Pipeline to Justice: Improving Access to Law School

Margaret Montoya: Artistic Law Professor Joins CUNY as Burns Chair

Immigration Raids: Students Find Lawyers For Dozens of Detainees
Trafficked Domestic v. U.N. Employees: Clinic Students Take the Case

Pipeline to Justice: Improving Chances for Admission to Law School

Clinic Students Find Lawyers for Dozens of Long Island Raid Detainees
Dear Friends,

The CUNY School of Law is on a roll. Maybe you have had the chance to peruse our sharp new Web site. (Check out www.law.cuny.edu). That is only the beginning.

Since we published the last edition of our magazine, CUNY Law has obtained membership in the Association of American Law Schools (AALS). At the annual AALS conference, held this year in New York City, the Law School held a reception to celebrate this accomplishment. A number of panels at that conference focused on the 2007 book by the Carnegie Foundation for the Advancement in Teaching, *Educating Lawyers*, which praised CUNY Law School for its innovative curriculum that integrates theory and practice. As a result of its assessment, the Carnegie Foundation and Stanford Law School invited CUNY to join a prestigious working group of 10 schools assessing and making recommendations for the future of legal education.

This edition of the magazine highlights our spate of recent successes, as well as the work that we are doing to strengthen our core commitments. One prong of our mission is to train outstanding public interest and public service attorneys. Part of that training involves the legal practice our students undertake in our marvelous clinics in their third year of law school. This issue of the magazine features the work of two clinics: the Immigration and Refugee Rights Clinic (IRRC) and the International Women's Human Rights Clinic (IWHR). You will read about how IRRC students found attorneys for the victims of the recent immigration raids in Long Island. You will also read about how IWHR students are suing two former United Nations employees for imprisoning a Peruvian domestic laborer for years, paying her pennies for her work.

In addition to the challenging and important practice our students carry out in our clinics, we enhance our mission by bringing exceptional public interest servants to the Law School as Haywood Burns Chairs each year. We are pleased to announce that we have invited Margaret Montoya, professor at the University of New Mexico, to be the 2008-09 Burns Chair. Margaret found her political voice in the 1970s Chicano, anti-war, and women's movements. As a law professor, she focuses her research on affirmative action, and she works to give back to the community from which she came, the Latina/o community in the Southwest. We are extremely pleased that she will join the CUNY Law community next year.

Another prong of our mission at CUNY School of Law is to provide access to the profession for historically underserved groups. To enhance this core commitment, we have launched The Center for Diversity in the Profession, which will be directed by Professor Pamela Edwards. The Center for Diversity kicked off its activities by sponsoring the Haywood Burns conference on March 28, 2008, featuring as keynote speaker Professor Jenny Rivera, currently on leave as New York’s Special Deputy Attorney General for Civil Rights.

Finally, also to enhance our core commitment of providing access to the profession, we have implemented a pioneering Pipeline to Justice Program, the cover story for this issue of the magazine. The Pipeline to Justice provides a mechanism for applicants to the Law School whose numerical indicators do not match their other achievements with a second chance to obtain admission to CUNY Law if they can boost their LSAT scores and master the skills necessary to succeed in law school. The Pipeline involves intensive LSAT training, as well as rigorous instruction in critical thinking, close reading, and analytical writing. Mary Lu Bilek, Associate Dean for Special Projects, runs the Pipeline to Justice Program with extraordinary talent and dedication.

We are pleased that these new programs to reinforce our mission have coincided with external recognition of the School’s fundamental strengths— together generating a string of remarkable achievements.

Yours,

Michelle J. Anderson
Dean and Professor of Law
Bar Pass Rate Jumps

The Law School has posted the highest New York State Bar Exam pass rate in its history, with 83 percent of CUNY Law students passing the July 2007 exam on their first try. Also, for the first time, CUNY Law School graduates’ performance beat the statewide average of 79 percent for first-time Bar Exam test-takers.

The outcome for 2007 follows a 77 percent pass rate for the July exam in 2006. “We are gratified by this result,” Dean Michelle J. Anderson said. “It signifies that CUNY School of Law produces public interest and public service attorneys who have mastered the law they need to meet demanding state standards.”

The Dean attributed the gains to program improvements, including the addition of a four-credit course on core legal doctrine and another on essay-writing, both of which are offered in the last semester of school.

In addition, the School has created a so-called Bar grant program that offers stipends to students in need to tide them over financially after graduation and before the Bar Exam is administered in July. “Then students don’t have to worry about where the next rent check or bus pass is going to come from,” the Dean said.

Anderson also credited the “extraordinary dedication” of the students themselves.

CUNY Law Joins AALS

CUNY School of Law, in January 2008, received membership in the Association of American Law Schools at the organization’s annual meeting in New York City.

CUNY Law joins roughly 160 other law schools that have attained membership standing with AALS. “CUNY Law’s membership in the AALS, which is the society of learned legal scholars, is strong validation of our commitment to research and writing that advances social justice for communities in need,” Dean Michelle J. Anderson said.

To attain AALS membership standing, a school is subjected to rigorous review of all aspects of its program, including admissions, academics, finances, and other matters, according to AALS executives.

The AALS is a resource for the improvement of the quality of legal education by networking law school faculty, professional staff, and deans to information and resources.

It is heralded as a learned society of scholars and is the principal representative of legal education to the federal government, other national higher education organizations, learned societies, and international law schools.

Chancellor Lauds School

Chancellor Matthew Goldstein, in a January 2008 letter to Dean Michelle J. Anderson, praised the Law School for “raising the bar” through a string of recent accomplishments that he said demonstrate “the outstanding results of the school’s collective efforts.”

He commended the record Bar Exam pass rate; the School’s admission to the Association of American Law Schools; and the School’s selection by the Carnegie Foundation for the Advancement of Teaching and Stanford University to join an elite group of law schools to make recommendations for the future of law school curricula (see story on page 3).

“Each of these is an extraordinary accomplishment; together they constitute a tremendous leap forward for the Law School,” Goldstein said to the School’s faculty. “The recognition you are receiving on a national level is evidence of your innovative thinking, your deep commitment to student development and success, and your passion to deliver the best legal education possible.” He said current students and alumni will benefit from the School’s achievements.
After being hailed a year ago for its innovative legal program that tackles educating students across the full range of skills and professional habits necessary for practice, the CUNY School of Law has been invited to join a small group of schools taking leadership roles in developing strategies to create ideas for change in legal education.

The invitation came from the prestigious Carnegie Foundation for the Advancement of Teaching and the Stanford University School of Law.

The group, with representation from the dean and two professors from each school, met for the first time near Stanford in December, 2007, and discussed a broad range of issues. Among them:

- How do, and how might, law professors integrate issues of morality, justice, and the role of lawyers into their courses?
- How can the focus of all law school courses be changed to include more of the skills necessary for good lawyering?
- What can this group do to change legal education?

The Stanford/Carnegie study group, which includes scholars from Harvard, Georgetown, Vanderbilt, and six other schools, intends to produce a report by 2010 on the best ways to incorporate both traditional legal training and more innovative education, like the integrated lawyering program that has been a hallmark of CUNY Law School since its inception.

Associate Dean Mary Lu Bilek, who attended the first meeting with Dean Michelle J. Anderson and Professor Sue Bryant, noted that inclusion in the group recognizes that the innovative curriculum adopted at CUNY Law more than 25 years ago is an exemplar for the integrated, developmental, professional preparation recommended by the Carnegie Foundation in its 2007 report.

“Being included in this group creates the opportunity for our experience here at CUNY Law to contribute to the growing movement to insure that legal education fully develops professionals,” Professor Bilek said.

She noted that, because the group includes some schools with the reputation and resources to be among the most influential in legal education, the recommendations of the group are likely to be taken seriously and to leverage efforts for change.

A major report from the Carnegie Foundation last year proposed that law schools include a much stronger emphasis on teaching practical lawyering skills and ethics and that education about knowledge, ethics, and skills be integrated throughout the three years of law school curricula.

CUNY Law is one of a small group of law schools praised in the Carnegie report for having achieved this balance in its innovative curriculum. The report also found that law schools generally stress analytic training over ethical, interpersonal, and other skills that are essential to competent representation of clients.

Not only are lawyering skills and the development of professional values and ethical action integrated into the CUNY curriculum taught from the first year, CUNY is also unusual in requiring that every third-year student include a clinical experience. This comprehensive lawyering approach has earned CUNY consistent recognition as one of the nation’s top five clinical programs.
Fifteen-hour days. Seven days a week. Seven years. 50 cents an hour.

Those are the grim facts of the experience of a Peruvian woman who was promised a position as a domestic worker with two United Nations employees in Rego Park, Queens. She is being represented by three, third-year CUNY Law students who have filed suit on her behalf seeking back wages and damages against her former employers for failure to pay minimum wage and overtime, and for breach of contract and labor trafficking.

For seven years, the woman, Prudencia Mendoza, worked in the home of Juan Carpio and Gina Carpio Malaga in Queens and in their homes in both Eritrea and Haiti - cooking, cleaning, doing laundry, and caring for their young son. Although the Carpios advised the United Nations and the U.S. Department of State that Mendoza was to be paid in excess of $8 an hour, the Carpios paid her 50 cents an hour for her services.

Estelle Davis, who works in the International Women’s Human Rights (IWRH) Clinic under the supervision of Professor Andrew Fields, explained the importance of the case. “Ms. Mendoza’s case highlights the vulnerability of immigrant domestic workers in the United States, including the role that gender, language, and cultural isolation play in fostering the conditions for exploitation,” Davis said.

Davis’s colleague, Joanna Donbeck, emphasized that Mendoza’s situation, although common, was avoidable. “Ms. Mendoza was working legally in the United States on a G-5 visa for domestic workers of the employees of international organizations,” Donbeck said. “But neither the United Nations nor the United States Department of State, who should monitor the conditions of employment of G-5 visa holders, did anything to identify the abuses here. That’s unacceptable.”

Bank Account Trickery

Even when the Carpios did pay Mendoza, they retained a portion of the funds for themselves and used a bank account in their own name to trick Mendoza into believing she was being paid her full earnings, the suit claims. When Mendoza demanded the contents of the account, the Carpios gave her only $5,000, a fraction of what she should have earned, according to the complaint.

“I didn’t have any family here,” Mendoza said in an interview in Spanish with the students. “My life was work. I suffered much for the child. I got sick to my stomach from stress. I didn’t have anyone to reassure me.”

The Carpios are United Nations employees, also from Peru, who are in the United States on G-4 visas for international organization officers or employees and members of their immediate families. Mendoza was authorized to travel and work in the United States under the G-5 visa,
intended for an “attendant, servant, or personal employee” of an international organization official. According to the G-5 contract signed by the Carpios, and the U.N. Secretariat’s rules and regulations regarding G-5 visas, the U.N. requires employees to submit proof of payment of wages signed by the staff member and the visa holder, proof of health insurance, and proof of payment of taxes. It is believed that the Carpios did not submit any of this documentation to the United Nations.

Carpios: No Answer

The complaint against the Carpios was filed in September, 2007. The Carpios failed to respond to the complaint, and the students are now preparing to submit papers for a default judgment and a damages hearing.

Chris Martin, also in the IWHR Clinic, explained what the case taught her about her studies: “I realized that no matter how extraordinary the abuse alleged, and even where there are allegations of violations of international law, mastering the rules of New York civil procedure is inevitable.” Labor trafficking is defined as the recruiting, transporting, transferring, harboring, or receiving of a person by means of a threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power, or giving or receiving payments or benefits to achieve the consent of a person, for the purpose of exploiting him or her.

Fields said the case, and others in the IWHR Clinic, have provided “an extraordinary learning opportunity for students, while seeking to expand the law and assist individual clients.”

He added: “The cases present important questions of international law, they educate judges and the public generally on the applicability of international law – including on private employment matters – and they highlight the ways that legal structures sometimes reinforce inequalities based on gender, class, and immigrant status.”

The case on behalf of Prudencia Mendoza is one of several matters in the IWHR Clinic involving immigrant domestic workers with international claims for involuntary servitude, trafficking, and other slave-like practices. Among its caseload, the Clinic represents a former domestic worker against a Kuwaiti diplomat and the State of Kuwait. Seeking to overcome diplomatic immunity, which permitted diplomats to enslave domestic workers with impunity, the Clinic also was the first to file a lawsuit on behalf of a domestic worker against the diplomat’s sending state. Having overcome the difficult issues related to service on a diplomat and a sovereign state, three Clinic students will file the evidence to support a default judgment against the Kuwaiti diplomat and the State of Kuwait.

The Clinic also represents a former domestic worker brought to the United States by her stepsisters when she was 16 years old and then put to work for two years without pay and without being permitted to attend school. After a court denied the defendants’ motion to dismiss, the Clinic students on this case are now taking depositions.

From Kuwait to Teen Slave Labor, International Women’s Human Rights Clinic Steps In

“I realize that no matter how extraordinary the abuse alleged, and even where there are allegations of violations of international law, mastering the rules of New York civil procedure is inevitable.”

-Student Estelle Davis
The Pipeline to Justice

CUNY Law Enhances Access to the Profession

Pipeline participants and first-year students Candy Velazquez, Valery Paul, and Yasmin Salama.
IMAGINE failing to gain acceptance to law school, then getting a letter telling you that someone thinks you’re law school material. Imagine how you might feel when, in the next sentence of the letter, you discover that you’re going to need to take the one test that you feel you can’t seem to conquer – the LSAT – again.

Yet, that letter also lets you know that you’ll get a full year’s help to master the test and law school skills from left-brain thinkers, test-anxiety counselors, and law professors.

And if you do well when you take the LSAT again, you’ll gain acceptance to law school once and for all.

That’s the bold step CUNY School of Law has taken with its new Pipeline to Justice Program, the first of its kind in the country. The Pipeline invites excellent, public interest-focused students whose scores seem incompatible with their achievements to take an intensive LSAT-preparation course. If they reach the minimum score, they are admitted to Part II of the course, which involves intense critical reading and writing training. If they complete both parts of the course successfully, students are admitted to the next year’s entering class at CUNY Law. The course spans a full academic year, meets largely at nights and on weekends and costs $700 (See sidebar, “The LSAT Meets Binary Thinking: How the Pipeline Course Works,” page 9.)

Life-Changing Experience

“It changed my life,” says Dustin Smith, 29, whose LSAT score jumped 13 points – from a score that would have excluded him from virtually every law school in the country to one that puts him at the middle of CUNY Law’s entering class. Smith is now a first-year CUNY Law student. “I was at the point of saying, ‘If law school isn’t for me, and people don’t think I can do it, then I’m going to have to find some other way to make a living.’ ”

But the course worked for Smith, as it did for 19 students in the first Pipeline group. The Pipeline also offers coaching on test anxiety, individualized study planning, and tutoring by the teachers. The course is co-taught by an experienced LSAT prep teacher who has both worked for another national provider and started her own company to deconstruct the LSAT and by Associate Dean Mary Lu Bilek, a highly experienced law professor.

Other components include non-academic counseling, a focus on self-efficacy skills (such as discovering one’s learning style, developing proactive academic strategies for dealing with difficult material, and stress-reduction coaching), as well as significantly more hours in the classroom than Kaplan or Princeton Review offer, Bilek said.

The first course began with 35 students in 2006-07, of whom 17 joined the CUNY Law Class of 2010. “We’re telling these students, ‘Look, you have to prepare for the LSAT, but the skills are learnable and we can teach them to you,’ ” says Bilek.

“Also, we’re saying, ‘We know you might have encountered circumstances before where people didn’t appreciate your intelligence or didn’t have high expectations of you. But we have really high expectations and we believe you can make it.’ ”

Focus on Underrepresented Groups

The Law School feels an urgency in bringing particular groups of students into the Pipeline to Justice—for instance, those whose economic and educational circumstances combine with test anxiety or “stereotype threat” to cause them to underachieve on the LSAT. Many of these students come from groups underrepresented in the profession: African-Americans, Latinos, Asian-Americans, the poor, and first- and second-generation immigrants. (see story in this issue on the Center for Diversity in the Legal Profession, page 11).

“They have what it takes to be great lawyers and we need them to practice law,” Bilek says. “The Pipeline is designed to help.”
Smith is, in some ways, typical of the Pipeline pool. Raised in Columbia, Missouri, his father was a janitor and his mother a receptionist when he was growing up. “I didn’t know I was poor, but we were,” Smith said in an interview. “I didn’t think academics were my thing.” But after a job at Jiffy Lube, he decided to pursue forensic psychology at CUNY’s John Jay College of Criminal Justice, did very well there, and then decided to apply to law school. All 12 schools to which he applied for fall 2006 admission turned him down, but Bilek saw hope in Smith and invited him to join the Pipeline to Justice.

Bucking Conventional Wisdom

At the heart of the Pipeline program is a belief that LSAT scores are not immutable and that motivated students can learn to think in new ways, even after graduating from high school. This theory, Bilek says, may fly in the face of conventional wisdom at many law schools. But changing that thinking is essential, Bilek says, not merely because it is flawed but also because offering new opportunities to students who struggle initially with the LSAT exam is essential to continuing the CUNY Law School mission.

When Dean Michelle J. Anderson was hired in July of 2006, she and Bilek began to brainstorm the creation of a Pipeline to Justice at CUNY Law. They wanted to solidify the School’s mission to provide access to the profession for historically underserved groups. “I think it was literally on her first day on the job that Dean Anderson made clear that we were going to do something immediately to insure that the Law School did not lose sight of its access mission and its diversity,” Bilek recalls. The two spent countless hours conceptualizing the program’s component parts, refining some elements, and making modifications even after Bilek sent out the e-mail inviting applications, she said. “We couldn’t think of anything more important for CUNY Law, given our mission,” says Dean Anderson.

Selecting Students

“We know there are people in our ‘denied admission’ pile for whom CUNY Law is the right school and who should be here,” Bilek adds. “They just need the right investment in their future, and they need our guidance.”

Indeed, the selection of students to join the Pipeline is one of the most important tasks Bilek undertakes as she works both with the first-year students currently enrolled at CUNY Law, as well as with a new class of Pipeline students this year. The latest group took the LSAT again in early February after completing the first section of the Pipeline course last fall. For the 2006-07 group of Pipeline students, the Law School reviewed the applications of 1,063 students denied admission to CUNY Law for the class that began study in the fall of 2006. It invited 229 to apply to the Pipeline program.

Criteria for Pipeline

Like its regular admissions criteria, the Law School seeks a diverse range of students for the Pipeline to Justice -- those who that show a demonstrated...
The LSAT Meets Binary Thinking: How the Pipeline Course Works

What does binary thinking have to do with the LSAT? Everything, according to Associate Dean Mary Lu Bilek, who co-teaches the Pipeline to Justice course.

Binary thinking involves exercising the “left brain,” the analytical part of the mind that governs much of legal reasoning. Bilek’s hypothesis is that left-brain performance can be improved with learning and exercise and that improving left-brain skills and the speed at which they are performed leads to improvements in LSAT scores, as well as improved performance on law school exams and on the bar exam.

And that’s the part that anchors the Pipeline Program. The course is geared to improving the LSAT scores of denied applicants to CUNY School of Law, and it includes everything from games that help students master critical reasoning and logic, to breathing exercises for test anxiety, to the use of Webinar technology that allows students to enter virtual classrooms to focus on problem areas. Peer counseling also helps students build relationships with classmates. Enhancing self-esteem is another critical piece of the course.

“All the while, we’re trying to surface exactly where the trouble spots are,” Bilek says. “Having adults in a classroom who know why they’re there and who want very much to improve makes for an exciting environment.”

The Pipeline course costs $700 – roughly half the cost of many commercial programs. Kaplan Test Prep, for instance, charges $1,299 for its LSAT preparation course.

In early February, students take a real LSAT. If they reach a threshold score, they are invited to take the second half of the course. Part II lasts six weeks and is designed to build critical reading, analytic thinking, and post-graduate level analytic writing skills, Bilek said. Students write a five-page paper each week, on which they receive detailed feedback. Each student meets at least once in an hour-long conference with Bilek, but most meet far more often than that.

The first part of the course is taught by Eva Lana, a Harvard University graduate and an Intel winner for biochemical research. Her past experience also includes working for one of the largest prep test companies. She began closely studying and deconstructing the LSAT exam in 1991. “Eva’s approach is unique and inspired,” Bilek said.

Part II of the course concludes with a test designed to evaluate each student’s ability to apply the knowledge acquired during Pipeline in a linear, analytic format and to produce a post-graduate level, timed rhetorical essay.

If students achieve in both portions of the course, they are invited to join CUNY Law. “This course requires a huge investment on all sides – from the students, the teachers, and the Law School,” Bilek says. “But the return on that investment is more than worth it.”
commitment to public interest or public service, as well as the potential for academic success in law school. In addition to those indicators, however, the Pipeline seeks students with underdeveloped academic potential, the ability to overcome obstacles, and a strong motivation to attend CUNY School of Law. Students also must show that they have the discipline and perseverance to work anew at the LSAT.

“I need to start with people who want law school so badly,” Bilek says, “that even when they’re been denied admission, they want to try again.” And, she says, students who initially perform poorly on the LSAT are often capable of making substantial gains, “not by gaming the test, but by actually learning new ways to think critically.”

**Great Prep for Law School**

Students who have successfully completed the Pipeline to Justice say it prepared them well for CUNY Law School. First-year student Pauloma Martinez says, “The Pipeline gave me the confidence not just to achieve and pass the course, but to do well in law school, too. And now I’m on a road, a path. And that feels great.”

What would Pauloma Martinez be doing today were it not for the CUNY Law Pipeline to Justice Program? She says she’s truly not sure.

One thing she does know, however: she did not expect to receive an invitation to join the Pipeline course after she’d been turned down by CUNY Law in 2006. She believed she knew one reason for her rejection: a low LSAT score.

“When I received the invitation from the Pipeline program – in my junk e-mail folder – I was hurled into a state of exhilaration,” Martinez said. “It was another opportunity for me to apply to law school and have better chances of getting in.”

Martinez’s LSAT score increased 13 points after the 2006-07 Pipeline course. (In the two years of the program, the average increase has been about 4.5 points, Associate Dean Mary Lu Bilek says.)

Martinez says the Pipeline program is extremely important to fostering diversity at CUNY Law. “I realized I am not the only person who has the drive and capability to get into law school but who was hindered by the weight that is put on doing well on such standardized tests.”

In fact, Martinez had caught the eye of Bilek, who runs the Pipeline program, months before she was invited to join. Before applying to law school, Martinez had made a film about the Latino immigrant struggle in the Northeast and another movie about migrant workers in Southeastern Pennsylvania. Bilek noted how unique it is for a college student to produce a documentary and how both the film and her experience as a journalist made Martinez a strong fit for CUNY Law. Martinez had worked as a reporter for Spanish- and English-language newspapers. And for the year after she graduated with a B.A. from Temple University in Philadelphia, she worked doing community outreach for the New York City Bar Association.

The low cost of the Pipeline program – about half of what a regular LSAT prep course costs for a much more extensive and in-depth program – and the fact that it met at night allowed Martinez to work during the day and enroll.

Now, she says she’s working harder than she ever imagined to complete her first year of law school. But she also says she’s thrilled with her direction in life; she intends to practice international human rights law focusing on Colombia and, more broadly, Latin America.

“Law school is hard work, but it has given purpose to my life, as opposed to aimlessly wandering this earth as we destroy it, with no cause, nothing to live for, and as one among millions of lost souls.”
In what is believed to be the first center on a law school campus devoted to studying diversity within the legal profession as well as the issues faced by people of color who practice law, CUNY School of Law has established the Center for Diversity in the Legal Profession.

The main purpose of the Center is to be a clearinghouse for data on the participation of people of color in the law, as well as to conduct original research, according to the Center’s newly named director, Professor Pamela Edwards. The Center also will publish an e-newsletter on issues that affect the careers of people of color in the law. In addition, the Center will collaborate with other organizations that have activities designed to increase participation in the legal profession by people of color as well as by members of other communities historically underrepresented in the legal profession.

In future years, the Center will sponsor workshops to help people in targeted demographic groups who have indicated an interest in entering the legal profession but have faced barriers to doing so.

“The time is ripe for this, and I’m so proud to be working on such an exciting new initiative that will benefit not only CUNY Law and the legal profession, but also communities of color and other underserved communities,” Edwards said.

Decline of People of Color

The decline of African-American and Latino students in law school was a motivating factor in establishing the Center, she said.

While it appeared in the late 1980s and early 1990s that some progress was being made toward the goal of bringing more people of color into the profession, the downturn in the numbers of students of color from certain ethnic groups in law school beginning in the late 1990s has clouded this improvement, Edwards said. According to data published by the American Bar Association, African-American enrollment in law school peaked at 9,779 (6.9 percent of total law school enrollment) in the 1995-96 academic year. In the 2006-07 academic year, African-American enrollment was 9,529 (6.7 percent of total enrollment), up from 9,126 (6.5 percent of enrollment) the prior year. Similarly, Puerto-Rican enrollment peaked at 718 students in the 1994-95 academic year; in the 2006-07 academic year, Puerto-Rican enrollment was 551 students, a 23 percent decline.

Simultaneously, the legal profession is one of the least diverse in the country. The 2000 U.S. Census revealed that attorneys of color represented 9.7 percent of all attorneys; meanwhile, people of color represented 20.8 percent of accountants and auditors, 24.6 percent of physicians and surgeons, and 18.2 percent of college and university professors.

Student and Faculty Participation

Students will have opportunities to participate in the Center’s work by conducting research, attending workshops, and organizing events for peers and potential recruits to law schools around the metropolitan area.

The Center also hopes to establish a “pipeline” program in which current students from CUNY Law will serve as mentors for middle-school and high-school students interested in becoming lawyers.

Faculty will be invited to participate in the Center’s workshops and conferences. Professor Edwards, whose research scholarship has focused on applying a critical race perspective to legal education issues, said her initial role with the center will involve making contact and establishing relationships with other organizations committed to diversity in the legal profession.
A man leaves home to buy pizza and is picked up by U.S. Immigration and Customs Enforcement (ICE) agents. He is not allowed to bid his wife farewell before he is escorted away. The woman now has no money to pay rent for the couple’s Long Island apartment, and she is pregnant with her first child, suffering from inadequate nutrition. Her husband is deported, and she relies on the donations of a church program.

Just a few miles away, a mother is forced out of the shower and told by Federal agents to grab a towel while a raid is conducted that takes her 18-year-old son away. The mother says she is desperately worried about how her son is being treated in Federal custody.

Meanwhile, a woman learns that her husband, too, has been picked up, without the medication he needs, and she is unable to find out if he has been evaluated by medical officials – again, after a Long Island immigration raid. The man has been taken to New Mexico, and he is not receiving medications his wife insists he needs.

Many of these detainees now have legal counsel, owing to the broad and rapid work of two third-year students in the Law School’s Immigrant and Refugee Rights Clinic. These women have taken the lead in finding and securing legal counsel for dozens of detainees, like those described above, from the September 2007 Long Island Federal immigration raids that have been the subject of national media attention.

The students, Laura Perez and Andrea Siebert Llera, working with the Workplace Project, an organization in Hempstead, N.Y. that is a center of advocacy and community support on Long Island, have uncovered dozens of cases in which families have been torn apart, women left husbandless, and detainees deported.

Working through the School’s law clinic, Main Street Legal Services Inc., the CUNY Law students have overseen, tracked, and interviewed some 50 individual cases; at press time for CUNY Law, they had found volunteer attorneys to represent 22 of the detainees. In the fall raids alone, more than 180 people were arrested. Nassau County Executive Thomas Suozzi and Commissioner of Police Lawrence Mulvey have requested an investigation of “serious allegations of misconduct and malfeasance” committed by immigration enforcement authorities during the raids, which were part of a broader national investigation. Many of the detainees have been moved to detention facilities dozens and even hundreds of miles from their homes and families and are being deported without legal representation.
Keeping Families Connected
In an effort to locate and secure counsel for those held by the government, the students also are contacting family members of detainees and informing them of the status of those picked up in the raids. In addition, they are responding to calls from family members who are sharing information about the status of detainees. The students are gathering information on how the raids were conducted to learn if any of the detainees’ due process rights were violated. Their work has been highlighted in the New York Law Journal.

“The way in which the home raids took place is egregious,” said Llera. “We believe that every one of these detainees deserves due process.”

The students said they have been particularly disturbed to learn that raids supposedly intended to nab gang members have, in fact, detained hard-working heads of households who have been forced to leave behind, often without even a farewell, pregnant spouses, young children who are U.S. citizens, mothers, and siblings. Added Perez, “Entire lives have been disrupted and families separated. Our conversations and contacts have shed light on the harsh and grim realities in which these families have been left.”

The students’ work in “raid response” is believed to be the most extensive of its type in the nation – not just in seeking attorneys in immigration cases but in highlighting the impact that students and law school clinics can have on an issue of immense importance in national politics.

“We are awed by the dedication and intelligence with which these clinic students have undertaken the Herculean task of matching lawyers with immigrants in detention centers across the United States,” said Professor Sameer Ashar, the director of the CUNY Immigrant and Refugee Rights Clinic and incoming director in 2008-09 of the CUNY Law Clinical program. “They know that lawyers and due process may not prevent deportation, but they are committed to doing everything they can to keep hard-working immigrants with their families.”

Added Professor Elizabeth Newman, “The CUNY Law students showed strong initiative and leadership on this critical issue and have supplied a truly vital function to the detainees and their families.” She commended the students’ work in establishing a detailed database, updated regularly, that maintains timely information on families’ and detainees’ whereabouts. “The students listened carefully to the complex needs of the families, conducted triage by sifting through scant facts provided by family members or friends, and quickly crafted and implemented a system that involves extensive database tracking. The students demonstrated that, even as law students, they can have a significant impact.” Ashar and Newman both are experts in the rights of immigrants and refugees.

Llera and Perez are completing their work...
as part of a third-year Law School requirement to perform a community service or outreach project tied to their studies in clinical practice. CUNY Law School places a heavy emphasis in all three years of its curriculum on clinical study. In the third year, students are required to practice their lawyering skills on “live” cases under the supervision of an attorney. The purpose of the outreach component is to ensure that students see their lawyering roles as reaching beyond the courtroom and client-lawyer contact.

CUNY Law has clinics in the areas of immigrant and refugee rights; battered women’s rights; elder law; international women’s human rights; and five other areas. (See: http://www.law.cuny.edu/clinics.htm) The CUNY Law clinical program has been the subject of accolades from the Carnegie Foundation for the Advancement of Teaching. Its acknowledged leadership position among law schools led last summer to a request from Stanford University School of Law, working with Carnegie, to participate in a 10-school panel that is evaluating the future of law school education nationwide (see related story, page 3).

Because the 2007 home raids conducted by federal ICE agents have been so frequent, community organizations and non-profit legal assistance providers have not been prepared and do not have enough resources to handle the volume of cases that have arrived on their doorsteps, Siebert and Perez said. In addition, because the cases are civil or administrative in nature, detainees are not guaranteed counsel at government expense. The students’ goal is to ensure that every detainee has legal representation.

Need for Reform
The raids, the students said, point to the need for comprehensive immigration reform that would provide an avenue for undocumented immigrants to legalize their status.

The students, both of whom are Spanish-speaking, first-generation Americans, began their project in September by planning a meeting with a community organizer at the Workplace Project. Anticipating the raids, the students’ initial goal was to set up a network of lawyers to defend detainees. However, the raids happened before the students could even meet with Workplace. So, the direction, scope and speed of the project changed dramatically. “What started out as raid preparation and education turned out to be raid response,” said Llera.

Next Steps
The students’ next step was to create an intake questionnaire to use with family members to learn the status of detainees and to begin to find counsel for them. Then, the students completed a brief legal analysis on each case to find an appropriate match with an attorney and to determine what sorts of legal relief might be available for each detainee. The students worked with the Puerto Rican Legal Defense and Education Fund (PRLDEF) and the American Immigration Lawyers Association (AILA) to network and use list-servs to locate and secure counsel.

There are more than 1 million undocumented immigrants living in the New York City metropolitan area.

Laura Perez
Age: 27
Lives in: Bayside, Queens, New York
Type of Law She Hopes to Practice: Immigration Law

What she learned most from the Immigration Project:
“I discovered how inconsistent and unpredictable immigration detention is. It was hard to keep track of all the individuals detained because they were scattered throughout different detention centers all over the country by ICE. Some of these centers did not allow for communication, and sometimes ICE did not know where the individuals were detained at all. Also, it was difficult to ensure that certain individuals were getting the medical care they needed.”

What moved her most about the Immigration Project:
“Learning how the families were affected by the raids was really upsetting. Each family had a different, yet equally heartbreaking, situation in which their loved ones were abruptly and unexpectedly taken away from them.”
Jo-Anne Weissbart Fellowship Created

A new summer fellowship has been created by friends and colleagues of Jo-Anne Weissbart. It will fund a CUNY Law student to work full-time providing legal services to poor women fighting gender discrimination. The Jo-Anne Weissbart Fellow for Summer 2008 is Lauren Matthews, who will work at the Immigrant Women and Children Project of the City Bar Justice Center.

The $4,000 annual fellowship honors Weissbart, who worked for five years in the CUNY General Counsel’s office on 80th Street in Manhattan, where she advised and represented CUNY campuses across the city. Weissbart passed away last fall. “Jo-Anne was a passionate and skilled advocate who cared deeply about injustice in all its forms, particularly gender discrimination and barriers encountered by poor women throughout the world. We think that providing a law student who shares those concerns a foothold to a lifetime of service working on such issues is a fitting way to honor our friend,” commented Jane Sovern, one of Weissbart’s co-workers and CUNY Deputy General Counsel. Weissbart, a graduate of Brooklyn College, was herself a product of the CUNY system. She received her law degree from Brooklyn Law School and served as an Assistant U.S. Attorney in the Eastern District of New York prosecuting organized crime and narcotics trafficking cases. She also worked at Cravath, Swaine & Moore and in Columbia University’s General Counsel’s office before she returned to CUNY.

Founding Dean Returns to CUNY Law: Charlie Halpern Talk and Book Signing

Charles Halpern, first and founding Dean of CUNY Law, returned to the Law School for the kick-off 25th anniversary event, Reflections and 25 Years: CUNY Law’s First Generation. The event was held in the evening and was opened by Dean Michelle J. Anderson, who outlined some of the Law School’s recent accomplishments. She was followed by Jennenifer Dohrn, partner and widow of second Dean Haywood Burns. Dohrn reflected on the birth and maternal care of a law school required by an early dean. Charlie Halpern then read a portion of his new book, Making Waves and Riding the Currents: Activism and the Practice of Wisdom, as well as leading the guests in a short meditation. Two notable alums, Pico Ben-Amotz, ’86, and Mercedes Canno, ’99, spoke about their experience with Halpern at the Law School and in the quest for wellness at a meditation center.

www.law.cuny.edu
When she entered CUNY Law School in 1997, Paula Bosco had one thought on her mind: becoming a sex crimes prosecutor. “It’s all I had thought about when I’d contemplated law school,” says Bosco, 34, who had just returned from two years traveling in Europe when she started. But the prosecutorial idea soured when Bosco realized she didn’t like criminal law.

“At the end of my first year, I was a little depressed. I thought to myself: ‘Oh my God, what am I going to do? I don’t want to transfer. And I very much want to be a lawyer. But what will it be?’ ”

Bosco isn’t wondering now. In October 2007, she was named one of 20 Rising Stars of Compliance by *Institutional Investor*, a heralded magazine in the business world. In its 2nd annual Rising Stars of Compliance article, the magazine presents up-and-coming professionals from various fields of regulatory compliance whose skills, dedication, and industry and academic participation are likely to have an impact on securities compliance, the practice of enforcing securities laws to protect both small and large investors.

Bosco, who earned a B.A. in political science at the State University of New York in Oneonta and an M.B.A. in finance at Pace University, is the chief investment advisory compliance officer for Lehman Brothers in New York City. She is the only “rising star” who holds both a J.D. and an M.B.A.

**Intense Competition**

Bosco says that, despite the business ties, her heart is rooted in thinking about the small investor. “One of the most important things I always remember is that I’m not just someone who’s trying to achieve in the business world. I’m working for investors of all sizes, from very small to very large. It’s crucial that I care about them all.”
And Bosco says she reflects often on her years at CUNY Law. “I come from a background with a lot of people who didn’t have opportunities, especially women. I saw what that did to them. I didn’t want to be one of those women,” Bosco says. “I wanted options and choices, and CUNY gave me that. It also gave me an appreciation for people who don’t have opportunities. No matter what I do, no matter where I work, even though it falls outside the traditional public interest model, CUNY still guides my practice of law and my sense of right and wrong.”

Bosco’s former boss, David E. Rosenstein, senior vice president and chief counsel with the division of the Financial Industry Regulatory Authority (FINRA) responsible for regulation of the American Stock Exchange, commended that attitude. “Not just on an individual basis have I seen Paula take an interest in mentoring the youth of this community,” Rosenstein said in an interview, “but in her job performance, it was always important for her to keep her eye on the ball of our mission to ensure that the investing public is protected from those who seek to undermine the marketplace.”

A number of the other “rising stars” hail from more traditional schools, a fact not lost on Bosco, who turned down New York University for her undergraduate work because her high school guidance counselor thought it important for her to leave the city. Bosco says she values her own hard work over the name any given institution might add to her resume.

Paula Bosco’s Feature in *Institutional Investor*

Paula Bosco as featured, bottom left, on the cover of *Institutional Investor*; top, on a spread in the magazine; and, at right, on a page inside the magazine.
“I think it’s about the way you conduct yourself, the depth of care that you have, that determines how you succeed,” she says.

Bosco oversees advisory activities within the private investment management compliance department at Lehman, which consists of 10 compliance officers. She is in charge of meeting Securities and Exchange Commission (SEC) compliance program requirements, including conducting annual compliance reviews, and liaising with various regulatory bodies. She joined the firm in July 2007.

Among the 20 stars, only 25 percent are women; 50 percent work in New York, 10 percent in London and 10 percent in San Francisco. The average age of nominees is 35. They are solicited for nominations from industry peers.

Looking Back
Bosco, raised in Queens, is the only member of her family to graduate from college. Her mother is American, and her father is a first-generation Italian. Her high school guidance counselor, then from Christ the King High School in Middle Village, Queens, remembers a tenacious teenager with “tremendous academic capacity” who nonetheless sought direction and encouragement. “Paula was going to make gold out of strands of straw no matter where she went to college or graduate school,” says the counselor, Jane Grappone, now at Manhasset High School. “She had the tools to weave something beautiful.”

Rene Aubry, vice president at Smith Barney-Investment Advisory & International at Citigroup Global Markets, says he was deeply affected by Bosco when he worked for her several years ago. “At the end of the day, Paula is as decent and caring a person as one may find in this industry,” Aubry says. “It is this decency that informs her interaction with others and enables her to so easily inspire them to do their best work.”

Finding a CUNY Law Path
Bosco says much of that passion for caring came while studying at CUNY Law. After the experience with criminal law at the Law School, Bosco took an internship with the Securities & Investor Protection Bureau of the New York State Attorney General’s Office in New York City. She also worked during law school in the Enforcement Division at the New York Stock Exchange. Bit by bit, a career was born. “I knew that was the area of law in which I wanted to practice,” Bosco says. In fact, though, she now realizes her interest in securities work opened years earlier. After college, she landed a job at Deutsche Bank in the human resources department, hiring equity traders. “I was looking at their resumes, and I thought, ‘I could do this.’ I had never taken a business course except one in college.”

Her next position was on the trading floor of an emerging markets firm, Caspian Securities. “I loved that job. I always tell young mentees that it was the best job anyone could ever have. You could scream, throw things at your boss and colleagues, and still have your job at the end of the day. What’s better than that?” Bosco was one of three women working on a trading floor with 60 men.

After law school, Bosco went to work at UBS-PaineWebber. After three years in the Litigation Department, she decided she would pursue either an LL.M. or M.B.A. Ultimately, she chose the latter with a concentration in Investment Management Finance. She graduated with honors in the top 5 percent of her class in May 2006.

CUNY Still Guides
At press time for CUNY Law, on the eve of giving birth to a child with her partner of nine years, Denise Anderson, 44, Bosco returns to her thoughts about her time at CUNY Law. It internalized, she says, a sense of professional ethics that inspires her work to this day. “It always guides me in what I think is best for the client. People look at the securities industry and think it’s all about making money. For me, it’s not that at all. It’s about helping people do the right thing.”

“No matter what I do, no matter where I work... CUNY still guides my practice of law and my sense of right and wrong.”
Planning for a 25th anniversary event is underway.
For more information or to join the event planning committee,
contact Ansley Davenport at 718-340-4472 or ansley.davenport@mail.law.cuny.edu
Margaret Montoya
To Be the 2008-09 Haywood Burns Chair

She discusses her classroom techniques, TV work and performance art.

Professor Margaret Montoya has broken barriers and forged new paths since she was a young woman. In the 1970s, she participated in the Chicano, anti-war, and women’s movements. After earning a bachelor’s degree from San Diego State University, she was the first Latina admitted to Harvard Law School. Upon graduation, Montoya received the University’s Frederick Sheldon Traveling Fellowship and studied affirmative action programs in Malaysia and India. She then worked in Mexico, Boston, and Potsdam, N.Y. before returning home to New Mexico. Professor Montoya joined the UNM law faculty in 1992. She appears in a weekly television roundtable on a local Public Broadcasting Service station discussing the local news in New Mexico. And, she taps her creative energies by writing stories and using the performance arts to highlight the views of women of various ethnic backgrounds living in America. Here, the professor takes a few moments to answer questions from CUNY Law magazine editor Emily Sachar about her appointment as the 2008-09 Haywood Burns Chair.

**CUNY Law: We’ve heard that you consider Haywood Burns a role model and mentor. Why?**

**Professor Montoya:** I am committed to the idea that, as lawyers and law professors, we are accountable to the community. Dean Burns worked to close the gap between the legal academy and the local communities in which he participated with such vitality and commitment. I am also deeply inspired by Haywood Burns’ humility, and I hope to model that virtue for students and colleagues alike. Dean Burns was a pioneer and helped mold the image of the law professor of color. He and his counterparts rejected the idea of a life lived in the sanctuary of the academy and opted instead for engagement with the problems faced by communities of color. He also rejected the unearned privilege and deference that attaches to certain high-status positions such as professors and urged students and professors to work and learn shoulder-to-shoulder with people in the community.

**Q. What do you hope to accomplish at CUNY Law School?**

**A.** I would like to improve my teaching by learning from the outstanding faculty at CUNY. Secondly, I would like to learn from the students, who I assume will be considerably different in background from those I now teach at the University of New Mexico. Finally, I would like to learn more about New York City’s Latina/o communities and how law schools can serve them better.

**Q. What about CUNY Law impresses you?**

**A.** CUNY has an unmatched reputation for public interest work, and that is what my professional life has been about. I think we’re a great match.

**Q: You are involved in working on issues of race, ethnicity and gender. What are some of the ways in which you are involved in these topics?**
From my first article, “Máscaras, Trenzas y Greñas: Un/Masking the Self While Un/Braiding Latina Stories with Legal Discourse,” I have been analyzing the connections between Law (writ large) and the Latina/o experience. My writing considers such issues as identity, language, and legal pedagogy, and I have experimented with using both English and Spanish with various forms of narrative—autobiographical, film critiques, and drawing on the classics. I am on the board of LatCrit, Inc., and I consider this scholarly group my academic home. I have been working with LatCrit for the past 12 or 13 years. We have a variety of projects in which I am involved—writing articles, mentoring new faculty, and organizing academic meetings. Each year LatCrit, which is a multicultural scholarly organization, sponsors an annual conference with a workshop for new faculty. I have participated in that project for several years. LatCrit sustains vibrant discussions about race, law, and public policy and greatly influences my viewpoint, which finds expression in my academic work as a writer, TV pundit, and educator.

Nationwide effort to save affirmative action (which the U.S. Supreme Court did with its decisions in *Grutter* and *Gratz*) raised the awareness for many of us of the inequitable conditions in the public schools and the almost insurmountable barriers for low-income students of color. So, I looked for opportunities to get involved with stay-in-school programs and began working with the ENLACE (ENgaging Latino Communities in Education) program in New Mexico, which aims to improve the educational outcomes for Latina/o students. Now, several years later, we have institutionalized those efforts so there’s a faculty committee in the law school that works to improve our connections and build partnerships with students from elementary grades through doctoral studies. We have law students mentoring undergraduates and high school students; events to introduce the community groups to the law school; and projects to move students and faculty into collaborations with public school teachers and undergraduate students and faculty.

I have also done mock trials in middle schools, and I’m currently working with the New Mexico Court of Appeals on a program that will feature a live oral argument in a high school. We are working with the local Bar attorneys to do a set of lessons with students plus a Q&A with the judges and lawyers who will be involved in the case. This work is a direct outgrowth of my work on affirmative action. I am proud to be a beneficiary of this policy to change student admission policies to make them more inclusive.

Q. Tell us a bit about how you structure your class work.

A. My classes use service learning methods. For instance, last semester my students organized media training for the school. My “Gender and the Law” students provided training on domestic violence for immigrant women and helped staff a task force on cultural competence in health science. I am very interested in experimental pedagogies, especially those that deal with issues of race, language, gender, and class. I reject high-stakes testing so, in my torts classes, I use multiple instruments to evaluate performance. For example, I divide the class into small groups (“law firms”) and frequently break the class up into law firms to do mock arguments, posters or maps of complex doctrines, or skits. Instead of one final exam, I use problem sets, a graded midterm, a graded course outline, and a final exam. In my upper-level classes, I use class participation as a major portion of the grade. I assign the casebook materials for presentation by the students, require a written summary and synthesis with audio-visual aids, and an evaluation by the class done after the presentation. This semester (spring 2008), I will have the students do posters (an idea I am adapting from my work in the medical school), which will be displayed in the library.
in the law school’s forum. I began my teaching career in UNM’s clinic, and I use many techniques from clinical teaching in my classrooms. I try very hard to use the diversity in UNM’s student body (race, ethnicity, gender, immigrant status, sexual identity, disabilities, and so on) to enhance discussions about law and public policy. This means paying close attention to the facts – who are the parties, who is prevailing, who bears the burdens, the process, as well as who gets in the courthouse door, whose claims get heard and, finally, the rules — what is at stake, what is obscured by the rhetoric and the discourse: where is race or gender? Finally, the students are assigned a community education project to use the law, and what we are discussing in class to provide services for underserved people. Over the past few years, the students have written a guide about students’ rights to mental health care and a workbook on higher education for parents; organized a workshop on school segregation in Albuquerque for school administrators; provided media training for the law school and domestic violence training for agencies working with Mexican immigrant women. The students always exceeded my expectations, and I learn so much from them.

Q. Your work in performance art suggests that attorneys and professors can simultaneously nurture their creative side. Tell us more about that.

A. I am working with my colleague, Christine Zuni Cruz, an Isleta Pueblo woman, on a performance piece called “Narrative Braids.” Most recently, we presented our work at the Harriet Tubman Theatre at the Underground Railroad Justice Center in Cincinnati. This performance is a conversation between Chicana, a mestiza woman (of mixed racial ancestry), and a Native woman, an indigenous woman, specifically a Pueblo woman, using different narratives – judicial opinions, popular culture, and motherhood stories. Story-telling and story-listening are issues that define my life, as a mom, a granddaughter, and an educator. Our purpose is to discuss such delicate topics as 1) the role the courts have played in creating a racial hierarchy that burdens Native and Latina/o peoples, although in different ways and for different reasons, 2) color-on-color conflict and racism (tensions between racial groups including New Mexican Latinas/os and local Pueblo, Navajo, and Apache peoples are rarely examined), 3) the stereotyping of youth of color in the schools and public places, and 4) the manner in which “Brown” women—Latinas and Natives—use hair, clothing, facial gestures, silence, and voice to give expression to their identities and to resist cultural assimilation. I try to keep the idea of “paying back” as a motivator for all of my actions.

The Haywood Burns Chair

Haywood Burns, the Law School’s second dean, died in an automobile accident in South Africa on April 2, 1996. In his memory, the Law School established a Chair in Civil Rights to honor his legacy of a lifetime committed to equality and justice. The Chair, funded by an endowment and a generous contribution from the New York State Legislature, is a visiting position, enabling a succession of extraordinary people — lawyers, scholars, and activists — to bring their experiences, wisdom, and perspectives to ensure that civil rights remain part of the Law School’s consciousness, and part of the ethos of the larger legal community that supports justice and equality.

Haywood Burns’ civil rights career began at age 15, when he helped integrate the swimming pool in Peekskill, New York. As a law student at Yale University, he participated in the 1964 Freedom Summer in Mississippi. He was Assistant Counsel to the NAACP Legal Defense and Educational Fund and later served as General Counsel to Martin Luther King, Jr.’s Poor People’s Campaign. A founder of the National Conference of Black Lawyers, he was the first African-American dean of a New York law school, leading the CUNY School of Law to full ABA accreditation.
Preparing lawyers to serve communities in need,

one graduate at a time.

Make your gift to the CUNY Law Foundation today.
Contact Laura Kotkin, Director of Development at 718.340.4483 or laura.kotkin@mail.law.cuny.edu
Awards & Presentations

November 2007


December 2007

PROFESSOR ANDREA MCARDLE participated in the Legal Education Symposium, University College Cork. She presented a paper on “Writing Across The Curriculum in Legal Education: Forming Professional Identity by Writing in Multiple Modes” in a roundtable session.

PROFESSOR SAMEER ASHAR is the Chair-elect of the AALS Poverty Law Section in 2008; he will serve as the Chair in 2009.

PROFESSOR REBECCA BRATSPIES presented a lecture on the U.S. approach to the regulation of genetically modified organisms at a forum held by the Kansas Journal of Law and Public Policy. The forum on the regulation, science, and philosophy of genetically modified organisms was featured in the University of Kansas alumni magazine.

PROFESSOR PAMELA EDWARDS recently received a grant from the CUNY Diversity Projects Development Fund. The fund was established by the University Affirmative Action Committee and the Vice Chancellor for Faculty and Staff Relations to support scholarly research projects and other educational activities for or about populations that are traditionally under-represented within higher education.

PROFESSOR DONNA LEE became a board member of the Clinical Legal Education Association (CLEA). The CLEA’s membership is open to all people interested in using clinical methodology to prepare law students and lawyers for more effective law practice. Clinical methodology includes supervised representation of clients, supervised performance of other legal work, and the use of simulated exercises in a variety of settings, both within law schools and outside of them, and is designed to teach skills and values necessary to the ethical and competent practice of law.

January 2008

The Law School was well-represented at this year’s AALS Annual meeting:

PROFESSORS SAMEER ASHAR AND LIZ NEWMAN co-presented “Legal/Community Organizing in Response to Immigration Raids in New York” at the SALT Cover Workshop – Humanizing Immigration. Professor Ashar was also one of the speakers at the Section on Poverty Law – “Rights, Religion, Revolution: Theories of Advocacy for the Poor.”

PROFESSOR REBECCA M. BRATSPIES was a speaker at the session, “Biolaw and Socio-Economics: Are Market Incentives a Bane or a Boon to Biodiversity?”

PROFESSOR ANDREA MCARDLE served as the moderator and PROFESSOR RUTHANN ROBSON a speaker at the Legal Writing Reasoning and Research session, “Writing Across the Curriculum: Professional Communication and the Writing that Supports It.”

PROFESSOR PAMELA EDWARDS was a panelist on “The Rise of the Pink Collars: Women in the Legal Academy,” a panel at the Section on Women in Legal Education, co-sponsored by Sections on Clinical Legal Education and Legal Writing, Reasoning, and Research.

At the New York State Bar Association Annual Meeting, ASSOCIATE DEAN MARY LU BILEK participated in the Third Annual Constance Baker Motley Diversity Symposium entitled, “Pipeline Diversity: Best Practices, Programs & Collaborative Diversity Initiatives.”

On Jan. 15, PROFESSOR EDWARDS made a presentation on diversity in the legal profession at the Nassau County Bar Association.

On Jan. 22, PROFESSOR RHONDA COPELON was a speaker at an event entitled, “The Past And Future Of Reproductive Rights in New York State,” in honor of the 35th Anniversary of Roe v. Wade at the Center for Constitutional Rights.

FRANKLIN SIEGEL and three co-counsel for the class in Handschu v. Special Services Division, received another ruling in February, 2008. U.S. District Judge Charles Haight rejected the request of the New York City Police Department (NYPD) that he vacate his June 2007 ruling that the NYPD must follow the Handschu guidelines when investigating political activity in New York City. He ruled that the plaintiff class may challenge NYPD policies that disregard the guidelines and that the Court may enforce the guidelines. The
guidelines are part of a Federal Court decree governing NYPD investigations of political activity, which the judge modified and relaxed in the aftermath of 9/11. The judge also granted the plaintiff class’s request for discovery of whether the NYPD has systematically violated the guidelines by videotaping political demonstrations since October 2004, even in the absence of criminal activity or belief such activity was about to occur. At the time of the judge’s June 2007 ruling, The New York Times called the Handschu case “among the most important (and certainly longest-lived) federal disputes that have sought to balance the citizenry’s right to political expression with the state’s interest in keeping public order.”


Scholarship

PROFESSOR SAMEER ASHAR’S article, “Symposium: Race, Economic Justice, and Community Lawyering in the New Century Public Interest Lawyers and Resistance Movements,” was recently published in the California Law Review.

PROFESSOR REBECCA BRATSPIES’ latest article, “Some Thoughts on the American Approach to Regulating Genetically Modified Organisms,” was published in the spring edition of the Kansas Journal of Law and Public Policy. An abstract of this article was recently posted on the American Approach to GMOs on Food Law Prof Blog: http://lawprofessors.typepad.com/foodlaw/2008/02/bratspies-on-th.html


Media

December 2007

New York Jewish Week, December 21, 2007; Volume 220; Issue 31
PROFESSOR JULIE GOLDSCHEID was quoted in a December story about the beating of three teenagers aboard a Q train; she spoke about the difficulty of proving “hate” to a jury in a hate crime case.


February 2008

PROFESSOR STEVE LOFFREDO was seen on WABC News on Feb. 14. The Eyewitness News Investigators took a look into New York’s efforts to recoup money from poor people who win the lottery. Click to view both the printed story and a copy of the newscast: http://abclocal.go.com/wabc/story?section=news/investigators&id=5958940

www.law.cuny.edu
1987

**Beth Lyons** is working on her second case as co-counsel on a defense team at the International Criminal Tribunal for Rwanda (ICTR) in Arusha, Tanzania.

1988

**Jonathan T.K. Cohen** recently opened the law offices of Jonathan T.K. Cohen, PC (www.jtkclaw.com), with offices in New York City and New Jersey. Jonathan’s practice is focused on the areas of complex real estate and business contracts, including transactions and counseling related to commercial real estate acquisitions and sales, leasing, development, residential property transactions, business contracts and sales, and the mediation of business disputes. He has also been appointed to serve on the Professional Advisory Board of Valley National Bank.

**Alan Compagnon** has moved from the East Coast to Vancouver, British Columbia and is currently working as a staff representative for the British Columbia Government Employees Union. His work involves arbitration hearings and unfair labor practices. Alan has two children with his wife, a massage therapist, who obtained a part-time teaching position at the Vancouver School of Massage Therapy and hopes to continue her private client practice here. He can be contacted at alan.compagnon@bcgeu.ca

In February, the **Hon. Edwina G. Richardson-Mendelson** was appointed Supervising Judge of the Queens County Family Court in Jamaica, New York.

1991

**Jim Bacon** was elected Town Justice of New Paltz, New York in November, and he was sworn in on January 1, 2008.

**Douglas Gershuny** was recently named as the new executive director of South Jersey Legal Services (SJLS). The organization provides free civil legal services to low-income people residing in Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem counties. Douglas has served as SJLS’s Deputy Director for Litigation & Advocacy since 2003 and previously served as Executive Director of Cape-Atlantic Legal Services, which merged with Camden Regional Legal Services to form SJLS in 2003. He resides in Egg Harbor Township, New Jersey with his wife and daughter.

**Ellen Rittberg** is the featured writer of the online literary journal *Raintiger*. When not practicing law, Ellen is creating visual art and reading spoken-word poetry in the New York area. While a law student at CUNY Law, Ellen was a frequent contributor to the Daily News and a playwright. Her Web site is www.ellenpoberrittberg.com

1992

**Jeffrey Zenna** was promoted to partner of Blume, Goldfaden, Berkowitz, Donnelly, Fried & Forte in January. His practice is dedicated to representing victims of negligence on claims such as medical malpractice, nursing home litigation, construction site accidents, premises liability, and automobile accidents.

**Alyson Hinton Minott** has started a law firm, representing the disabled in claims for compensation. The offices are located in Manhattan and Newark, New Jersey and the Web site is www.nyworkerscompsocialsecurity.com. Alyson resides in Plainfield, New Jersey with her husband and two daughters.

**Todd M. Turner** was re-elected to the City Council in Bowie, Maryland on Nov. 6, 2007. He was selected by his colleagues...
to be the Mayor Pro Tem, an honorary title, next in line to the Mayor. Todd and his wife, Anita Gauhar Turner (also Class of 1994), have resided in Bowie since 2002 with their two daughters, Rachel and Maya.

1995

SYLVIA ALEXANDER has followed her love of birds to a job at the Wildlife Conservation Society, where her office is in an old bird aviary. She is a development officer, specializing in raising funds from private foundations for international conservation projects. Recent highlights include grants for a climate change assessment in Central Africa, protection of a rare sub-species of gorilla, conservation of Asian dolphins that fish with humans, and reintroduction of howler monkeys in Belize. Syl reports that she found this perfect job at the age of 60.

VANESSA CHERENA has been selected as the recipient for the Ninth Annual Charles Schinitsky Award for Outstanding Service on behalf of children, represented by the Juvenile Rights Division of Legal Aid.

RALPH DEROSA is the Deputy General Counsel for the Committee of Interns and Residents/Service Employees International Union, a national labor organization representing resident physicians. He just celebrated his tenth wedding anniversary with his wife, Paula, with whom he has two children, ages 4 and 8.

1996

JOSEPH MAIRA recently expanded his practice to Toms River, New Jersey. He specializes in law pertaining to the construction industry.

MARIANNE O’BRIEN lives in Northeastern Pennsylvania with her Canadian husband, Phil, and their son Liam, 7. She obtained an M.Ed. in English and teaches English, History, and Law and Society, at Bethesda Day Treatment School, which provides education and counseling services to teens who have difficulty with the law, have emotional and behavioral stresses, and who have been recommended by the traditional public schools for education and treatment. Marianne would also like to recognize David Nadvorney who still inspires her. She notes, “Your fine example and teaching inspires me today as I teach.” She can be reached at member1916@aol.com.

1997

JOEY MOGUL is employed at the People’s Law Office in Chicago and was recently part of the team representing Leroy Orange, a Chicago Police torture victim, in obtaining a favorable civil settlement in the Chicago police torture cases. Orange was one of more than 100 African-American men and women tortured at Area 2 and 3 Chicago Police Headquarters by Jon Burge and detectives under his command from 1972 to 1991. As a result of the torture, Orange confessed to a murder he did not commit and his torture confession was used to obtain his wrongful conviction and death sentence. He was incarcerated for 19 years, of which 13 years were on death row, before he was pardoned. He settled his law suit against the City of Chicago this past January for $5.5 million.

AMY VASQUEZ represents foster children in four New Jersey counties and serves as the Chairperson of the Children’s Rights Committee of the New Jersey State Bar Association. She has also expanded her practice to work with William H. Buckman on civil rights litigation. They are currently representing a client in a civil case after his wrongful conviction and after he was freed through the efforts of the Innocence Project, having spent 18 years in prison. Some may remember Amy’s 2004 run for Congress, and she reports again preparing for a run for Congress in 2008.

1998

INGRID ADDISON was recently appointed to a five-year term as an OATH Administrative Law Judge. Ingrid was most recently Deputy Director and Senior Attorney with the Padlock and Sign Enforcement Unit of the Department of Buildings of New York City, where she worked for five years.

LAURA GANS is working as a lawyer at Vermont Legal Aid, Inc. Mental Health Law Project in Waterbury, Vermont and recently won two cases in the Vermont Supreme Court.

SHARON STAPEL works as the Director of the Family/Domestic Violence Unit at South Brooklyn Legal Services in New York City, representing indigent litigants and survivors of domestic and intimate partner violence in family, immigration, and employment matters. She is the co-chair of the New York City LGBTQ Domestic Violence Task Force, the chair of the New York City Bar’s Domestic Violence Committee and a member of the New York State LGBT Domestic Violence Network and the Lawyers Committee Against Domestic Violence. In 2004, Sharon taught at CUNY with Degna Levister and was an adjunct assistant professor at Hunter College. She expects to publish “Falling to Pieces: New York State Civil Legal Remedies Available To Lesbian, Gay, Bisexual and Transgender Survivors of Domestic Violence” in the New York Law School Law Journal this year.
MARY E. TRAYNOR is staff attorney in the Special Advocacy Unit at Legal Services of Central New York (LSCNY) in Syracuse, New York, where she enjoys both a 10-foot annual snowfall and handling constitutional claims for low-income people in the 17-county region. She is now litigating right-to-counsel claims for people denied their statutory and/or constitutional right to assigned counsel in Family, Criminal, and Town courts. Mary is a local cooperating attorney with the NYCLU and ACLU, and a founding member of Q-Law: The LGBT Bar Association of Central New York. She also volunteers at community-based, evening drop-in law clinics through the Onondaga County Bar Association.

PEGGY ROMAN-JACOBSON works for Schonbrun, DeSimone, Seplow, Harris & Hoffman, LLP. Last year, she won a jury trial in an employment discrimination case, representing an attorney who was terminated from his employment with a law firm after disclosing that he had Hepatitis C, and obtained a judgment for $1.1 million. She is also lecturing on employment discrimination towards lawyers at Occidental College. Last March, Peggy received an honorarium to give a lecture entitled, “Litigating Sex and Sexual Orientation Claims Under the Fair Employment & Housing Act.”

LAUREN KABEL recently published an article in Natural Resources & Environment, American Bar Association Section of Environment, Energy and Resources, Volume 21, Number 4, Spring 2007 entitled “EPA Steps Up Compliance Assistance and Enforcement at Construction Sites.”

2001

KIVA JAMES is currently an associate in the Bankruptcy Department of Macey & Aleman in Brooklyn, New York.

TINA MINKOWITZ recently published an article in the Syracuse Journal of International Law and Commerce, Vol. 34 No. 2, entitled “The United Nations Convention on the Rights of Persons with Disabilities and the Right to be Free from Nonconsensual Psychiatric Interventions.” In December 2007, she was invited to speak at a conference organized by the U.N. Office of the High Commissioner for Human Rights on the subject of torture and people with disabilities. Tina continues to work with the World Network of Users and Survivors of Psychiatry (WNUSP), representing the organization in international human rights issues. WNUSP recently received ECOSOC accreditation from the United Nations.

2003

NATASHA MAJID married Sheldon Salins in North Miami Beach, Florida. Majid is an Attorney and Vice President of Legal and Compliance at Allen & Company LLC in New York City. The bride is fourth-generation Indian; her family lived in Guyana, South America since the late 19th century. The groom is first generation South Indian. For ceremony at the hotel, the bride wore a white wedding dress, the groom a black tuxedo, and the bridal party of 27 wore coral dresses and black and white tuxedos. The bride walked down the beach to the beat of steel drums. An eclectic mix of American and East and West Indian food was served. “We wanted to include our unique cultures through out the event” said the bride.

2004

EMILY C. GRAJALEG gained admission to the Federal Court in the Southern District of New York in January.

NICOLE MANDARANO recently became Development Manager for Northeast New Jersey Legal Services, serving three counties. Her partner, John Salois, also an alum of the Class of 2004, is an attorney in the Family Representation Project at Legal Services of New Jersey.

FARID SEDAGHAT-POUR enrolled in the LL.M. program at Cardozo Law School, doubling up to receive an LL.M. in International and Comparative Law and Securities and Commercial Law. After graduating in 2006, he worked for a local, not-for-profit organization on Long Island, and in September, Farhid began working for a sole practitioner in Queens. The focus of the practice is real property/real estate, and also includes matrimonial and estate work and public interest defense practice.

2005

JACQUELINE DEVORE was married to Patrick Murphy on August 10, 2007 at the Ramsey Golf and Country Club in Ramsey, New Jersey. After a honeymoon in Greece, the couple continues to reside in Astoria, New York. Jacqueline continues as an Assistant District Attorney at the Bronx District Attorney’s Office, in the Child Abuse and Sex Crimes Bureau.
JUSTYNA LAGUNA TAUFERNER has recently moved to Lindenhurst, New York with her husband, and they are expecting their second child in June.

MARTHA RUBY is an attorney at the New York State Bar Association. She has been selected as a member of the Board of Directors for the State Bar of New York, effective January 1, 2008.

2006

AMANDA BEST resides in New Jersey and is an associate at Bubb, Grogan & Grogan in Morristown. She and Nghiem Pham will marry on April 26, 2008 and plan to have their honeymoon in Italy.

LARA RABIEE recently began a six-month assignment with the Victorian Law Reform Commission in Melbourne, Australia preparing a report on public surveillance, as a Research and Policy Officer. The Commission was created by statute and charged with researching and recommending changes to Victorian law upon the request of the state of Victoria’s parliament. Lara also is working to gain admission to practice law in Australia.

MATTHEW RUDERMAN began work as an associate with McGullough, Goldberger, and Staudt, LLP in White Plains, New York, focusing on land use, zoning, municipal, and environmental law. He also celebrated the birth of Penelope Schneider Ruderman on June 29, 2007.

MARIA SALAZAR says hello to the CUNY Law community. Maria and her partner, Jo Ann, moved back to Texas in July of 2006. Currently, Maria is awaiting Bar results after sitting for the Texas Bar in July of 2007. She is working in family law with the law office of Rosa M. Gonzalez in San Antonio, Texas.

SUSAN TIMMONS is the pro bono associate at the American Immigration Lawyers Association (AILA) in Washington, D.C. She began in March 2007 and is building the pro bono program from the ground up, serving as the first person in her position. She manages all AILA pro bono activities, primarily working with the national Pro Bono Committee, Chapter Pro Bono Liaisons (35 chapters nationwide), and other groups in the pro bono community.

CHRISTINE ZIELINSKI completed a clerkship in the Family Part of the New Jersey Superior Court in September of 2007. She is now a staff attorney for the Center for Family Representation, Inc., assigned to represent indigent parents in Family Court in abuse and neglect proceedings.

Photo by James Ravenell, Jr.

The South Jamaica community honored Charles Pringle, Class of 1999, by renaming 161st Street at North Conduit Boulevard “Charles A. Pringle Jr. Esq. Way.” Charles’ family, friends, city and state elected officials gathered on September 27, 2007 for a joyous and tearful celebration of Charles life, friendship and community service. The event culminated with cheers as the new street sign, shown above with Charles’ wife Shareema Gadson-Shaw Pringle, was unveiled.