

THE NATION'S URBAN LAND-GRANT LAW SCHOOL: ENSURING JUSTICE IN THE 21ST CENTURY

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I. INTRODUCTION

FOR ten years I have had the honor and the privilege to serve as dean of the University of the District of Columbia David A. Clarke School of Law (UDC-DCSL), a diverse and progressive law school bent on training advocates for justice. I was delighted to accept when Dean Douglas Ray of the University of Toledo College of Law invited me to write about our unique mission and curriculum and our extraordinary cadre of social justice-driven faculty, staff, and administrators who have stayed the course through a stormy history to deliver a very different law school experience to a very different group of students.

II. THE MISSION

UDC-DCSL's mission has remained fundamentally the same even as historical and statutory requirements have evolved over twenty-six years. In 1972, Edgar S. and Jean Camper Cahn¹ established the Antioch School of Law, "dedicated to opening the legal profession to women, minorities, and others from groups traditionally under represented at the bar."² Antioch trained public-interest lawyers by immersing law students in a pioneering and comprehensive program of clinical legal education based on the medical school model, in which students learn through supervised practice in UDC-DCSL's legal clinics throughout each year of law school.

In 1986, after Antioch University decided to close the law school and several other programs for financial reasons, the District of Columbia Council

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1. As students at Yale Law School, the Cahns wrote their probing analysis, *The War on Poverty: A Civilian Perspective*, calling for the creation of Neighborhood Legal Services. 73 YALE L.J. 1317, 1317-18 (1964). The Cahns were, and Edgar remains, a force of nature. For background information about them, see Steven Waldman, *A Perfect Combination of Chutzpah and Soul*, WASH. POST MAG., Aug. 18, 1991, at 8.

2. UDC-DCSL, CATALOGUE/APPLICATION 2 (1999).

established the District of Columbia School of Law as a stand-alone public law school. The D.C. statute included two mandates:

- [1] Represent, to the maximum extent feasible, the legal needs of low-income persons, particularly those who reside in the District of Columbia, through the training of law students; and
- [2] Recruit and enroll, to the maximum extent feasible, students from racial, ethnic and other population groups that in the past have been underrepresented at the bar of the District of Columbia and the several States.³

These legislated mandates mirrored those of the Antioch School of Law and explicitly required DCSL to adopt Antioch School of Law's mission, programs, and personnel.

DCSL continued the clinical practice model of legal education through the 1996 merger with the University of the District of Columbia, the nation's only urban land-grant university,⁴ and an Historically Black College or University (HBCU).⁵ The merger⁶ that created UDC-DCSL strengthened the public-service missions of both the law school and the University.

After the American Bar Association fully accredited UDC-DCSL in 2005, the faculty met to assess progress in meeting the school's missions. From 2006 to 2008, the UDC-DCSL community undertook a comprehensive strategic-planning process that started with analyzing the curriculum and resulted in expanded and refined educational goals. The process included several rich and

3. D.C. CODE ANN. § 38-1202.06(2)(C)(ii)-(iii) (LexisNexis 2001).

4. Professor Gregory Vincent has written extensively about the history of land-grant universities in his article, *Reviving the Land-Grant Idea through Community-University Partnerships*, 31 S.U.L. REV. 1 (2003). Professor Vincent explains that the first Morrill Act, signed by President Lincoln in 1862, gave the states about 17.4 million acres of land to use to build universities that taught practical skills or to sell the land and build the universities. *Id.* at 1-2. The Morrill Act of 1862 and the second Morrill Act, enacted in 1890, "provided funding to create 16 black land-grant universities in Southern states." *Id.* at 2-3 (citing James Collier, *Scripting the Radical Critique of Science: The Morrill Act and the American Land-Grant University*, 34 FUTURES 182-91 (2002)). Professor Vincent's thesis is that

American higher education is undergoing a third major revolution. During this revolution, universities have adopted the "land-grant idea" of service and outreach to squarely address the problems of the urban core. This updated and revised mission combines the ideas of teaching, research and service to address the problems facing American cities. These "New American Colleges" are partnering with governmental agencies and surrounding communities to develop new and innovative solutions to pressing problems such as affordable housing, healthcare, access to quality schools, concentrated poverty and residential segregation.

Id. at 5 (footnotes omitted). UDC-DCSL is an exemplar of this thesis.

5. The HBCU designation was by virtue of the HBCU status enjoyed by one of UDC's predecessor schools, the Miner Teachers College, which, after *Brown v. Board of Education*, 347 U.S. 483 (1954), merged with Wilson Teachers College (the white school) to form D.C. Teachers College (DCTC). DCTC, in turn, merged with Washington Technical Institute and Federal City College, forming UDC in 1974.

6. See About the University—UDC-DCSL, <http://www.law.udc.edu/?page=University> (last visited Dec. 26, 2008).

well-attended community-wide meetings in which participants explored some of the tensions inherent in several facets of the school's mission. Participants asked whether a public university and law school can also be an effective HBCU, and how the twenty-first century meaning of public interest affected all aspects of the school's operations, including the mission-driven admission process.

Ultimately, the faculty adopted language describing the UDC-DCSL as "a publicly funded urban land-grant, Historically Black College or University committed to public service and clinical legal education."⁷ The faculty further refined the School's goals as follows:

As the nation's only publicly-funded urban land-grant law school, we train our students to understand the role of lawyers in society and their responsibility to use their legal training to ensure justice and help resolve society's most pressing issues. As an HBCU committed to opening up the legal profession to groups under represented at the bar, we train our students to value diversity and interact effectively with clients, colleagues and others from a range of social, economic and ethnic backgrounds.⁸

These goals are in concert with the mission established by UDC-DCSL's founders, Jean and Edgar Cahn. Comparing the legal profession to an exclusive club that trained people of privilege to represent their brethren, the Cahns proposed an alternative vision that embraced a legal profession serving communities and individuals. The Cahns' vision included people *from* the neighborhoods who would represent people *in* the neighborhoods. By its nature, this vision would, of course, include individuals who, because of their race, ethnicity, gender, or economic status, would not otherwise have access to a legal education or justice.⁹

7. *Introduction* to UDC-DCSL STRATEGIC PLAN (2008) (on file with the author).

8. *Id.*

9. The Cahns' vision is spelled out in their poetic declaration, "This I Believe":

I believe the day will come
when rich and poor will stand equal before the law
And I believe the day will come when Black and White
Hispanic, Asian and Native American,
Young and old, man and woman
will stand equal before the law
This I believe.
And I believe the day will come when the monopoly
over law and legal knowledge -- the lawyers' monopoly
the law schools' monopoly -- will be broken
When men and women and, yes, even children will know that which
is expected of them and that which they expect of others:
to refrain from harm
to honor their word
to respect the dreams of others and the right of others
to dream in their own way.
This I believe.

Fidelity to this mission has not always been easy. UDC-DCSL survived Antioch's closure, the District of Columbia's bankruptcy, and intensive unprecedented American Bar Association scrutiny. Because the succeeding generations of faculty, staff, and administration embrace the Cahns' credo and are committed to doing whatever it takes to hold it high, this law school remains a vibrant growing institution. Every part of the UDC-DCSL experience illustrates that commitment.

The remainder of this article will examine the ways in which UDC-DCSL "walks the walk" to live up to its mandates, history, and potential, beginning with the admission process and continuing throughout its graduates' legal careers.

III. A MISSION-DRIVEN ADMISSION PROCESS

UDC-DCSL takes great care to admit students committed to serving its mission. The application for admission asks candidates to describe an injustice they experienced or witnessed, explain what they did about it, and further reflect on what they would do now. The Admission Committee carefully reviews these "justice" essays along with traditional admission criteria. It is fair to say that candidates with complaints about unfair speeding tickets or the receipt of a low grade do not fare well in the admission process. Candidates whose applications

And I believe that the day will come when courts of law
will be courts of justice, courts for people, not courts for lawyers --
above all, courts to render simple justice, to see
that promises are honored
that the injured are made whole
that the weak are protected from the powerful and the greedy
This I believe.
For in the fullness of time, I must believe that the voices of love
shall prevail over the voices of hate and the forces of justice
shall triumph over the forces of injustice and inhumanity
This I believe.
But in the here and now, there can be no safety,
no guarantees and no easy way.
At each point, our faith will be tested and when weighed in the balance,
if we are honest, our best efforts will be found wanting
This is true, this I believe.
And so, all that we have, in the here and now is
our love for each other,
our willingness to forgive each other,
our willingness to come to each other's rescue,
and our unwillingness to stand by silent or passive
in the face of injustice.
This is my belief, this is our joint belief, and this we shall try to honor
so long as life and breath permit.

demonstrate a grasp of injustice and a background in or commitment to social justice, along with strong academic credentials, fare well in this process.¹⁰

Every year the admission process yields a diverse group of students who are passionate about changing the status quo on myriad issues, ranging from ending the death penalty to addressing global warming, to facilitating former prisoners' re-entry into the community. The student body tends to be about half students of color (about thirty percent African American) and close to sixty percent women, with an average age of about twenty-eight. The mission-driven curriculum of the first year channels students' energy into public service and legal study.

IV. A MISSION-DRIVEN CURRICULUM: THE FIRST YEAR

From the first day, UDC-DCSL reminds students why they came to our law school. Like them, most of the faculty entered law school fired up to change the world. Unlike them, the faculty suffered through three years of a dry, casebook-oriented curriculum rooted in decades of Ivy League tradition.¹¹ Antioch, and now UDC-DCSL, faculty created a dynamic and innovative curriculum designed to meet the School's mission. The Orientation Program for new law students reinforces the message that UDC-DCSL's business is about training public-interest, public-service, and public-policy lawyers who will address issues of injustice throughout their careers.

The program begins with a one-credit Law and Justice course taught by the legendary public-interest lawyer and scholar, Edgar S. Cahn.¹² Students thus begin their law school education by delving into the law school community's traditions of celebrating diversity, collegiality, and cooperation, along with minimum standards of tolerance.¹³

In the Law and Justice course, first-year law students take on a wide range of issues. They may debate immigration policy, argue about health care or a new juvenile justice policy, or meet public-interest lawyers who represent the homeless. They learn about the practice of law by separating into small "law firms" to talk about the injustices they wrote about in their applications. Each firm selects one representative to address the entire class the next day about the injustice he or she suffered. The students report that the orientation experiences allow them to get to know each other on a deep level. Their discussions break

10. D.C. residency, evidence of overcoming obstacles, economic status, and race and ethnicity are also factors taken into consideration by the Admission Committee. See Admission Philosophy—UDC-DCSL, <http://www.law.udc.edu/?page=Philosophy> (last visited Dec. 26, 2008).

11. The casebook method of law teaching originated with Christopher Columbus Langdell at Harvard University in 1870. Bruce A. Kimball, *The Langdell Problem: Historicizing the Century of Historiography, 1906-2000s*, 22 LAW & HIST. REV. 277, 279 (2004).

12. For an overview of Professor Cahn's achievements, see Professor Edgar S. Cahn—UDC-DCSL, <http://www.law.udc.edu/?page=ECahn> (last visited Dec. 26, 2008).

13. 1 UDC-DCSL, TOLERANCE STATEMENT 1 (2008). The *UDC-DCSL Tolerance Statement* was approved by the faculty by acclamation, April 9, 2003, and amended on November 8, 2006. *Id.* at 1 n.1. UDC-DCSL's Tolerance Statement incorporates principles of the District of Columbia Human Rights Act of 1977. *Id.*

down stereotypes and always introduce a stunning array of perspectives on race, poverty, inequality, and other social issues.

First-year students also receive a basic introduction to the various components of clinical legal education, including the forty-hour community service requirement of the Law and Justice course. The UDC-DCSL faculty takes “personal responsibility for shaping and overseeing the performance of every student’s community service requirement.”¹⁴ Each faculty member is assigned a group of advisees in August. Professors help new students select placements and begin to develop relationships with them so that they can respond to questions ranging from social policy to professional responsibility.

On the final day of the Law and Justice course in late August, lawyers from legal service organizations, many headed by alumni, come to UDC-DCSL to meet and recruit first-year students. They come from organizations like the Legal Aid Society, Legal Counsel for the Elderly, the Public Defender Service, the American Civil Liberties Union, Advocates for Justice and Education, and the D.C. Human Rights Commission. These lawyers compete for UDC-DCSL students, knowing that all will contribute and many will far exceed the forty-hour community service program requirement, volunteering throughout the year and beyond. In recent years, growing numbers of graduates accepted employment with the organizations where they completed their community service hours during their first year.¹⁵

Student evaluations of the Law and Justice course are always off the charts with glowing comments reflecting inspiration, energy, and real admiration for Professor Cahn, the school’s mission, and their fellow classmates. UDC-DCSL administration and faculty also assess the students’ Community Service Program experience. Students must write a 1200-word essay relating their experiences in the placements to some aspect of the course. Faculty advisors approve the time sheets and Professor Cahn evaluates the essays. The writer of the essay describing the best community service project receives a full-tuition scholarship for the second year of law school. The student’s photograph and a description of the community service experience are published in *The Advocate*, UDC-DCSL’s newsletter.¹⁶

V. MISSION-DRIVEN FACULTY: THE FIRST-YEAR CURRICULUM AND BEYOND

Close on the heels of the Law and Justice course and the community service requirement, the first-year curriculum offers traditional doctrinal law courses. All first-year faculty members are seasoned practitioners, each of whom brings to

14. Law and Justice—UDC-DCSL, <http://www.law.udc.edu/?page=LawandJustice> (last visited Dec. 26, 2008).

15. More than half of UDC-DCSL’s graduates go into public-interest or public-service government jobs. See Facts about the School of Law—UDC-DCSL, <http://www.law.udc.edu/?page=Facts> (last visited Dec. 26, 2008). UDC-DCSL’s graduates who go into law firms or business report a high level of pro bono engagement. *Id.*

16. *The Advocate* is mailed to 6000 judges, D.C. Council Members, the Mayor of D.C., alumni, funders, and friends of UDC-DCSL.

the classroom discussion substantial experience in social justice lawyering. The following are a few examples of our first-year faculty members.

The Honorable William C. Pryor is a former prosecutor and trial judge, and he currently serves in senior status on the D.C. Court of Appeals, where he was Chief Judge for several years.¹⁷ He has taught criminal law and procedure at UDC-DCSL for twenty years. Civil Procedure Professor Edward Allen is a clinician who has directed the Housing and Consumer Clinic for more than thirty years.¹⁸ Contracts Professor Samuel Jefferson, formerly a private practitioner and community organizer, also teaches in the Community Development Law Clinic.¹⁹ Professor Robin Alexander teaches Contracts. She is a former Bar Counsel, city attorney, and University general counsel.²⁰ Thomas Mack, Torts professor at UDC-DCSL for twenty-eight years, worked in legal services and for the Community Services Administration for many years. Throughout his teaching career, he has litigated civil rights, civil liberties, and other pro bono matters involving prisoners, whistleblowers, and gays and lesbians, among other vulnerable clients.²¹

UDC-DCSL's Directors of the Legal Writing and Academic Success Programs, components of which run through all three years of the curriculum, are faculty members with significant legal practice backgrounds. Legal Writing Director Christine Jones previously practiced law at the Department of Justice and at the U.S. Commission on Civil Rights, among other places.²² Academic Support Director Derek Alphan worked at the ACLU, as a special counsel to the mayor of Atlanta, and in a civil rights firm.²³

Each first-year faculty member invigorates the courses with pertinent examples drawn from his or her public-interest or public-service legal practice. Examples from actual cases enrich class discussions involving legal principles and simultaneously address problem-solving, legal ethics, decision-making, values, professionalism, and the like. From time to time, first-year students visit a courtroom to see a professor in action and attend appellate arguments with Judge William Pryor. Faculty members serve as extraordinary role models for students throughout their legal studies at UDC-DCSL.

17. See Professor William C. Pryor—UDC-DCSL, <http://www.law.udc.edu/?page=WPryor> (last visited Dec. 26, 2008).

18. See Professor Edward Allen—UDC-DCSL, <http://www.law.udc.edu/?page=EAllen> (last visited Dec. 26, 2008).

19. See Professor Samuel Jefferson—UDC-DCSL, <http://www.law.udc.edu/?page=SJefferson> (last visited Dec. 26, 2008).

20. See Professor Robin C. Alexander—UDC-DCSL, <http://www.law.udc.edu/?page=RAlexander> (last visited Dec. 26, 2008).

21. See Professor Thomas Mack—UDC-DCSL, <http://www.law.udc.edu/?page=TMack> (last visited Dec. 26, 2008).

22. See Professor Christine L. Jones—UDC-DCSL, <http://www.law.udc.edu/?page=CJones> (last visited Dec. 26, 2008). All Legal Writing Program adjuncts practice law, at the Department of Justice as well as in law firms specializing in a variety of practice areas, including criminal, appellate, and medical malpractice.

23. See Professor Derek M. Alphan—UDC-DCSL, <http://www.law.udc.edu/?page=DAlphan> (last visited Dec. 26, 2008).

VI. SUMMER PUBLIC-INTEREST FELLOWSHIPS

Because UDC-DCSL is well aware that public-interest organizations usually cannot pay summer interns, it provides a \$3,000 stipend²⁴ for all first-year students and many second-year students who want to work full-time, all summer in a public-interest, public-service, or public-policy placement. The Joseph L. Rauh, Jr., Summer Fellowship Program²⁵ allows students to gain legal experience while serving individuals and advancing the goals of public-policy organizations.

Twenty to thirty public-interest employers participate in the Summer Fellowship Fair each spring, seeking to recruit UDC-DCSL students. Many students accept summer fellowships in Community Service Program placements. Others opt for a change of venue based on interviews at the Fair, word of mouth, or published accounts in *The Advocate* about the experiences of other students. During the summer of 2008, fifty summer public-interest fellows spent more than 20,000 hours working on behalf of immigrants, seniors, individuals with disabilities, and children in the abuse and neglect system, among many others.

Before beginning their positions, student fellows provide written descriptions of the work they will be doing for the lawyer who will supervise the project. At summer's midpoint, students must submit timesheets and a description of their work, along with a mid-term performance assessment, in order to be eligible to receive the first partial payment. Final payment is made upon a student's submission of approved time sheets, a final assessment by the supervising attorney, and an essay the student writes describing the experience.

Student essays are important for several reasons. The school publishes excerpts in *The Advocate* to let the community know about the extraordinary services performed and to encourage other UDC-DCSL students to volunteer at organizations in real need of assistance. Students often offer insights in their essays about how particular public-interest efforts could be improved with management, funding, or technology. From time to time, the essays alert the School to problems that, upon verification, may result in non-approval of the placement for future students.

24. Rauh Summer Public Interest Fellowships—UDC-DCSL, <http://www.law.udc.edu/donations/fund.asp?id=2473> (last visited Dec. 26, 2008). Summer Fellowships are supported by a host of D.C. law firms, Equal Justice America, the Women's Bar Association, the D.C. Bar Association, small foundations, alumni, and friends.

25. Joseph Rauh was a civil rights and civil liberties super lawyer. See Presidential Medal of Freedom Recipient Joseph L. Rauh Jr., <http://www.medaloffreedom.com/JosephRauh.htm> (last visited Dec. 26, 2008). He served on the board of Antioch School of Law from the day it opened, through the early years of UDC-DCSL, until September 3, 1992, when he died shortly after joyously welcoming the entering Class of 1995. See *id.* UDC-DCSL raised one million dollars to fund the Rauh Chair of Public Interest Law at UDC-DCSL on the theory that this world needs more Joe Rauhs. See Facts about the School of Law—UDC-DCSL, *supra* note 15. For many years, Wade Henderson has held the Rauh Chair. See Rauh Professor of Public Interest Law—UDC-DCSL, <http://www.law.udc.edu/?page=RauhProfessor> (last visited Dec. 26, 2008). By day, he serves as president and CEO of the Leadership Conference on Civil Rights ("LCCR"), the premier civil-rights organization in the nation. Wade Henderson, Esq.—LCCR, <http://www.civilrights.org/about/lccr/biowade.html> (last visited Nov. 1, 2008). Joe Rauh was general counsel to LCCR for forty years, and he thought the world of Wade Henderson.

Fellow students are sometimes inspired by these essays and by word of mouth to seek post-graduate employment at a given placement. These students network with students who previously worked there as fellows to gain information that helps in the interviewing process. Some post-graduate placements, like the coveted Covington and Burling Westwood Fellowship at the Neighborhood Legal Services Program, appear to be “wired” for UDC-DCSL graduates year after year.

VII. MISSION-DRIVEN FACULTY AND THE SECOND- AND THIRD-YEAR CURRICULUM

UDC-DCSL’s second- and third-year curriculum blends the most extensive clinical legal education requirements of any law school in the United States with a mix of traditional law school courses, cutting-edge courses, practicums, and internships. Once again, virtually every faculty member brings broad legal practice experience to the classroom or clinic.

A. *UDC-DCSL Legal Clinics—Learning While Doing*

The second- and third-year clinic curriculum requires every UDC-DCSL student to take a seven-credit, 350-hour clinic in the second year of law school and another seven-credit, 350-hour clinic in the third year.²⁶ Clinical subject matter areas include litigation, legislation, transactional work, community organizing, and policy-making. Faculty members closely supervise students in the clinic, typically at an eight-to-one ratio.

UDC-DCSL clinics employ a competency-based assessment system that defines the core lawyering competencies as oral advocacy, legal writing, legal analysis, problem-solving, practice management, and professional responsibility. Antioch School of Law pioneered this system,²⁷ which has been praised by the *MacCrate Commission Report*²⁸ and widely used by bar examiners in the development of competency-based testing.

26. Clinical faculty members may approve the addition of up to two additional credits, at fifty hours per credit, per clinic, and many students avail themselves of this opportunity. Students must take at least one direct client service clinic and may not take the same clinic twice. See 1 UDC-DCSL, STUDENT HANDBOOK §§ 1.4, 3.5.2, (2008), available at http://www.law.udc.edu/resource/collection/C2624566-F29D-4527-9248-F5876CD7ECB2/student_handbook_2008_2009.pdf.

27. ANTIOCH SCH. OF LAW, COMPETENCY-BASED TASK FORCE, CATALOG OF DEFINITIONS OF GENERIC LAWYERING COMPETENCIES (1978). UDC-DCSL faculty also incorporate key lawyering competencies into doctrinal courses throughout the upper level curriculum. See J.D. Program—UDC-DCSL, <http://www.law.udc.edu/?page=JDProgram> (last visited Dec. 26, 2008).

28. The commentary states:

Several of the models that have been developed for teaching or evaluating lawyers’ competency recognize the importance of the conceptual skills involved in problem solving. See, e.g. [H. Russell] Cort & [Jack L.] Sammons, *The Search for “Good Lawyering”*: A *Concept and Model of Lawyering Competencies*, 29 CLEVE. ST. L. REV. 397, 406, 441-43 (1980) (describing the “Model of Lawyering Competency” developed by the Competency-Based Task Force of Antioch School of Law, which includes “Problem-Solving Competency”

UDC-DCSL offers clinics in seven legal practice areas: Housing and Consumer Law, Community Development Law, Juvenile and Special Education Law, HIV-AIDS Law, Low-Income Taxpayer Law, Legislation, and Government Accountability Law.²⁹ The clinic experiences vary widely.

Students enrolled in the Housing and Consumer Law Clinic often represent clients in the District of Columbia Superior Court and may also advocate before administrative bodies.³⁰ They represent individuals with eviction defenses and, in cases relating to habitability, illegal rent increases, repairs, predatory loans, fair housing, and miscellaneous torts.³¹ Students may also represent consumers against merchants in disputes involving sales and services.³²

Students in the Community Development Law Clinic act as corporate counsel, providing legal advice and representation to community groups, non-profit organizations, and small businesses operated by low-income entrepreneurs.³³ They also represent tenant organizations seeking to purchase and renovate their buildings.³⁴ The work includes contract negotiation and drafting, real estate purchase and finance, regulatory compliance, choice of entity and other organizational decisions, trademark and copyright, directors' and officers' duties, and liabilities and tax-exempt status.³⁵

In the Juvenile and Special Education Law Clinic, students represent children in all aspects of juvenile advocacy, including special education, abuse, neglect, and delinquency, typically appearing in D.C. Superior Court's Family Court as well as at administrative hearings.³⁶ The clinic also trains D.C. attorneys in special-education law and practice and provides legal services to community organizations, like the Children's Trust Neighborhood Initiative and the Latino Task Force.³⁷ In fact, UDC-DCSL pioneered the use of advocacy for Individualized Educational Plans as an effective strategy for diverting children with disabilities from juvenile detention facilities.³⁸ The Clinic faculty has

as one of the six categories of major "lawyering functions" required for competent lawyering).

A.B.A. SEC. LEGAL EDUC. & ADMISSIONS TO BAR, LEGAL EDUCATION AND PROFESSIONAL DEVELOPMENT—AN EDUCATIONAL CONTINUUM: REPORT OF THE TASK FORCE ON LAW SCHOOLS AND THE PROFESSION: NARROWING THE GAP 148 (1992).

29. Introduction to the Clinical Program—UDC-DCSL, <http://www.law.udc.edu/?page=ClinicIntro> (last visited Dec. 26, 2008).

30. Housing & Consumer Law Clinic—UDC-DCSL, <http://www.law.udc.edu/?HousingClinic> (last visited Dec. 26, 2008).

31. *Id.*

32. *Id.*

33. Community Development Clinic—UDC-DCSL, <http://www.law.udc.edu/?CommunityDevelopment> (last visited Dec. 26, 2008).

34. *Id.*

35. *Id.*

36. Juvenile Law Clinic—UDC-DCSL, <http://www.law.udc.edu/?JuvenileClinic> (last visited Dec. 26, 2008).

37. *Id.*

38. *Id.*

trained literally thousands of judges and lawyers in this approach over the last decade.³⁹

UDC-DCSL's HIV-AIDS Law Clinic provides services through the Family Ties Project,⁴⁰ one of only five national multi-disciplinary projects for families infected or affected by the HIV virus. Students work on securing public entitlements and prepare wills, powers of attorney, and advance directives, learning aspects of health law, entitlement law, disability rights, family law, and estate and permanency planning.⁴¹ Students in this clinic routinely deal with clients facing prejudice, stigma, and discrimination. In 2008, the D.C. Superior Court provided funding to add a child welfare clinician who will supervise students in the HIV-AIDS Law Clinic representing parents in cases where abuse or neglect is alleged.⁴²

Students in the Low-Income Taxpayer Clinic (LITC) represent D.C. residents referred to the clinic by the Internal Revenue Service or by one of the many local non-profit or advocacy organizations. Students work on cases involving Earned Income Tax Credit examinations, tax return audits showing tax discrepancies or denial of the Child Tax Credit, or other credits that may apply.⁴³ LITC students also conduct trainings and outreach activities, often in Spanish or Amharic, primarily in immigrant communities, explaining taxpayers' rights and responsibilities.⁴⁴

Students in the Legislation Clinic may work in either the United States Congress or the D.C. Council, researching and developing legislative histories; analyzing the interpretations and implications of existing, pending, and proposed legislation; and drafting and advocating for progressive legislation.⁴⁵ Clinic students have worked on regulations implementing the Americans with Disabilities Act and legislation concerning health and safety, environmental injustice, and criminal justice, among other areas.⁴⁶

UDC-DCSL also has one external clinic, the Government Accountability Project (GAP), the only law school clinic in the nation representing government and private employees who "blow the whistle" on fraud, waste, abuse of authority, environmental and public health, and safety issues.⁴⁷ Students

39. *Id.*

40. See Family Ties Project, <http://www.familytiesproject.org/> (last visited Dec. 26, 2008).

41. HIV/AIDS Legal Clinic—UDC-DCSL, <http://www.law.udc.edu/?page=HIVClinic> (last visited Dec. 26, 2008).

42. *Id.* (noting that students participate in substantive areas including "representing clients in D.C. Superior Court"). For general information about the D.C. Superior Court's Family Court, see Superior Court of D.C.—Family Court Operations, <http://www.dccourts.gov/dccourts/superior/family/index.jsp> (last visited Dec. 26, 2008).

43. Low Income Taxpayer Clinic—UDC-DCSL, <http://www.law.udc.edu/?LITCClinic> (last visited Dec. 26, 2008).

44. *Id.*

45. Legislation Clinic—UDC-DCSL, <http://www.law.udc.edu/?LegislationClinic> (last visited Dec. 26, 2008).

46. *Id.*

47. Government Accountability Clinic—UDC-DCSL, <http://www.law.udc.edu/?GAPClinic> (last visited Dec. 26, 2008).

represent whistleblowers in actions to gain protection against retaliatory firings, demotions, and other harassment.⁴⁸

B. Cutting-Edge New Courses and Practicums

UDC-DCSL continues its rich tradition of offering courses focused on critical emerging issues. These courses are developed by faculty and students, often inspired by current events or recognition of current unmet legal needs in the community of the District of Columbia.

One telling example is the new course “Katrina and Beyond: Disaster Prevention and Recovery, Social Justice and Government Accountability,” pioneered in the spring semester of 2007. Three faculty members, William McLain,⁴⁹ Laurie Morin,⁵⁰ and Susan Waysdorf,⁵¹ developed the course from their three very different perspectives and sets of experience: one is a civil rights lawyer, one is an expert in community development, and one has a strong interest in labor and poverty issues. The course focuses on the failures of federal, state, and local government to coordinate in disaster prevention, response, and reconstruction, as well as the systemic poverty and racism endemic to the communities most affected by Katrina.⁵²

The three-credit Katrina course includes an optional one-credit, fifty-hour practicum. In 2007 and 2008, students worked in New Orleans during an alternative spring break on well-designed and supervised projects, including assisting families to receive insurance proceeds and government grants to rebuild homes and working with the ACLU to document and respond to prisoner complaints, among others.

Nearly forty students, faculty, and alumni participated in the practicum in 2007, resulting in UDC-DCSL being honored as “Law School of the Year” by the Pro Bono Project for the Greater New Orleans area for “Outstanding

48. *Id.*

49. Professor McLain teaches Constitutional Law and many other courses. His extensive pro bono litigation focuses on DNA data-banking, right-to-privacy, and death-penalty work. He is regularly quoted in the *Washington Post* and other media. See Professor William G. McLain—UDC-DCSL, <http://www.law.udc.edu/?page=WMcLain> (last visited Dec. 26, 2008). See also *State v. Raines*, 857 A.2d 1, 1 (Md. 2004) (noting William G. McLain as counsel in a DNA data-banking case).

50. Professor Morin co-directs the Community Development Law Clinic and teaches Gender, Sexuality, and the Law and other electives. She also represents small business owners in various matters. She serves on the Steering Committee for the Latino Economic Development Corporation’s “Buy Local” project, which encourages consumers to support their local economies and a sustainable environment. See Professor Laurie A. Morin—UDC-DCSL, <http://www.law.udc.edu/?page=LMorin> (last visited Dec. 26, 2008).

51. Professor Waysdorf teaches Family, Constitutional, and Administrative Law courses. She formerly co-directed the HIV-AIDS Clinic and founded and directed the Prisoners Rights Law Clinic at UDC-DCSL. See Professor Susan L. Waysdorf—UDC-DCSL, <http://www.law.udc.edu/?SWaysdorf> (last visited Dec. 26, 2008).

52. See *The Deans Corner*, ADVOC. (UDC-DCSL, Wash. D.C.), 2008, at 3.

Volunteer Legal Services” provided to poor and indigent clients.⁵³ The course has inspired a number of other activities.

As much as the UDC-DCSL community recognized the desperate need for help in New Orleans, many felt that the District of Columbia’s public law school should look at the District’s state of readiness for and vulnerability to terrorist attacks or other calamities that might strike the District. The UDC-DCSL Law Review hosted a 2008 symposium entitled “Katrina’s Wake: Emergency Preparedness and Response from the Bayou to the Beltway.”⁵⁴ The symposium featured leading scholars, advocates, and public officials, including the Chief Judge of the District of Columbia Court of Appeals, who looked at the similar racial and economic disparities experienced by residents of New Orleans and the District of Columbia. Panels examined the administration of justice; plans to address the needs of the most vulnerable residents, including seniors, children in foster care, and people with AIDS; and accountability in both disaster planning and relief spending.⁵⁵

In recent months, UDC-DCSL Law Review advisors and 2008 Katrina Course professors William McLain and Matthew Fraidin agreed that one of the most outrageous human rights tragedies surrounding Katrina occurred when prison guards fled New Orleans, leaving thousands of inmates locked up without food, water, or plumbing as the jail flooded. Reflecting on what might happen to D.C. prisoners in the event of disaster, the professors filed a Freedom of Information Act request seeking the D.C. Jail’s emergency plans. They planned to include consideration of the efficacy of the plans in the Katrina course in 2009. The D.C. Jail refused to release the plan, calling it “security sensitive.” Katrina course faculty and students sued in D.C. Superior Court and this extraordinary case is ongoing months later. Spring 2009 Katrina students will continue the battle.⁵⁶

C. *Systems Change*

Another important new course at UDC-DCSL is “Systems Change,” taught by Professor Edgar Cahn. Students are asked to consider a range of approaches to effect systems change for juvenile offenders in the District of Columbia. Students document the failures of the juvenile justice system by both government and non-profit organizations, particularly with regard to children of color. Students conduct interviews and amass data regarding abuses in the system. They then look at various theories and approaches to remedying the system failure.

53. *Id.* at 1, 41.

54. Symposium: Katrina’s Wake—UDC-DCSL, <http://www.law.udc.edu/?page=SympKatrina> (last visited Dec. 26, 2008).

55. For further details, see *The Deans Corner*, *supra* note 52, at 12-13.

56. For a lively account of the case, see Arthur Delaney, *Cache and Carry*, WASH. CITY PAPER (D.C.), Sept. 26, 2008, <http://www.washingtoncitypaper.com/display.php?id=36218>.

Professor Cahn introduces the students to his theory of co-production⁵⁷ as a paradigm for social change, centering on the need to change the way professionals work in welfare and philanthropic institutions. Professor Cahn's view is that with co-production, the clientele and community served cease to be viewed as passive consumers and instead become active as partners, co-workers, or "co-producers" in addressing a specific social problem.⁵⁸

Students in the Systems Change course also look at five different modalities for achieving change used by organization change agents. They analyze and critique a grant application that seeks to achieve systemic changes in the D.C. juvenile system, applying two lenses, the co-production framework and the organizational modalities. The differences between the kinds of change sought by co-production, on the one hand, and organizational change, on the other, are explored along with their implications. The objective is to provide students the tools they will need to bring about transformational change to broken systems they encounter throughout their careers.

D. *Immigration Law Practicum*

A third example of new directions in legal education at UDC-DCSL commenced in fall 2008 with the addition of a one-credit, fifty-hour practicum option for students taking either the survey or seminar course in Immigration Law. For several years, the law school has partnered with the Lutheran Church in operating the Center for Immigration Law and Practice (CILP).⁵⁹ Housed in the "sanctuary" of St. Paul's, a Lutheran church down the street, students have worked on asylum, refugee adjustments, family petitions, and naturalization cases and appeals through the Community Service, Summer Public Interest Fellowship, Work Study, and Internship Programs. Students petitioned the UDC-DCSL to increase opportunities to work in Immigration Law. This year, UDC-DCSL is bringing the center in house and providing academic credit for the work produced on CILP cases. The faculty expects to convert the center into an Immigration Clinic during the next academic year.

57. See generally EDGAR CAHN, NO MORE THROWAWAY PEOPLE: THE CO-PRODUCTION IMPERATIVE (2d ed. 2000). Edgar Cahn pioneered the theory of co-production with his work in the District of Columbia, across the nation, and around the world.

58. An example of co-production in action is the Time Dollar Youth Court (TDYC), also pioneered by Professor Cahn. TDYC is a diversion program for first-time non-violent offenders. It provides alternative sentencing, involving children in activities like community service and youth court jury service that help the children and the community. The recidivism rate for these children has plummeted. See Time Banks and Social Justice, <http://www.timebanks.org/social-justice.htm> (last visited Dec. 26, 2008).

59. See Center for Immigration Law & Practice, <http://www.cilpdc.org/> (last visited Dec. 26, 2008); Center for Immigration Law and Practice—UDC-DCSL, <http://www.law.udc.edu/?page=CILP> (last visited Dec. 26, 2008). CILP was founded with the inspiration and support of Antioch alumna Carolyn Waller, who organized fellow alumni and friends in honor of classmate Jim Healy, a Catholic priest active in immigration work in the United States and Haiti. Center for Immigration Law and Practice—UDC-DCSL, *supra*.

E. New Developments

What's next? Members of the Curriculum and Clinical Affairs Committee are discussing adding a Veterans' Rights course, practicum, or clinic to address the many legal needs of veterans returning from Iraq and Afghanistan to the District of Columbia and surrounding metropolitan area. Students and alumni are already showing great interest in the project.

F. Mission-Driven Internships

Former UDC-DCSL Dean William Robinson, who led the Lawyers' Committee for Civil Rights under Law for ten years prior to coming to the law school, directs both the Internship Program and the summer "Civil Rights in the 21st Century" internship program.⁶⁰ The latter is co-taught by Wade Henderson, who is Executive Director of the Leadership Conference on Civil Rights and the Joseph L. Rauh, Jr. Professor of Public Interest Law at UDC-DCSL.⁶¹

UDC-DCSL's internship programs also benefit from the full participation of Dena Bauman, Director of Career Services, who facilitates placements, reviews and comments on journal entries, and teaches classes focused on professional development skills.⁶² Not surprisingly, each year more students transition from internships to post-graduate employment at internship sites.

The District of Columbia provides extraordinary opportunities for internship placements, as it is home to Congress, the federal executive branch, and numerous courts. D.C. is also home to the national and local offices of civil rights, public interest, union, and grassroots legal organizations. Students gain a seat at the table working on the most important issues of the day at these placements, earning either four or ten credits. Letters of recommendation from the leaders or staff directors of these organizations, along with work products they use as writing samples, open doors for alumni seeking jobs across the nation.

VIII. UDC-DCSL FACULTY

UDC-DCSL's faculty includes an exceptionally talented group of lawyers, nearly all of whom have dedicated their careers to serving the legal needs of

60. See Professor William L. Robinson—UDC-DCSL, <http://www.law.udc.edu/?page=WRobinson> (last visited Dec. 26, 2008). Professor Robinson is a nationally celebrated Civil Rights lawyer as a result of his ground-breaking advocacy in the U.S. Supreme Court and in federal courts nationally during his years at the NAACP Legal Defense and Education Fund and at the Lawyers' Committee. He also chaired the ABA Section on Individual Rights and Responsibilities. He was honored in 2007 for his leadership in promoting ABA initiatives arising out of the AIDS epidemic. Professor Robinson was the D.C. School of Law's founding dean and led the School to provisional ABA approval both at DCSL and at UDC. *Id.*

61. See Rauh Professor of Public Interest Law—UDC-DCSL, *supra* note 25.

62. See Welcome from the OCS Director—UDC-DCSL, <http://www.law.udc.edu/?page=OCSWelcome> (last visited Dec. 26, 2008).

vulnerable people and organizations through litigation, legislation, law reform, and policy work.

Professors Edward Allen⁶³ and Joseph B. Tulman⁶⁴ have both received the Jerrold Scott Award as best pro bono lawyer of the year in the District of Columbia. Professor Tulman also received the ABA's Livingston Hall Award as top Juvenile Law Advocate and is currently a Gary Bellow Fellow Law Advocate.⁶⁵

Professor Robert Burgdorf was the principal drafter of the Americans with Disabilities Act, and his scholarship has often been cited as persuasive authority by the United States Supreme Court.⁶⁶ Professor Burgdorf has been honored for his advocacy and scholarship countless times, including with the JUST DO IT! award by the Commissioner of the Federal Administration on Development Disabilities, a Mary Switzer Rehabilitation Research Distinguished Fellowship, and a National Leadership Award by the National Council on Disability in 2006.⁶⁷

Professor Louise Howells⁶⁸ is a nationally recognized expert in community development law. Her work supervising students was recently featured on the front page of the *Washington Post*⁶⁹ in an inspiring story celebrating a collaboration between UDC-DCSL's Community Development Law Clinic (CDLC) and the Washington Lawyers' Committee for Civil Rights and Urban Affairs. The groups' successful seven-year effort enabled a large group of poor tenants to finance the purchase and renovation of an apartment building in the Columbia Heights section of the District of Columbia.

The CDLC's co-director, Professor Samuel Jefferson, like Professor Howells, is a former Harrison Institute Teaching Fellow from Georgetown Law School, as well as a former Washington Wizards basketball player, private law practitioner, publisher, and published poet.⁷⁰

The third co-director of the CDLC, Professor Laurie Morin, has years of experience in Boston and the District of Columbia helping artists, non-profit

63. Professor Robin C. Allen—UDC-DCSL, *supra* note 20.

64. Professor Joseph B. Tulman—UDC-DCSL, <http://www.law.udc.edu/?page=JTulman> (last visited Dec. 26, 2008).

65. *Id.* The Association of American Law Schools ("AALS") established the Gary Bellow Scholars in 2002 in memory of Gary Bellow, a clinical professor at Harvard Law School. *Committee on Lawyering in the Public Interest, Bellow ScholarUpdate*, AALS NEWSLETTER (AALS, Wash., D.C.), Nov. 2005, at 7. Professor Tulman is concentrating on how to quantify and proliferate the successes of efforts to reverse the school-to-prison pipeline by using special education and disability rights on behalf of youth in the delinquency and criminal systems. Professor Joseph B. Tulman—UDC-DCSL, *supra* note 64.

66. Professor Robert L. Burgdorf, Jr.—UDC-DCSL, <http://www.law.udc.edu/?page=RBurgdorf> (last visited Dec. 26, 2008).

67. *Id.*

68. Professor Louise A. Howells—UDC-DCSL, <http://www.law.udc.edu/?page=LHowells> (last visited Dec. 26, 2008).

69. Sylvia Moreno, *Holding Their Ground in Columbia Heights*, WASH. POST, Dec. 9, 2007, at A01.

70. Professor Samuel Jefferson—UDC-DCSL, *supra* note 19.

organizations, and small business entrepreneurs with contracts, zoning, and intellectual property matters, among others.⁷¹

Professor Matthew Fraidin, director of the HIV-AIDS Law Clinic, previously served as supervising attorney at the Legal Aid Society and as Legal Director at the Children's Law Center.⁷² He is routinely quoted in D.C. newspapers for his cutting-edge legislative advocacy in Congress and the D.C. Council, and for his general expertise in areas of family law, including child welfare. He has guest lectured at several law schools and visited last year in Georgetown University Law Center's Domestic Violence Clinic.⁷³

Professor Kevin Kelly directs the Low-Income Taxpayer Clinic, following a long career with the Internal Revenue Service and in private practice.⁷⁴ His pro bono activities have included directing a grant-funded tax clinic for several years, helping immigrants, seniors, and minority- and women-owned business enterprises.⁷⁵

Professor Wilhelmina Reuben-Cooke was Provost and Vice President for Academic Affairs at UDC for nearly five years.⁷⁶ In prior years, she served as Associate Director of the Institute for Public Representation at Georgetown University Law Center and worked at the Citizens' Communication Center where she was responsible for litigation before the Federal Communications Commission and the federal courts, including the Supreme Court.⁷⁷ She has also been in private practice, taught law, and served on the Board of Duke University, among other boards.⁷⁸

Professor Stephanie Brown is a former social worker who has handled family and juvenile matters, among others, in private practice since her graduation from Antioch School of Law in 1983.⁷⁹ She has directed a paralegal program and served as Associate Dean for Administration and Finance for more than twelve years at UDC-DCSL.⁸⁰

Professor Alice Thomas, currently on leave at Howard Law School, was also previously in private practice at a large firm and later as a solo practitioner where she "advis[ed] small businesses and tax-exempt organizations and litigat[ed] employment discrimination cases."⁸¹ She is a former Carnegie Scholar

71. Professor Laurie A. Morin—UDC-DCSL, *supra* note 50.

72. Professor Matthew I. Fraidin, <http://www.law.udc.edu/?page=MFraidin> (last visited Dec. 26, 2008).

73. *Id.*

74. Professor Kevin P. Kelly—UDC-DCSL, <http://www.law.udc.edu/?page=KKelly> (last visited Dec. 26, 2008).

75. *Id.*

76. Professor Wilhelmina M. Reuben-Cooke—UDC-DCSL, <http://www.law.udc.edu/?page=WReubenCooke> (last visited Dec. 26, 2008).

77. *Id.*

78. *Id.*

79. Professor Stephanie Y. Brown—UDC-DCSL, <http://www.law.udc.edu/?page=SBrown> (last visited Dec. 26, 2008).

80. *Id.*

81. Professor Alice M. Thomas—UDC-DCSL, <http://www.law.udc.edu/?page=AThomas> (last visited Dec. 26, 2008).

and Lead Carnegie Scholar, and serves on the boards of multiple non-profit organizations.⁸²

Associate Dean and Professor Ann Richardson was CEO of the African Development Foundation, Chief Administrative Officer of the Peace Corps, and General Counsel and CEO of Time Dollar Institute.⁸³ She also served as Deputy Clinic Director at Antioch School of Law, Co-Director of the Public Entitlement Clinic at DCSL, a civil rights lawyer in a trial and appellate practice, and has for ten years been Associate Dean for the Academic Program at UDC-DCSL.⁸⁴

Faculty and students consistently prevail on behalf of their clients in large and small matters ranging from saving a client from eviction to the \$300,000 and \$250,000 victories scored on tenants' behalf by the Housing and Consumer Law Clinic last year. For example, the clinic students are often successful in cases involving reinstating truant children in school. In a case of particular significance, clinic students secured special education services for a client with Down Syndrome, ultimately leading to his acceptance by the Corcoran School of Art, where he has held several financially and aesthetically successful art shows.⁸⁵ The hard work and success of clinics are a great source of pride for students, alumni, and the community at large. But for the work of the clinics, the law school would never have been established or supported and nurtured by the Council of the District of Columbia.

UDC-DCSL's faculty also handles extensive pro bono litigation; advises local and national elected officials; serves on commissions, task forces, and advisory or advocacy boards; publishes law review and other articles about poverty law, clinical teaching, and related matters;⁸⁶ and spends enormous amounts of time mentoring students, faculty, and other members of UDC-DCSL and the broader community.

XV. UDC-DCSL'S ONGOING ASSESSMENT PROCESS

Like most law schools, the paramount objective reflected in UDC-DCSL's curriculum is to "provide a well-rounded theoretical and practical legal education

82. *Id.*

83. Associate Dean Ann Bishop Richardson—UDC-DCSL, <http://www.law.udc.edu/?page=ARichardson> (last visited Dec. 26, 2008).

84. *Id.*

85. *Sound Advice* (UDC-TV broadcast Nov. 14, 2006). I host *Sound Advice*, a weekly campus-produced television program addressing local legal concerns. See generally http://www.udc.edu/cable_tv_19/sound_advice.htm.

86. See Professor Stephanie Y. Brown—UDC-DCSL, *supra* note 79; Professor Wilhelmina M. Reuben-Cooke—UDC-DCSL, *supra* note 76; Associate Dean Ann Bishop Richardson—UDC-DCSL, *supra* note 83; Professor Alice M. Thomas—UDC-DCSL, *supra* note 81. The faculty makes intellectual contributions to the growth and understanding of the law in keeping with UDC-DCSL's mission. Therefore, scholarship is not limited to the traditional media of books, articles, and papers. UDC-DCSL encourages participation of faculty in significant constitutional or public-interest litigation efforts, pedagogical innovation, and continuing education of the bar and the community.

that will enable students to be effective, ethical advocates⁸⁷ and professional problem-solvers, and to allow students to pass the bar examination in any jurisdiction. Because of its unique mission, UDC-DCSL distinguishes itself from other law schools by emphasizing the apprenticeship aspects of preparation for the profession.

In its groundbreaking study *Educating Lawyers: Preparation for the Profession of Law*,⁸⁸ the Carnegie Foundation urged law schools to adopt a more integrated program of legal education in which doctrine and analysis are woven together with practical experience and a pervasive focus on professional identity and values. This approach has always been a cornerstone of UDC-DCSL's program, with its extensive skills courses, required clinics, and focus on service to the community. That is not to say that UDC-DCSL has nothing to learn from advancements in the theory of teaching and learning. In fact, the faculty routinely reviews and reassesses the curriculum, making changes as needed to maintain an appropriate balance among the cognitive, practical, and service components of the program.⁸⁹

Starting in 2006, the UDC-DCSL's faculty undertook a two-year structured process to assess the program of legal education in the context of major recent studies on teaching and learning, including Roy Stuckey's *Best Practices for Legal Education*,⁹⁰ Gregory S. Munro's *Outcomes Assessment for Law Schools*,⁹¹ and William M. Sullivan's *Educating Lawyers: Preparation for the Profession of Law*.⁹²

The first year of the assessment process focused on two key components: (1) educational goals and learning objectives; and (2) the organization, sequencing, and integration of the program of instruction. The first accomplishment was drafting Educational Goals and Objectives that reflect the school's unique mission and commitment to clinical legal education. Next, faculty conducted a curriculum survey to ascertain what knowledge, skills, and value are being taught in our required and core curriculum. Overall, the faculty found that the curriculum was sound and met nearly all the school's educational goals and objectives. Because UDC-DCSL's curriculum emphasizes clinic and practical skills training, it does not contain the deficiencies in legal education identified in the Carnegie Report. A few specific areas warrant more emphasis, such as attention to sequencing and better integration throughout the curriculum. Those modifications are in the process of implementation.

During the 2008-09 academic year, the faculty will assess three additional components: (1) delivery of the program of instruction; (2) assessment of student learning; and (3) assessment of institutional effectiveness. Faculty will discuss

87. Facts about the School of Law—UDC-DCSL, *supra* note 15.

88. WILLIAM M. SULLIVAN ET AL., *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (2007).

89. This paragraph is taken from UDC-DCSL's 2008 Self Study.

90. ROY STUCKEY ET AL., *BEST PRACTICES FOR LEGAL EDUCATION* (2007), available at http://cleaweb.org/documents/bestpractices/best_practices-full.pdf.

91. GREGORY S. MUNRO, *OUTCOMES ASSESSMENT FOR LAW SCHOOLS* (2000).

92. SULLIVAN ET AL., *supra* note 88.

the assessments in committee meetings and during UDC-DCSL's weekly faculty colloquia, held over lunch every Wednesday. Course corrections, in the broadest sense of the term, and new initiatives will be adopted as warranted.

XVI. THE FUTURE

These are exciting times at the UDC-DCSL. The future looks bright, indeed. The law school enjoys the rock-solid support of the District of Columbia's elected officials, the community, the University's Board of Trustees, and its new President, Dr. Allen Sessoms.⁹³

Dr. Sessoms assumed the presidency of the University of the District of Columbia in September 2008. Most recently the highly regarded president of Delaware State University, Dr. Sessoms holds a doctorate from Yale University in physics. His track record demonstrates a laser focus on building centers of excellence, new programs, and facilities to support diverse students for careers in the twenty-first century. Already, he has described UDC-DCSL in public hearings as a "gem" and "one of the best in the country." He has further committed to building a new facility to house UDC-DCSL as one of the critical mandates of his presidency.

Dr. Sessoms' commitment builds on the D.C. Council's recent legislation, supported by ten co-sponsors, which will enhance the UDC campus and provide the law school with its own building.⁹⁴ Initial plans envision a state-of-the-art green building downtown near the courthouses, where the law school will co-locate with many D.C. legal service providers to better serve clients and provide ideal community service, summer fellowship, clinical, and internship program opportunities for students.⁹⁵ The new facility will include community meeting space and continuing legal education opportunities, and allow UDC-DCSL to expand and enhance its role as a "think tank" focused on addressing problems unique to the District of Columbia and the nation, in keeping with the school's urban land-grant mandate.

UDC-DCSL is also poised to increase the size and diversity of its student body. The 2008 Strategic Plan calls for the establishment of a part-time program. After an intensive school-wide planning process, the faculty unanimously approved the part-time program plan, and the application to the ABA was submitted in fall 2008, with an intended fall 2009 start date.⁹⁶ UDC-DCSL expects to significantly increase the numbers of D.C. residents, particularly those of color, who want to attend law school but cannot afford to do so on a full-time basis.

93. See Press Release, Univ. of D.C., University of the District of Columbia Appoints Dr. Allen L. Sessoms as New President (Aug. 13, 2008) (on file with the University of Toledo Law Review), available at http://www.udc.edu/udc_communications/press/8_13_08.htm; Facts about the School of Law—UDC-DCSL, *supra* note 15.

94. See UDC Campus Plan for Facilities Modernization Act of 2008, D.C. Council B. 17-0658 (D.C. 2008); Facts about the School of Law—UDC-DCSL, *supra* note 15.

95. Facts about the School of Law—UDC-DCSL, *supra* note 15.

96. *Id.*

UDC-DCSL's student body contains many who came to law school as a second career after working in other fields.⁹⁷ Over the years, UDC-DCSL has received countless inquiries about a part-time program from people employed in local or federal government and from those working in grassroots and other organizations focused on social change. UDC-DCSL's part-time program will enable such individuals to continue to work to support their families and their causes while preparing themselves to step up to careers in law.

Finally, UDC-DCSL is also increasing its capacity to provide both clinical legal education opportunities and legal services as the student body and the legal needs of vulnerable people in the community continue to expand. In a new initiative modeled on the Antioch School of Law's Clinical Fellow Program, the law school has secured new funding and directed existing funding to support the addition of five clinical instructors.⁹⁸

Already, the clinical instructors, most of whom are recent law graduates who participated in clinical programs, bring new energy and ideas, connect with students, and represent increased numbers of clients who could not otherwise afford legal representation. In return, these clinical instructors are inspired and mentored by veteran mission-driven faculty. Together they will educate the next generation of advocates for justice.

XVII. CONCLUSION

UDC-DCSL has continued in the Antioch School of Law's footsteps to implement a program of legal education that firmly grounds all graduates in not only the practicalities of the law, but in how the legal system works—and often does not work—on behalf of poor people and the public interest. This law school believes that such grounding in reality should serve as an integral part of the foundation of public legal policy everywhere in America. Our hope and expectation is that, in the coming years, we will succeed in vindicating this model of legal education as equally or more effectively, both as measured both by the number of clients served and by traditional indices of excellence, such as the reputation of the quality of the School and its graduates in the eyes of the legal community. We believe that when that day arrives and the success of our model becomes known, taxpayers and citizens everywhere will clamor for substantial required clinical service from all publicly funded or subsidized law schools.

97. Many students enroll after participating in Teach for America or the Peace Corps, service in the military, or work in the full range of possible endeavors. *See* The Learning Experience—UDC-DCSL, <http://www.law.udc.edu/?page=learning> (last visited Dec. 26, 2008).

98. Jean and Edgar Cahn hired me as a clinical fellow in 1979. I earned \$12,000 per year and received a Master's Degree in Teaching Clinical Legal Education. I was lucky to be part of the Antioch School of Law under their leadership. UDC-DCSL is considering developing an LL.M. program in Clinical Legal Education, Social Justice, or other such subjects. The current clinical instructors fully support the idea.