

NECC

NEW ENGLAND CLINICAL CONFERENCE

at RWU Law

Friday, October 12, 2018

Roger Williams University School of Law
Providence Campus
One Empire Street | Providence, Rhode Island

8:00 – 9:00 AM **Registration & Continental Breakfast** – 4th Floor Atrium

8:00 – 9:00 AM **New Clinicians Introductory Workshop** - Room 432 – 4th Floor

Those who are new to the clinical teaching field are invited to join this session to meet others new to the field of clinical teaching and to participate in a facilitated discussion about different clinical models, the roles of clinics and externships in student learning, and the practice of clinical instruction.

9:20 – 9:30 AM **Welcome from Roger Williams University School of Law** – Room 434 – 4th Floor
Michael J. Yelnosky, Dean & Professor of Law
Andrew Horwitz, Assistant Dean for Experiential Education

9:30 – 10:45 AM **Concurrent Sessions**

Teaching Professional Identity Formation in a Clinical Setting: Who am I and What Can I Offer to the World? – Room 429

Sarah R. Boonin, Suffolk University Law School
Quaime V. Lee, Suffolk University Law School

Professional identity formation is a process through which individuals (aka students) take the initiative to diagnose their learning needs, formulate learning goals, identify the human and material resources for learning, choose and implement appropriate learning strategies, and evaluate learning outcomes. Helping students to develop their professional identities involves fostering a sense of responsibility for their own learning, helping them to develop initiative and independence, and instilling in them a sense of responsibility for the client. Law schools have been critiqued for ignoring this fundamentally important work, leaving students book-ready, but professionally and emotionally unprepared to be successful in practice. This session will explore how experiential faculty are in a unique position to explore professional identity formation with our students.

Introducing New Projects Into Your Clinic – Room 434

Mary Holper, Boston College Law School
Ragini Shah, Suffolk University Law School
Sarah Sherman-Stokes, Boston University School of Law

There is so much potential work for law clinics to do in the Trump administration, and experiential faculty often consider adding new projects to their dockets, such as amicus brief-writing, impact litigation, and community-based projects. In this concurrent session, presenters will discuss how or whether to introduce new projects into the work of the clinic by exploring the pedagogical value in each experience and the benefits to students, supervisors, the broader legal community, and clients served by the clinic. The goal is for participants to evaluate at least one new project for their clinics and determine whether this project is feasible as a clinic project or whether it is more effective to complete the new project as part of the clinician's service or scholarship.

Re-envisioning Collaboration, Law Library Services, and Experiential Education – Room 432

Nicole Dyszlewski, Roger Williams University School of Law
Jordan Jefferson, Yale Law School
Anne Rajotte, University of Connecticut Law School
Ana Isabel Delgado Valentin, Suffolk University Law School

A panel of New England academic law librarians will discuss engagement and collaboration with experiential faculty. Representing a variety of schools in our region, the presenters will consider the different ways partnerships between experiential faculty and library services can be structured, the forms this relationship can and does take, more recent innovations in library services to clinics (embedded librarianship), and ways in which collaboration can be improved, expanded, and re-envisioned. The overarching goal is for attendees to envision new and more effective ways in which to engage and collaborate with law libraries at their institutions.

11:00 – 12:15 PM

Concurrent Sessions

Contextualizing Conversations: Tools for Constructive Student Engagement in Challenging Moments – Room 429

Nadiyah J. Humber, Suffolk University Law School
Jamie Langowski, Suffolk University Law School
Catherine LaRaia, Suffolk University Law School
Caryn Mitchell-Munevar, New England Law | Boston

As educators, experiential faculty must prepare for challenging moments that occur in the classroom. Conversations around issues of bias related to class, gender, race, and sexuality are more vital than ever, especially as our students face emerging challenges in their practice and in society. Fostering a learning environment in which students communicate and learn from one another is crucial to helping students develop a practice of professional communication in difficult conversations. In this session, presenters will share techniques that empower instructors to address offensive remarks in a substantive and thoughtful way.

**Integrating Federal and State Post-conviction Cases Into a Criminal Defense Clinic –
Room 434**

Behzad Mirhashem, University of New Hampshire School of Law

This session will examine the benefits of incorporating post-conviction cases into criminal defense clinics. Many criminal clinics involve misdemeanor charges and felony charges in state courts. This session, led by an experiential faculty member at the University of New Hampshire School of Law, will examine how post-conviction cases have been incorporated into the criminal clinic, including the challenges and benefits of this practice. The presenter will engage the audience in a discussion of whether incorporating such cases into the students' clinical experience is pedagogically sound and effective.

Town Hall Discussion on the Mobilization of a Community – Room 432

Deborah Gonzalez, Roger Williams University School of Law
Suzanne Harrington-Steppen, Roger Williams University School of Law
Kinda Katz, Economic Policy Institute
Catarina Lorenzo, Alliance to Mobilize our Resistance
Eliza Vorenberg, Roger Williams University School of Law
Jennifer Wood, Rhode Island Center for Justice
Kathleen Cloutier, Dorcas International Institute of Rhode Island

Almost daily, we hear racially motivated rhetoric from the Trump Administration, not only limiting civil rights but also human rights of communities of color and immigrants. We are living in challenging times. As clinicians and practitioners, we have the power to mobilize our communities to confront the racial injustices communities of color and immigrants are facing. As experiential faculty, we have a responsibility to include such practices in our pedagogy and maximize our resources with the aid of other community organizations to help marginalized communities. Building on the AALS Clinical Conference's Town Hall on Social Justice, this town hall discussion will address how experiential faculty can incorporate practices that support communities of color and immigrants to support efforts aimed at racial justice. The moderators will focus on how various Rhode Island nonprofit organizations have mobilized to bring together a coalition of 30 NGOs working in Rhode Island, working for the betterment of communities of color and immigrants.

12:15 – 1:15 PM

Lunch & Works-in-Progress

Lunch Boxes will be provided on the 4th Floor Atrium.

Room 434

Mary Holper, Boston College Law School

- The Fourth Amendment Implications of U.S. "Imitation" Judges

Rachel Rosenbloom, Northeastern University Law School

- Immigration Insecurity

Phil Torrey, Harvard Law School

- Judicial Competency in the Age of Incompetence:
Closing the Gaps in Immigration Law's Categorical Analysis

Room 432

Sarah Sherman-Stokes, Boston University School of Law

- Refugees of the Northern Triangle

Sabi Ardan, Mana Azarmi & Dalia Deak, Harvard Law School

- Surveillance and Vetting of Immigrants:
Emerging Technologies & Potential Legal Challenges

Julie Dahlstrom, Boston University School of Law

- Stretched Beyond Its Limits? The Elasticity of Human Trafficking

Room 429

Andrew Mamo, Harvard Law School

- Interests, Rights, Power, and Race: Interest Convergence through Interest-Based Negotiation?

Carmia Caesar, Howard University School of Law

- Changing Perspectives on Bias

Claire Donohue Prono, Boston College Law School

- It Will Be Your Duty

Room 232

Dustin Marlan, University of Massachusetts School of Law

- Reflection Beyond Words

Deborah Gonzalez, Roger Williams University School of Law

- Rules... What rules – Rules of evidence ensure fundamental fairness and should be applied to immigration removal proceedings

Nadiyah Humber, Suffolk University Law School

- West Philadelphia Born and Raised or Moving to Bel-Air? Racial Steering as a Consequence of Real Estate Websites using Race Data in School Rankings

1:30 – 2:45 PM

Concurrent Sessions

Lawyering across boundaries: Building Interdisciplinary Experiential Projects to Confront Persistent Human Rights Challenges – Room 429

Susan Akram, Boston University School of Law

Julie Dahlstrom, Boston University School of Law

Yoana Kuzmova, Boston University Pardee School for Global Studies

The practice of law increasingly cuts across areas of law and disciplines. And yet, traditional legal education often fails to prepare law students to work across these boundaries. This session will explore how experiential faculty can better prepare students for this challenge by incorporating interdisciplinary projects into their clinics. In particular, the session will examine how to develop meaningful interdisciplinary partnerships that enrich your clinical teaching and confront compelling human rights violations.

Re-imagining Externship Models: A Facilitated Brainstorming Session – Room 232

Laurie Barron, Roger Williams University School of Law
Kate Devlin Joyce, Boston University School of Law

As experiential programs continue to grow, law schools are looking for innovative ways to integrate doctrinal and experiential learning. Externship programs are an ideal venue for bridging in-class doctrinal and hands-on learning. This session will challenge attendees to look at, evaluate, and re-envision the models of externships. We will begin with the ABA Guidelines and an overview of the basic models of externships. The facilitators will lead a brainstorming session on how externships may be reimagined within law schools. Attendees will leave with ideas for developing creative mission-driven externship programs.

Measuring Outcomes of Clinical Teaching: Simulations, Surveys, and Seeing the Value of the Clinical Experience – Room 432

Brian Wilson, Boston University School of Law

How do we evaluate whether our students are prepared for “effective, ethical, and responsible” lawyering at graduation? Are there ways to use the evaluation process to highlight the value of experiential education? Clinical programs are extremely diverse in clientele, objective, and type of legal practice. How do we evaluate these programs equally? This session will examine how to use a client counseling simulation, run twice annually, to test key skills that students learn in the experiential context. This session will identify the goals of the simulation program and solicit feedback regarding its structure and execution.

Taking Your Pro Bono Program Up A Notch: Bringing Pro Bono In House and Adding Clinical Pedagogy to Pro Bono Programs – Room 434

Suzanne Harrington-Steppen, Roger Williams University School of Law
Eliza Vorenberg, Roger Williams University School of Law

The goal of this session is to encourage experiential faculty, pro bono staff, and law school faculty and administrators to consider ways to enhance their pro bono offerings by developing in-house projects that incorporate facets of the traditional in-house clinic and externship models. Roger Williams University School of Law has been experimenting with in-house pro bono projects for the past decade through its Pro Bono Collaborative. This session will explore the benefits and challenges of in-house pro bono projects; smaller scale clinics; and other experiential learning models that do not fit neatly in the clinic or externship buckets but offer rich learning environments for law students.

3:00 – 4:15 PM

Keynote Address

Hotel Providence | 139 Mathewson Street | Providence
Check your folder for a walking map!

Featuring Speaker Karen Tokarz!

Karen Tokarz is the Director of the Civil Rights & Community Justice Clinic at Washington University School of Law.

4:15 – 5:30 PM

Reception – Hotel Providence

4:30 - 6:00 PM

New Clinicians Post-Conference Workshop – Hotel Providence

Those who are new to the clinical teaching field are invited to attend this session, following the day's regular programming. We will lead attendees in a post-conference session to review and highlight the themes that arise regularly in clinical teaching. Part of the session will involve a reflection session where attendees will get to watch an experienced clinician lead a discussion on reflection, as well as participate first-hand in the process of reflecting on their own learning.