

Clark Cunningham - REMINDER: 2010 Conference on Clinical Legal Education Request for Proposals

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Date: 10/13/2009 8:56 AM
Subject: REMINDER: 2010 Conference on Clinical Legal Education Request for Proposals



Association of American Law Schools

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2010 AALS Conference on Clinical Legal Education

Answering the Call for Reform:
Using Outcomes Assessment, Critical Theory and Strategic Thinking to Implement Change

May 4-8, 2010
Baltimore, Maryland

Request for Proposals

Concurrent Sessions
Working Concurrent Sessions
Poster Sessions

The 2010 AALS Conference on Clinical Legal Education will be held May 4-8, 2010, at the Renaissance Harborplace Baltimore Hotel in Baltimore, Maryland. The Conference Planning Committee is seeking proposals for three elements of the conference:

1. Proposals for concurrent sessions related to Plenaries I and II;
2. Proposals for working concurrent sessions related to Plenary III; and
3. Proposals for posters to be exhibited throughout the conference.

We invite proposals by individuals or multiple presenters in all three categories, which are described more fully below. Proposals are due by **October 23, 2009**. Selections will be made and participants notified by November 9, 2009. All proposals should be emailed to 10clinical@aals.org by the October 23 deadline. The planning committee welcomes questions; they can be addressed to any of the committee members listed at the end of this RFP.

I. Introduction to the Conference

Best Practices for Legal Education and the Carnegie Report, *Educating Lawyers*, have stimulated a conversation about change in many law schools, including about how and whether to educate lawyers for practice. As professors who have played a central role in educating graduates for practice and in pushing reform in legal education, clinicians have been and will be an important voice in these conversations. This Conference aims to provide clinical educators with knowledge and skills needed for improving their own programs and participating meaningfully in institutional change. The conference's goal is to empower clinicians and other faculty whether their school is deeply engaged in discussions about Carnegie and Best Practices or whether the conversation has not even begun. To that end, the conference will follow an arc that considers the possibility of change in our own teaching (through examination of outcomes-based approaches), in the vision of lawyering we employ and transmit to our students (through engagement of the role of critical perspectives in effecting positive change), and, finally, in our clinical programs, academic institutions and legal education as a whole (through examination of theoretical models that explore how change occurs).

II. Requests for Proposals

A. Description of Conference Structure

The 2010 Conference will include both plenaries and substantively related mini-plenaries that will enable conference attendees to deepen their understanding of and engagement with the plenary topics. These presentations will introduce the organizing themes for concurrent sessions, working groups and poster presentations.

Facilitated working groups will provide conference participants with the opportunity to engage in conversation about the ideas that emerge in the plenaries and mini-plenaries. Working groups will be organized by clinic subject matter as well umbrella topics, including clinical scholarship, teaching lawyering in law school curriculum as a whole, and setting outcomes for clinical programs.

Concurrent sessions will follow both sets of mini-plenaries and their working groups. These concurrent sessions will provide opportunities for detailed examination of issues and ideas that are related to or grow from the topical landscape of the plenaries and mini-plenaries. We hope the work done in the plenaries, mini-plenaries and working groups will serve as a springboard for the deeper, more specific and often more explicitly participatory learning that is the hallmark of the successful concurrent session.

The final set of concurrent sessions, which we have designated "working concurrent sessions" will be a new addition to the conference format. These sessions will be organized around points in the geography of legal education where we see, hope to see, or hope to effect change. These may include topics as various as, for example, clinicians' status in the academy, clinical and integrative pedagogy and clinical education's role in advancing social justice.

B. Proposals Sought

1. Request for Proposals for Poster Presentations

(Tuesday Evening, May 4)

The Opening Reception on Tuesday evening, May 4, provides an opportunity for people to display posters and discuss the material as conference participants

circulate. The posters will remain on display in the general session room during the rest of the conference. Poster sessions have become an integral feature of professional conferences of many other disciplines. They allow for much broader participation; for greater dissemination of information beyond particular concurrent sessions; and for enhanced learning opportunities. Posters are particularly useful for presenting descriptive information or other material not well presented in the interactive format of a concurrent session. Please focus your proposals within the frame of the conference's themes. Specific requirements for poster sessions are at the end of this document.

2. Request for Proposals for Concurrent Sessions I

(Wednesday Afternoon, May 5)

The Committee seeks proposals for concurrent sessions to follow and build upon Plenary Session I and its related mini-plenaries.

The Carnegie Report and Best Practices encourage us as teachers to focus on mission-driven learning by asking us to identify clear learning objectives and to build assessment into our planning process. Plenary Session I - Using Learning Objectives and Assessment to Plan Clinical Courses - will focus on a particular learning theory, Backward Design, as a method for curricular planning that focuses on what we want our students to be able to do as a result of our teaching. Backward Design is an approach that clinical teachers have used to develop transferable learning about becoming excellent attorneys. One of the creators of Backward Design will present the pedagogical theory supporting the Backward Design process. He will be joined in the plenary by clinical teachers who have used his approach to design curriculum. Following this plenary session, the conference will break into mini-plenary sessions focused on topics including: assessing our lawyering and our teaching, setting outcomes for 3-year programs, and setting outcomes and designing curriculum for professional socialization about the lawyer's role in creating justice.

The Committee seeks proposals for the first set of concurrent sessions that will serve as the culmination of the conference's examination of learning objectives and outcomes assessment as an aspect of post-Carnegie change. The Committee invites proposals for these sessions that will help clinical educators consider outcome assessment as positive change, attempt to more clearly identify what we hope and expect our students will learn during law school, and/or surface the work we need to do to begin measuring our effectiveness in teaching to these goals.

3. Request for Proposals for Concurrent Sessions II:

(Friday Mid-morning, May 7)

The Committee also seeks proposals for concurrent sessions to follow and build upon Plenary Session II.

This plenary - entitled Using Critical Perspectives to Inform Change - will examine critical theory and perspectives as a vehicle for change in the post-Carnegie era. Panelists will look at recent developments in Critical Race Theory (CRT) and consider CRT's role in shaping or informing legal practice, social justice advocacy and clinical legal education. Through demonstrations, exercises and an interactive discussion, panelists will help new and experienced clinical educators embrace critical perspectives and explore the role these perspectives can play in bringing about positive individual and institutional change in our teaching, supervision and client service. Panelists will pay special attention to the unique role clinical legal education has in producing students, teachers and lawyers who are equipped with strategies to address structural

discrimination and injustice in the law and in the legal academy. This plenary will be followed by mini-plenaries and concurrent workshops that explore supervision, practice and teaching from the critical perspectives of gender, race, sexual orientation, age/generation and citizenship among others.

The second set of concurrent sessions will serve as the capstone of the conference's examination of critical perspectives as a vehicle for post-Carnegie change. The Committee invites proposals for these sessions that will help clinical educators embrace a variety of critical perspectives and shed light on the role these perspectives can play in bringing about positive change in our teaching and client service, our institutions, and legal education as a whole.

4. Request for Proposals for Working Concurrent Sessions (Saturday Morning, May 8)

The Committee finally seeks proposals for working concurrent sessions to follow and build upon Plenary Session III.

While experiencing change can be challenging, making change can be even more challenging. Plenary Session III - Building Consensus for Change - will take the discussion of change to the macro level. This session will encourage conference participants to reflect upon how institutional change occurs and equip them with insights and strategies that will help them facilitate change in their programs, their law schools or the legal academy. Panelists will include an expert on organizational change within higher education, along with members of the legal and clinical academy who have experienced and facilitated change in their institutions.

The final set of concurrent sessions - which the Committee has designated "working concurrent sessions" - will provide conference participants with the opportunity to meet in groups for presentations, collaborative discussion and problem solving about specific areas where they hope to see change occur. Proposals are sought from groups of presenters who have identified, wrestled with or facilitated change in areas of interest to clinical educators. These might include, for example, engaging faculties in discussions about clinician status, collaborating with colleagues to bring lawyering practice and perspectives to a doctrinal course, developing a new or reinvigorated clinical curriculum, and multi-generational clinical faculty collaboration.

III. Concurrent Sessions

Please submit a one page description of your proposal. Include a description of how you intend to draw on the themes of the plenary or mini-plenary sessions. Also include your ideas about the structure of the session, the ways in which it will be interactive and whether you plan to use other teaching methodologies or aids. Please identify all individuals who you expect will be participating in the concurrent session, including the identity of their institution, whether the person comes from another discipline or has interdisciplinary experience, and any other information about the person(s) that you think relevant.

Working Concurrent Sessions

Please submit a one page proposal describing the Working Concurrent Session you would like to organize and facilitate. Include a description of the area of change you would like to present about, and your ideas about structuring the work of the group to encourage collaborative learning about the process of making change in that realm. Co-facilitators of two or more are particularly encouraged to submit proposals

for the Working Concurrent Sessions. As this is a new activity for the clinical community, please feel free to contact bryant@mail.law.cuny.edu should you have any questions

Poster Sessions: Carnegie and Best Practices Projects

Please submit a one page description of your proposal. We are especially looking for posters that provide examples of courses, programs or schools that have engaged Carnegie and Best Practices or other theories for change and developed new or refined learning opportunities based on these reports or theories. Please identify all individuals who you expect will be participating in the poster presentation any other information you believe is relevant. Those considering presenting a poster should bear in mind that many universities offer assistance in poster design and printing. Some good tips on creating posters as well as examples can be found at the following sites:

<http://staff.science.uva.nl/~bcate/esslli03/posters.html>;
<http://www.lcsc.edu/ss150/poster.htm>; or
<http://www.cis.udel.edu/~pollock/fse04/posterauthorinst.html>.

Proposals for concurrent sessions, poster presentations and change groups should be emailed to 10clinical@aals.org by the October 23 deadline. The planning committee welcomes questions; they can be addressed to any of the committee members listed below.

IV. Members of the Planning Committee

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