competency training" would include clinics and externships. It would also include typical simulation and "professional skills" courses (now known as "experiential" under recent ABA revisions) as designated by the law schools. TFARR also permits law schools to designate an experiential component within a standard doctrinal course to count toward this training. First year legal research and writing courses will not count toward the fifteen units. (TFARR's requirement exceeds the new ABA standard that requires students to complete six units of experiential course work, and the ABA rules do not permit schools to carve out a portion of otherwise doctrinal classes as experiential.)

The proposed rules provide for an alternative path to fulfill a portion of the competency training through "apprenticeships" outside of law school curriculum. An apprenticeship is supervised legal work, with or without pay, like traditional judicial or law firm clerkships or summer associate jobs, which meets expressed pedagogi-

cal standards. A student could earn up to six units toward the required competency training through an apprenticeship. Every fifty hours working in a qualifying apprenticeship can count as a unit toward the fifteen required for bar purposes, although these would not be academic credits toward law school graduation.

Second, the TFARR admission rules would require applicants to provide fifty hours of supervised pro bono legal services. The new rules aim for increased access to justice, but the principle policy is to provide experience in practice that inculcates virtues and values of public citizenship and ethical lawyering. The TFARR definition for pro bono is very similar to Rule 6.1 of the ABA Model Rules of Professional Conduct. From the proposed requirements:

"Pro bono" means providing or enabling direct delivery of supervised legal services without expectation of compensation from the client other than reimbursement of expenses to

- (1) persons of limited means . . . ;
- (2) charitable, religious, civic, community, governmental and educational organizations in matters that are designed primarily to address the needs of persons of limited means; or
- (3) individuals, groups or organizations seeking to secure or protect civil rights, civil liberties or public rights, or charitable, religious, civic, community, governmental and educational organizations in matters in furtherance of their organizational

purposes, where the payment of standard legal fees would significantly deplete the organization's economic resources or would be otherwise inappropriate.

Qualifying pro bono experiences can be in law school clinics, field placements in these categories, or other volunteer or internship opportunities with lawyers in these categories. Some questions remain about whether placements with prosecutors or courts would qualify, but the general consensus is that these placements do not qualify because they do not fit the definitions.

Under the proposals, students could earn "dual credit" toward both requirements in law school clinics and qualifying field placements. This provision creates great incentives for students to enroll in experiential courses that satisfy the pro bono requirement simultaneously. This, in turn, creates incentives for law schools to increase capacity in diverse clinical and externship courses.

The proposals create new challenges and opportunities for law schools and collaborating public interest lawyers. Very often, law students earn externship credit with public interest legal services providers, and the new rules may create dramatic new demand for these placements where students can earn dual credit. The rules could increase talent and capacity available for public interest lawyers, but it could also impose new burdens on training and resources to supervise law students who work for a relatively short time.

Hope and Promise of California's TFARR Reforms, continued

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At once, TFARR will require increased collaboration among law schools and legal services providers while deepening the need for more capacity within law schools to provide these experiences.

Some law school administrators, most notably not from California, have leveled reactionary criticism that TFARR rules intrude on law schools' priorities and pedagogy. A few deans have argued that these new rules would limit law student options and squelch innovation. This criticism runs counter to the experiences at law schools that are preparing for the new standards instead of opposing them. TFARR does not stifle innovative teaching; TFARR promotes it.

Pepperdine University School of Law is the first California law school to adopt the TFARR standards as its own graduation requirements. Beginning with the Class of 2017, students must complete fifty hours of pro bono service and fifteen units of experiential courses. This has spurred efforts to

use existing resources and to experiment with new course forms to build internal capacity so that students have sufficient opportunities to complete the requirements across diverse practice areas. In addition to existing clinics, externships, and experiential courses in alternative dispute resolution, Pepperdine has developed new clinics devoted to corporate and policy practice for nonprofits, multidisciplinary practice around gender-based crimes, and tax practice for indigent clients. The law school is experimenting with practicum courses focused on federal criminal practice and on diversionary sentencing and civil legal services for veterans. It is launching new practice-based initiatives for entrepreneurship and tech start-ups. Doctrinal professors are designing practice-based components in substantive courses like torts, ethics, intellectual property, entertainment, and privacy law. Faculty, students and staff are generating pro bono opportunities with collaborators in Los Angeles,

rural Southern California, Washington D.C., and abroad in Europe, Asia and Africa.

TFARR reforms would formalize policies that most law schools already tout as aspirational virtues. The new rules would promote professional formation and client-readiness. They are consistent with moves toward formative assessment. In the marketplace of legal education and law practice, the bench and bar have been pushing applied, apprenticeship education back onto law schools for a generation. Law schools have responded in varying degrees of cheerful creativity or reactionary opposition, but with TFARR, and the New York rules before it, the bar has gotten serious as law schools have slowed their responses in the present enrollment and economic crises. These moves are the market signaling to law schools that they must do a better job teaching students how to be ethical, useful professionals, for the sake of justice, the rule of law, the public, and the profession itself.



Jeffrey R. Baker

is Associate
Clinical Professor
of Law and
Director of
Clinical
Education

at Pepperdine University School
of Law.

He can be reached at
jeff.baker@pepperdine.edu.

The Clinical Law Review will hold its next Clinical Writers' Workshop on Saturday, September 24, 2016 at NYU Law School.

The Workshop provides an opportunity for clinical teachers who are writing about any subject (clinical pedagogy, substantive law, interdisciplinary analysis, empirical work, etc.) to meet with other clinicians writing on related topics to discuss their works-in-progress and brainstorm ideas for further development of their articles. By **June 30**, all applicants will need to submit a mini-draft or prospectus, 3-5 pages in length, of the article they intend to present at the workshop. Full drafts of the articles will be due by **September 1, 2016**. Applicants for travel and lodging scholarships will be asked to submit, with their 3-5 page prospectus, by **June 30**, a proposed budget for travel and lodging and a brief statement of why the scholarship would be helpful in supporting their attendance at this conference. Comments and suggestions should be sent to [Randy Hertz](mailto:Randy.Hertz).

THINGS I WISH I KNEW WHEN I BEGAN CLINICAL TEACHING!

by

Bryan Adamson

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 dlhughes@wayne.edu.

I'm attracted to shiny objects. Seriously. A shiny object appears before me, and I want to pick it up. I want to pick it up, hold it to the sky, and look at how the light plays on it.

I try different looks. I turn it, flip it, and toss it into the air. Sometimes I catch it. Sometimes I don't. Sometimes I will intentionally let it crash to the ground and shatter into millions of shiny pieces. Sometimes it crashes by accident. Accidents usually happen when I'm handling too many shiny things simultaneously.

A thing I wish I knew when I began clinical teaching? Avoid shiny objects. Well, more precisely, be discerning about the shiny objects you pick up.

When I began as a clinical teacher,

my professional obligations were focused upon being an effective teacher, attorney, and community citizen. The substantive type of clinical work my students and I performed demanded learning, mastering, and applying myriad laws, regulations, and procedures attendant to housing rehabilitation, mortgage lending, and consumer rights. It was more than enough to get my head around—and keep my head around—the ever-shifting legal landscape of predatory practices, to say nothing of the shifting factual circumstances each new case brought.

Eventually, when scholarship became a professional imperative, I had to more intentionally determine what my scholarship plan would be. My dilemma was that there were so many issues that held genuine interest for me: legal education, race and affirmative action, LGBT rights, media law and deregulation, housing finance and civil rights. I saw no clear way to develop a scholarly agenda given all the shiny objects in the room.

Shiny objects. Wrapped in names or phrases like “ABA Standard 405(c),” “teaching cultural competence,” “Romer v. Evans,” “Grutter v. Bollinger,” “Shaw v. Hunt,” or “The Telecommunications Act of 1996.”

Then there was service. I'm a joiner who likes shiny objects. While my faculty committee membership was rarely mine to choose, I did not lack for finding ways to volunteer my time. Early in my teaching career, I was encouraged

to join this organization or that organization. And I did. I joined several. And did so in a somewhat indiscriminate manner. The mission of and my role within any given organization were as varied as my intellectual, social, legal, political, educational, and cultural interests which—you get the picture—were fairly vast.

More shiny objects. Wrapped in names like “CLEA,” “Ray Pierce for Mayor,” “AALS Clinical Section,” “Coalition to Monitor Managed Care,” “BlackOut,” “SALT,” “Open House.” And then there were my cases. My students. Our clients. My teaching and practice obligations. My personal time. My spiritual and familial balance. My sanity.

The idea of infinite possibilities initially left me rudderless in my scholarly focus and overcommitted in my community obligations. After a time, the quality of my work, scholarly endeavors, and service began to suffer.

Some of the shiny objects fell. Some accidentally, some purposefully. There were times where obligations fell through my fingers. Other times, upon realization that an obligation was neither good nor healthy for me, I dropped it.

The lesson: Learn when and how to say “no.” As clinicians, we may be in different professional spaces accessorized with their own set of demands.

continued

Some of us are required to publish; some of us aren't. Some of us are required to teach; some of us aren't. Some of us are directed to serve on different committees or play a role in the community; some of us aren't. Regardless—but especially for those who must capably navigate teaching, practice, service and scholarship—learning how and when to say no is essential, especially early in one's career.

In my first few years of teaching, I thought that the type of scholarship I pursued, and the type of service in which I engaged should be of the type "acceptable" to my colleagues—particularly non-clinicians—who would evaluate me, my work and, in large measure, "bestow" upon me retention in the academy.

That was a grave grave mistake. Say no to scholarship that doesn't move you, that doesn't advance you as a person, as a teacher, or as a scholar. My light bulb moment came in realizing that civil procedure—which I love—was a vehicle through which to explore the myriad other substantive legal issues that moved me personally and professionally.

Say no to joining organizations as promotion- or retention-time CV filler. To be clear, I look back on my time in parts of the Clinical, SALT and CLEA communities and other opportunities with nothing but appreciation for the work done, what I learned, and the abiding relationships developed. The point is that regardless of the place, be a part of some-

thing that you can give the piece of yourself you want to give, and that is of value to that organization. For example, having a role in some organizations in which I was the only lawyer brought significant opportunities, but also overwhelming responsibilities.

The 72-Hour Rule has become my friend (don't commit to anything you don't have to right away; give it 3 days). My other friend is "I don't have the bandwidth to help out, but I may know someone who could." For the clinician early in career, these rules are easier written than executed; there must be some degree of calculation of when and to whom to say "no." However, most people appreciate and admire a "no, I can't;" it displays honesty. The most effective leaders do not want someone to be a part of a team who can't give as much as might be expected. However, if you have doubts about how a no might be received, it always helps to have a mentor to call, one who knows the political landscape of your school, and the people in it.

It is vital to be thoughtful in setting a scholarly agenda, and resolute. Equally important, I submit, is the importance of being just as intentional in setting a service agenda. And whether it is one or two organizational obligations per year, or one or two presentations per year, establish a goal and stick to it. Importantly, in advance, if invited to join a board or committee, get clear on your role, your parameters, and what is expected of you.

The lesson: Don't spread yourself too thinly. Put another way, be selfish with your time. Whether it's a potential scholarly path or service opportunity, learn to say 'no.' And never—never ever ever ever—engage in scholarship and service as nothing more than political calculation. Going in, ask yourself three questions: How does this fulfill me? What gift can I contribute to this endeavor? After I give, what is left of me and for others important to me? Nothing shines as bright as a fulfilled soul.

Bryan Adamson

is Associate Professor of Law
at
Seattle University
School of Law.

He can be reached at
badamson@seattleu.edu.



**Externship Dinner at the 2016
AALS Annual Meeting**

**Externship Section Dinner,
Thursday, January 7, 2016
Location and time TBD. Please
note this dinner will serve as a
business meeting and to socialize.
Please RSVP to Beth Schwartz.**

Good News : Moves, Honors & Promotions



UNM Law has named Professor **Aliza Organick** as Associate Dean of Clinical Affairs. A citizen of Diné Nation, born to the Tsenijikini Clan (Cliff Dweller Clan), Organick joined UNMSOL in 2012, and teaches in the Clinical Law Programs. Previously, Organick taught at Washburn Law and created the Tribal and State Court Practice.

Kristina Campbell (UDC) was promoted to Professor of Law



and granted tenure.

Michele LaVigne (Wisconsin),

Director of our Public Defender Project, was recently promoted to Distinguished Clinical Professor, a designation reserved for a small number of university teaching faculty.



At the **University of Washington School of Law**, **Jacqueline McMurtrie**, Director of Innocence Project Northwest (IPNW), will pass the directorship to colleague, Anna Tolin. Jackie will continue to teach and supervise cases in the IPNW Clinic and serve as an advisor and continuing member of the IPNW team. She founded the program in 1997 and during her tenure, IPNW accomplished much. **Anna Tolin** will replace Jacqueline McMurtrie as Director of the Innocence Project Northwest (IPNW). For many years Anna was a



volunteer attorney with IPNW until she joined IPNW and UW Law as a Lecturer and Supervising Attorney in Fall 2011. One year later she became Deputy Director.



Emily Broad Leib, cofounder and director of Harvard Law School's [Food Law and Policy Clinic](#), has been named Assistant Clinical Professor of Law at HLS. She founded the Food Law and Policy Clinic in 2011, and in 2013 was appointed Deputy Director of the Center for Health Law and Policy Innovation.

Boston University School of Law welcomes **Eve Brown** as Director of its new Entrepreneurship and Intellectual Property Clinic. Brown supervises clinic students in providing legal assistance to entrepreneurs from MIT and BU. Brown comes to BU Law from Suffolk University Law School, and she has also taught at Boston College and Indiana University. [Press release](#).



Previously visiting, **Manoj Viswanathan** joined **UC Hastings** as an Associate Professor of Law in fall 2016. Professor Viswanathan's tax expertise is a perfect blend of doctrinal and clinical perspectives, with a social justice mission, and deep commitment to students and teaching.

Susan Farbstein (Harvard Law) was appointed Clinical Professor of Law. Co-director of the International Human Rights Clinic, Farbstein has been an assistant professor at HLS since 2012. Susan's current work focuses on Southern Africa, transitional justice, Alien Tort Statute litigation, community lawyering and economic, social, and cultural rights.



Victoria Chase (Rutgers-Camden)

received the "Community Partner" Award from the Camden County Women's Center, October, 2015.



Paul Radvany (Fordham)

was promoted to Clinical Professor of Law.



Judge **John C. Cratsley (Ret.)**, **Harvard Law**

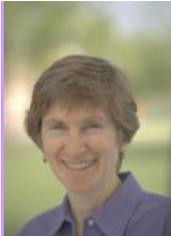
Lecturer on Law and Director of the Judicial Process in Trial Courts Clinic, was awarded the Community Peacemaker Award by the Community Dispute Settlement Center in October.



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Professor **Jason Huber (Charlotte Law)** has assumed the position of Associate Dean for Practice Ready Programs (encompassing clinics, externships, small practice center incubator, advocacy teams and pro bono projects). Professor Huber is currently an Associate Professor, teaching the Civil Rights Clinic, Civil Procedure, and other courses.



Maxine Lipeles, director of the Interdisciplinary Environmental Clinic at **Washington University School of Law** was awarded the national Sierra Club's *2015 William O. Douglas Award*. The award recognizes those who have made outstanding use of the legal/judicial process to achieve environmental goals.

Nadia Hasan (Univ. St. Thomas) was honored in the 2015 Minnesota Super Lawyers for her multifaceted work.

[The Amazing World of Nadia Hasan.](#)



Professor **Fernando Nunez (Charlotte Law)** (pic not available) has been appointed to the continuing position of Assistant Professor. Professor Nunez has been a Visiting Assistant Professor for the past two years, leading students in the Immigration Clinic.

Joanne Gottesman (Rutgers-Camden) Rutgers Law Dean's Award for Distinguished Service, August, 2015



Laura Cohen (Rutgers-Newark) received the "Extraordinary Woman" Award from the 24/7 Community Church - World Impact in Newark, March, 2015.



In October, the Missouri Bar awarded **Brendan Roediger (St. Louis Univ.)** the YLS Pro Bono Award.



Professor **Nekima Levy-Pounds (Univ. St. Thomas)**, Director of the Community Justice Project, the NAACP Minneapolis chapter president, and local leader of the Minneapolis' Black Lives Matter movement is featured in [THE POWER OF FAITH, THE NECESSITY OF JUSTICE](#) and Minnesota Public Radio News, [The future of the Black Lives Matter movement in Minnesota.](#)



Mai Linh Spencer has been appointed as Long Term Contract Faculty at **UC Hastings**. Professor Spencer has been a visitor for the past two years and will continue as the Academic Director of Lawyers for America and will again teach and supervise students in the CJC- Individual Representation Clinic.

Deborah Burand moved from **Univ. of Michigan Law** to **NYU Law** to teach the International Transactions Clinic, a year-long clinic that she co-created at Michigan. Deborah also teaches in the area of impact investment lawyering and social enterprise. [Press release.](#)



Cornell Law School is pleased to announce that **Beth Lyon** joined its faculty. She will be developing and directing our new Farmworker Clinic, which will be offered for the first time during the fall semester 2015. Beth developed the first farmworker clinic in the country at Villanova Law School in 2001.



Harvard's Clinical Professor **Susan Farbstein** and Managing Attorney **Maureen McDonagh** were named to Massachusetts Lawyers' Weekly "Top Women of Law" list for 2015. "The awards highlight women who are pioneers, educators, trailblazers, and role models." At the October 28, 2015 Award Ceremony, Susan was honored for her work with the International Human Rights Clinic and her contributions to the field. Maureen was honored for her work with the Housing Law Clinic at the Legal Services Center and her broader contributions to the community.



Good News : Moves, Honors & Promotions



Lois Grossman (Charlotte Law) will formally assume the position of Director of Externship Programs, in addition to her teaching responsibilities as Assistant Professor. This reflects the work Professor Grossman has been engaged in to build and oversee externship placements for our students.



Carrie Sperling (Wisconsin) was named Associate Dean for Experiential Learning and Education Innovation in July. She oversees 17 different live-client clinics and remains the Interim Director of the Frank J. Remington Center, one of the largest and oldest clinical programs in the country.

Sean Lew (Charlotte Law) formally assumed the position of Director of Pro Bono Programs, in addition to his teaching responsibilities as Assistant Professor, which reflects Professor Lew’s work to build and oversee pro bono placements for our students.



The Executive Committee of the AALS Section on Clinical Legal Education is pleased to announce that Professor **Bryan Adamson of Seattle University School of Law** has been selected as the 2016 recipient of the William Pincus Award. We will recognize all of Bryan’s achievements and present the award at the **Clinical Section’s luncheon on Friday, January 8, at the AALS Annual Meeting in New York City.**



The William Pincus Award is one of the highest honors bestowed upon a clinical educator. The Award recognizes individuals or institutions of clinical legal education for his/her/their/its (1) service, (2) scholarship, (3) program design and implementation, or (4) other activity beneficial to clinical education or to the advancement of justice. Over the course of a career in law teaching that spans more than 20 years, Bryan has achieved excellence in all of these areas.

Bryan has taken on major leadership roles within the clinical community, including Chair of the Clinical Section, Standing Committee on Clinical Legal Education, Clinicians of Color Committee, and Co-Chair of the Task Force on Clinical Legal Education. He is also a prolific scholar, having published over 15 law review articles or book chapters across a range of subject matter areas. At Seattle University School of Law, Bryan has pioneered numerous cutting-edge programs, and spearheaded the creation of a Community Development and Entrepreneurship Clinic and also a Predatory Lending Clinic. Bryan has led our clinical community in responding to complex challenges, including the mortgage foreclosure crisis and the racial justice concerns that underlie that Black Lives Matter movement. Indeed, Bryan was the primary organizer for the Black Lives Matter event at the Clinical Conference earlier this year.

In addition to these impressive contributions, Bryan’s nominators also emphasized his personal qualities, including his selfless, giving, and amiable nature. A colleague from Seattle University shared the following: “Bryan is among the most kind, generous, funny, creative and humble people on the planet. He is beloved by his students, the staff, and faculty that have the honor of working with him every day.” The Awards Committee: Professor Sameer Ashar, UC-Irvine School of Law; Professor Margaret M. Barry, Vermont Law School (co-chair); Professor Dionne Gonder-Stanley, North Carolina Central School of Law; Professor Mary Lynch, Albany Law School (co-chair); and Professor Lisa Martin, Columbus School of Law, Catholic University of America.



Wayne State College of Law is delighted to announce that **D’lorah Hughes**, formerly our Associate Director of Clinical Education, became Wayne’s next Director of Clinical Education effective June 1, 2015. **Ashley Lowe**, until recently a clinical professor at Thomas Cooley’s Auburn Hills Campus, has become our new Associate Director of Clinical Education.



Retiring Clinicians



After 32 years of distinguished service, Clinical Associate Professor **Judith Diamond** has retired from **Boston University School of Law**. Professor Diamond graduated from BU Law in 1974, and joined the BU Law clinical faculty in 1982 as part of the Civil Litigation Program. In recent years, she taught in the Immigrants' Rights Clinic. [Press release and Guest Book](#).

Rick Wilson (American), founder and director of the International Human Rights Law Clinic, retired in July. At a daylong event to celebrate his 25 years of service to the clinic, his students, former students, and colleagues lauded him as an inspirational, inventive, and kind professor, lawyer, and clinician.



Remembrances

Harvard Law School suffered a tremendous loss when David Grossman passed away on July 12, 2015. As the Director of the Harvard Legal Aid Bureau and before that at the WilmerHale Legal Services Center, David was a passionate advocate. [Remembrance by Representative Joe Kennedy](#). [Obituary in Boston Globe](#). The [David Abraham Grossman Fund for Social Justice](#) has been set up in his honor to promote innovative partnerships between lawyers and community organizations.



Lois H. Knight, clinical professor of law emeritus and director of **Boston University Law's** Clinical and Advocacy Program from 1995 to 2014, passed away on August 15, 2015 at Brigham and Women's Hospital after a two-year struggle with cancer. [Press release](#).



New Clinicians



Lauren Onkeles-Klein (American) is the new Practitioner-in-Residence in the Disability Rights Law Clinic. Prior to joining the DRLC, Professor Onkeles-Klein was a Senior Supervising Attorney practicing in areas including education, disability rights, housing, language access, family law, poverty law, and the abuse and neglect system. She is a Georgetown University Law Center graduate.

Widener welcomes **Amber Baylor** as the new Director of the Veterans Law Clinic. Amber comes from Georgetown, where she was a clinical teaching fellow and supervising attorney at The Community Justice Project. Previously, Amber was a staff attorney at Neighborhood Defender Service of Harlem and Federal Defenders of San Diego, Inc.



John Whitlow joined the faculty at **UNM Law** as assistant professor in the Community Lawyering Clinic. Previously, Whitlow was clinical professor and supervising attorney in CUNY Law's Community and Economic Development Clinic, a supervising attorney at Make the Road New York and staff attorney at the Urban Justice Center's Community Development Project.



Pitt Law welcomes **Tomar Brown**, who will direct the Health Law Clinic, a Medical Legal Partnership with Pittsburgh Children's Hospital. She comes from UDC Law, where she was a clinical instructor in the Juvenile and Special Education Law Clinic. She worked previously with Cleveland's Legal Aid Society and DC's Children's Law Center.



New Clinicians



LSU Law welcomes **Lauren Aronson** as Director of the Immigration Law Clinic. Lauren comes from Michigan State University College of Law, where she was a Teaching Fellow in the Immigration Law Clinic. Previously, she worked at the National Immigrant Justice Center and the Harvard Immigration and Refugee Clinic.



Valeria Gomez joined the **University of Tennessee** Legal Clinic this fall as our Equal Justice Works AmeriCorp Fellow. She is a Clinical Lecturer at the College and is providing essential legal services to unaccompanied immigrant children who have migrated to the state, often hoping to escape violence, abuse or neglect.



Pitt Law welcomes **Grant MacIntyre**, who will direct the Environmental Law Clinic. Grant previously worked for the U.S. Environmental Protection Agency Office of General Counsel and Bracewell & Giuliani in Washington, D.C. on environmental law issues in administrative, appellate, and compliance settings. He received his J.D. from Pitt Law in 2008.

Marea Parker (pic not available) joined **Harvard's** Transactional Clinics as a Clinical Instructor. Previously, she worked as Assistant General Counsel for Urban America, L.P. and as counsel for Urban America Advisors, LLC in the area of real estate investment management. Marea holds a J.D. from Columbia Law School.



American is pleased to announce new Practitioner-in-Residence **Claire Donohue**, who is serving as the director of its Domestic Violence Clinic.



Jamille Fields joined **Harvard's** Health Law and Policy Clinic as a Clinical Fellow. She received her J.D. and Master of Public Health degrees from St. Louis University in 2013. Previously, Jamille spent two years as the Law Students for Reproductive Justice Fellow at the National Health Law Program in Washington, D.C.



Harvard's Negotiation and Mediation Clinical Program welcomes **Samuel Straus**, a new Associate to its Clinic. Previously, Sam worked for Latham & Watkins LLP in Menlo Park, California, and Sagy Law Associates in San Francisco, California. Sam received his J.D. from Harvard Law School. [Press release](#).



The **University of Michigan Law School** is happy to announce the appointment of Clinical Assistant Professor **David Guenther** as the new director of its International Transactions Clinic. David has been an adjunct professor in the ITC since 2010 and joins us now full time from a successful private practice.



Lisa Perkins (UConn Law), formerly an Assistant U.S. Attorney with a wide range of criminal, tax, and civil rights experience, is now directing our Tax Clinic.

She replaces **Diana Leyden**, the Tax Clinic's longtime director, who left to become New York City's first Taxpayer Advocate.



New Clinicians



Larisa Bowman joined **Harvard** Legal Aid Bureau this semester as a Clinical Instructor. She previously supervised students in landlord/tenant cases at the Stanford Community Law Clinic and was a housing staff attorney at Community Legal Services in East Palo Alto, California. Larisa is a graduate of Stanford Law School.

Lee Peoples is a new clinician at **Oklahoma City University School of Law** and will teach the **Norick Municipal Law Research Clinic**. The clinic works in collaboration with the City of Oklahoma City's Municipal Counselor's office (in house law office). Lee is currently Professor of Law and Law Library Director.



Linda Gebauer has joined the **UConn** faculty as the new Director of our Intellectual Property and Entrepreneurship Law Clinic. Her previous position was as vice president and general counsel

of a major global manufacturer of consumer products. Also joining that clinic is Assistant Clinical Professor **Steven McHugh**.



Emma Clippinger joined **Harvard's** Food Law and Policy Clinic this year as a Clinical Fellow. Emma received her JD in 2015 from NYU School of Law, where she was a Root-Tilden-Kern Scholar and co-founded NYU's Food Law student group. Previously, Emma co-founded and directed the international non-profit Gardens for Health.



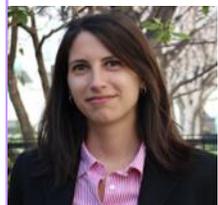
Christina Rice joined **Harvard's** Food Law and Policy Clinic as a Clinical Fellow. She received her J.D. from Charlotte School of Law in 2014 and her LL.M. from the University of Arkansas School of Law, Agricultural and Food Law LL.M. Program.



Kevin Costello joined **Harvard's** Center for Health Law and Policy Innovation and Health Law and Policy Clinic as the Senior Associate Director and will direct the Center's litigation efforts. Previously, Kevin was in private practice for eight years. Mr. Costello received his J.D. from the University of Pennsylvania Law School.



Sara Huffman has joined **UC Hastings** as an Equal Justice Works Fellow sponsored by PG&E and Latham & Watkins. Sara is expanding the Medical-Legal Partnership for Seniors clinic (MLPS), directed by Yvonne Troya, to the San Francisco VA Med Center where she provides holistic legal services to geriatric and palliative care patients.



Kristina Campbell (UDC) published "A Dry Hate: White Supremacy and Anti-Immigrant Rhetoric in the Humanitarian Crisis on the U.S.-Mexico Border" in the Spring 2015 volume of the West Virginia Law Review.



Alicia Plerhopes (Georgetown)

Social Enterprise as Commitment: A Roadmap, 48 WASH. U. J.L. & POL'Y 89 (2015);

Risks, Goals, and Pictographs: Lanyering to Social Entrepreneurs, 19 LEWIS & CLARK L. REV. 301 (2015).



Good News: Books & Publications

Good News: Books & Publications

Mae Quinn (Washington Univ.—St. Louis)

Against Professing: Practicing Critical Criminal Procedure, ST. LOUIS U. L. REV. (forthcoming)



Jon C. Dubin (Rutgers-Newark), CASES AND MATERIALS ON SOCIAL SECURITY LAW, POLICY AND PRACTICE (CO-AUTHORED WITH FRANK S. BLOCH) (THOMSON REUTERS/WEST PUBLISHING CO.) (FORTHCOMING 2016); SOCIAL SECURITY DISABILITY LAW AND PROCEDURE IN FEDERAL COURT (2015 EDITION; CO-AUTHORED WITH CAROLYN A. KUBITSCHKEK, THOMSON REUTERS/WEST PUBLISHING CO.) (2015); *A Modest, Albeit Heavily Tested Social Security Disability Reform Proposal: Streamlining the Adjudicative Process By Eliminating Reconsideration and Enhancing Initial Stage Development*, 23 GEO. J. OF POVERTY. L. & POL'Y ____ (Forthcoming 2016).



Deborah Popowski (Harvard), *Just Security*, [Beyond the APA: The Role of Psychology Boards and State Courts in Propping Up Torture](#) (August 2015)



Anju Gupta (Rutgers-Newark), ETHICAL PROBLEMS IN THE PRACTICE OF LAW: MODEL RULES, STATE VARIATIONS, AND PRACTICE QUESTIONS (WOLTERS KLUWER 2015-2016) (CO-AUTHORED WITH LISA G. LERMAN AND PHILIP G. SCHRAG); *Nexus Redux*, 90 IND. L. J. 465 (2015).



Wendy A. Bach (Tennessee)

Flourishing Rights, 113 MICH. L. REV. 1061 (2015) (reviewing CLARE HUNTINGTON, FAILURE TO FLOURISH: HOW LAW UNDERMINES FAMILY RELATIONSHIPS (2013)); *Rosado v. Wyman: Litigating in the Zeitgeist*, in THE POVERTY LAW CANON, is forthcoming in 2016.



Deborah Maranville (Univ. of Washington), immediate past Director of the UW Clinical Law Program and now on sabbatical, is an editor for *Building on Best Practices: Transforming Legal Education in a Changing World* (Deborah Maranville et al. eds., LexisNexis 2015).



Leigh Goodmark (Maryland)

Rashmi Goel & Leigh Goodmark, eds., *COMPARATIVE PERSPECTIVES ON GENDER VIOLENCE: LESSONS FROM EFFORTS WORLDWIDE* (Oxford University Press 2015); Leigh Goodmark, *Law and Justice Are Not Always the Same: Creating Community Based Justice Forums for People Subjected to Intimate Partner Abuse*, FLORIDA STATE UNIVERSITY LAW REVIEW (2015); Leigh Goodmark, *CONVERGEing Around the Study of Gender Violence: The Gender Violence Clinic at the University of Maryland Carey School of Law*, UNIVERSITY OF MIAMI RACE AND SOCIAL JUSTICE LAW REVIEW (2015); Heather Douglas and Leigh Goodmark, *Police perpetrators of domestic violence*, THE CONVERSATION (Australia), November 2, 2015; Leigh Goodmark, *Parent-Partners and Intimate Partner Violence*, CONCURRING OPINIONS, October 27, 2015; Leigh Goodmark, *Mandatory domestic violence prosecution may traumatize victims*, BALTIMORE SUN, October 18, 2015; Leigh Goodmark, *Why giving abusers longer sentences won't stop America's domestic violence epidemic*, FUSION.NET, October 3, 2015; Heather Douglas & Leigh Goodmark, *Beware the unintended consequences of police-worn body cameras*, THE CONVERSATION (Australia), September 29, 2015.



Ruth Anne Robbins (Rutgers Camden)

[Finding Perspective in the Institution](#), The Second Draft 20 (2015)





Laura Cohen (Rutgers-Newark)

The Critical Role of Post-Disposition Representation in Addressing the Needs of Incarcerated Youth, 48 JOHN MARSHALL L. REV. ____ (2015)(with Sandra Simkins; lead article).

Joshua Galperin (Yale)

Op-Ed, *'Desperate Environmentalism' won't save the environment*, LA TIMES, Oct. 29, 2015.



Jennifer S. Fan (Univ. Washington)

Regulating Unicorns: Disclosure and the New Private Economy, __ B.C. L. REV. __ (forthcoming 2016).



Brian Krumm (Tennessee) Op-Ed., *Time For A Conversation on Hospital Reform*, BRISTOL HERALD-COURIER, June 21, 2015, at A8; University Technology Transfer - Profit Centers or Black Holes: Moving Toward a More Productive University Innovation Ecosystem Policy 13 Nw. J. Tech. & Intell. Prop (forthcoming 2015).

Sandy Freund (Rutgers-Newark)

The New ITIN Regulations - A Recipe For Disaster for Low Income Immigrants __ Journal of Tax Practice and Procedure ____ (forthcoming Oct./Nov. 2015 issue)



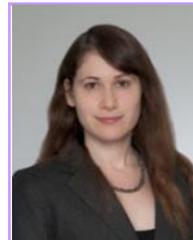
Jill Engle (Penn State)

Comparing Supreme Court Jurisprudence in *Obergefell v. Hodges* and *Town of Castle Rock v. Gonzales*: A Watershed Moment for Due Process Liberty, 17 *Georgetown Journal of Gender and the Law* (forthcoming, 2016); "Taming the Tigers: Domestic Violence, Legal Professionalism, and Well-Being," 4 *Tenn. J. Race, Gender & Soc. Just.* 1 (2015); "Mandatory Reporting of Campus Sexual Assault and Domestic Violence: Moving to a Victim-Centric Protocol that Comports with Federal Law," 24 *Temp. Pol. & Civ. Rts. L. Rev.* 401 (2015).



Carmel Shachar (Harvard),

TheBodyPRO.com, "Powerful Hepatitis C Notice from U.S. Government Will Expand Access to High Cost Meds" (November 2015).



Scott Schumacher (Univ. Washington)

John A. Townsend, Larry A. Campagna, Steve Johnson & Scott Schumacher, *Tax Crimes* (2d ed. LexisNexis 2015), with apps; *Ethical Duties to the Tax System: A Handbook* (Scott A. Schumacher & Michael Hatfield eds., University of Washington Gallagher Law Library, 2015).



Sarah Sherman-Stokes (Boston University)

Sufficiently Safeguarded?: Competency Evaluations of Mentally Ill Respondents in Removal Proceedings, forthcoming in UC Hastings Law Review.



Bob Kuehn (Washington Univ.—St. Louis), *Measuring Clinical Legal Education's Employment Outcomes*, 2015 WISCONSIN L. REV. 645

Randi Mandelbaum (Rutgers-Newark)

Re-Examining and Re-Defining Permanency from a Youth's Perspective, 43 CAP. U. L. LAW REV. 259 (2015).



Shoba Sivaprasad Wadhia (Penn State), *BEYOND DEPORTATION: THE ROLE OF PROSECUTORIAL DISCRETION IN IMMIGRATION CASES* (NYU PRESS 2015).

Panel discussion at New York Law School on January 7, 2016 from 6:30—8:30 pm. Please [RSVP](#).



Good News: Books & Publications

Heather Scheiwe Kulp and **Amanda L. Kool** (both Harvard), [*You Help Me, He Helps You: Dispute Systems Design in the Sharing Economy*](#), 48 Wash. U. J. L. & Pol'y 179 (2015).



Tamar Birkhead (UNC)

The New Peonage, 72 WASH. & LEE L. REV. (forthcoming 2015); Introduction to the Symposium: Vulnerable Defendants and the Criminal Justice System, 93 N.C. L. REV. 1211-1221 (2015) (with Katie Rose Guest Pryal); Children in Isolation: The Solitary Confinement of Youth, 50 WAKE FOREST L. REV. 1-80 (2015); Op-Ed, When a Clock is Only a Clock: Dismantling the School-to-Prison Pipeline, HUMAN RIGHTS AT HOME BLOG, Oct. 2, 2015; Op-Ed, Some Courts Recreating Debtors' Prison, YOUTH TODAY, September 29, 2015; Op-Ed, Right to Counsel in Nonpayment Hearings, HUMAN RIGHTS AT HOME BLOG, Aug. 26, 2015; Op-Ed, The New Peonage, HUMAN RIGHTS AT HOME BLOG, July 27, 2015; Op-Ed, No Substitute for Learning from Experience, YOUTH TODAY, July 14, 2015; Op-Ed, Prisoners in Isolation: In Davis v. Ayala, Justice Kennedy Issues a Call to Action in his Discussion of Solitary Confinement, CASETEXT, June 19, 2015; Op-Ed, We Must Stop Criminalizing Adolescence, YOUTH TODAY, June 4, 2015



Karla McKanders (Tennessee) published *1967 Refugee Convention: Moral Aspiration or Legal Obligation?* and *Responding to the Refugee Crisis, Can Lawyers Help?*, both in JURIST - Academic Commentary. Her article *Immigrant Juveniles and the State Delinquency System* is forthcoming in the Howard Law Review.



Kimberly Ambrose (Univ. Washington) has joined in writing *Cross-Border Teaching and Collaboration*, in *Building on Best Practices: Transforming Legal Education in a Changing World* 148-61 (Deborah Maranville et al. eds., LexisNexis 2015).

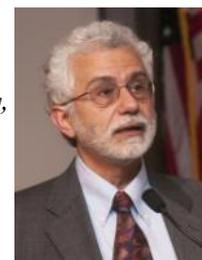


Geetha Rao Sant (Washington Univ. - St. Louis) Introduction: New Directions in Community Lawyering, Social Entrepreneurship & Dispute Resolution, 48 Wash. U. J.L. & Pol'y 1 (2015) (co-author)



Peter Joy (Washington Univ.—St. Louis)

Unequal Assistance of Counsel, 24 KAN. J. L. & PUB. POL'Y 518 (2015); *Ethics in Criminal Advocacy*, in THE STATE OF CRIMINAL JUSTICE 2015 (Wojcik ed., 2015) (co-author); *Prosecutorial Conflicts of Interest and Excessive Use of Force by Police*, 30 CRIM. JUST. 47 (Summer 2015) (co-author); *The Ethics of Prosecutorial Disclosure*, 30 CRIM. JUST. 41 (Fall 2015) (co-author)



Jonathan Hyman (Rutgers-Newark)



Beyond Fairness: The Place of Moral Foundations Theory in Mediation and Negotiation, 15 NEV. L. J. 959 (2015)

Joy Radice's (Tennessee)

book, which she co-edited with Professor Samuel Estreicher, *Beyond Elite Law: Access to Civil Justice in America* is forthcoming from the Cambridge University Press.



Good News: Books & Publications

Robert Greenwald (Harvard)

Robert Greenwald; David Holtgrave, PhD, *AIDS and Behavior Journal*, "[A SWOT Analysis of the Updated National HIV AIDS Strategy for the U.S., 2015-2020](#)" (October 2015); Soumitri Barua; Robert Greenwald, JD; Jason Grebely, PhD; Gregory J. Dore, MBBS, PhD; Tracy Swan; and Lynn E. Taylor, MD, *Annals of Internal Medicine*, "[Restrictions for Medicaid Reimbursement of Sofosbuvir for the Treatment of Hepatitis C Virus Infection in the United States](#)" (June 2015).



Karen Tokarz (Washington Univ. - St. Louis)

A Ferguson Imperative: Reconceptualizing Our Nation's Municipal Courts as Community Justice Centers, 51 WASH. U. J.L. & POL'Y (forthcoming) (co-author); *Introduction: New Directions in Community Lawyering, Social Entrepreneurship & Dispute Resolution*, 48 WASH. U. J.L. & POL'Y (2015) (co-author); *A Three-Year Curriculum that Engages Law Students and Prepares Them for Practice*, in BUILDING ON BEST PRACTICES: TRANSFORMING LEGAL EDUCATION IN A CHANGING WORLD (Maranville et al. ed., 2015)



Benjamin Barton (Tennessee) *Glass Half Full: The Decline and Rebirth of the Legal Profession* by Oxford University Press (forthcoming).

William H. Rodgers (Univ. Washington)

William H. Rodgers, Jr., *Environmental Law in Indian Country* (Thomson/West 2015 Supp.); William H. Rodgers, Jr., *Environmental Law* (Thomson/West 2006 & Supps. 2015). 4 vols.



Frank Askin (Rutgers-Newark)

Protecting the Right to Vote on Election Day, 21 CLINICAL L. REV. 323 (2015).



Susan Akram (Boston University) has published *Operation Protective Edge and Why Getting the Law Right Matters*, in the *Journal of Palestine Studies*; and [Protecting Syrian Refugees: Laws, Policies, and Global Responsibility Sharing](#) in *Middle East Law and Governance: An Interdisciplinary Journal*.

Robert Bordone (Harvard)

"The Negotiation Within: The Impact of Internal Conflict Over Identity and Role on Across-The-Table Negotiations." 2014 J. Disp. Resol.



**CLEA POSTS
[CLINICAL JOB
OPPORTUNITIES](#)**



Tanya Asim Cooper (Pepperdine)

[The Clinic Effect](#), Clinical Law Prof Blog, May 13, 2015;



[Clinicians Can and Should Write, Here's How](#), Clinical Law Prof Blog, Oct. 7, 2015.

Penny White (Tennessee), an expert on

judicial selection and independence issues, traced the recent shift in Tennessee's judicial selection system in "If It Ain't Broke, Break It—How the Tennessee General Assembly Dismantled and Destroyed Tennessee's Uniquely Excellent Judicial System," published in 10 *Tenn. Journal of Law and Policy* 330 (2015).



What is CLEA?

Most clinical teachers are members of the AALS Clinical Legal Education Section. But in 1992, several clinicians realized that there were important activities that could not be performed by AALS Section members, at least not without the cumbersome approval process of the AALS Executive Committee. CLEA was formed as a separate organization to permit clinical legal educators to act swiftly and independently, and to open membership to persons who were not eligible to join the Section. CLEA does not compete with the AALS Section but augments it, and CLEA continues to urge clinical teachers to belong to both entities.

CLEA is currently engaged in activities such as:

Advocating for excellence in legal education with the ABA Council on Legal Education and its committees (such as the Standards Review Committee). Indeed, this advocacy has become one of CLEA's primary endeavors – whether supporting job security and governance rights for clinical and other skills teachers or seeking ABA support for curriculum reform. CLEA advocacy has made a difference. It has never been more important than it is now, when ABA support for our work preparing students for the practice of law is at risk of erosion.

Supporting individual schools and clinicians facing political interference or threats to academic freedom of clinics.

Working with AALS and NYU to publish the peer reviewed Clinical Law Review (which comes free with a CLEA membership).

Sponsoring the bi-annual New Clinical Teachers conference and co-sponsors numerous other conferences.

Authoring amicus briefs on topics important to legal education.

Commissioning the writing and publishing of the 2007 and 2015 books, Best Practices for Legal Education (Roy Stuckey et al), which, along with the Carnegie Report, "Educating Lawyers," is prompting a major re-evaluation of legal education.

Sponsoring awards for students, clinical teachers, and for clinical programs.

Upcoming Events

- **CLEA Board Meeting**, Wednesday, January 6, 2016, 1:00 pm, Fordham Law School, 150 W. 62nd St, New York, NY 10023 (between Columbus & Amsterdam Avenues). [Map and directions](#). Please [RSVP](#).
- **CLEA Membership Meeting**, Wednesday, January 6, 2016, 4:00 pm, Fordham Law School, 150 W. 62nd St, New York, NY 10023 (between Columbus & Amsterdam Avenues). [Map and directions](#). [RSVP](#).
- **Externship Dinner**, Thursday, January 7, 2016, Location and time TBD. To [RSVP](#).
- [Jazz at Fordham Law: A Special Reception for AALS Attendees](#), Friday, January 8, 2016, 5:30-7:30 pm. [RSVP](#) by January 6. [Map and directions](#).
- **Externships 8**, March 3-6, 2016, Cleveland-Marshall College of Law. [Details](#).
- **CLEA Strategic Planning Retreat** (for CLEA Board), April 29, 2016, details forthcoming.

CLINICAL LEGAL
EDUCATION
ASSOCIATION

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

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