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>> I really know you will enjoy this panel and gain tremendous deal out of it and I look forward to sharing more time with you.

>> Thank you, Dean Alexandre. So at this time, I'm going to go ahead and message that if you have questions while our panelist are speaking, we encourage you to post your questions in the questions feature. We plan to leave a considerable amount of time after the panelist have presented to answer all of your questions. So as we move through the panel, please feel free to jot your questions in that questions feature and we will take them at the close. So at this time, I'd like to introduce our first panelist Professor Liz Boals. As Dean Alexandre, Professor Boals is the director of -- advocacy at Stetson. She joins that -- just Stetson just this year in 2020. Prior to joining Stetson Professor Boals taught at American university Washington College of Law for 15 years. At American university she served as the assistant Dean part time online education, director of -- policy institute and associate director of wine style trial advocacy program. She's published a variety of advocacy on criminal procedure and expert testimony.

Before transitioning to a full-time teaching position, Professor Boals was in labor and employment for the US department of commerce and private practice. She earned JD at George -- [Indiscernible] university.

>> Thank you really awkward all of that listed at one time.

I want to -- I kind of want to pull the group back to my time in practice and the reason for that is because I think it frames really nicely a conversation about what advocacy is. I came out of law school and I started as public defender I did that for five years. I specialize in representing individuals for mental health concerns. The -- criminology system. Then I moved on to a private firm. I ended up practicing civil law in federal court under title 7 filing discrimination actions on behalf of police officers which is an odd transition and kind of uncommon path and ultimately, I ended my practice time at the department of commerce defending some of the same actions I had brought as a plaintiff's attorney. And I tell you that story because that's not a normal path. A lot of people talk about advocacy and wanting to go to law school to be an advocate. Sometimes they forget that you can start law school thinking one thing as a definition of an advocate and some place totally different. I didn't start law school thinking I'll be a trial attorney. I thought I was going to be a contract's lawyer with a background in engineering and I thought I was

never going to set foot in a courtroom. I even told my mother I knew I didn't want to do was represent criminal defendant. I said that to my mom. I absolutely said it to. I said I know that's not what I'm going to do then I went to law school and I met some amazing people and I did some incredible internships. And I got in court and I realized for me being an advocate is not so much about the substitutive law practice which is a little different -- it was about the task of representing a client and some instances representing a cause or ideal and for me that was the driving force between continuing in law. Being a practitioner. I chose jobs, and offices, and a career path that allowed know be in court almost every day. That was the task I wanted. I wanted to stand up and remember I was never in my court on -- I actually never represented myself in a case. I was always in court on behalf of someone else. For me that's advocacy. I loved the task of putting together a case of thinking and analyzing the law and figuring out how to challenge things that I needed to challenge on behalf of my clients and what was in their best interest. So for me that's advocacy. And couldn't be happy to be at Stetson. As you know I've been there -- been here six months and I love it. And for me, the thing that brought me here I was happy at my job at American -- two things I watch Stetson student in competition after competition, and I -- I loved watching them. I felt like they were well trained. Felt like they were professional.

And I kind of thought okay, wouldn't mind being part of that group and sending those students out into the world to be lawyers to sort of raise that flag on behalf of clients the way I did when I was in practice. For me the students were a big part about why I came to Stetson and second, I got to be the director of scepter of advocacy. I get to think broadly about the things we offer to our students at Stetson and so my part of this panel to clue you in on that and you can come to Stetson without knowing exactly what you want to be. You don't have to know what kind of law you want to practice. You don't have to know any of those things. The opportunities are actually here for you to explore. That's sort of the point of law school is figure out what works for you what makes you happy. What gets you jazzed up. What make use want to go to work every day. Your work is work you ought to like it. Come to Stetson and we'll sort of open the menu for you.

Some of the things we do have just to kind of -- I don't know what your appetite if you think about that way. We have very well-developed advocacy board that cover competitions for students in the arena of trial appellant advocacy for mute court. Negotiation, client counsel as well as mediation and arbitration. The full gamete of different trial teams to participate in and try out for. As well as a number of different classes that cover many disciplines. Unlike a lot of other schools, we don't have just a trial add vow -- little nook department that has a couple classes that offer basic trial. What we have is a factual that spar across the curriculum. Which means we have 30 different classes offered here that have an advocacy component R your professors are working with you. That's nice depth of course opportunity and professors to work

with. As well as extern ship and internship. That what got me hooked in law school. I did internship at -- I wouldn't have had that opportunity unless I did an internship when I was in law school. Those opportunities are here and it's a program well directed and there to facilitate you being able to experience what you want to in the workforce.

I'm happy to answer any questions. Wherever you end up in law school hopefully it's Stetson. Be open ended. Don't go in thinking you know what you're going to be. I'm in my 50s I haven't figured out. Some day. Be open minded. Be open to experience and kind of get your feelers out there and see what really jazzes you. Thank you for your time.

>> Thank you, Professor Boals. Our next panelist is Professor Judith Scully. She's the director of social justice concentration at Stetson. Also, cofounder Stetson innocence -- collaboration with the innocence project of Florida. She teaches criminal law, criminal procedure, trial advocacy. Advance trial practice as well as seminars related to race and American law and international human rights.

Prior to teaching law, Professor Scully managed her own law firm in city of Chicago where she primarily represented defendant -- section -- civil rights cases. She has also served as an arbitrator for the circuit court of cook county. Administrative law judge cook county human rights and deputy director of city of Chicago board of -- she's passionate for efficacy for racial justice -- she's written several articles on eugenics for sterilization initiative and contraceptive abuse. She earned her JD agree at George Washington university. Professor Scully.

>> Thank you. As Director Jamison said to you you've been teaching at Stetson for about 12 years and before that I taught at West Virginia University College of Law. Prior to that as my bio indicates I was in private practice focus mostly on civil rights and criminal defense work which meant that I primarily did litigation in both state and federal Courts. But my legal career has actually been incredibly expansive. It's been a journey through all types of different advocacy. What my bio doesn't tell you is that I served on several boards of directors for nonprofit agencies. I've also advised many for profit corporations. I've worked for the government. I have advised policy makers at the city and state level. I have been engaged in international advocacy human rights advocacy both in this country and several other countries as well. I've participated in advocacy effort at the federal government level through administrative agencies and I've also lobbied at both the federal and state level as well. Lobbying elected officials. So my advocacy skill have been used in a broad way.

I have covered so many different bases and many different angles during my legal career. It started really in law school. It wasn't just my career that made that possible. It was my experience in law school. I can tell you that my experience at George Washington University is very comparable at the experience I think you will have at Stetson law school. There are so many different ways to get involved. To

use your advocacy skill while you're learning them. Right. So your practicing and you are learning at the same time and there's a wide spectrum of opportunities at Stetson create and engage in. Advocacy can take you to so many different places. As I've said I've really participated at every level of government in both nonprofit and for-profit segments of society. I have represented individuals. I have represented groups and I have engaged in community education using legal skills as well and when I came to Stetson, I wanted students to feel the same level of possibility I felt throughout my career so seven years ago I started the social justice advocacy concentration program to focus on how to help students who are interested in using their skills to build community and to represent individuals who are traditionally underrepresented. How can I get them to see in a very expansive way to use their legal skill to do social justice work? Our goal in the social justice advocacy program is to introduce students and encourage them to use their legal analysis and their presentation skills to benefit others in the community. Not just going to court and representing them in courtrooms but by providing them -- providing citizen with community education about the law. By lobbying politicians, by advising nonprofits and for-profit corporations on how to shape their policies to help build stronger communities. And not just use their policies to build profit. Make sure there's a balance between making money and also doing good. Right. That's the key element I think around social justice advocacy. And we're also interested in encouraging our students to use creative expression and to build collaborations with nonlawyers in order to achieve these goals. And so we often have students working with artist. Working with teachers, working with policy makers, to effectuate social change on a wide variety of level with a particular focus on helping those in marginalize community. Marginalize community doesn't just mean low-income people. It can mean helping business people to establish economic development within the community. We don't realize that legal services are so expensive that even middle-income people do not have access to lawyers and so it's really important for us to expand our understanding of what it means to be in a marginalized community. For us here at Stetson what we think of when we think of marginalize community is every individual who does not generally have access to legal representation. That's a wide group of people. All right. So how do we encourage our students at -- in social justice advocacy and Stetson in general to develop this perspective on the law and advocacy. We do through a wide variety of ways as I mention through student leadership development and student organizations faculty members work closely with students around advocacy issue in the student organization. We do it through our requirement for pro bono work. There's a 60-hour a -- a 60-hour requirement for you to full fair and impartial pro bono work prior to graduating. This can help build cultural competence. It exposes to communities you might not otherwise work with. You're doing while you're a student still. We also improve your skills and your perspective on social justice advocacy and advocacy in general. Traditional means

like research and writing. We're also very focused on mentor ship. All the students in the social justice advocacy program and most of the students at Stetson have faculty members and are judges and lawyers who serve as mentors to them through this journey through law school helping them to understand the expansive nature of advocacy. We also do this through encouraging our students to take extern ship. To take advantage of opportunity that is available to them while they are law students to represent clients in the courtroom and also to consider as I said earlier how can you use your legal skills, the legal analysis, legal writing, the structured way of thinking that you're learning in order to help communities not just in the courtroom but outside of the courtroom as well.

Thank you.

>> Thank you, Professor Scully. Your next panelist is Diego Novaes. He's a Stetson law alum. He started legal career in 2013 as assistant state attorney in the 6<sup>th</sup> judicial circuit. As assistant state attorney he handled various types of criminal cases from misdemeanor to first degree felony and 2016 he joined the United States attorney's office for the middle district of Florida as Assistant United States Attorney. He's been assigned to major crime special victims and currently assigned to the transnational organized section in the Tampa United States attorney office.

Here he handles large scale international drug conspiracy and money laundering cases on a personal note Diego met his wife at Stetson law and she's also a 2013 graduate.

>> What a great personal note. Thank you.

I'm a little unusual because I actually went to law school knowing exactly what kind of law I wanted to practice. I think most are like Professor Boals states. I knew I wanted to practice criminal law. I wasn't sure if it was defense or prosecution. That's why I came to Stetson. It was a hundred percent advocacy probably the beaches too a little bit. But I became a state prosecutor and federal prosecutor. When most people think of advocacy -- especially if not attorneys -- something they've seen on TV or movies. They're thinking of cross-examination and direct examination. They're thinking of closing argument and opening statements and arguing and people yelling at each other. They're thinking of motion practice in front of a judge where there's no jury you're actually trying to win your argument in front of a judge. That's a lot of what I've gotten to do the last seven years. I've been out long enough I no longer a young attorney so when I go to a young bar event, I get looked at a little bit. But not old enough that judges immediately think I'm an intern or -- or a student, right.

So I've got to see a lot of stuff. I've got to see a lot of cases tried a lot of cases in state and federal court. I can't -- I can talk for hours I won't about what I learned at Stetson and why it would be a great reason to go to Stetson. I think I was lucky and privileged to go to Stetson because it helped me become the advocate I am today. Every time I get up and I'm asked who speaks to the United States I can say

confidently my name and I have that pride. I can do my job well because of what I learned. It started I think my first semester 1L year. It started with the opening statement competition actually it started with Professor Scully doing an opening statement. My very first class at Stetson. From the very beginning first semester you're learning how to do an opening statement. Second semester was the closing argument competition. The -- where everyone getting together and essentially try a case. So before I had even gotten to my 2L year. Before I had taken trial evidence before I had the opportunity to try out for trial team, he already watched a lot of stuff I had learned I done myself. I had been pushed to explore what I thought I could do and everybody even try things I didn't think I could do. I think that continued my entire career at Stetson.

I was for which, you know, Nate to make the trial team I was fortunate to participate do competitions, my two and three L year from Orlando Tampa to Chicago San Francisco and all those competitions, I've got to learn not just from the professors who are assigned to the team and who work with you and who get you ready for competition but also I was mentored by practicing attorneys by coaches people who I met with day in and day out for weekends over and over for weeks and months leading up to competitions. They became people that even chattily became colleagues. People who I tried case against. People who we go to court as opposing counsel co-counsel. I got to learn from practicing attorneys. Every time I go back and think of law school, obviously not only did I meet my wife I think of all these weekends of practicing how to do this cross-examination, how to cross excerpts that doesn't seem like he can be crossed. How to do closing argument. How to point out this horrible fact. How to convey that to the jury.

And I can tell you from my very first criminal trial, as an intern and that's a shout out to Stetson internship and extern ship, I did a clinic and my first trial as a 3L hadn't graduated law school an attorney came up to me defense attorney after opening statement let me guess Stetson trial team. I said oh yeah. You do learn that. And I remember seeing so many people do trials and open and closing I would be mesmerized. I would go up to later they'd have Stetson trial team watch. This is real. This isn't just what people say. I could actually see it.

And there's going to be attorneys that you're going to see for years after you graduate who are going to struggle with advocacy. They're not going to learn how to brother deuce evidence or impeach a witness or do a lot of things in a courtroom or some advocate signature. Whatever you do, whatever type of law you choose to practice, I would encourage you at least learn the basic. Learn to get it right. Even if you don't think you're going to do it. Even if it's something you think you're not going to practice. At least learn how to do it. You have nothing to lose but everything to gain.

In criminal cases because that's what I do that's all I've done is criminal law. Unlike Professor Scully, Professor Boals. I've only done criminal. I think when you

talk about -- when you talk about most attorneys most advocacy that they do, nobody ever sees. You know nobody sees when I cross-examine an FBI agency or DA or victim before trial. Before motion. Nobody sees a defense attorney in a criminal case or civil case cross-examining their own client before a depo or before a hearing. Nobody ceases corporate lawyers during their internal investigations on a corporation or family law attorneys prepping their clients for mediation. I think knowing which questions to ask knowing how to ask them, how to prepare yourself, advocate, how to prepare your witnesses, how to sort of combine all of that with the evidence code and the case law and the judge you happen to be in front of all of that is advocacy. Even if no one seeing it. Even if it never ends up in a trial or motion practice what you do behind the scenes even attorneys you wouldn't think of as litigators, they're engaging a lot of advocacy. Nobody's actually seeing it. I think you'll get that treatment and you'll get that training at Stetson. You'll learn how to advocate. A lot of people like Professor Boals stated no intention becoming litigators end up becoming litigators. So you should at least wherefore you're legal career takes you and I also hope it ends up being at Stetson I hope you at least push yourself to learn to see what your capable of, some of my best friends people who never thought they would find themselves in front of a jury are constantly in front of jury or judges in some type of advocate signature. So I hope that you take the time to learn, to master it, it will save you so much headaches and so many problems down the line. You'll be surprised at what you can do.

I think that's it.

>> Kat graduated with a double major of legal studies in writing and rhetoric. While attending UC F. She was president and team captain of mock criminal trial and vice president of moot court team -- serves on -- at Stetson.

>> Good afternoon. So I'll start with saying I'm excited for everyone who's watching this webinar right now because it means you're excited to go to Stetson or at least considering it. I was in your position math is hard for me. Math is hard for me year. Year and a half two years ago now. And I would say going to law school was easy decision. But choosing Stetson or any law school was one of the hardest. I'm sure some of you are in that position.

If you're watching this at the very least, you're excited to some degree. I hope you get very excited by tend. I can tell you why I came to Stetson I knew I wanted to do trial work. Which is probably the biggest draw in terms of going to Stetson. I really wanted to do what you see on law and order. That's exciting to me. I want there to be witnesses. I wanted to be evidence in. I want to ask question that make sense to the jury but the witness confused. Here I am and I realized that that's not going to be my entire job which is sad but it's going to be a big part of it hopefully. And I think Diego said this a moment ago advocacy is everywhere. That's something I thought about before going to law school. Whether your doctor business man or no matter where you work you might want to change something in your work place. If

you want to make any kind of considerable change you always need to know who your audience is and how you're going to get from point A to point B. What's 234 your control. What facts are not going to favor your side and what you're going to do with that information which also came from background in writing rhetoric. The reason law was so appealing I'm taking all the skills and doing for somebody else. That was where I was going into law school. I thought what school is going to do the best job to be that person. Who's going to know everything that's in front of them going to be competent and going to be a lifelong learner. That's how I decided on Stetson and all the skills and more have been taught to me through trial team. Right now, I'm working on moot court project. I can't say I completed one moot court at Stetson. I'm so excited. Seeing had how trial team and advocacy team work at Stetson is amazing. It's amazing how much information you get taught in such a short period of time. That was inspiring to me simply because when I saw the amount of information we were going to have to learn before my first trial team competition which Diego was the -- was the packet was enormous. All the information wasn't just in front of the 200 pages. It all seemed overwhelming at the time. Going into competition time there was no feel like it. Because being at Stetson really taught me that being the best isn't always about -- it's not being naturally gifted or knowing how to confines everybody in the life what to do. I'm a pretty abrasive person.

Being prepared there's no substitute for it. I thought I knew what it meant to be prepared I had no idea. Then I came to Stetson being prepared is a lot but it's worth it.

I think it taught me advocacy the biggest component that I didn't know existed is how to be prepared. I had amazing coaches to show what it meant to be prepared.

You're never going to stop being impressed by all the faculty at Stetson. You're also going to learn how to do that in your own life and make a meaningful path you're going to enjoy. There I am working every single day. Letting you know it's been a wonderful experience. If I could go back, I would choose Stetson. I would only do one thing different is commit to Stetson sooner.

>> Thank you to all our panelist for your introduction. At this time, we're going to open it up to questions. We want to hear from you. So hopefully you've been -- I see some questions in the questions feature. Thank you. Continue to post your questions there.

Carmen Johnson director of diversity initiative is going to join now to moderate questions.

>> Thank you very much. I want to make sure everyone can hear me.

>> We hear you.

>> Perfect. Thank you so much. Thank you to all our panelist for those wonderful insights you've been able to provide and get us food for thought learning a little bit more about Stetson and also to educate you -- educate us more about your



accomplishments and your passions. So we also want to thank everyone for joining us for this webinar today. We're very excited to have you and yes, talk about advocacy is one of our favorite up subjects among others when we talk about the law and per suit of law.

Please continue to post your questions and we look forward to getting to as many as we can. I'd like to get us started when we talk about advocacy all of you the panelist did a wonderful job of putting nuggets or what it means to you throughout initiative presentation. I want to circle back in a way. I want to start with Professor Boals we always talk about Stetson law is number one in trial advocacy. If you could provide a brief definition of trial advocacy in general and address why is Stetson number one.

>> Sure. So for me trial advocacy almost like a -- So much more than just the trial portion. When you think of trial you think about the things you see on TV and stand up and cross-examine or open that's the trial portion absolutely. But trial advocacy generally starts from the moment that your client is in conflict. So when the conflict begins the case begins. So for me, the definition of trial advocacy runs all the way from the first client interview, the first client counseling where you're talking to the client about their rights and their situation and possibilities and goals, for their litigation. All the way through all of that will be called discovery, pretrial litigation which often includes trying to settle a case, trying to find out information about the different cases and serving discovery on the other party all the way through trial advocacy. Advocacy generally in most cases also include post trial advocacy or appeal but advocacy generally all the components. Yes, it absolutely includes cross-examining someone or doing opening statement but also includes a lot of writing. Includes tons of letters and e-mails and formal filings and motions and all of those things. So for me trial advocacy sort of all of that. And the sort of why we're number one it's going to include a whole lot more than a trial advocacy class. It's going to be a combination of the breadth and depth of the courses we have. That's the basis for the students learning their -- getting their feet wet. All the classes that teach them how to do pretrial discovery. How to do negotiations and counseling. How to do trial work. That's the cross-examination, openings, case theory and developing it. The students, many go out to the competition. They make a good showing, where other schools can observe Stetson students in action that's all-reputation building. Another thing that we do is also special program. So we have concentrations in advocacy where students can actually take a much broader selection in advocacy. They have a basis of pro bono work writing in advocacy -- we also have programs abroad and at Oxford in advocacy. We run our own competitions here that we host, we bring the nation to Stetson for those competition. All of those things sort of shine a spotlight of on Stetson as being different innovator. Cutting edge in how we teach and help our students learn the different skills and advocacy. Then we do the next step is get the word out to the nation that's what we're doing. In

doing all that we help ourself stay in that number one position which in turn I think is helpful to our students. Maybe Diego and Kat speak to that. It's one thing to go in and say I want a job in your office to be a lit gator by the way I went to Stetson. The number one ranking is super hopeful in that regard. Especially for example you want to work outside of Florida. So I came from D C. And if you go to a public defender office prosecutor's office a firm in Washington, D.C. you can talk to them about being from Stetson being trained at Stetson having Stetson being number one in nation for advocacy is super helpful in that regard. I received training by the way you don't have to give me that I got it in school. I hope that answers your question.

>> An integral part of the program is social justice advocacy concentration. It's one of two -- the main concentrations as part of the advocacy program. Professor Scully it would be helpful if you could.

>> The social justice advocacy program is focused heavy around mentor ship. Every student accepted in is assigned a faculty mentor. Also, as I said mentor who is a practicing attorney or a practicing judge. Sitting judge.

And we also have tried to really match our students up with individuals who are doing a type of work that the student wants to be doing. So it may not be courtroom work. It may not be a -- what we call a traditional practicing attorney. It might be an attorney who's working with philanthropic organization. Might be an attorney consultant. It might be an attorney who's a lobbyist. Using their legal skills in other ways. Every one of the students in the SJA program is assigned a mentor and we help students pick courses to help them achieve the goal that they have defined for themselves. We don't tell students what their supposed to do in the program. They come in telling us what they're idea of social justice advocacy is and as their faculty mentors we attempt to help them achieve their objectives while in law school to put together a portfolio of research writing, and experience that they can have hen when they graduate that indicate not only -- are committed to social justice but they actually have the experience as well. So our program is really focused on skill development most definitely but also a very practical aspect of getting out there getting in the trenches and doing what it is they say they want to do. Having said that we also know that students change their mind. Are very flexible. One of the things I think makes it really clear to an advocate about what their supposed to do is also eliminating those things that don't fit well with you. You might come in thinking you want to do a particular thing and you jump in and get the exposure and realize you know what, that wasn't what I thought it was. Right and so in the social justice advocacy program we also spend quite a bit of time coaching our students as well redirecting them, helping them to redefine what their strength and weaknesses are and helping them to really define a vision for themselves. And as I said helping them to really ordinary care strait a portfolio of experiences on paper and in practice so that when they go out into the job market, they have something that really distinguishes them from other people. They're not just saying you know I really want to do good in

the world. I really want to X community. They are able to say this is what I've done in through the social advocacy justice program. I think the other part of your question Carmen related to how social justice advocacy concentration program differ from advocacy in general.

>> The trial advocacy.

>> Yeah, so trial advocacy focuses more on litigation. More on courtroom skills and social justice advocacy also focuses on those skills because you cannot help a community put together a -- a public education campaign. You can't help a community actually -- having really strong litigation skill. Opening statement, cross-examination all of those skills are really important. To the nontraditional lawyer as well. So we're similar the trial advocacy program is similar to the social justice advocacy program we look at the brass hack skill. Are you presenting a theme and theory when you are talking about what the problem is and how to solve the problem? Are you asking the right questions? Are you really scrutinizing the situation and recognizing what the weak points of your arguments are and what the strength of your argument are? All of those skills are used in both programs. I say the way we differ from the trial advocacy program; the social advocacy program is focused on using the courtroom skills outside of the courtroom. We're really looking to expand the law students understand of what a lawyer does and capable of doing. And we're placing them in environments that are not courtroom environments to use those skills.

But in terms of how we're similar we're using the same skill sets. We're encouraging our students, right to think in a particular way. Research, be thorough. Be professional. Take themselves seriously but also recognize as well that they have much in common both with their advocacies as well as the people they're serving. It's not all just about skill building and competition. It's also about collaboration as well.

>> We're going to go to our first question from the audience and the first question is Virginia. Thank you for your question Virginia. I'm going to read the question because I think it's very funny. And it's going to allow us a wonderful opportunity to talk about competition teams and I'm going to throw to Diego for this particular question. Let me read and I'll interpret a little bit. What happens at these competitions that are being brought up? What do they do? And so this is a great question. We're talking about competitions. So Diego do us a favor if you can basically tell us about the three competition teams that are in law school environment and then what type cake little happens at for example you were on trial team a trial team competition.

>> Absolutely. So Stetson has trial teams which would be mock trial teams has moot Court, ADR which is a resolution board. I did trial. That's probably what I know the most. Kat is in trial team and moot court. In these competitions you are essentially competing against other schools over a fact pattern. That fact pattern can be a slip and fall, criminal conspiracy reco case which is one Kat and I just had a few

months ago. Typically, as far as trial team is the teams are comprised of four law students. So you have two attorneys, who would be representing one side. While the other two law students would be the witnesses. And then vice versa. They split. So two of the students are attorneys for the government, let's say there will be the prosecution and the other two defense. You compete in real judges, based on the rules of evidence, some competitions allow you to research case law and argue case law. That's what happens you go against team extremely well prepared. Teams working around the clock just like you have over the fact patterns. They can be extremely detailed. Now that some of these competitions are over zoom, we get to learn a lot about -- kind of present these cases over the Internet, right how to show evidence -- wiretap, jail call, how do you authenticate with the witness -- how do you show to a jury. It's a whole new type of advocacy -- that's been helping me a lot now that I work with a lot of students so I can learn. Now I'm more technologically savvy I have than I was a few months ago because I'm learning from the students. Typically, that's what happens. A competition that we went to a few months ago. Team of four students. It was 64 law schools from all over the country. It was a great competition. Really well run. Four regional runs. Meaning there was 16 law schools. Depending on where you went the country. South, northeast, California to Boston, et cetera. All over Texas. Stetson was -- I can't not brag because this is cool. Because it was the largest moot court trial team competition. Stetson advanced from the regional first place of the 16 schools and then got put in a really cool almost March madness bracket. You get to advance sweet 16, final four, lead 8 and Stetson kept advancing. And eventually got to the final round and won the whole competition. And I can brag on Kat because out of over 250 student that is participate, she won best advocate. Those are the computation we're talking about. You go against the schools that are rank second, third, fourth. You're going against really good schools and Stetson continues to win. And why is that? Why is it other coaches are watching these competitions, watching their own students participate and go up against Stetson and are e-mailing us wow your team is definitely better than us. How are they telling us we should have won by even more points than we did? Because I think we have a great relationship with other schools. How do you do that cross-examination that's effective as possible but doesn't lose credibility. That's where things get more difficult. That's how -- some schools taught a different way. You can't get along with opposing counsel. You shouldn't be friends with people that you try cases against. Which isn't at all what Stetson teaches. In fact, some of my best friends are public defender law that try cases with all the time. I think that's why Stetson succeeds.

I don't really know what happens in moot court. So I'll defer to Kat on that one.

>> Yeah, go ahead Katherine if you wanted to add.

>> Okay. So Diego did a great job explaining what we do. One school prosecution one defense or plaintiff and defense. Marijuana law and order people in

a courtroom set up identical unless you're on zoom. Moot Court the best way I can explain what happens after the trial and then DR board going to be what happens before the trial. Starting with moot court. You assume that trial has already happened or in the case of my current fact pattern dismissed on a motion we never saw a trial. Let's assume the trial happened. One of the sides wants to appeal the case. So now witnesses disappear, pieces of evidence are no longer being entered. Instead, there's one individual advocate talking to an approximate bench of judges. Moot Court is again competition scheme you're doing old and written component. The second biggest thing different there's no witness. It's really a legal conversation as opposed to show putting on for a jury. You don't need to convince jury you need to convince judge.

I don't think it's more technical. But it's a conversation as opposed to a large story you're putting on for a jury. Then the written component makes thing difficult or easier depending on you as a person.

You can research -- but that's going to be factor into your score as opposed to trial team what you present during that one, three-hour round is what your score is going to be based on. Moot Court you're going to have a written score and score based on what you're arguing 20 minutes your individual and 20 minutes your partner arguing which I suppose brings to another point. The teams are different. Moot Court you're going to argue with one co-counsel as opposed to having your witnesses. There's a lot of moving parts in trial team.

DR competitions range a lot I say farther than moot court. In DR competition might have to do with something mediation as opposed to arbitration. They're going to depend on competition. I can't speak to what it looks like because I've never been in one. I've been thinking a lot about it. I know how to do trial team work and I think I know what moot court looks like. Before we get to trial there's going to be holes, I haven't filled in yet but that's okay because you can take course on that.

Let's say there's an internship you're passionate about your courses are going to have plenty of spaces to learn the exact same skill set. It depends on your interest. You might have a huge interest in trial team and not have that much interest in moot court or vice versa. I just happen to think they're interested in unique way. Different stages of the proceeding where you're at in the puzzle and the composition is just to see -- the judges are looking who's exerting those skills in the most efficient way. That's going to win over a jury or judge. Really, it's learning about the skill set as you go through and that might depend on the what area of law you want to practice. They're not that different but the format is.

>> That's a great point. Thank you so much for that. Great question Virginia. Virginia looks like we already answered your second question in asking Katherine to describe a little bit about her experience. Our next question is from Laura and it is -- I'm going to toss this Professor Scully and Laura basically appreciating the collective discussion about navigating your interest while in law school. She was

appreciating your insight about that. But the specific question is Professor Scully what are some steps that you can suggest that she consider in terms of trying to navigate what she might be interested. What are things she could do thoracic outlet figure out what she might be interested while in law school.

>> I'm assuming she's assuming in some aspect of social advocacy.

>> Maybe. She doesn't mention that. I think you were talking earlier about -- yeah. Yeah.

>> I'll answer both ways. Generally, and in terms of social justice advocacy. I always say to student interested in social justice advocacy they should start out doing a general Google search. What's the topic you're interested in. Do a general search. Two things I suggest. One is to look for opinion editorial op Eds that have been written. Very concise to the point argument about a particular position around generally a public policy issue. And often an issue related to social justice advocacy. Do a search and see what people are saying on both side of the fence. Generally, not two sides. Generally, many different perspectives. Try to get exposed to many different perspectives on that topic as I don't can. Then the other Google search who's doing work around those issues. What law firms, what nonprofit organization, what individual elected officials are focused on that type of work. And see what's happening out there. That's the first thing you can do. I think that's true of social justice advocacy. It's true of any area really that's your interested in or you think you're interested in working in. It's really too steep yourself in some understanding of what's being said out in the public arena. What's the public dialogue around this issue? And how are lawyers and nonlawyers impacting that issue. So that's something that you can do and I encourage students who are not yet in law school as well those in law school to take that approach any time that you think you're interested in something.

And then the other thing is more of kind of a spiritual perspective. You know, Dean Alexandre when she was talking earlier said that one of the things that's unique about Stetson, we look at you as a whole person including the spirit or the spirituality of what you're doing. I always say to students what is it that really creates that fire in your belly. When do you get excited? What is it that you just can't put down? Well, that's probably the area that you should eventually be working in if you're not immediately working in it. The thing that really lights you up and turns you on that's not a coincident. You don't generally get excited about things coincidentally. You get excited because there's something inside of you calling you in that direction. So pay attention to that would be my advice to student. What is it that you really can't stop thinking about that -- what sit that t thing you would like to do that you would do even if people didn't pay you to do it. That's the thing that really turns you on and that is part of like really getting to know yourself and really steeping yourself into the type of work that your called to do. That's what makes a good cad ad vow indicate.

>> Yes, they need these skills but ultimately you have to really believe in what

you're doing. You have to really be excited about the work you're doing. You can be a good advocate and not have that to be a great advocate you have to have some sense of passion and that requires you to know yourself and so taking the time to really notice what excites you is important.

>> This question is from Jill. I'm also going to combine both the question from Jill and Sarah. So Jill is basically asking Professor Boals you know she's particularly interested in advocating clients with dementia maybe elder law program. And she's asking you know have you worked -- specifically with those types of individuals and if not, can you talk in general about maybe some clinics and extern ship where people may be able to explore those opportunities.

>> Slightly. So as I said in my intro sort of happened into that role. I actually didn't know that I was going to be interested nit until I became a public defender and a number of clients as you may expect had mental health issues they varied. They ran the full gamete. And little by little as a public defender representing that particular group, I found out everything from you know healthcare issues, versus housing issues when you have mental health concerns when you ask about if there are any opportunities to assist people with dementia -- the sky's the limit.

It can be as hands on as representing someone as a public defender criminal defense attorney when they find themselves in the criminology system to being advocate. Lobbying for change in local or national level. There's so much that can be done. Even in-house counsel or consulting counsel to nonprofit that support those individuals. Those things are all options and I think the interesting thing when you know the clientele you want to represent president. Sometimes you find in your career that you actually do different types of advocacy all around that same group. You find yourself interested in a particular client tell. Over a summer you work for nonprofit or you work for legal aid group that does housing specifically target assisting people with mental health concerns you can do all those things and then find yourself in your career navigating advocacy on behalf of that particular group. We have an excellent elder law program. We have professors that have great deal of experience and community contact which is also really helpful when you're looking for internship and post graduate employment so being able to have access to the professors, we have here at Stetson in the elder law program as well as the conferences and activities we have students n interested in elder law would be great option for you if you're interested in that particular client tell.

>> The other thing I would like to add there's also a wide variety of pro bono opportunities. Almost every field you can think of. If you don't see something listed, right if you're interested in elder law and don't see something that's interesting you in terms of pro bono opportunity. You can create your own. Several students have just contacted agencies where again their passion lies and asked is there something I can do as a law student to help assist in whatever project that organization may be working on and you can be very innovative and creative in making sure that

you are exposed to experiential.

Give your insight into the actual practice around those particular issues as well. Take -- have an opportunity really take advantage of pro bono opportunities as well as a law student.

>> Thank you both for that and also Professor Scully for mentioning the pro bono opportunities. Hopefully we can expand on that more. Our next question is somewhat related and from Alexandria.

Basically, wanting some examples of opportunities for these clinics and externship we've discussed relating to litigations specifically. The way I would like to approach is maybe have Diego can you -- and Katherine quickly mention if you've done a clinic and what that clinic and then Professor Boals to expand.

>> I can be really brief. I did two -- clinics you essentially -- Florida bar allows you to work whatever location this clinic happens to be as an attorney under supervision of practicing attorney. I did two. I did clinic at US office at Tampa where I work now. I did it because I figured one day want to work here. You can't try case in federal court. You're helping to draft document, responses, replies, things of that nature and then I did my 3L year after certified by Florida bar -- before I graduated I did clinic -- state attorney office that ended up being first legal job. That's where I mentioned earlier where I under the supervision of practicing attorney was able to try cases. I tried I think three criminal cases misdemeanor cases two verdict from juries I did several motions response to motions, so that's just two examples of clinics I did at the US attorney's office and -- state attorney's office.

>> I've not participated in clinics. Until after the -- I was working at worker's comp firm. So my classmates that had participated had wonderful things to say. Now I need to circle around because to it because of the experience. I did pro bono hours through vie at that tax program. VITA -- I learned a lot. I thought to myself maybe I don't want to do criminal law. Before that I -- today rule out different areas of law that I wasn't sure. Maybe they'd be a good fit. I thought for a moment a specialization tax law VITA help me realize that was a great opportunity it's not for me it's a little technical. The tax law society is very involved and they manage to find me who was a student came to law school having no idea that was even a specialty you could practice and made it seem so exciting I completed all the pro bono hours with them. It taught about an area I didn't know much about. I learn aid new skill set. That was something I would definitely look into if you do end up attending Stetson or look into similar opportunity -- just because I was able to complete all pro bono work and learn new skill set throughout the rest of my life. I didn't know any of the information hi to know in order to help individuals fill out their taxes on that particular platform we were using at the very least. I only did my own. There's a lot of opportunities if your worry it would be hard to find a location or an opportunity in general whether has to do with pro bono or No. that's not something I worry about as a student at Stetson. Opportunities are everywhere. The real difficult is being



selective in what you can engage yourself in.

If your fear in general it will be very hard to find opportunities, I promise that's not something I've experienced once. They are all over the place.

>> I was going to chime in a little bit. I'm going to give you a just a tiny bit of maybe taste of some of the clinical options that you have. You can find all of these on the website at Stetson dot the cool thing about the clinics -- you may not think that was an area you were interested in, but very a veteran's clinic well developed in that area. They do amazing work on behalf of veterans. I know Diego mentioned prosecution and -- we values clinics in immigration. Child advocacy. So if you're interested in children and the delinquency system.

I want to --

>> We also have a clinic on homelessness advocacy as well.

>> I think the interesting thing is even if you're not sure if that's an area you want to work in, being involved in a clinic part of it is sort of getting your first taste of interacting with client. Client contact and understanding what it means to have client centeredness. Where you're thinking about being an advocate not about you and your role as advocate but who you're serving and the interest of that person and how to think about litigation from their perspective. It's something I didn't have in law school 6789 and when I first started as a public defender it took a long time to realize my role in that client's representation. I think it's something that having a good clinical program is important because you walk out of law school understanding your role in the system. You don't have to muddle through that. You've had the experience and I think it gives you more confidence when you move forward in your career. On that same page on the website there's a list of number of external ship. Well-developed in the sense they have strong relationship with Stetson. Those are everything from military justice to in house counsel extern ship at circuit court. So it's really a ton of opportunities but as Professor Scully said there also is no tend to this. These particular programs listed, especially for extern ship and internship if you find a place you want to work propose it as internship or extern ship. It's there for you to develop your own path.

>> Can I add in one thing. It doesn't have to be extern ship or internship. Those terms imply you're getting academic credit for the work you're doing. You can actually do some work for pay you can do work without pay and still get the same -- social justice advocacy, concentration program we've had students working for pay and without pay. For different types of projects related to like policy issues and initiatives that are sparked by the American civil liberty union by a wide variety of human rights organizations. We currently have a project that is focused on fees and finds and the criminalization of the poor where over 30 Stetson students have been working on examining over a hundred statutes that impose fines and fees on individuals in ways that really criminalize poverty instead of really focusing on the -- on the bad activity that the individual may have engaged in. It's punishing

them even more by imposing upon them fees and finds they cannot pay and wind up in the criminology system for a much longer period of time as a result of it. We've had students create projects for us as well. Where they can get that experiential unit that we're talking about. Not all times for academic credit but the positive part of academic credit is that you're going to have a professor and supervisor constantly critiquing and encouraging you in your environment whereas the more innovative program you might not have as much -- you might have a much greater leadership at the same time. There's pros and cons on both sides. Students have to decide for themselves what they're ready for at any given time.

>> Thank all for that input and love to talk about the clinics and extern ship programs and actually Professor Scully just answered Sarah's question asking for more -- examples of opportunity for clinics -- social justice advocacy opportunity. Thank you for that question Sarah. Thank you for providing the link Professor Boals. We'll try to post in the chat for people to explore in a little more detail.

One thing I wanted to toss Professor Boals related to clinic and extern ship the benefit of Tampa bay area when it comes to clinic and extern ship as opposed to law school located in smaller jurisdiction.

>> Sure. I have to say I'm fairly new to this area. So I'm going to give you my sort of city versus small town sort of conversation. It's transferable. So if you're doing an extern ship in an office in the Tampa Bay area in an office that's going to be well known, having v a larger base of attorney that is work within that office, those things are going to be -- going to have more opportunities to do different things in that office. They tend to be more established than extern ship tepid to be more established. You're actually getting good quality work.

>> I'm glad you mentioned DC because I want students thinking about Stetson not just think about the Tampa Bay area. If of course if this is where you want to be Tampa Bay is important. We have students also interested in going to the DC area and we have extern ship that can place you there. We have faculty members with connections all across the country that can help facilitate a wide variety of placements not just in Tampa Bay but across the country wherefore it is you want to be. There are students who will take a semester and go to another city to do their extern ship to eastern several credits while also taking maybe one or two courses online as well. To fulfill their requirements for that semester. So it's really a wide variety of options. Can I say on behalf of social justice advocacy concentration we've developed several relationships with nonprofit organizations and law firms doing pro bono work around social justice issues for our students to receive placements at?

And we're working now as well in creating some government opportunities as well like working with the county commission on human rights where students can take cases and help with policy formation in government offices as well. Not just like the public defender and the US attorney or state's attorney office but also there's several other do as locally in Tampa Bay both at the city level, county level and I

should also say the state level where you can obtain internship, extern ship and pro bono experiential opportunities.

>> And thank you for that input and Professor Boals you gave a great answer to know -- that's a big component of what people are trying to decide where they want to go to law school. Tampa Bay area allows to pursue multiple opportunities and then also year-round potentially. Not just having to focus on summers in order to get great opportunities in Tampa Bay.

Professor Scully.

>> Can I add one other things? So many alumni in Tampa Bay area. We have phenomenal alumni network. There's informal as well as formal mentor ship that are formed with the local alumni that help introduce students to opportunities in the Tampa Bay area.

>> Thank you. And of course, definitely wonderful point about how we have several alumni across the country and throughout the world doing their respective practice. The next question actually is for you Professor Scully regarding would you advice or is it possible for someone to do multiple concentrations specifically they did the example of international law and social justice advocacy.

>> I love that question. And the answer is maybe. [Laughing]

It really depends upon the individual. Right. We -- it's been very rare that we've had a student that can do more than one concentration at a time. I wouldn't say we exclude that possibility entirely. It's possible but requires a lot of attention, a lot of planning, a lot of negotiation whatever concentrations you're working with because the faculty members have to be in communication with each other about what the student is doing and what fulfills which requirement so it's possible. It's not highly likely. But I never say it's impossible because students come with a wide variety of expertise, skills, experience and capacity.

And I don't like to pee John hole people. If you I don't tell me it's possible, I'm going to stand behind you and say show me let me see how to make that possible. It's the exceptional student that's going to do above and beyond what the one concentration program. Yeah, is it possible, yeah. Is it likely? Not exceptionally likely. But we're open to discussing whatever students are interested in proposing. And we will help you work out what the difficulties might be and also what the benefit of doing so might be. We've had some students who explicitly asked about international and social justice advocacy together. We've had some students tried elder law and social justice advocacy. We've had some environmental law and social justice advocacy. Most students end up going in one direction as opposed to doing both.

>> Thank you so much for that insight and yes, it's very much in endeavor some people might ask along the same concept of balance, balance while you're in law school. The next question is from Stephen and Stephen I'm going to first direct your question to Kat. Basically, you know how do you -- how have you balanced your

time in law school plus doing all the activities you do. What are your best tips for this endeavor?

>> It's hard I'm not going to lie to you. But I would say the most important tips I have are -- it's time blocking you need to manage your time. Start getting used to it. I think at least for me I came straight out of undergrad. I did work full time in the summers. Work full time before coming to law school. None environment prepared to block off time like I needed to. You need to set aside designated time to decompress. I like pleasure reading. I'll do whatever, however much time. Maybe I'll do hour every couple days. When you're off you need to be off. That also means when you're on you need to be on. I'd discourage doing work while watching TV. Or trying to socialize -- if you're doing group studying it's studying. So when you're on you need to be on. That way when you're off you can be off. The half and half it just doesn't work. That's when you get into a place your anxious and stress aid lot of time. And once you are anxious and stressed and no longer making time for yourself everything else is going to suffer.

You need to start prioritizing your mental health. The activities I add -- those activities genuinely excite me. If anything, I'm getting through my course work. So I can do trial team work. So anything you add on to your course work make sure it's something you really, really love. But those things are not self-care. You still need to do self-care outside of sometime, reading writing, painting whatever you like to do. Intermural I find a lot of people really enjoy those. I can tell people doing intermural are happier. I think they come to class more excited well rested because they had that off time. So find out what your downtime looks like and any extracurriculars should be things your passionate about. As long as you don't let those things slip everything else will be easier.

That's what I would say. I think it helps other students. I wouldn't say if I didn't see other students and see how it affects them. Students that take time for themselves I see them in class feel and do better. They're more present.

>> That's great.

Great advice, Kat. And Diego I know it's a tough act. I just wanted to know if you had pieces of -- as a reflective perspective.

>> I've been out seven years. I remember being busy in law school. I remember doing intermural sports, basketball, running trying to be in shape. Always having to cancel things I wanted to do because I'm busy. I remember always something to do. Always busy. But the last semester when I sat down with the students when I learn of their students. They're way busier than I remember being. They are working part time. It was because they are so busy. I think law school is hard. Going to be busy. I would write down everything Kat just said.

Because that's exactly what you should do. And as a recent coach I can tell when students are stressed out when exams coming up and you can definitely tell the students who haven't taken the time off to do the things they enjoy doing like Kat said.

You can just tell. Not only because of the work product because you're stressed. They're just tired. Law school is hard you have to organize your time in a way so that you can get refreshed. I think that was great advice. When you're on you have to be on. You can't turn it off because you have to do it again. When you're off you can't try to write an e-mail or -- you have to be off.

I'd do exactly that. I'm busy now with work and life. I don't think I've been as busy as these law students today seem to be.

[Laughing]

>> Thank you both for that wonderful insight hopefully everyone made some notes.

/do want to toss the next question to Professor Scully I'm going to combine the questions. Regarding social justice advocacy program, or concentration, are there opportunities to work with nonlawyers as you know -- within that legal training of the social justice program and then also specifically working with nonlawyers but also opportunities to address the socioeconomic disparity and you know -- and you know cities, around the state and around the country.

>> Yeah, absolutely. One of the things that I mentioned earlier in terms of the difference between social justice advocacy and trial advocacy is that the work that you're doing is in the community, right. It's not in the courtroom necessarily. It can be but it's not necessarily in the courtroom. And so when you're working in the community you have to collaborate with a wide variety of people. So within the social justice advocacy concentration program, as I indicated students determine what they're direction within social justice advocacy is going to be. We have students that say I really want to work on economic development of the black community for example. And so we try to connect that student with somebody who's doing that type of work. Of course, you're doing to be working with people who are not lawyers. We've had students work with economist on writing briefs and helping to develop policy for nonprofit organization. We've had students working with artist who are presenting some aspect of explaining the impact of a policy that are doing in a creative way. So the students are talking about what the policy is and working with the artist to try to get that conveyed through whatever medium the artist use. Whether it's music sculpture poetry whatever. That's considered to be part of building advocacy in the community. You can't really be an effective community advocate without building bridges and connections to people who are not lawyers. So it's in parcel of our vision for social justice advocacy that student will be working with nonlawyers. Most recently we started a project called the alliance for philanthropy and advocacy. Student that is work in that arena are working with nonprofit executive officers as well as board members of nonprofit organization. They're working with business people who donate to the philanthropies. So the students are -- yes bringing their legal skills to the table but also recognizing the expertise of others as well. In terms of solving problems and developing strategies

for addressing issues related to social justice advocacy. Absolutely you will work with nonlawyers.

>> We are at the 1:30 mark. We have a few more questions. If you allow me to do a few more. If you're able to stay.

*[Captioner had to leave]*