As a clinical teacher for over twenty years, I have often felt that students could be better prepared for the clinical experience if they first had some foundational understanding of the role of lawyers. Having taught legal writing to first year students for two years prior to becoming a clinical teacher, I had some appreciation for the steep learning curve in the first year of law school. However, when learning how to “think like a lawyer” is too narrowly defined in the first year, clinical professors are often faced with teaching students the context necessary for understanding how to represent clients in real world situations. For example, students often come to clinic failing to appreciate the significance of “facts” and the challenges involved in establishing “facts” in a real situation. They also find it difficult to understand the importance of things “extraneous” to what the law says, such as historical context, political realities and the perspectives of judges.

In the fall of 2011, for the first time, I taught Introduction to Civil Procedure and Legal Analysis and Writing (LAW) to a class of 25 first semester law students. Maryland provides all first year day students with a small class that integrates LAW with a substantive first year course, which enhances students ability to develop legal analysis skills. The questions I was interested in exploring, from a pedagogical perspective, were which of the “real world” lawyer ing experiences could I introduce to the first year students and what costs?

For one memo assignment, I decided to use a case involving employment discrimination that student attorneys in the AIDS Legal Clinic previously handled under my supervision. The case raised a venue issue in state court that would fit in well with the my goals for the course.
Many people living with HIV face discrimination in public and private settings. They lose jobs when their status is disclosed. They also lose friends and other means of support. Many of our clients come to the Health Care Delivery and Child Welfare Legal Issues Clinic because they do not know where else to turn for advice and legal advocacy. We, in turn, understand the paramount importance of privacy, confidentiality, and ensuring that the needful individuals feel that they are in a safe environment to talk.

The Clinic provides free civil legal services to individuals and families impacted by HIV. Since 1987, the Clinic has helped clients with public benefits appeals and end of life planning documents, represented clients in employment discrimination and housing matters, and advocated for children and families in child welfare and custody matters. The Clinic receives referrals from pediatric and adult HIV clinics on campus, including the JACQUES Initiative of the School of Medicine’s Institute of Human Virology, which envisions “a city with no new cases of HIV” by providing free education, outreach, HIV testing, and serves as a linkage to care and long-term treatment for urban populations infected with HIV.

This summer a new partnership began between the Clinic and the JACQUES Initiative, allowing students to gain a unique perspective on the HIV epidemic in Baltimore. On June 26, clinic students volunteered at City Uprising HIV Outreach – an event where JACQUES provided free HIV services in five city locations. Students and faculty from the schools of law, nursing, pharmacy, social work and medicine handed out flyers and encouraged people to get tested. Approximately one month later, students volunteered at Project Homeless Connect, an outreach event at M&T Bank stadium that drew nearly 1,000 homeless and low-income people with the goal of connecting them to health, housing, and employment services.

Through volunteering, students witnessed the human impact of HIV. As they approached hundreds of people on the street to talk about free HIV testing, students frequently received looks of disgust and anger, as well as insults. They explained why testing is so important, especially in light of the reality that in Baltimore City, 1 in 40 people ages thirteen and over are living with HIV, twenty percent of whom do not know they are doing so.

But there is another side to HIV testing. The societal stigma that surrounds people living with HIV can often lead to discrimination in the workplace, disapproval from friends and family, as well as physical, emotional, and economic abuse. All too often, laws and policies reinforce the stigma, such as the criminal laws throughout the U.S. that create special crimes for HIV positive individuals exposing or transmitting HIV to another person. Such laws do not protect those at risk for contracting HIV, but instead reinforce the societal degradation associated with knowing one’s status.

People living with HIV face complex medical and legal challenges without simple solutions. It takes an interdisciplinary approach to fully treat someone living with HIV. These interactions challenged students and their peers across campus—the next generation of lawyers, doctors, nurses, pharmacists and social workers—to constantly ask themselves a new question: What can we do within our professions to help reduce the stigma and increase access to care and services? The more people who ask that question, the closer we are to providing the range of services necessary for individuals with HIV to live complete, fulfilling and healthy lives.
On August 5, 2012, the American Bar Association (ABA) presented the University of Maryland Carey School of Law Environmental Law Clinic the 2012 Award for Distinguished Achievement in Environmental Law and Policy during the ABA Annual Meeting in Chicago. The Award is given to a U.S. bar association, law school clinical program, non-profit institution, non-profit legal services program, law firm, or government program that provides representation, education or advocacy on environmental matters that directly result in significant improvements in the substance, process or understanding of environmental law or policy.

The Clinic, led by Director Jane F. Barrett, is the largest provider of pro bono environmental representation in Maryland and works to improve and enforce environmental laws and regulations in the Chesapeake Bay region to protect air and water quality. “It is always a pleasure to have your students’ work recognized by colleagues,” said Professor Barrett. “But it is particularly gratifying to receive a unanimous vote of approval from a group as distinguished as the ABA. I am thrilled that our students and faculty have received this well-earned recognition.” The Clinic’s clients include: The Waterkeeper Alliance, Potomac Riverkeeper, Inc., the Chester River Association, the Baltimore Harbor Waterkeeper, Environmental Integrity Project, Defenders of Wildlife, Chesapeake Climate Action Network, the Cedar Heights Civic Association and the town of Cheverly.

In providing the award, the ABA recognized the Clinic’s “zealous championing of the state’s air, waterways and species and its tireless efforts to advance environmental interests in the legislature, the courts and with administrative agencies while maintaining high standards and dedication to training a new generation of environmental lawyers and battling political challenges.” This recognition includes the Clinic’s efforts representing the Waterkeeper Alliance, Inc. in its suit against Perdue Farms and one of its local poultry growers for alleged violations of the federal Clean Water Act in the face of political pressure from the Maryland legislature and Governor Martin O’Malley.

“We are delighted that the ABA has recognized the superlative work of our students, Jane Barrett and the faculty of our Environmental Law Program,” Maryland Carey Law Dean Phoebe Haddon said. “The Clinic has chosen difficult, ambitious cases with the potential to set national precedents. Everyone involved has worked tirelessly to make their case, often in the face of intense opposition.”

The ABA also recognized the Clinic’s representation of the Cedar Heights Civic Association’s attempt to block further industrial development across the street from this historic African-American community. The Clinic challenged the zoning board special exception to build a concrete batching plant at the local zoning board, the trial court, and the Maryland Court of Special Appeals. The Clinic has also helped advanced and pass Maryland legislation that expands standing requirements to challenge environmental permits and critical area designations and has recently provided numerous comments to proposed General Construction Stormwater Permit, many of which were adopted by the Maryland Department of the Environment this year.

The Clinic has another busy year ahead, as the Perdue trial began in the United States District Court for the District of Maryland on October 9, 2012. In addition, Clinic students will be arguing a case before the Maryland Court of Special Appeals in November 2012 addressing the right to information under the Maryland Public Information Act.
Environmental Law Clinic Receives Grants for 2012-2013 Academic Year

by Jane Barrett, Director, Environmental Law Clinic

In May, the Town Creek Foundation awarded a grant of $150,000.00 to be used for general support of the Environmental Law Clinic’s work. Edmund “Ted” Stanley, a retired printing industry executive, established The Town Creek Foundation in 1981. Town Creek’s mission is “to provide resources to help catalyze, support, and accelerate progressive changes in environmental policy and practice within the State of Maryland.” The Foundation funds a wide-range of organizing and advocacy campaigns in the Chesapeake Bay watershed and in particular, supports the Clinic’s administrative advocacy and litigation.

In June, the Keith Campbell Foundation for the Environment awarded a grant of $105,000.00 to the Clinic. The Keith Campbell Foundation, which was established in 1998, is a family foundation that strives to improve the conditions of America’s largest and most ecologically diverse and productive estuary systems—the Chesapeake and Atlantic Coastal Bays—with its grant-making.

This grant funding supports the salaries and benefits for Staff Attorney Andrew Keir, and Clinic Fellows Matthew Peters, Erin Doran and Emily Eisenrauch, all of whom were formerly student-attorneys with the Environmental Law Clinic.

From the Director

Cont’d from p. 1

to provide case-specific legal advice to public defenders on the immigration consequences of their clients’ proposed plea deals.

A clinical faculty member’s work last summer introducing pretrial justice clinics in Thailand, Vietnam and Laos is the subject of another article. He recounts his experiences working with law students from across the globe and explains how, through interviews with practicing lawyers and court observations, the students learned to appreciate fully the critical importance of pretrial advocacy on behalf of individuals deprived of their liberty because of pending criminal charges as well as the lack of advocates available for these individuals at this crucial stage of the criminal process.

These articles highlight the need to work closely with potential partners—such as non-clinical law faculty, attorneys from other legal fields, professionals from other disciplines, and advocates from around the world—to teach our students the foundational skills necessary to identify and resolve their clients often multiple and overlapping legal issues and to work to improve the law and legal systems locally, nationally and globally.

Michael Pinard, JD
Director, Clinical Law Program
When our client retained the Community Justice Clinic for legal assistance, we thought his case would be simple and quick, needing only a phone call or two to resolve his legal issue. The Baltimore City Police Department had seized some of our client’s belongings—the result of his arrest for a minor criminal offense—and his goal was to have his property returned. Unfortunately, it became more complicated when the local Housing Authority (HA) attempted to terminate his Section 8 assistance because of his conviction. When we first met our client, none of us foresaw that for the next three years we would work with him on a critical housing issue.

Our client was arrested for possessing counterfeit CDs and DVDs near one of Baltimore’s famous neighborhood markets, just two blocks from his home. Subsequent to our client’s arrest, the Baltimore City Police Department secured a search warrant, searched his home and seized several of his belongings, including his computer and hard drives. He was charged with and later pled guilty to trademark counterfeiting—a non-violent misdemeanor.

After our client’s case was resolved, he asked the police department to return his computer and hard drives. His request was refused. Needing legal help, our client attended a JustAdvice® Program session, affiliated with the Community Justice Clinic, where individuals can meet with attorneys to discuss their legal issues for thirty minutes. Several months of negotiation between the student attorneys, the Police Department and the Office of the State’s Attorney led to the return of all of our client’s property. At this point, we believed his legal issue was resolved.

However, a few weeks later, the HA sent our client a notice of intent to terminate his Section 8 housing assistance due to his “criminal activities.” The HA used the “family obligations” provision in the federal housing assistance regulations to enforce the termination. Section 8 recipients must abide by certain regulations, the majority of which are prescribed by the Department of Housing and Urban Development, and one of which dictates that “household members may not engage in drug-related criminal activity or violent criminal activity or other criminal activity that threatens the health, safety, or right to peaceful enjoyment of other residents and persons residing in the immediate vicinity of the premises.” The HA asserted that possession of illegal CDs and DVDs—even though a non-violent misdemeanor offense—violated the “family obligations” portion of the regulations and demanded termination of our client’s Section 8 assistance.

The HA’s decision to terminate our client’s housing assistance was upheld following an informal hearing, at which point the HA revoked his voucher retroactively. Our client faced immediate eviction. Student Attorneys filed for a stay of administrative action and administrative mandamus in Baltimore City Circuit Court. Following oral argument, the Circuit Court Judge granted a stay pending judicial review. The stay was retroactive pending adjudication of the Petition for Administrative Mandamus and required the HA to resume housing assistance payments to the client’s landlord on his behalf. Thus, the client was allowed to remain in his home as the case continued.

Subsequent legal proceedings resulted in the Circuit Court judge remanding the case to the HA for a rehearing, limited to whether the client’s criminal activity constituted a violation of “health, safety or right to peaceful enjoyment of other residents and persons residing in the immediate vicinity of the premises.” However, before the rehearing, the HA agreed to not terminate the Client’s housing assistance; as a result, the matter was dismissed.

Although our client received a desirable outcome, there remains an open legal question of whether non-violent misdemeanors fall within the scope of the “family obligation” termination rule for housing assistance. The HA’s broad interpretative powers, coupled with the uncertain scope of the “family obligation” violation’s applicability to non-violent crimes, could permit the HA to terminate the housing assistance of any recipient who commits even the most minor crime. Because this legal question was not resolved in our client’s case, we anticipate, sadly, that scores of individuals will continue to face possible eviction from desperately needed housing because of minor criminal activity.
C-DRUM Announces ADR Professional Skills Training with Pepperdine Law’s Straus Institute

The Center for Dispute Resolution at the University of Maryland Francis King Carey School of Law (C-DRUM) is proud to announce a new partnership with the Straus Institute for Dispute Resolution at Pepperdine School of Law to offer a Professional Skills Program in dispute resolution on the East Coast. The partnership between C-DRUM and the Straus Institute brings together two of the leading law schools in the areas of alternative dispute resolution, clinical legal education, and skills training to offer high quality conflict resolution training.

The program includes eight interactive courses taught by Maryland and Pepperdine faculty and many other national ADR experts. The courses will meet the interests and needs of mediators, ADR program administrators and advocates.

Courses include a basic mediation course (STAR: A Systemic Approach to Mediation Strategies) as well as more advanced mediation offerings: Advanced Mediation, Tools of Mindful Awareness for Lawyers and Judges, Advanced Family Collaborative Law, and Dissecting the Complexities of Our Practice: Uncovering Unreflective Decisions. Two courses, Strategic Negotiation Skills and Winning at Mediation in the Complex Case will be aimed at attorneys and advocates. ADR Programs in the Public Sector will be aimed at state and federal agencies.

The ADR Professional Skills Program will be taught at the University of Maryland Carey Law School on March 14-16, 2013. For information about the courses and registration, call 310-506-4655, or visit http://www.law.umaryland.edu/programs/cdrum/index.html.

Legal Theory and Practice
Cont’d from p. 1

Clinic students had filed the case in Baltimore City rather than Baltimore County because of our belief that a Baltimore City jury would likely have more empathy for an employment discrimination plaintiff living with HIV who was also in long term recovery from drug use. Our client believed, and we alleged, that he had been fired from his construction job because of his HIV illness. Apparently the employer agreed with our assessment of the two forums; they immediately filed a motion to dismiss on grounds of improper venue and sought to have the action dismissed or transferred to Baltimore County.

In their memo assignment, students were told to assume that their law firm was representing the plaintiff in this case, and that they received the defendant’s motion to dismiss for improper venue. Their supervising attorney had asked them to write a memo regarding the venue issue assessing whether they were likely to defeat the motion and keep the case in Baltimore City.

Choice of venue issues can be confusing to first year students and this case was very helpful in explaining, by contextualizing, why venue matters, and how a judge might view the merits of this motion. In preparing their memos, students had to read the complaint, motion and memorandum in support as well as affidavits filed by both sides with regard to the venue question. They had to struggle with questions of statutory interpretation by the courts on the relevant venue provisions. They had to decide what facts to rely on in their memos. And though the students were a bit worried when first faced with this writing problem that appeared to be more complex than the writing assignment given to their peers in the other sections, they ultimately did a great job and learned why Civil Procedure matters.

This fall, I am again teaching the Civil Procedure/LAW course. I plan to more fully integrate other aspects of lawyer role and responsibility, again using clinic cases to teach various aspect of lawyering, including the complexity of developing a relationship with clients, and the ethical issues raised by the adversary system that are not addressed in the Rules of Professional Conduct. Teaching this course continues to be a work in progress, but illustrates the importance of integrating the lessons of clinical legal education in the first year curriculum.
Professor Experiences Bridges Across Borders
by Douglas L. Colbert, Professor of Law

Professor Doug Colbert traveled this summer to Thailand, Viet Nam and Laos at the invitation of Bruce Laskey and Wendy Morrish, co-directors of the Bridges Across Borders in Southeast Asia Community Legal Education (BABSEA CLEA). For nearly a decade, BABSEA CLE has been instrumental in bringing civil law clinics to law schools in the region. Professor Colbert was given the assignment of introducing criminal justice clinical education to law schools in these countries. Specifically, they asked Professor Colbert to introduce Pretrial Justice Clinics that would allow law students to enter local jails and to interview detainees awaiting trial. For more than two months, Professor Colbert and his nine student interns from Thailand, Singapore, Viet Nam, China, India, Pakistan, Sweden, Canada and the U.S. created a three-hour interactive presentation that they presented to law faculty and students in Thailand, Viet Nam and Laos. Professor Colbert recounts below his learning and teaching experience.

The invitation from Bruce and Wendy came packaged with their irresistible charm and passion for justice. Come to Chiang Mai, they said. Help create the first university-sponsored Pretrial Justice Project in Thailand. Plant the same idea at law schools in other Southeast Asia countries where an accused remains in jail waiting for trial without having been represented by a lawyer. Spend your summer working with a talented group of volunteer students, lawyers and professors on clinic projects like this one.

They made me an offer I couldn’t refuse.

For nearly a decade, Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE) has provided an international link for the law school community to demonstrate how clinical education enhances the educational experience of students preparing to join their country’s bar, while reinforcing the lawyer’s professional value of serving marginalized communities.

I first met Bruce and Wendy at a Global Alliance for Justice Education (GAJE) conference in Manila in 2008. I attended their class, which of course relied on interactive teaching, and Wendy had “volunteered” me to draw a map of Southeast Asia. Responding to my mild protest (“I cannot draw”) and definite concern with placing the countries correctly, Wendy asked, “So what will you do, Doug, since YOU cannot draw and may not know locations?” Thank you, Wendy, I get it. I reached out for help by calling upon my Filipino colleague who knew the area and who would have received an “A” for constructing an acceptable map. Thus began my learning the BABSEA CLE way: collaborative, interactive, collective, prepared, organized and fun teaching.

After my first week, I already appreciated the valuable lessons that BABSEA CLE’s talented staff bring to every assignment. Wendy and Bruce attract an unusual collection of interesting, highly motivated and committed student interns, teaching fellows, lawyers and experienced teachers (like my U.S. clinic colleague, Lisa Bliss). This summer’s student group included representatives from Thailand, Viet Nam, Singapore, Laos, Pakistan, India, Sweden, Canada and the U.S. They worked on a variety of projects—Bruce and Wendy instilled an excellent work ethic and taught the invaluable lawyer skill of juggling many balls at the same time—and learned the importance of brainstorming, organization, creativity, planning, keeping promises and completing work on time.

I was fortunate those many weeks to be working with a terrific and engaged Pretrial Justice team. We had rich, forthright discussions filled with students’ alarm at learning that an accused poor person stands a good chance of remaining incarcerated before having had a trial or been

Cont’d on p. 8
found guilty. Student interns and fellows interviewed practicing lawyers and observed court proceedings; they gained appreciation for a lawyer’s advocacy and able representation. Students met, exchanged emails and shared collected information. At this point, we had already learned information about Nigeria’s and Afghanistan’s pretrial justice/detention clinics (while waiting for replies from other countries) that we could present to faculty, we were are familiar with Thailand’s, Viet Nam’s and Laos’ right to counsel and bail law, and developed a detailed lesson plan that allowed us to make an informed, energizing, skill- and value-based presentation to law schools and bar audiences.

Our diverse group of students took responsibility for developing different sections of the presentation. They employed a variety of interactive methods that had our simulated audience laughing, answering questions and teaching each other the law of pretrial release and bail. After several weeks, we concluded we were ready to present before law school faculty and students. We traveled to universities in northern Thailand and Viet Nam and presented two four-hour classes that led faculty and students to consider starting their own pretrial justice clinics. The interactive teaching experience provided the hands-on, participatory learning experience that fulfilled our pedagogical objectives. Our diverse team of student interns gained more and more confidence with each presentation. Soon Bruce, Wendy and I saw how easily they were embracing the role of facilitator (teacher) and then relinquishing control to the learners (students/faculty). By the conclusion of the two months, we succeeded in bringing new conversations for law schools to engage about extending clinical education programs to include pretrial justice.

BABSEA CLE’s Pretrial Justice Project has been familiar work. For the past 14 years, my Access to Justice Clinic students at the University of Maryland have interviewed, counseled and advocated for pretrial detainees who had no lawyer when deprived of liberty prior to trial. Now in Southeast Asia, we have seen students obtain valuable lawyer skills while bringing the attention of the legal community to a reality they had been unaware of the lack of representation for low-income defendants.

BABSEA CLE offers the unique opportunity of joining the international clinic community, becoming a better teacher, learning interactively with volunteers from many countries, adding to law schools’ curricula, and promoting people’s access to social justice in Southeast Asia. Add the excellent food, wonderful and hospitable people, and you, too, might find yourself here very soon. That would make the BABSEA CLE community very happy.

Borders
Cont’d from p. 7

The World According to Padilla v. Kentucky
by Emily Datnoff ’08 and A.J. Bellido de Luna ’04, Managing Director, Clinical Law Program

On July 16, 2012, the Immigration Clinic of the University of Maryland Francis King Carey School of Law and the Maryland Immigrant Rights Coalition hosted The World According to Padilla v. Kentucky: The Importance of Immigration Advice in Criminal Justice System, an event featuring the Honorable Andre Davis of the Court of Appeals for the Fourth Circuit and the Honorable Mary Ellen Barbera of the Maryland Court of Appeals.

Following the Supreme Court’s decision in Padilla v. Kentucky, defense attorneys now have a duty to inform their non-citizen clients of the immigration consequences that may follow from a guilty plea. Before Padilla, many non-citizen defendants pleaded guilty to relatively minor crimes without realizing they would later face deportation when transferred to the immigration system. The event brought together Maryland state and federal judges, as well as criminal and immigration practitioners from across the state. Judge Davis discussed Padilla and the importance of advising non-citizen defendants on the immigration consequences of criminal convictions. Judge Barbera discussed her opinion in the case of Denisyuk v. State, which held that Padilla is to be applied retroactively in Maryland. The event also featured Assistant Public Defender Lisa Marquardt and OSI–Baltimore Community Fellow Emily Datnoff ’08, who discussed their efforts in implementing an Immigration Program within the Maryland Office of the Public Defender to meet the needs of its non-citizen clients.

Following the Padilla conference, students involved in immigration review cases from the summer’s General Practice Clinic traveled to several jails throughout the state
to interview inmates detained by Immigration and Customs Enforcement (ICE). Time and again, the students learned quickly the effect *Padilla* had on the lives of individuals detained by ICE. One student commented “I was astonished at just how many inmates had pled guilty to a lesser sentence to put their ordeal behind them and the criminal defense attorneys never made them aware of the immigration consequences.” Students in the year-long Immigration Clinic, under the supervision of Clinical Instructor Maureen Sweeney, regularly provide advice to public defenders in Maryland on the immigration consequences of proposed plea deals. This allows the public defenders, in turn, to fulfill their obligation under *Padilla* to provide full and competent advice to their noncitizen clients before those clients accept any plea deal and often allows them to negotiate a disposition that avoids a draconian immigration consequence in addition to any criminal sentence.

The decisions in *Padilla* and *Denisyuk* were groundbreaking, but there is an untold number of ICE detainees who remain eligible for relief. Continuing outreach in educational settings will help prepare the bench and bar to prevent the unnecessary removal of thousands of residents.

**Spotlight: Leslie Turner Percival, Maryland’s First Clinical LLM Student**

Her passion for children’s issues and education law are what propelled Visiting Professor Leslie Turner Percival toward a career in academia. Her interest in becoming a law professor began while working as the Legal Counsel to the U.S.V.I. Department of Education. She was the legal advisor to the Commissioner of Education, and to the numerous divisions that comprise the Department of Education on the state level and in the districts. Professor Turner Percival’s work involved a full range of legal services, including developing litigation strategies, negotiating and drafting million dollar contracts, providing legislative analysis, negotiating union contracts, drafting policy, and conducting investigations. As a result, she quickly developed a diverse skills set and a multifaceted perspective on advocacy. Through her work addressing education issues such as student Fourth Amendment violations and special education complaints, Professor Turner Percival became acutely aware of the many legal and policy issues in education that negatively impact low-income students, and sought to improve their educational outcomes. She became interested in preparing law students for the constant expansion of education law, and the necessity of diverse practice skills in this area. Accordingly, Turner Percival pursued an LL.M. degree in Clinical Law, and is the UM Carey Law’s inaugural Clinical LL.M graduate.

Professor Turner Percival focused her studies and scholarship on education law and reform, and as part of her LL.M. program supervised students in the Juvenile Law Clinic in their representation of organizations and children in education and special education matters, and taught classes on education law and legislative advocacy. She also represented individuals and organizations in education law matters. After completing
Michael Millemann Elected to American Law Institute

Long time Clinic faculty member Michael Millemann was recently elected to the American Law Institute.

Professor Millemann began his legal career as a legal services attorney. He served as a Reginald Heber Smith Fellow in the Maryland Legal Aid Bureau from 1969 to 1971. For the next two years he was chief attorney in Legal Aid East, Baltimore City and supervisor of the law school’s Legal Aid Clinic. During this time, Professor Millemann founded the Legal Aid Bureau’s Prisoner Assistance Project and worked as a staff attorney for the National Prison Project. During 1973 he was deputy director of the Multnomah County, Oregon Legal Aid Service. He returned to Maryland to teach full-time at the University of Maryland School of Law in 1974.

From 1979 to 1981, Professor Millemann was chief general counsel and chief of the Civil Division of the Maryland Attorney General’s Office, responsible for ultimately supervising the assistant attorneys general who practice civil law. Professor Millemann has been chairman of the Maryland State Bar Association’s Judicial Nominations Committee, was the first Secretary to the Maryland Legal Services Corporation, was a longtime board member and chairman of the Correctional Reform Section of the Maryland State Bar Association. He has both published extensively and participated as an attorney in major constitutional litigation.

The American Law Institute is the leading independent organization in the United States producing scholarly work to clarify, modernize, and otherwise improve the law. The Institute (made up of 4,000 lawyers, judges, and law professors of the highest qualifications) drafts, discusses, revises, and publishes Restatements of the Law, model statutes, and principles of law that are enormously influential in the courts and legislatures, as well as in legal scholarship and education. ALI has long been influential internationally and, in recent years, more of its work has become international in scope.

By participating in the Institute’s work, its distinguished members have the opportunity to influence the development of the law in both existing and emerging areas, to work with other eminent lawyers, judges, and academics, to give back to a profession to which they are deeply dedicated, and to contribute to the public good.

Maryland LLM
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her LL.M., Professor Turner Percival remained with the Clinical Law Program, gaining a multi-layered clinical experience through teaching in the Health Care Delivery and Child Welfare Clinic as a Senior Clinical Fellow, where she supervised students representing adults and children with HIV/AIDS in a wide variety of substantive legal areas.

Now as a Visiting Professor, Turner Percival offers students in the Juvenile Law Clinic the opportunity to advocate for children in school discipline, special education and juvenile delinquency cases, while learning transferable lawyering skills such as interviewing and counseling clients. Recognizing that many education laws, policies and regulations are complicated and often unfavorable to juvenile clients, Professor Turner Percival provides students with a strong foundation in education law, as well as training in effective, comprehensive advocacy. Her students represent children who are often the subject of either unfair disciplinary actions, inappropriate educational placements, or inappropriate referrals to the juvenile system and other juvenile-related issues. She wants her students to leave the experience with the desire to become public interest lawyers and zealously advocate for those who cannot advocate for themselves.

Professor Turner Percival’s scholarship interests focus on the ways that laws, policies, and systemic practices impede low-income students, who are disproportionately students of color, ESL learners, and students with disabilities, from attaining academic success, and also on how innovative education reform in areas such as standardized testing and school discipline, will improve public education.
Faculty Scholarship, Presentations & Activities


Toby Guerin presented, with others, “Innovative Approach to Cost-Benefit/Effectiveness Analysis: An Evaluation of ADR in Maryland Courts” at the American Bar Association Dispute Resolution Section Spring Conference in Washington D.C. on April 19, 2012 and at the Association for Conflict Resolution Annual Conference in New Orleans, LA on September 14, 2012.

Peter Holland published the articles “Defending Junk Debt Buyer Lawsuits,” CLEARINGHOUSE REVIEW (May-June 2012), “The One Hundred Billion Dollar Problem in Small Claims Court: Robo-Signing and Lack of Proof in Debt Buyer Cases,” 6 JOURNAL OF BUSINESS & TECHNOLOGY LAW 259 (2011), and “Fraud Is Fun, or, How a Foreclosure Rescue Scam Changed My Life,” TRIAL REPORTER (Maryland Association for Justice, Fall 2009 at 9-14). He gave numerous trainings on consumer law to organizations such has the Pro Bono Resource Center of Maryland, the Maryland Judicial Institute, the Maryland Legal Aid Bureau, and was a panelist at the ABA Commission on Immigration and the Fair Debt Collection Practices Act Conference sponsored by the National Consumer Law Center. He received the 2012 Pro


Michelle Salomon contributed to the chapters “Rape” and “HIV and AIDS” in Namibia: Access to Justice Paralegal Manual (2012), a manual for volunteer human rights educators that was a joint publication of the Clinic, New Perimeter (DLA Piper’s Global Pro Bono Initiative), and the Namibia Paralegal Association.


Deborah Weimer facilitated a workshop and served on the planning committee for University of Maryland’s, “Leadership in HIV: Preparing the Future,” which brought students and faculty from Schools of Medicine, Nursing, Law, Social Work, and Pharmacy together with policy makers and community representatives to launch new public health effort to connect people living with HIV to care and stop the spread of HIV. She also contributed the book chapter Patients and Families Living with HIV/AIDS (with others) in Poverty, Health and Law – Readings and Cases for Medical-Legal Partnership” (E. Tobin Tyler and E. Lawton eds.) (Caroling Academic Press, 2011).
Meet the Clinical Law Program Staff

**Teresa Christian** is a paralegal in the Clinical Law Program. She supports the Mediation Clinic, Reentry Clinic, and Criminal Defense Clinic. She has ten years of experience as a paralegal. In 2002, she received a B.A. in Jurisprudence from the University of Baltimore. She also completed the 40-hour Mediation training in 2008. She is an alumnus of Villa Julie College (now Stevenson University), where she studied Nursing. She loves spending time with her family and friends, football and hiking.

**Irvin Brooms** is a paralegal in the Clinical Law program. He supports the Appellate/Post-Conviction, Immigration and Community Justice Clinics, along with any other administrative task required in the clinic. He holds a M.A. in Legal & Ethical Studies from the University of Baltimore, B.A. in Political Science and a Paralegal Certificate from the University of Massachusetts. He brings to the clinic over nine years of paralegal experience. Irvin is married and has a son and enjoys travelling and water sports.

**Linda Whaley Johnson** is an Administrative Assistant II who works for several professors in the Clinical Law Program. She has been working in the Clinical Law Program since 1990. Linda is married, a mother of two and a grandmother of five. She enjoys spending time with family, traveling, listening to old school & jazz music, and watching football.

**Suzann Langrall** is the Coordinator for the Environmental Law Program and Paralegal for the Environmental Law Clinic. She earned her undergraduate degree in Psychology in 2003 from Loyola College in Maryland and spent a few years working in non-profits before joining the Maryland Carey Law in August of 2008. Suzann is single and is the proud new mommy of an adopted pit-bull mix named Trixie Garcia.

**Janet Nance-Richardson** is the Coordinator of the Clinical Law Program, assisting with the daily operations of the clinic. She began her employment with the University of Maryland Francis Carey School of Law in May, 2012. Prior to coming to Maryland, Janet spent the last eight years with the Office of the State’s Attorney for Baltimore as a Special Project Coordinator. She is the proud Mom of a one son who is a sophomore at Guildford College in Greensboro, NC.

**Marla C. Rosado** is our newest paralegal in the Clinical Law Program. She supports the Access to Justice Clinic, Reparations Clinic, International Clinic, and Drug Policy Clinic. She holds a B.A. in Philosophy with double Minors in Psychology and Sociology from the University of Maryland, Baltimore County. She plans on continuing her education to fulfill her lifelong dream of becoming a lawyer. For fun, Marla loves to dance and be around others. She is a part-time Salsa instructor and Head Cheerleading Coach at Harford Community College.
Professional Skills Program
Baltimore, Maryland
March 14-16, 2013

Course offerings and faculty:

Advanced Mediation Nina Meierding & Bruce Edwards
STAR: A Systematic Approach to Mediation Strategies Peter Robinson & Randy Lowry
Tools of Mindful Awareness Len Riskin & Rachel Wohl
Advanced Family Collaborative Law Pauline Tesler & David Fink
ADR Programs in the Public Sector Toby Guerin & Howard Gadlin
Winning at Mediation in the Complex Case Honorable Diane Leauser & Deborah Eisenberg
Strategic Negotiation Skills Don Gifford & Barry Gogel
Dissecting the Complexities of Our Practice: Uncovering Unreflective Decisions Marvin E. Johnson & Homer C. La Rue

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All registrations are accepted on a first-come, first-served basis. Registrations will be accepted as long as space permits.

FEES

The fee, including meals and materials, is $1,295. Registration received by Friday, February 1, 2013, will be given a $100 discount. Early registration discount does NOT include governmental or nonprofit organizations. A reduced rate of $895 is available for employees of governmental, nonprofit organizations, and members of the Maryland Program for Mediator Excellence (MPME.) Should a paid participant be unable to attend, tuition, less a nonrefundable fee of $200, will be refunded or a substitute may attend the program. PAYMENT IS EXPECTED AT THE TIME OF REGISTRATION EITHER BY CHECK OR CREDIT CARD (Visa or MasterCard preferred). PLEASE NOTE: There is a $50 administrative fee for transferring to another program. When canceling, we require 48 hours of notice prior to the program start date or there will be an additional $50 food service fee deducted.

*MCLE

These activities are approved for 18 hours of MCLE credit by the State Bar of California. Pepperdine University certifies that this activity conforms to the standards for approved education activities prescribed by the rules and regulations of the State Bar of California governing MCLE. Straus programs have been accepted for MCLE credit across the nation.

TAX DEDUCTION OF FEES

Education expenses (enrollment fees, course materials, and travel costs) may be deductible if they improve or maintain professional skills. Treas. Reg. Sec. 1162-5.

GUARANTEE

All programs of the Straus Institute for Dispute Resolution are offered with a complete guarantee of satisfaction. If a participant completes the entire program and is dissatisfied with the course content or performance of the faculty, the tuition fee will be refunded.

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For information on future dispute resolution skills programs or for additional information on the content, faculty, or registration for this program, call Lori Rushford at 310.506.6342 or e-mail lori.rushford@pepperdine.edu.

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