

Teaching Social Justice, Expanding Access to Justice: The Role of Legal Education & The Legal Profession

Call for Panels and Papers

**Society of American Law Teachers (SALT) Teaching Conference, in
partnership with the
10th Annual LatCrit-SALT Junior Faculty Development Workshop**



www.saltlaw.org

**Friday and Saturday, October 5-6, 2012 at the
University of Maryland Francis King Carey School of Law,
Baltimore, Maryland**

(The LatCrit, Inc./SALT Tenth Annual Junior Faculty Development Workshop (FDW) will take place on October 4-5, 2012, immediately preceding the SALT Teaching Conference. The FDW is designed for critical, progressive, and social justice oriented pre-tenure professors, including clinicians and legal writing professors, as well as those who may be contemplating a law teaching career. The FDW is designed to familiarize junior faculty with LatCrit and SALT principles and values and support them in the scholarship, teaching, and service aspects of professional success.)



Teaching Social Justice, Expanding Access to Justice: The Role of Legal Education & the Legal Profession will examine innovative efforts to advance social justice within the law school curriculum and important efforts to extend access to justice to underserved individuals and communities.

A current critique of legal education is that students are not graduating with practice-ready skills. Some students gain hands-on experience in clinic courses that provide real-world training and connect students with the underserved outside community. However, first year students usually lack clinical learning opportunities; the opportunity to work on real cases and for real clients is typically limited to relatively few second and third year students. Although many students enroll in law school with a passion to serve others, the law school experience can depress, postpone, or re-route that passion. Moreover, burdened by law school debt, some students may feel pushed to choose between a social justice career and making a living.

Meanwhile, a persistent lack of meaningful access to justice plagues many segments of society. This deficit of non-representation for lower- and middle-income people unable to afford counsel is exacerbated by the current economic crisis. Law schools and the legal profession must confront this need for greater access to legal services. Many law schools are pursuing innovative ways to reinforce the ethical principle of the lawyer as a public citizen who has a special responsibility for the quality of justice in society. The legal academy and profession can do more to instill a commitment to social justice and public service in marginalized, subordinated, or underrepresented clients and causes.

This conference provides an opportunity to engage in broad, supportive discussions about the role of legal education and the legal profession in teaching social justice and expanding access to justice. We are seeking ideas for a range of sessions including panels and workshops that fit within the conference themes. Panel themes might include, *but are not limited to*:

- (1) the meaning of “social justice” and “access to justice,” especially the role of law schools and the legal profession in realizing justice in society;
- (2) the lawyer’s core mandate and identity as a public citizen having special responsibilities to the quality of justice;
- (3) curricular innovations that engage students in social justice or access to justice issues; and
- (4) the cost of legal education and the economic crisis, their impact on social justice and access to justice, and potential responses.

We welcome other related topics and encourage a variety of session formats. You may submit a proposal as an individual speaker, as a panel, or group. **Whatever your topic and format, please use the attached required format for your proposal.** We are currently seeking journal commitments for publication of conference papers.

Please send your proposals to Sara Rankin (rankins@seattleu.edu) by March 30, 2012.

Other members of the SALT Teaching Conference Committee include Ngai Pindell, (ngai.pindell@unlv.edu), Doug Colbert (dcolbert@law.umaryland.edu), Emily Benfer (ebenfer@luc.edu), and Margaret Kwoka (mkwoka@jmls.edu). Please share information about the Teaching Conference with your colleagues, particularly new and junior faculty, who are not yet members of SALT. Visit www.saltlaw.org for additional details.



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Required Format for Proposed Presentations

Please submit all proposals by using the bolded headings set forth below.

1. Title of proposed presentation

2. Presenter name and contact information

Submit contact information for each individual who will participate in the presentation; however, you *must identify one person to serve as the primary contact person*. The contact person is responsible for receiving and transmitting information about the SALT conference to the other members of the panel.

Contact person:

Presenter's school (as listed in the AALS Directory) and mailing address
E-mail
Office phone number
Mobile phone number
Fax number

Other panel members (if applicable):

Presenter's school (as listed in the AALS Directory)
E-mail

3. Summary of the proposed presentation.

The description or narrative portion of the proposal should accurately and succinctly describe the *content, format, and anticipated duration* of the presentation. The ideal length of the summary is approximately 1-2 pages of text.

4. Related papers or documents (if applicable).

We do not expect all submissions to include related scholarship or documents- especially at this early point in the process; however, if you have any related documents that help to support or illustrate your proposed presentation, feel free to attach them to your submission.