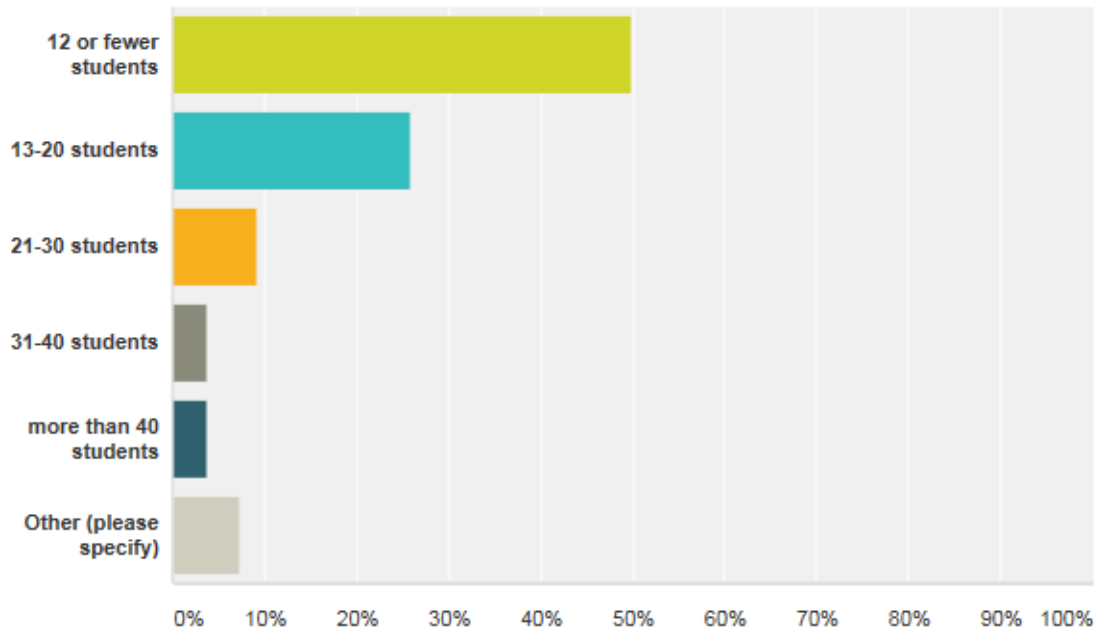


Q3

Average number of students in each section of the seminar each semester.

Answered: 54 Skipped: 0



Answer Choices	Responses	
12 or fewer students	50.00%	27
13-20 students	25.93%	14
21-30 students	9.26%	5
31-40 students	3.70%	2
more than 40 students	3.70%	2
Other (please specify)	7.41%	4
Responses		
Total		54

Other (please specify)

Responses

7.41%

4

N/A; no classroom component offered

1/11/2016 10:19 AM

10 - 15 -- did not really fit your categories

12/22/2015 10:46 AM

12-15

12/21/2015 12:09 PM

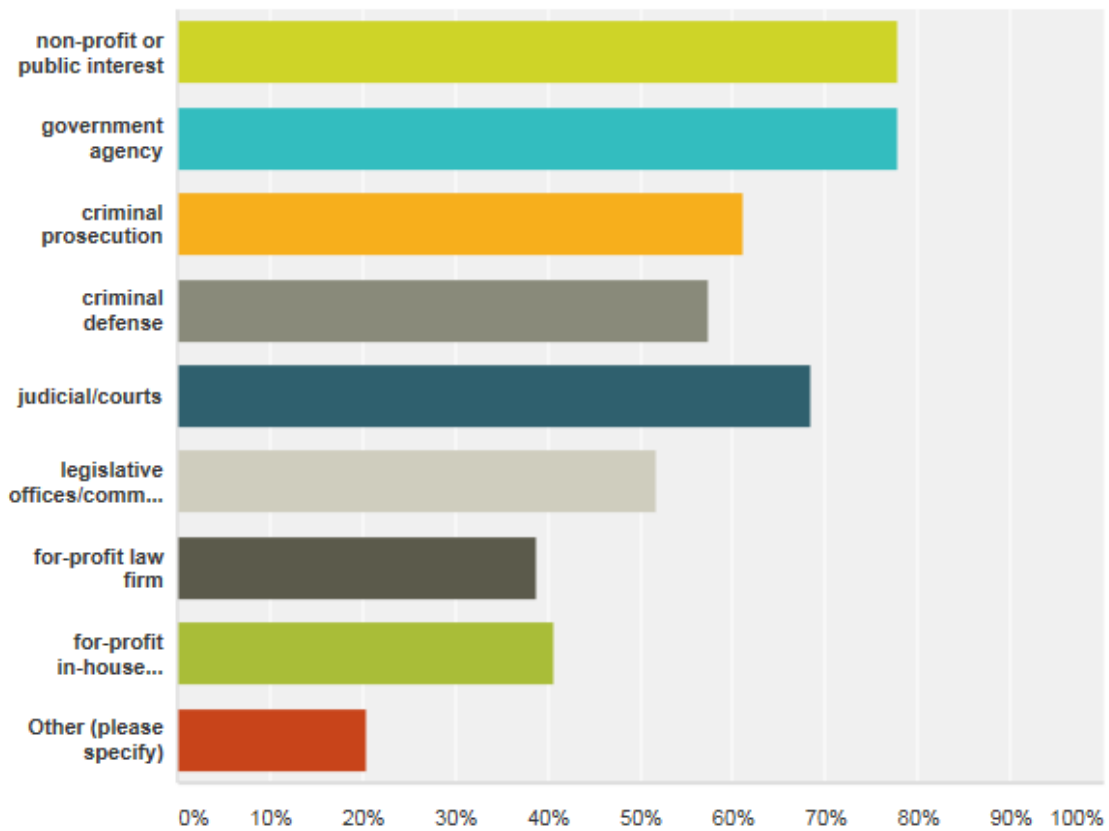
We have at least 3 seminars a semester with a max of 20 students in each. We also have a Judicial Externship Seminar with up to 20 students and we sometimes run 2 sections.

12/21/2015 11:09 AM

Q4

Practice areas of field placements of students assigned to the seminar (check as many as apply):

Answered: 54 Skipped: 0



Answer Choices	Responses
----------------	-----------

Answer Choices	Responses	
non-profit or public interest	77.78%	42
government agency	77.78%	42
criminal prosecution	61.11%	33
criminal defense	57.41%	31
judicial/courts	68.52%	37
legislative offices/committees	51.85%	28
for-profit law firm	38.89%	21
for-profit in-house counsel	40.74%	22
Other (please specify)	Responses	20.37% 11
Total Respondents: 54		

Seminar is only for first-time externs. During the summer term, all practice areas, including criminal and judicial, take this seminar
1/17/2016 11:59 AM

The students are divided up into six different seminars depending on the placement
1/11/2016 1:36 PM

Veterans
1/11/2016 12:28 PM

N/A; no classroom component offered
1/11/2016 10:19 AM

University athletic department, University HR department
1/11/2016 9:10 AM

lobbying, water law, environmental law, employment law, family law, administrative law, immigration law, health law, a few others
1/4/2016 1:12 PM

the full-time students cannot do a judicial placement. while the part-time students can

Total Respondents: 54

the full-time students cannot do a judicial placement, while the part-time students can
1/4/2016 10:33 AM

For profit law firms where the students are engaged exclusively in in pro bono work
12/22/2015 10:46 AM

For-profit in house counsel but limited to intellectual property/entertainment/fashion/media placements.
12/21/2015 9:52 AM

all of the above
12/21/2015 9:47 AM

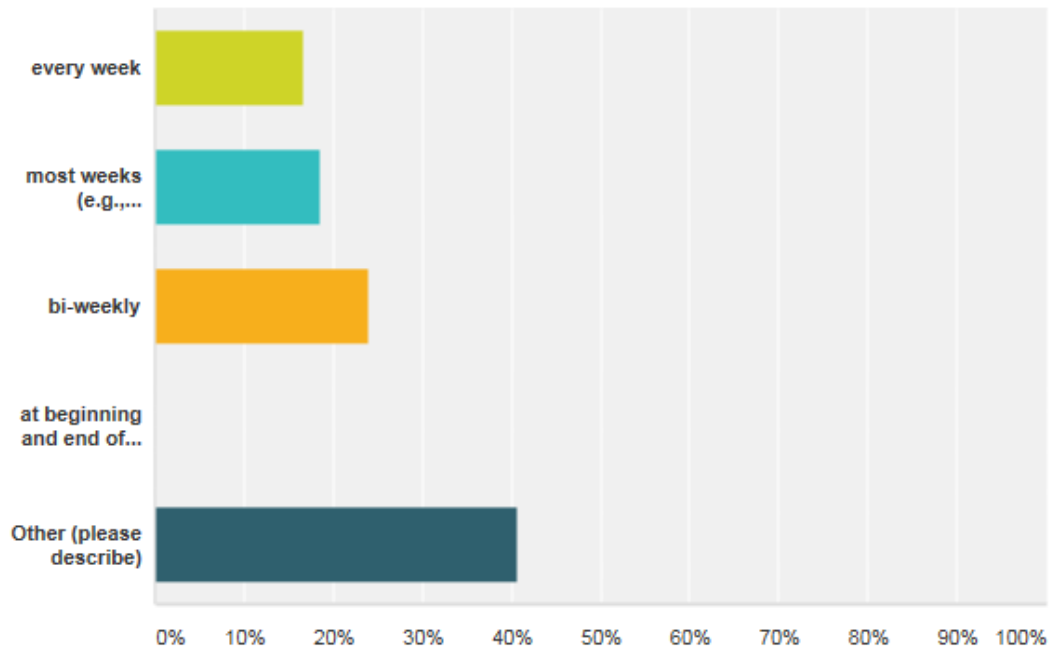
seminars are currently divided into 1) public sector 2) in-house 3) real estate -- i expect shortly we'll have IP- and general private practice-specific seminars
12/21/2015 9:46 AM

Total Respondents: 54

Q5

How often does the seminar meet?

Answered: 54 Skipped: 0



Answer Choices	Responses
every week	16.67% 9
most weeks (e.g., occasionally suspending class for student conferences/outings/prep sessions)	18.52% 10
bi-weekly	24.07% 13
at beginning and end of semester (book-end model)	0.00% 0
Other (please describe)	Responses 40.74% 22
Total	54

Other (please describe)

Responses

40.74%

22

7 times for 100 minutes each during 14 week semester

1/14/2016 11:52 AM

7 times during 14 week fall/spring semester; 5 times during 8 week summer semester

1/11/2016 8:57 PM

There is an intensive at the beginning of the semester but classes meet for an hour and fifteen minutes through most weeks.

1/11/2016 1:36 PM

N/A; no classroom component offered

1/11/2016 10:19 AM

Some biweekly, some weekly

1/11/2016 10:08 AM

Weekly during semester, more often in summer

1/11/2016 9:55 AM

Previously, all classes were front-loaded; this semester, they will happen on a periodic basis.

1/11/2016 9:22 AM

there are no synchronous meetings, individual student meeting occur 2-4 times per semester, students complete online tasks and small group work

1/11/2016 9:10 AM

5 times throughout the semester, and a mandatory orientation

1/4/2016 1:12 PM

the full-time externship class doesn't meet really; it is mostly asynchronous. The part-time one meets most weeks.

1/4/2016 10:33 AM

The summer class is a one credit seminar and it meets once a week for 90 min.

12/28/2015 4:12 PM

Two days before the beginning of the externship semester. Thereafter there are individual meetings with students (at time of site visit and end of semester), as well as interactions during the semester. (These students all must complete an additional two-unit course -- in advance or the same semester -- directly connected to the particular externship they are in.)

12/21/2015 8:42 PM

every week for first seven weeks of the semester

12/21/2015 3:22 PM

done via readings and web (blackboard) posts and replies among the students only, no teacher input

12/21/2015 2:32 PM

double class every week for 4 weeks, then single classes every 2-3 weeks

12/21/2015 1:50 PM

Currently, we hold seven 1.5 hour classes during the first half of the 14 week semester. In the latter half, we hold 3 one hour case rounds session, using videoconferencing software.

12/21/2015 12:03 PM

Bi-weekly meetings and one individual meeting

12/21/2015 11:09 AM

The seminar small group three times in the fall and twice in the spring.

12/21/2015 10:44 AM

The seminar small group three times in the fall and twice in the spring.

12/21/2015 10:44 AM

Judicial Externship Seminar is front-loaded - full day first Friday of semester and then once a month during semester. Field Placement Workshop meets 6 times a semester for 2 hours to meet 700 minute requirement.

12/21/2015 10:43 AM

6 times: 2 consecutive weeks at beginning, mid-point, and end of term.

12/21/2015 10:29 AM

The course is facilitated through TWEN and students complete assignments and participate in Forums weekly

12/21/2015 9:47 AM

one credit, meets 6 times over the semester basically spanning the weeks of the term; faculty set specific schedules

12/21/2015 9:46 AM

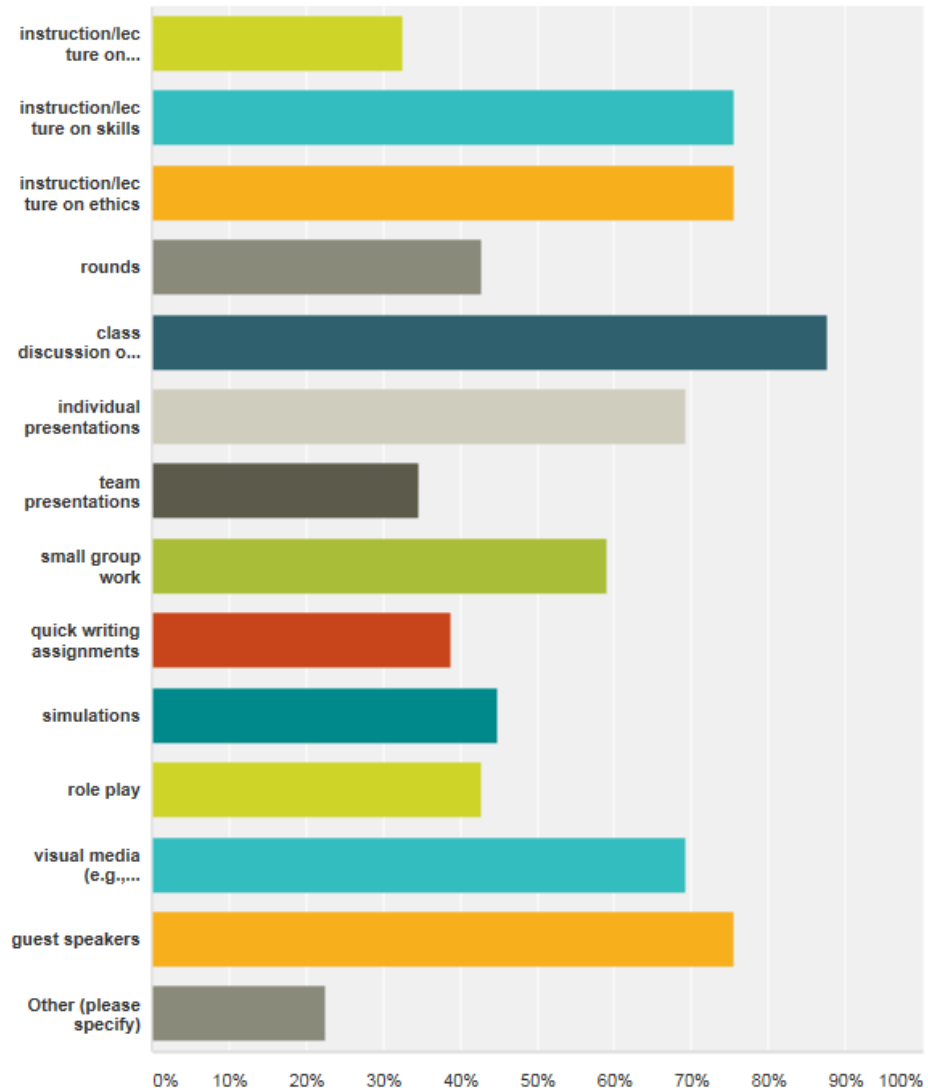
Total

54

Q6

In-class teaching methods you use in the seminar (check as many as apply):

Answered: 49 Skipped: 5



Answer Choices	Responses	
instruction/lecture on doctrine	32.65%	16
instruction/lecture on skills	75.51%	37
instruction/lecture on ethics	75.51%	37
rounds	42.86%	21
class discussion of fieldwork experience	87.76%	43
individual presentations	69.39%	34
team presentations	34.69%	17
small group work	59.18%	29
quick writing assignments	38.78%	19
simulations	44.90%	22
role play	42.86%	21
visual media (e.g., Powerpoint, video)	69.39%	34
guest speakers	75.51%	37
Other (please specify)	Responses	22.45% 11
Total Respondents: 49		

Other (please specify)	Responses	22.45%	11
Mindfulness breathing 1/14/2016 11:57 AM			
instruction/lecture/discussion of professional development skills (resume, cover letter, interview, "elevator speech") 1/12/2016 6:06 PM			
N/A 1/11/2016 10:19 AM			
We have a couple classes on networking, but most of the classes are students interviewing their supervisors on specified topics related to small firm practice. (Supervisors are required to participate as a condition of being in the program.) 12/23/2015 11:36 AM			
Each class is different (we usually have three or so classes each semester; at various times all of these have been used 12/22/2015 10:47 AM			
Assignments on writing for a court and a research refresher, to be completed prior to the classroom days, then discussed.			

court visit

12/21/2015 12:11 PM

This seminar is different each time I teach it; I have a pool of about 12 different curricula that I use for it. As to teaching method, I rarely lecture. Where we have content to cover, I do so by moderated discussion. Otherwise, there is no uniform pattern to the methods and materials that I use.

12/21/2015 12:06 PM

lots of hypotheticals presented in power point form and discussed

12/21/2015 10:31 AM

The curriculum is different each seminar. For example, some include doctrine while others do not, and some rely on guest speakers while others do not.

12/21/2015 9:56 AM

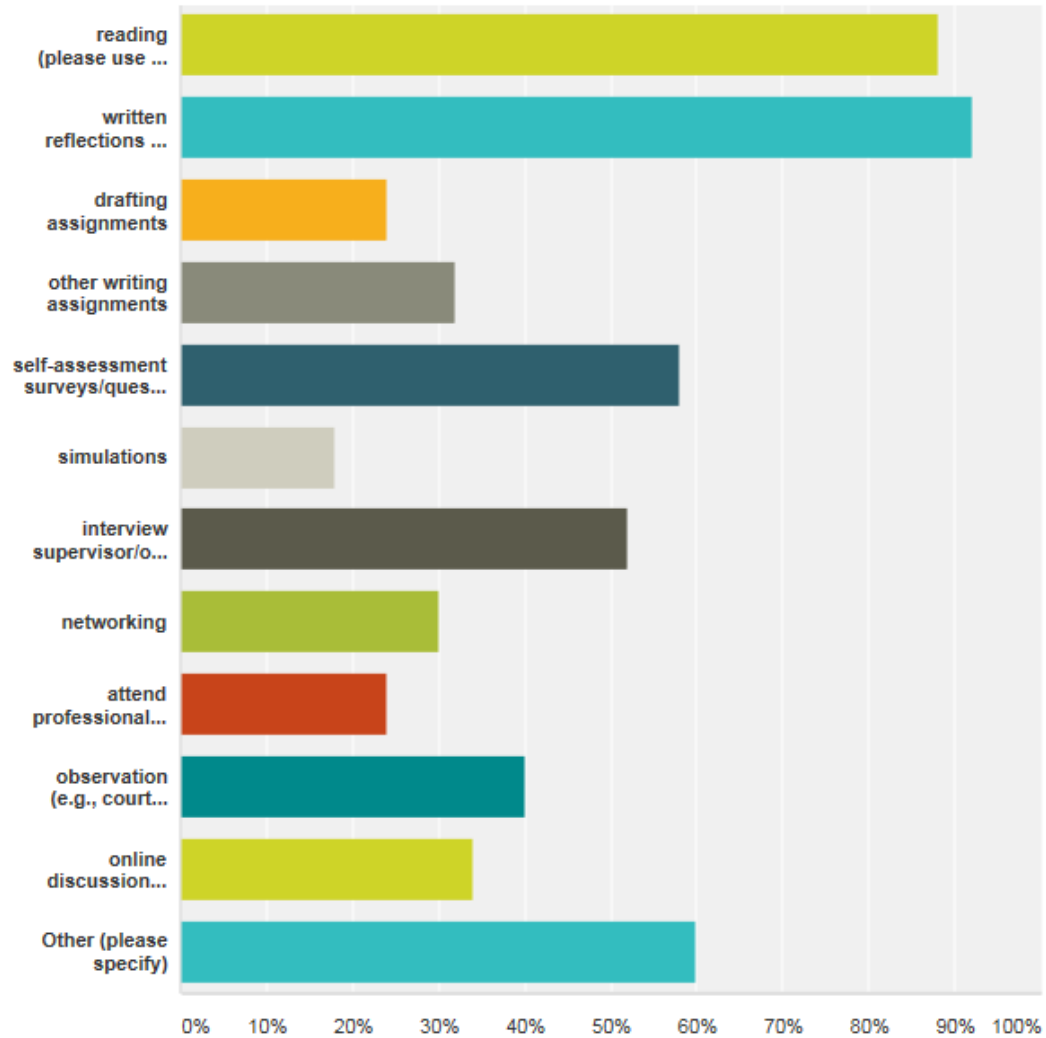
practitioners hired as adjuncts (and I) teach the seminars, and each designs his/her own syllabus; i require them to use role-plays/simulations and rounds, but they choose to use various other teaching methods as well

12/21/2015 9:48 AM

Q7

Out-of-class assignments/activities you use for this seminar (check as many as apply):

Answered: 50 Skipped: 4



Answer Choices	Responses
reading (please use the "Other" box below to state the average pages/week you assign)	88.00% 44
written reflections or journal entries (please use the "Other" box below to state the number of journal entries/semester you assign)	92.00% 46
drafting assignments	24.00% 12
other writing assignments	32.00% 16
self-assessment surveys/questionnaires	58.00% 29
simulations	18.00% 9
interview supervisor/other attorney	52.00% 26
networking	30.00% 15
attend professional events	24.00% 12
observation (e.g., court proceeding, lawyering activity)	40.00% 20
online discussion board or wiki	34.00% 17
Other (please specify) Responses	60.00% 30
Total Respondents: 50	

Other (please specify)	Responses
	60.00% 30
Reading: 20 pages/week 1/17/2016 12:04 PM	
Reading: 20 pages/week Journal entries: 3/semester + midterm assessment and final essay 1/17/2016 12:00 PM	
10-20 pages; 7 journals; Goals Memo or Learning Agenda (now called professional development plan); timesheets; students required to attend 4 Professional Development workshops conducted through Office of Career Planning 1/14/2016 11:57 AM	
avg 20-30 pages per week; six guided reflections over the semester, not including a final reflection, which has 5-6 topics; and other assignments include a learning agenda, draft resume including externship experience 1/12/2016 6:06 PM	
10-20 pages 1/11/2016 12:29 PM	
4 articles per semester 1/11/2016 10:48 AM	

20 pages per week reading; weekly journal entries

1/11/2016 10:45 AM

N/A

1/11/2016 10:19 AM

Varies. 4 journals plus final reflection

1/11/2016 10:10 AM

2-5 journals per semester, 2 law review articles are required reading

1/11/2016 9:12 AM

Readings are mostly links to online resources, not a book. Roughly 30 minutes of reading each week.

1/4/2016 11:30 AM

reading amount varies from none to just one or two articles, so I would say the average is less than 10 pages a week

1/4/2016 10:34 AM

Reading no more than 10 pages, reflective journals 4 over 8 weeks during the summer session

1/11/2016 10:45 AM

8-10 pages maximum of reading; weekly journaling requirement

12/28/2015 2:39 PM

5-10 pages reading per class; 3 journal entries per week

12/28/2015 1:12 PM

reading: average pages per week is maybe 3 (but really, it's a handful of longer assignments)

12/23/2015 11:15 AM

Avg. 5-10 pages of readings assigned + reading other student journals

12/22/2015 7:03 PM

Reading assignment prior to two-day classroom meeting is just under 30 pages. Students are required to prepare written reflections 3 times during the semester, and there is a mid-term review/self-assessment. During site visits supervisors (who may be either judges or judicial staff) are interviewed.

12/21/2015 8:46 PM

5 pages

12/21/2015 3:24 PM

this is an intensive litigation externship. students review prereq. skills materials and post reflections based on their litigation experiences currently; all must respond to two such postings for each unit.
12/21/2015 2:34 PM

10 pages / 4 reflection assignments
12/21/2015 12:11 PM

two 5-7 page journals at the 1/3 and 2/3 mark of the semester, followed by personal meetings about those journals; and 1 10-15 learning appraisal at the end of the semester.
12/21/2015 12:06 PM

Weekly journals; timesheets; 20 pages of reading per class
12/21/2015 11:11 AM

Generally, less than 20-25 pages per class.
12/21/2015 10:44 AM

20-30 pp per class meeting; + each student selects a book to read from outside reading list
12/21/2015 10:31 AM

25
12/21/2015 10:29 AM

10 pages per class, after a frontloaded orientation -- with multiple chapters of Learning from Practice assigned for that meeting; Reflections: 6 plus a long final reflection plus two reports on the type of assignments and progress in meeting goals. (report at 50% of time at site and at end.)
12/21/2015 10:19 AM

other assignment: Form 990 worksheet; reading: 10-25 pp per class; 3 reflection essays; 1 internship plan
12/21/2015 10:06 AM

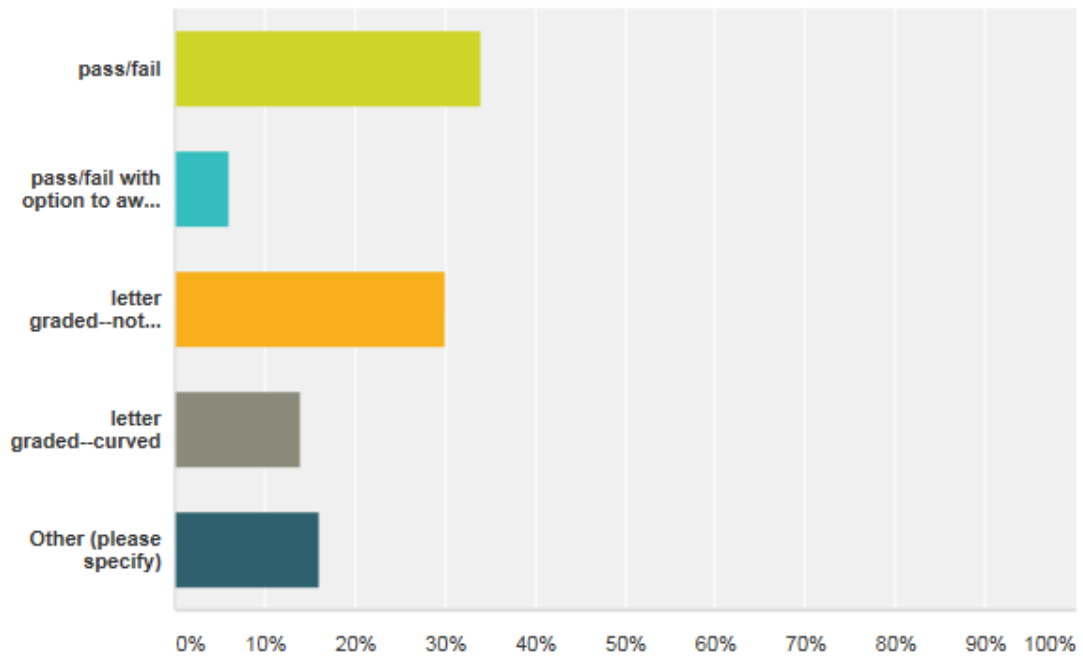
Some faculty assign research/writing projects.
12/21/2015 9:56 AM

each section requires reading related to its focus; we require 10 pages of original legal writing done through work product, or in-house-related writings for in-house placements; we also require reflective writings, usually 3-4 per term
12/21/2015 9:48 AM

Q8

How is the seminar graded?

Answered: 50 Skipped: 4



Answer Choices	Responses	
pass/fail	34.00%	17
pass/fail with option to award low/high pass or honors designation	6.00%	3
letter graded--not curved	30.00%	15
letter graded--curved	14.00%	7
Other (please specify)	16.00%	8
Total		50

Other (please specify)

Responses

16.00%

8

pass/fail/Pass with honors
1/14/2016 12:00 PM

It is a soft curve.
1/11/2016 1:38 PM

N/A
1/11/2016 10:19 AM

Very liberal curve.
1/11/2016 9:19 AM

It's not curved, but instructors are encouraged to produce a range of grades
1/8/2016 11:11 AM

p/f with option to award low/high pass or honors, and for full-time semester-in-practice, a potential 2 unit letter grade, as well
1/4/2016 1:15 PM

I grade all of the students' work, both at their placements, in reflection, and in the seminar. This class typically has fewer students than required to impose a madatory curve.

Law Office is pass/fail; judicial is letter graded
12/21/2015 11:12 AM

Please respond here with any other information about the seminar that you believe is significant, including any particular challenges or successes.

Answered: 28 Skipped: 26

Seminar uses a case scenario to immerse students each week in a particular area of pre-trial practice, with simulations of litigation skills

1/17/2016 12:05 PM

Learning From Practice is open only to students who have never previously enrolled in a clinic. Many students enroll in externship clinic multiple semesters; for second and third externships, they take placement-related advanced seminars.

1/17/2016 12:02 PM

Because it is P/F some students do absolute minimum necessary to receive pass, with many assignments handed in late.

1/14/2016 12:00 PM

Challenges include engaging students in discussion about the readings and reflections, and determining how to prioritize topics for coverage, given the limited time. The professional development activities -- mock interview, resume writing on which I give feedback, learning from supervision, and attaining a work-life balance -- seem to be the topics in which the students are most likely to engage.

1/12/2016 6:07 PM

Our seminars are tied to the student's identification of learning goals for each semester.

1/11/2016 1:38 PM

Most of the seminars are 1 credit and the curve only applies if there are more than 10 students. Some of the seminars are 3 credits.

1/11/2016 12:30 PM

Each externship at Pace has a one-credit seminar attached to it. I have responded for the class I teach in the summer and occasionally during the school year.

1/11/2016 10:46 AM

Challenge: my concern that I must limit reading given low credit value of course. I have come to the conclusion that content of class should mostly be the live in-class engagement --but demand strong journals as the primary out-of-class work. I also think my students generally would balk at more substantial reading even with a 2-credit class. Nearly all (but definitely not everyone) are so field focused that they don't easily see the learning value of big, broadening, contextual articles.

1/11/2016 9:19 AM

We offer one credit seminar during the summer session only, during the academic year the seminar is 2 credits. As a result I have a lighter work load.

12/28/2015 4:16 PM

We are a small school and all of our placements are in one course by grade level. The major challenge is having all of these diverse practice settings in one course. It presents conflicts and hinders case round discussions.

12/28/2015 2:41 PM

The seminar is based around core critical skills competencies, Communication, Client Service, Creative Problem Solving, Self awareness among others.

12/23/2015 8:19 PM

-format of this class is dictated by the conditions for the placements participating in the program, as well as the small-firm focus. -some supervisors take the topic seriously, but some (particularly senior) attorneys are hard for the student to keep on topic.

12/23/2015 11:37 AM

-it worked well to survey the students at the beginning (first day of class) to see what their interests were -I count all things related to externship in their hours (including networking/bar events as long as they are attending with an attorney from their placement, and including out-of-class work), which helps them to be willing to invest time; however there are still 1-2 students each semester who are too cool for school and I haven't found a good way to keep them from impacting class participation. -Note - I have a total of 9 classes taught by myself and adjuncts. All are similar to mine but they vary in size (up to 35) and that impacts the methods they use. I am not completing the survey for each of those because I am not 100% sure what each class specifically does. Will provide survey response for the other class I teach.

12/23/2015 11:20 AM

Students are responsible for facilitating approximately 2/3 of the classes. They pick the topics and readings subject to Professor's approval.

12/22/2015 7:06 PM

This class is only for students who have already done an externship and have taken the three credit graded externship seminar. They make take this class for their second externship

12/22/2015 10:48 AM

Several decades ago we switched from a traditional once-a-week seminar meeting to this model, for several reasons. First, it enabled our students to accept judicial externships not in the immediate vicinity. Second, the weekly classes were frustrating for both students and professor(s) -- students are in state courts/federal courts, trial courts/appellate courts, civil/criminal, specialty courts (bankruptcy/juvenile), administrative tribunals -- and once beyond writing/ethics/how do judges judge?/research review there wasn't a lot of commonality. Plus, of course, the externs cannot discuss very much about what they are actually doing in a classroom setting for reasons of confidentiality. Also, this 3-unit seminar had been pass/fail -- little incentive to be attentive to matters irrelevant to your particular externship. So switching to one unit that includes the supervision/continuing connection piece, while requiring two "connected" units (which would be with students

NOT doing externships, and graded), turned out much better. Students in an active trial court simultaneously taking Trial Advocacy find they complement each other beautifully, ditto with Appellate Advocacy. We have a list of pre- or co-requisite courses that meet the requirements for the various types of judicial externships.

12/21/2015 9:06 PM

The seminar focuses on professional identity formation. It is mandatory for all first-time externs.

12/21/2015 3:24 PM

giving CHOICES re. subjects for reading and posting at given time in semester is very effective, students read/post based on what their case work presents them each time period.

12/21/2015 2:36 PM

Students may enroll in either a 1 or 2 credit externship. The seminar is a general skills class.

12/21/2015 12:55 PM

All the classes are organized around a single theme -exploring judicial decisionmaking - which seems to give the class coherence and provide a unifying line of discussion given the great variety in the students' courts

12/21/2015 12:14 PM

This course is reserved for students who have completed Civil Externship I, which has a much more structured and focused curriculum and includes a 2-credit seminar. I use Civil Externship II to try out new teaching ideas and methods that I might integrate into the other externship teaching that I do.

12/21/2015 12:10 PM

Students meet with faculty mentors individually three times during the year in addition to class, a component that has been extremely well-received by students. The group seminar component is harder to get student buy-in because of its irregular schedule and focus on class discussion rather than lecture.

12/21/2015 10:48 AM

I answered this survey for two different classes: 1) Judicial Externship Seminar: taught by 2 Judges - Federal Judge and Superior Court Judge - they handle seminar. 2) Field Placement Workshop - taught by practitioner and me (Field Placement Director). Please feel free to call with other questions, happy to share syllabi for both.

12/21/2015 10:46 AM

This is the first time we've offered it.

12/21/2015 10:31 AM

Orientation and extra reading is in lieu of going to site for first week. Orientation is first two classes (including ethics primer) plus extra meeting in Week One. Also meet with some subsections for special practice and ethics issues unique to their settings: three groupings are Judicial/Mediation; individual client representation settings, regardless of the subject; and entity clients, regardless of the subject (i.e., government, corporate)

Then 7 other classes are mixed content: topics on professionalism, bias, access to justice, and future of legal profession chosen by me. Last phase are last 3 classes - rounds and presentations.

12/21/2015 10:19 AM

I am the former ED of a legal services nonprofit, and I focus much of the class time on helping students gain an understanding of how funding sources and limitations shape the delivery of nonprofit legal services, and different ways that nonprofits seek to maximize impact with their limited resources. We then apply that perspective to their placement organizations, and consider how those factors affect the work of the intern and onsite supervisor in the organization.

12/21/2015 10:12 AM

Fordham Law School adopted a mandatory curve for upper level classes starting in fall 2014. Since then, we have seen a drop off in enrollment for all of our externship seminars.

12/21/2015 9:57 AM

I would like to refer you to my article *The Examined Externship is Worth Doing: Critical Self-Reflection and Externship Pedagogy*, 21 *Clinic. L. Rev.* 127 (2014), particularly the introduction and conclusion, for my thoughts on this. I think there are tremendous barriers and we need close work and examination, like your session, to make these seminars have any value for students. I think they need to be integrated into the law school curriculum and should be taught by full-time faculty. *Best Practices* also addresses this.

12/21/2015 9:54 AM

Q10

OPTIONAL: Please provide your name and email address for follow-up questions (which you will be free to decline to answer):

Answered: 45 Skipped: 9

Answer Choices		Responses	
Name	Responses	100.00%	45
Company	Responses	0.00%	0
Address	Responses	0.00%	0
Address 2	Responses	0.00%	0
City/Town	Responses	0.00%	0
State/Province	Responses	0.00%	0
ZIP/Postal Code	Responses	0.00%	0
Country	Responses	0.00%	0
Email Address	Responses	100.00%	45
Phone Number	Responses	0.00%	0

Answer Choices	Responses	
Name	Responses	100.00% 45
Jodi Balsam 1/17/2016 12:05 PM		^
Jodi Balsam 1/17/2016 12:02 PM		
Marjorie Silver 1/14/2016 12:00 PM		
Jen Mailly 1/12/2016 6:07 PM		
Dori Pina 1/11/2016 8:59 PM		
Gillian Dutton 1/11/2016 1:38 PM		
Ann Vessels 1/11/2016 12:30 PM		v
Gretchen Flint 1/11/2016 10:46 AM		^
Erma Bonadero 1/11/2016 10:19 AM		
Nancy Maurer 1/11/2016 10:11 AM		
Carmia N. Caesar 1/11/2016 9:39 AM		
Meg Reuter 1/11/2016 9:19 AM		
Adrienne Smith 1/8/2016 11:11 AM		
Colleen Truden 1/4/2016 1:15 PM		v

Michele Bradley
1/4/2016 11:31 AM

Amy Sankaran
1/4/2016 10:35 AM

Ann Pfeiffer
12/28/2015 4:16 PM

Jodi Nafzger
12/28/2015 2:41 PM

Sally Gertz
12/28/2015 1:12 PM

Sandee Magliozzi
12/23/2015 8:19 PM

Sarah Shalf
12/23/2015 11:37 AM

Sarah Shalf
12/23/2015 11:20 AM

Mark Weinstein
12/22/2015 7:06 PM

Elizabeth Dennis
12/22/2015 4:40 PM

Avis Sanders
12/22/2015 10:48 AM

Marsha Cohen
12/21/2015 9:06 PM

Karla Markley Hall
12/21/2015 4:51 PM

Jennifer Gundlach
12/21/2015 4:45 PM

Monica Piga Wallace
12/21/2015 3:38 PM

Kendall Kerew
12/21/2015 3:24 PM

larry krieger
12/21/2015 2:36 PM

Mai Linh Spencer
12/21/2015 1:51 PM

Derrick Howard
12/21/2015 1:03 PM

Chrissy Brown
12/21/2015 12:55 PM

Mary
12/21/2015 12:14 PM

Alex Scherr
12/21/2015 12:10 PM

Mariana Hogan
12/21/2015 11:12 AM

Judith Rush
12/21/2015 10:48 AM

Sue Schechter
12/21/2015 10:46 AM

Sara Faherty
12/21/2015 10:31 AM

Carrie Kaas
12/21/2015 10:19 AM

Andrea Marsh
12/21/2015 10:12 AM
Beth Schwartz
12/21/2015 9:57 AM

Becky Rosenfeld
12/21/2015 9:54 AM

Fred Klein
12/21/2015 9:54 AM

Email Address	Responses	100.00%	45
jodi.balsam@brooklaw.edu 1/17/2016 12:05 PM			^
jodi.balsam@brooklaw.edu 1/17/2016 12:02 PM			
msilver@tourolaw.edu 1/14/2016 12:00 PM			
jennifer.mailly@uconn.edu 1/12/2016 6:07 PM			
tpina@scu.edu 1/11/2016 8:59 PM			
duttong@seattleu.edu 1/11/2016 1:38 PM			
avessels@law.du.edu 1/11/2016 12:30 PM			v
gflint@law.pace.edu 1/11/2016 10:46 AM			^
ecbonade@central.uh.edu 1/11/2016 10:19 AM			
nmaur@albanylaw.edu 1/11/2016 10:11 AM			
carmia.caesar@law.georgetown.edu 1/11/2016 9:39 AM			
mareuter@indiana.edu 1/11/2016 9:19 AM			
ans@bu.edu 1/8/2016 11:11 AM			
ctruden@pacific.edu 1/4/2016 1:15 PM			v

michele.bradley@uc.edu

1/4/2016 11:31 AM



aharwell@umich.edu

1/4/2016 10:35 AM

aepfeiff@law.syr.edu

12/28/2015 4:16 PM

jnafzger@cu-portland.edu

12/28/2015 2:41 PM

sgertz@fsu.edu

12/28/2015 1:12 PM

smagliozi@scu.edu

12/23/2015 8:19 PM

sarah.shalf@emory.edu

12/23/2015 11:37 AM



sarah.shalf@emory.edu

12/23/2015 11:20 AM



mweinstein@cwsf.edu

12/22/2015 7:06 PM

edennis@stcl.edu

12/22/2015 4:40 PM

alsanders@wcl.american.edu

12/22/2015 10:48 AM

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12/21/2015 9:06 PM

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