

Governor Malloy Delivers Keynote Speech at *Law Review* Symposium, Largest On-Campus Event Ever Held at Law School

By Michael Senzer '17

On Friday, November 6, 2015, the *Connecticut Law Review* held its annual fall symposium, this year entitled "The Other One Percent: Prison Reform from Sentencing to Parole." According to *Law Review* Editor-in-Chief, Wesley D. Cain '16, this year's symposium—which drew around 200 attendees, meriting syndication of the events in Starr Hall's Reading Room to both mock courtrooms in that building—was the largest event ever held at the Law School. The symposium, which featured a keynote speech by Connecticut Governor Dannel P. Malloy, was covered by several news outlets, including the *Associated Press*, the *Hartford Courant*, the *Connecticut Mirror*, and the *Connecticut Network*. Notably, Governor Malloy's address was also live-streamed to the White House.

The day was filled with panels on sentencing reform, prison conditions, and offender reentry into society. Speakers included the Honorable Nancy Gertner (D. Mass. (ret.); currently Lecturer at Harvard Law School), the Honorable Stefan R. Underhill (D. Conn.), Assistant United States Attorney Robert M. Spector (D. Conn.; Chief, Organized Crime Drug Enforcement Task Force), James Forman Jr. (Yale Law School, Clinical Professor), Dr. Robert L. Trestman (UConn School of Medicine, Professor of Medi-

cine, Psychiatry and Nursing), and Luke A. Bronin (Mayor-Elect of Hartford; formerly General Counsel to Governor Malloy).



CT Governor, Dannel Malloy, delivers Keynote Address at the Connecticut Law Review Symposium
Photo via www.law.uconn.edu

The symposium was touched off in a keynote speech by Connecticut Governor Dannel P. Malloy, announcing significant proposals for reform to Connecticut's criminal justice system. Governor Malloy asserted that it was time to "transform our approach" to criminal justice. The state's system of

mass incarceration, he said, "has not worked." The Governor indicated that accomplishing reform necessitates "sea change" through legislative action, and ultimately charged the state's lawmakers to enact changes to Connecticut's treatment of certain young adult offenders and to make select modifications to bail eligibility.

From the outset of his speech, the Governor hailed his administration's efforts to improve Connecticut's justice system through policy changes. He noted that the commission of crime in Connecticut has reached a thirty-year low, that the commission of violent crime has decreased 36% across recent years, and that 4,000 offenders have been taken out of the state's prison population since 2008, enabling three prison closures. He also praised Connecticut's newly-enacted "Second Chance Society" legislation, which has reduced simple drug possession offenses to misdemeanors, eliminated mandatory minimum sentences, expedited the parole process, quickened pardon consideration, and offered offenders job training while in prison.

Before announcing his proposals, Governor Malloy identified the role of prison in a "cycle of poverty" and the continuing costs of recidivism to Connecticut—where it costs an average of \$120 per night SYMPOSIUM, p. 2

UConn Law to Add New Compliance Certificate

By Adam Colorado '17

UConn Law will soon be offering a new addition to its Certificate options: a Certificate in Compliance.

Certificate programs at the Law School allow students to steer their coursework towards a particular field to focus on specific aspects of the law, and be rewarded for that concentration by receiving a certificate attesting that a student has specialized in the study of a particular practice area. UConn Law currently offers certificates in five areas: Tax Studies, Intellectual Property, Energy and Environmental Law, Human Rights, and Law and Public Policy. Soon, a new certificate in Corporate and Regulatory Compliance will be available as well.

"Compliance as a field is really emerging as a hybrid between law and management," explained Professor Peter Lindseth. "So there are plenty of lawyers who are in compliance and there are plenty of managers who are in compliance." The Compliance Certificate is a joint venture with the UConn School of Business; the Business School sought to find areas of collaboration with the Law School, and the idea of the Compliance Certificate grew from that effort.

According to Professor Paul Chill, Associate Dean for Clinical and Experiential Education, "the idea is to give people a certificate who specialize in this field." Chill also serves ex officio on the Educational Policy Committee, which reviews all proposed changes to academic programs, rules, and policies. The new certificate program would not just be limited to students at the Law School; business school students and other non-matriculating students would have an opportunity to earn the certificate as well.

As it currently exists, the certificate will require completion of 12 credits in Compliance-related courses. Two classes will be offered at UConn Law, one class at the Business School, and students would be able to choose an elective. An introductory course in Compliance is being offered at the Law School for the first time this Spring, which Professor Lindseth will be teaching.

Lindseth noted that the new certificate has received an enthusiastic response from people involved in this field. He hopes that this will not only provide students with an introduction to the mysterious field of Compliance, but also networking opportunities through internships and externships. "This is going to be a field where a lot of people with legal skills are going to be working in the future, and these are significant and important jobs," said Lindseth regarding the changing landscape of the legal profession.

In addition to the new compliance certificate, the Law School will be welcoming more new programs in the future. A proposal has recently been approved for a three-year joint JD/MBA program, which reduces the duration of the program by one year, and there is also another proposal in the works to offer an LL.M. in Intellectual Property. Stay tuned for more details about these evolving programs in a future issue of *Pro Se*.

Admissions Office Gears Up to Implement Key Changes

By Nina Pelc-Faszczka '16

With law school enrollment decreasing consistently across the country and even more dramatically in New England, UConn Law School's Admissions Office ("Admissions"), under the leadership of the current Director of Admissions Karen DeMeola, has begun to refocus its recruitment strategies in hopes of attracting more students for our future classes. Admissions plans, and has already begun, to implement real changes primarily in the following areas:

Direct Recruitment

Admissions plans to focus more on recruiting students from colleges and universities that typically have some applicants who matriculate to the Law School. According to DeMeola, the Law School will expend more energy and resources on communicating with schools that have past ties to the campus, and less on schools that rarely send students to UConn. For example, UConn is a popular choice among students who attend Connecticut colleges and universities and Admissions has "already hit a majority of Connecticut schools," DeMeola explained. The Law School also has a significant pull with some schools in California.

Additionally, DeMeola explained that Admissions is using this refocusing strategy as an "opportunity to re-establish connections with pre-law advisors and reconnect them to our campus," and to expand direct outreach to individual qualified students through the Law School Admission Council (LSAC), based on self-disclosed information.

Scholarships

Admissions has developed a new strategic plan for distributing scholar-

ships, in conjunction with the Chief Financial Officer of the University of Connecticut. The Law School is very fortunate to have an astounding \$1.6 million to provide this year in merit-based scholarships, and DeMeola explained that Admissions plans to take full advantage of that amount. "Scholarship awards are now included in a student's admission letter," noted DeMeola, a big improvement and in stark contrast to the past practice of admitting students and offering scholarship money later. Although tuition remission (need-based) grants will still be offered later in the admissions cycle, DeMeola noted that Admissions hopes that simultaneous admission and merit-based scholarship offers will entice more students to enroll at UConn.

Communication

Based on commentary from various focus groups on what works and does not work in terms of law school admissions, the Admissions Office has devised an enhanced communication plan for admitted students. Among the changes and enhancements are: hard copy admissions letters and invitations to admitted student open houses, inclusion of a UConn Law bumper sticker in admissions packets and giving other gifts throughout the admissions cycle, targeted mailings based on the student's potential areas of interest including letters from professors, offers to sit in on law school classes, offers to visit our campus for tours, and maybe even a phone call from Dean Fisher. "We wanted a clear communication plan where people hear from us and we are on their minds," remarked DeMeola. "It shows that we care about them."

Additionally, Admissions plans to make greater use of alumni, ADMISSIONS, p. 3

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How the Library Can Help During Finals

By Jessica Panella, Head of Library Access Services

Stressed about final papers and exams? Here are a few quick reminders of some library services that will make finals a little less nerve-racking.

Areas for Group Study

In addition to lots of individual study spaces, the building has 15 group study rooms. Groups of two or more people can book a room online or at the Main Desk. Reservations are for up to four hours per group per day.

Online Exam Archive

The online exam archive contains exams from 1960 to present. It can be searched by course name or professor. Submission of an exam is solely at a professor's discretion, so while not all-inclusive, it is a good idea to check to see if your professor has put any past exams in the database.



ditional information can be found in the Library's New Student Toolkit.

Are you a visual and auditory learner? CALI lessons can also be helpful for understanding classroom topics and exam preparation. CALL, the Center for Computer-Assisted Legal Instruction, has over 900 interactive, computer-based lessons covering 35 legal education subject areas, and are available to students at member law schools like UConn. If you need an authorization code, please contact the Main Desk.

Last minute Research Assistance

Mistakenly leave a paper for the last minute? Our reference team is here to assist with any questions you have. Don't spin your research wheels, ask them.

Need more tips or a sympathetic ear?

We're here for you every hour the library is open. Ask us anything, and if we don't know the answer, we'll find it.



Study Aids & CALI Lessons

There are a variety of study aids on reserve at the Main Desk and available for three-hour checkout. Items include Hornbooks, Nutshells, the Understanding and Examples and Explanations series, and select Emanuel Outlines. Ad-

Career Planning: Take a Break This Holiday

By Michele Hoff, Associate Director, Career Planning Center

This is the first installment of a brand new regular column in Pro Se, provided by representatives from UConn Law's Career Planning Center. The column will focus on various job search tips and pieces of information relevant to students in their job search at all stages of law school.

Late summer and early fall seem frenzied with job search activity for many students. There's always a cover letter to draft, a resume to update, an interview to prepare for, a job fair to attend, and so on. There's no such thing as free time, and there's always something else that is a high priority. Then the season changes—and suddenly all seems quiet on the job search front.

low up with the people that you meet. This is a great way to expand your network while also enjoying the holiday season.

3. Set up informational interviews with employers—near or far—who are of interest to you during winter break. Late December and early January are often very quiet times for employers, and can be a great time to meet for a quick cup of coffee or connect on a brief phone call. Attorneys who agree to an informational interview are happy to share their advice, insights, and experiences. Just be sure to avoid asking them for things they may not be able to provide you.

4. Be open about your job search status. Let your contacts know you are still looking for an opportunity. And, let them know what types of things interest you. You may be surprised at how many of them haven't offered their help because they assumed you were "all set."

5. Take some time to do some additional self-assessment. Review your job search materials, and update them if necessary. Think about your job search goals, and make sure you have a realistic timeline and action plan in place to achieve them. Consider what your contingency plan may be, and ensure that you are considering all of your options.

Whatever you decide to do during this time, enjoy the holiday season and return ready to actively re-engage in your job search with a positive, enthusiastic outlook when the hiring activity starts to pick up again in February.

Professional Advice from the Dean: Your Elevator Speech

This is the first installment of a brand new regular column in Pro Se, provided by our very own Dean, Tim Fisher. The column will feature Dean Fisher's key pieces of advice for all students regarding strategic professionalism in the legal field, influenced by his unique perspective as a previous practicing attorney for 35 years in private practice.

My thanks to the editors of Pro Se for the opportunity to contribute a column to each issue on the topic of professional advice. I will start this tradition with the "Elevator Speech." The term elevator speech refers to the several sentences with which you can introduce yourself in the duration of a hypothetical elevator ride. It should be 15-20 seconds long. It needs to fit the attention span of a busy listener who is forming a first impression about you.



First, your goal is to convey enough to reflect well and distinguish yourself from the many other people your listener will meet in a given day or year. Start with core information to frame who you are ("I'm a law student at UConn...").

Second, convey what is distinctive about you. It might be a prior career, military service, journal membership, clinic participation, a research assistantship, student organization leadership, or an externship.

Third, focus on what about you might be most interesting to the other person. Tailor your speech to the listener's perspective. What you tell about yourself to a judge may be different from a big firm partner, or a public interest lawyer. Well-targeted remarks about yourself will strike interest in your listener and can lead to the sign of a successful elevator speech: follow-up questions by the listener.

Fourth, and crucially, be prepared with more detail about any aspect of yourself that might come up. Study your resume and reflect on your experiences sufficiently that you can offer thoughtful reflection on every aspect of your legal training to date. Whether that is the topic of a journal note, a moot court argument, a student organization goal, or an externship, be ready to share some well-developed thoughts on what you learned from the experience. That is the point at which you make an impression as a thoughtful and interesting person.

Gov. Malloy Calls for Prison and Sentencing Reform

from SYMPOSIUM, p. 1 to imprison an inmate—as compelling rationales for reform. He charged legislators to think "broadly and systematically" about how to reform eligibility for prison. Reforms to the treatment of young adult offenders and pre-trial bail eligibility, he said, were two essential ways to begin treating the "great traumas" that mass incarceration has wreaked on some of Connecticut's communities.

Governor Malloy called for the state's juvenile system, which currently has jurisdiction over offenders ages sixteen and younger, to be given jurisdiction over offenders under the age of twenty-one, because these offenders have clearly "not finished their maturation process." For all offenders under age twenty-five, Governor Malloy called for Connecticut to adopt certain "best practices" proposed by United States Attorney General Loretta Lynch, including confidential trials and record expungement. He also called for the extension of house arrest and parole to certain low-risk offenders—who, he said, likely made one-time mistakes—in order to retain those people in their communities, instead of adding them to jail or prison populations.

Regarding pre-trial bail qualification, Governor Malloy proposed that a defendant's ability to pay or post bail should not be the sole criterion for pre-trial release in cases where the bail imposed is \$20,000 or less, the offense alleged is non-severe, and the accused has exhibited good behavior. He expressed concern that defendants faced with pre-trial jail stays longer than terms of incarceration faced upon conviction would effectively be compelled to enter guilty pleas, exchanging possible vindication at trial and a criminal record for release in a definite period of time. In some cases, the Governor noted, the amount of bail at issue is relatively small; it can be as little as \$250.

Throughout his address, Governor Malloy repeatedly said that criminal justice—if it is to be just—should not be "one size fits all." In opening a day of discussions with federal judges, distinguished academics, and public officials, the Governor cautioned the polity not to retain the criminal process that modern-day Connecticut has inherited without closely examining it. Meaningful reforms, he said, "will save us money . . . [and] will save us lives."

Tips & Tricks for Studying for and Taking Exams

By Nina Pelc-Faszczka '16

It's that time of year again! No, I don't mean the holidays. Unfortunately, I mean law school exams. To ease some discomfort or anxiety and provide students with tips on studying for and taking exams, Pro Se sat down with Professor Richard Michael Fischl for an exclusive insight from the mind of a law professor. Not only has Professor Fischl been teaching law and grading exams for over thirty years, but he is also co-author (with former UConn Law School Dean Jeremy Paul) of the infamous law school book: *Getting to Maybe: How to Excel on Law School Exams*. Professor Fischl provides the following tips, advice, and guidance to any student preparing for law school exams.

Studying for Exams

1. **Focus on your class notes.** "Professors test what they teach," Fischl stressed. Therefore, the first step to any successful exam preparation is familiarizing yourself with your class notes, the class syllabus, and any material emphasized by the professor. It is mainly for this reason, among others, that students should not rely solely on commercial outlines or outlines from past courses. While commercial and other outlines can be useful as a supplement for difficult concepts, solely using another outline misses the point of tailoring your studying to your specific class. Additionally, if recordings are available for classes that you missed (or even classes that you attended), take advantage of them! There really is no better way to master legal concepts than to hear the professor explain and discuss them firsthand in class.

2. Use old exams to practice.

Reading (and even taking) old exams from your specific professor can be one of the best ways to develop an understanding of your professor's expectations and exam format style. As Professor Fischl explained, practice exams can give you a "crucial sense of the kinds of questions that your professor is likely to ask." Additionally, practice exams can be a huge asset to those students who either study regularly or are interested in studying in groups. "Practice exams are a terrific vehicle for group study," Fischl emphasized; old exams provide students with a unique opportunity to either write up answers and exchange them with classmates, or talk through the problems with each other to gain the benefit of multiple perspectives and clarify any misunderstandings.

3. Make use of office hours.

"You get out of an office visit what you put into it," commented Fischl. Don't just go to your professor in the hopes that they will provide you with insider information into the content of the exam; you will not get what you are looking for. Instead, the best way to take advantage of your professor as a resource is to approach him or her with concrete questions based on your review of the course material or questions you may have based on the content of their past exams. Entering into a meeting with your professor with a clear idea of what you do and do not understand "can lead to the most helpful exchange" for exam study.

4. Tailor your outline to your specific class.

In constructing your outline, you should work heavily from your class notes. "An outline is a good place to emphasize recurring themes from the course," Fischl explained, so that you are prepared to answer exam questions in a way that your professor is looking for. Additionally, be strategic with the cases you read. "Case names with brief versions of the key concepts that we associate that case with can be very useful," stated Fischl. Case names can also provide for very useful shorthand for legal principles to save time and space and on an exam (e.g. "Because the damages may not have been foreseeable, a *Hadley* issue is present here."), so pairing concepts with actual case names can be an effective use of your study time. Furthermore, Professor Fischl emphasized that it is good practice to group rules of law with their exceptions, so that you don't mistakenly state that a rule does or does not apply to your facts without consulting all possible exceptions.

Regardless of how you may choose structure your own outline, Professor Fischl's main thought about outlines is as follows: "the point isn't to have one, the point is to make one." Outlining does not simply serve the purpose of a reference during the actual exam; rather, making the outline is the most important piece of your actual exam preparation. "The physical and mental act of organizing and synthesizing information is key," Fischl commented. Outlining is how you identify what you do and do not know or understand from the course, and it is therefore essential to take your time and approach your outline strategically.

Taking Exams

1. Ambiguity is your friend.

More often than not, there will be more than one way to read a case, more than one way to interpret a statute, and more than one way to interpret the facts presented to you. Therefore, there may be (and likely are) multiple possible ways to answer an exam question. "Address the ambiguity in your fact pattern or in the law, and embrace it and exploit it," Fischl emphasized, but also added what he stressed as the most important test-taking tip of all: "You've got to 'know your judge,'" and if the professor who is grading demands black or white answers in class, or has instructed you

to provide them on the exam, you may want to keep the ambiguity to yourself.

2. Answer the question asked.

It is ever so easy in the moment of a highly pressurized final exam to read the fact pattern, assume you know what the professor intends to ask you, and proceed to skim over the actual question presented. Additionally, it is easy to simply read the question too fast, and miss crucial facts or instructions. For any exam answer, the most important thing you can do is to answer the question presented. "The question may identify a particular cause of action, a particular defense, or it may even ask you to take sides," explained Fischl. Accordingly, it is crucial to read these details in the call of the question, so that you don't waste time (and potentially valuable word count) addressing a particular argument that your professor instructed you not to make, or so that you don't provide an incorrect answer altogether.

3. There is no perfect length for an exam answer.

According to Professor Fischl, long answers may be the result of students "thinking out loud, winding their way to the heart of the case," whereas short answers can "cut right to the chase." Both of these methods, however, can be effective for an exam answer. Answers are usually evaluated based on "quality of argument construction and analysis," explained Fischl, which does not necessarily coincide with answer length. So long as students identify the critical issues, an "A" exam answer can either be longer or more succinct.

That being said, the "throw in the kitchen sink" method may not be too successful. "Focus your fire on points in dispute," Fischl commented. "Don't dedicate more time than necessary to the obvious. What are lawyers going to argue about?" Furthermore, focus on issues emphasized in class—concepts the class struggled with or topics the class had great discussions about. Similarly, "It's almost never a good idea to address topics your class didn't cover," emphasized Fischl. Not only will your professor not expect you to answer the question in this way, but such an answer may also be a red flag that you consulted or relied on a commercial or past outline for your study. Fischl readily admits that his favorite exam answers over the years are those that came up with issues, arguments, or perspectives he hadn't thought of, but he said he couldn't recall a single instance in which a student had successfully addressed an area of law not covered in the course.

4. Analyze and argue; don't regurgitate.

Focus on writing down your own analysis of the fact pattern presented and applying it to the legal principles you have learned, and spend less time rewriting sections of your fact pattern or quoting legal sources from your outline such as a case or Restatement. "Cut to the chase with recitation of facts and propositions of law," Fischl noted. Students should strive to "bring the facts and the law together and provide analysis, rather than just pair the two."

5. Quality of writing is important, but certainly not the most important.

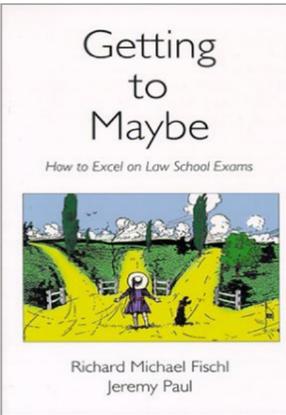
When teaching his first Contracts course, Professor Fischl gave his students a practice exam question halfway through the semester, and later distributed what he thought was the best answer to the entire class so that they could learn from it. Upon passing out the model answer, one of Professor Fischl's students (a former English professor) gasped as she read through it and remarked, "He writes like an ape!" Despite the fact that the student's writing wasn't top notch, Fischl explained that the best answer was "methodical, rigorous, [and] simply made its points and moved on."

Granted, there is something to be said for strong writing skills. Clarity and organization are essential, and a well-written exam answer can help the professor get through and understand your arguments more easily. "It's what you write rather than how you write, but what you write must be persuasive," Fischl stated. A good rule of thumb for anyone taking a law school exam, regardless of writing ability, is to stop and think: "How would I explain this to a person with no legal background?"

Therefore, although writing skill is important and can be a potential advantage in exam-taking, those students who feel their writing could use some work should not feel disadvantaged or hopeless in the slightest going into exams. Be confident in what you know, focus on clarity of argument, and let your thoughts do the talking.

6. Argue both sides, to the extent possible.

The ability to see both sides of an issue is key. "I wouldn't hire a lawyer who could only see my side of the case," said Fischl. "You've got to anticipate the arguments against you, even if—especially if—what you need to do is defeat them." Therefore, if your professor instructs you in an exam question to argue the case as counsel for one side of a dispute, that argument should typically also address and negate counterarguments in order to strengthen your own analysis. Of course, it is possible that your professor specifically instructs you to only address arguments on one side of the issue; and once again, "know your judge" and always do what your professor asks. But, in the absence of instructions to the contrary, address both sides of the argument, even if you are picking a winner.



DeMeola Notes Bright Future for Admissions

from ADMISSIONS, p. 1 including connecting students directly with alumni in their geographic area and inviting students to attend a UConn Law Graduate Gathering in various cities across the country to network with faculty and alumni in different practice areas.

Individualized application review

Although the Law School has always conducted individualized application review, Dean DeMeola stressed that the current admissions committee is working hard at increasing communication between the members in order to provide the most thorough review of all applicants. "We'll have conversations about why we're making the decisions we're making," she explained. These conversations will ensure that each applicant is given his or her fair chance at admission, and that admissions decisions are not made unilaterally.

Moreover, the committee is striving to render admissions decisions more quickly than it has in the past. "We're trying really hard to do a quick turn around, to reduce the amount of time that someone has to wait in review," stated DeMeola.

In general, DeMeola spoke enthusiastically about Admissions this year and in the future, and noted, "Strategically thinking about the year certainly feels different." Although New England schools are still not seeing as many applicants as they have in the past, UConn is "working toward bringing that class size back up."

Among other important changes are the new convenient Admissions location in One-Stop so that prospective and admitted students can visit campus and feel welcomed by students and staff at the One-Stop front desk, promotion of a self-guided tour so that students can visit our campus on weekends or at any time on their own, and better marketing.

Ignite Campaign Raises 12K for Student Orgs

By Madiha Malik '16

This year marked the second annual Ignite Student Crowdfunding Campaign on the UConn Law School Campus. According to a community email sent from Dean Timothy Fisher, twenty-two student organizations competed to raise the most donations. Combined, the student organizations raised \$11,978 from 281 donors. This is a significant increase from the previous year, in 2014, when the campaign was launched, and only four groups competed, raising \$5,659 from 114 donors, according to Fisher.

The Mock Trial Society raised the most amount of funds, totaling \$3,130, according to the UConn Foundation website. The group's goal was to raise \$5,000 to help fund the group's competition teams, including travel and lodging.

Congratulations to the following nine student orgs, who qualified to earn a \$5,000 prize from the Law School Foundation!! (in order of total amount raised):

1. Mock Trial Society
2. Black Law Students Association
3. UConn Law Soccer Club
4. Italian American Law Students Association
5. Diversity Week
6. Latino Law Students Association
7. UConn Law Softball Club
8. The Federalist Society
9. Energy & Environmental Law Society

Check us out online!



uconnlawprosenews.wordpress.com

Interested in writing, editing, photography, or layout?

Keep a look out for our next meeting early in the Spring semester where we will brainstorm and assign articles for the February Issue!

Questions? Comments? Article Ideas? Drop us a line at [prose@uconn.edu!](mailto:prose@uconn.edu)

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The Back Page

Professor Spotlight: Timothy Everett '84 and Todd Fernow '83

By Alexis Beyerlein '16

Professors Timothy Everett and Todd Fernow began their legal careers right here at the University of Connecticut School of Law as law students. Shortly thereafter, both returned to UConn to begin teaching in the UConn Law Criminal Defense Clinics. In the last thirty years, their work in the Criminal Clinics has left a tremendous impact on criminal law in Connecticut. This edition's Professor Spotlight will focus on how the Law School has changed over the years and the professors' experiences as criminal defense attorneys.

Q: How has law school, and UConn Law, changed since you were students?

TF: It has changed a lot. I would say that two things have contributed to this change: the fact that the law school is now comprised of separate buildings, whereas it used to be one building, and computers. When we were students, it was a much more intimate enterprise. The students and faculty were always together and with each other. You could not email or leave voicemails for one another. If you needed to talk to a student or a professor, you had to go track them down in person and talk in person. Today people are disembodied. Students do a substantial portion of their education and live their lives from wherever you happen to be. That is a huge change! Today, as a teacher, I have to do things more so from a distance. It is nowhere near as intense as it was. There might be things going on in your minds where work is happening but we don't see it. So we do not interact with students the way we used to. The old law school was a single building. When we moved here,

we used to have the whole area that is the insurance law center and faculty lounge. People used to come by and just hang out.

TE: I agree. These days it seems that there is less time for trial and error in our work with students. In-person consultations occur less naturally and less often than I would like. Some students want or need to collaborate from a distance, so we have to compensate with formal strategies that weren't necessary in the past. Many students hold down jobs that compete with the time they can give to collaborative case development with each other and faculty. So you feel that you are competing with employers and expected employers. I want to have the time to be with a student long enough for us to make some helpful mistakes, good mistakes, exploratory mistakes that will yield dividends in our work together. Misreading a statute or a case and sharing it with another can really help fine-tune anyone's understanding of the law. When that happens, it is good, one of the satisfying of my work with

students.

Q: What is one of your favorite cases you have worked on in the Clinic?

TF: We have got about ten that we like, for different reasons.

TE: We talked about that yesterday because we have favorites at the appellate level and then we have our favorites at the trial. You have *Shockley* and *Wallace*, we both have *Duke*. You can talk about the appellate cases or the post-conviction cases but one of the strengths of the criminal clinic, primarily the trial clinic, is fact investigation and bringing law into three dimensions. Going out to where our client was arrested or where an offense occurred and talking to people helps us transcend reliance on the police report. There are so many things you have to prepare for; you have to expect the unexpected. The experience of doing investigations teaches you that you are playing five-card stud with fewer than five cards if you do not do an investigation, if you just rely on the police write up of

a case. Lawyers who don't investigate often stipulate to things that are not reality. The *Shockley* case was a wonderfully well investigated case.

TF: And *Shockley* was just after *Strickland v. Washington*, but before the Connecticut Supreme Court adopted the *Strickland* test. In that case, the trial court set a higher ineffective assistance of counsel standard, rejecting the federal standard in *Strickland*.

TE: One of the fun things one does in the Clinic is identifying areas where busy courts and practitioners are getting it wrong. We train people to be advocates and not just people who say sensible and reasonable things about the law. Students learn to read law with an advocate's perspective, looking for ways to adapt received authority so that we can use it actively for particular purposes in particular cases for actual clients.

Q: On a lighter note, what is your favorite movie or TV show?

TF: I can guess what his is, it is one of two. Either *Moby Dick* or *Captains Courageous*.

TE: If I had to go for a movie, just on the sentimental side, it would be *Captains Courageous*. The book *Moby Dick* is a favorite, but not the Gregory Peck movie.

TF: I would probably go with a TV show, *The Wire*. I mean *Hampsterdam!* *The Wire* is just too good, there is just so much, even if you see some of the stuff over again. Every years was not great, but overall a great show.



Professor Timothy Everett

Photo via www.law.uconn.edu

Professor Todd Fernow

Photo via www.law.uconn.edu

Students, Faculty, and Senator Chris Murphy '02 Attend D.C. Graduate Gathering

By Madiha Malik '16

On November 9, 2015, the Semester in D.C. students attended the Washington, D.C. Graduate Gathering, where they mingled with UConn Law alumni working in D.C., both in government and in private practice. Alumni attending the event included those working at private sector law firms, to public sector government jobs, and some were even alumni of the Semester in D.C. program.

Dean Fisher attended the graduate gathering and addressed the attendees, emphasizing the importance of the Semester in D.C. Program for the Law School. Fisher noted that since the employment market in Connecticut has not grown as rapidly as the school had anticipated, the Washington D.C. market is an important one that the school values. UConn

Law Professors Richard Parker and Jennifer Maily attended the event, along with Professor Brendan Maher, who was in town arguing an ERISA case before the United States Supreme Court.

The next day, on November 10, 2015, students in the program had the opportunity to receive a tour of the Capitol Building and meet with Senator Chris Murphy. Murphy answered students' questions and discussed his time working with the Connecticut state legislature while attending UConn Law School. He shared insightful anecdotes about this time as both a member of the House of Representatives and a Senator. Madeline Korber '16 described Murphy as "relatable" and remarked that he seemed like an everyday person who is working on issues he is passionate about.

Congrats to the William H. Hastie Moot Court Competition Champion Cassandra Dulepski, and Finalist Drew Cunningham!!



Restaurant Spotlight: Potbelly Sandwich Shop

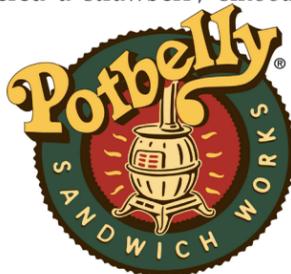
By Andrew Manning '18

A good sandwich is hard to find these days. Subway's foot-long subs do not actually measure 12 inches, and D'Angelo's demands a price point that defeats the purpose of a quick, affordable bite to eat.

Enter Potbelly's Sandwich Shop. While not quite a mom and pop deli, Potbelly's offers atypical sandwiches that provide reassurance that this is more than just another mediocre sandwich shop. I tried the "Wreck," a sandwich with salami, roast beef, turkey, ham, and swiss cheese. The combination of meats was not my usual order at a sandwich shop, but the flavors of the sub melded well together and had me thinking that sometimes the cook knows what your taste buds are craving more than you do. There appeared to be sandwich styles to fit a variety of preferences. Their "Signature Sandwiches" include the "Wreck" along with a "Pizza Sandwich"

and the "Mediterranean." The menu also listed "Favorites," including a meatball sub and chicken salad, for the less adventurous types.

I also ordered a strawberry smoothie with my sandwich. In the world, seems to be categories: creamy. This belonged to the latter group, not what I was expecting, but was less enjoyable. Potbelly's also offers drink selections from a fridge filled with feel-good, naturally flavored beverages. Their menu also includes a "soup of the day," and a "soup-and-half-sandwich" combo for the price



of a large sub. Speaking of prices, Potbelly's lands somewhere in between Subway and D'Angelo's at approximately seven dollars for a large sub.

The atmosphere of Potbelly's seems appropriate given the deli's name. From the chalkboard menu to the rustic furniture, the interior is reminiscent of a flatbread restaurant in Vermont. On the Tuesday afternoon I visited, a performer played an acoustic guitar and sang to the customers as they ate. Because it was an unusually pleasant Fall day, I opted to eat outside, where there were several table sets lining the storefront.

Potbelly's is located in Blue Black Square in West Hartford, at 51 Memorial Road, Suite C50. They will deliver to UConn Law or a location of equivalent distance, but they have a delivery minimum of 30 dollars. So next time your study group gets together, be smart and order from Potbelly's.