

ALWD

Association of Legal
Writing Directors



2019 Biennial Conference Program

A Time for Transformative Leadership: Teaching and Learning

Suffolk University Law School

Boston, Massachusetts

May 29-31, 2019



SUFFOLK
UNIVERSITY
BOSTON

LAW
SCHOOL



Welcome from ALWD President Jodi Wilson

Welcome to the ALWD 2019 Conference, *A Time for Transformative Leadership: Teaching and Learning!* We are so excited you have joined us to explore our roles as leaders in legal education as well as the connection between leadership and diversity and inclusion in our classrooms, our law schools, and the legal writing community. With legal education and law practice undergoing great change and legal writing professors leading the way, the time for exploring these topics together could not be better. We gather here to learn from each other; to build our skills as well-rounded and inclusive teachers, scholars, and leaders; and to fellowship together as a community.

The ALWD *Transformative Leadership* Conference provides an opportunity to participate in stimulating presentations, learn about innovative programs and projects at other schools, and meet people who will likely be friends and resources for years to come. We are excited to bring you presentations by your legal writing colleagues focused on leadership, teaching, and scholarship, along with the opportunity to learn from invited speakers through plenary sessions focused on transformative leadership. Over the next few days, we hope you discover new ideas, new friends, and both inspiration and encouragement for the good work you are doing as teachers, scholars, and leaders.

This Conference could not happen without the work of many dedicated individuals. In particular, I would like to extend my thanks to Anne Mullins, Katrina Lee, and David Krech for their leadership in putting the Conference together. I also owe a debt of gratitude to the Conference Committee members: Cynthia Adams, Mary Adkins, Deirdre Bowen, Robin Boyle Laisure, Olympia Duhart, Tenielle Fordyce-Ruff, Elizabeth Frost, Laura Graham, Lindsey Gustafson, Chelsi Hayden, Tiffany Jeffers, Lucy Jewel, Denitsa Mavrova Heinrich, Samantha A. Moppett, Sarah J. Morath, Dyane O'Leary, Shakira Pleasant, and Kathy Vinson.

I'm looking forward to the conference and hope to connect with many of you while we're here.

Jodi L. Wilson
ALWD President
University of Memphis School of Law



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General Information

Suffolk University Law School

In 1999, Suffolk University Law School moved to its new location at 120 Tremont Street in Boston, Massachusetts. The 300,000 square foot, seven-story building is located in the heart of historic Boston near the Massachusetts State House and along the Freedom Trail, just steps away from the Boston Common. State and federal office buildings, courts, and law firms are located within walking distance of the School.



Named for Suffolk University President David J. Sargent, a graduate of Suffolk Law School and former dean, Sargent Hall creates a distinctive identity for Suffolk University Law School and consolidates the school's curriculum and activities in one facility. The building is emblematic of Suffolk Law's contributions to the field of law. Its classical lines are symbolic both of higher education and of the halls of justice.

Navigating the Local Area

The ALWD Site Committee has assembled a folder containing maps, sightseeing information, and restaurant suggestions. Conference attendees will find the folder in the tote bags handed out at registration. Additional information can be found at the conference website www.suffolk.edu/2019ALWDconference.

Please see the "Welcome to Suffolk" document in your folder for information about building access and security, Wi-Fi password, local dining options, and walking directions to and from Suffolk, the Omni Parker House Hotel, and the Gala location in Faneuil Hall.

Well-being and Self-care

We have designed this program with your well-being in mind and encourage you to take quiet time and step away from programming for a personal break—perhaps a revitalizing conversation on a walk with a new or old friend, a relaxing stroll through the Boston Common past the Swan Boats in the Public Gardens, or an escape to enjoy a museum and some New England seafood.

A Morning Run or Walk. Every conference attendee is also invited to join a morning run or walk at 7 a.m. on May 30 and May 31! Morning runs and walks will start from the front entrance of Suffolk and will be for about a half hour.

A Place for Meditation. A quiet space, located in the Corcoran Room in the library on the Seventh Floor, is available for relaxation and meditation throughout the conference.



The Flow of the Conference

The conference will take place across three days.

On Day 1, Wednesday, May 29, presentations will begin later in the day, at 2 p.m. We hope that all of you can attend the opening reception at Suffolk and join us for cocktails and hors d'oeuvres from 5 to 6:30 p.m.

On Day 2, Thursday, May 30, the day will begin with breakfast and brief remarks from Suffolk University Law School Dean Andrew Perlman. In addition to presentations from our legal writing colleagues, we will have three keynote speaker events and two breakout sessions to recap and debrief the keynote speaker events. In the morning, from 10 to 11:20 a.m., keynote speakers Dean Carla Pratt and Dean Marcilynn Burke will engage in a moderated conversation. At lunch, Locke Lord Senior Partner and Chief Diversity & Inclusion Officer Paulette Brown will deliver remarks. After lunch, attendees will meet in assigned debrief groups to discuss the morning deans' conversation and the lunch keynote speech. Then, all attendees will participate in a plenary leadership skills workshop with keynote speaker Audrey Lee of the Boston Law Collaborative, followed by a second debrief session.

Before you leave for the Gala, please consider dropping by the Pre-Gala Cocktails and Conversation scheduled from 5 to 5:45 p.m. in the Fourth Floor Faculty Dining Room, sponsored by the LWI Diversity Committee and ALWD.

The Gala will take place on Thursday evening at a venue in historic Faneuil Hall, approximately one-half mile from the law school and the conference hotel—making it a short walk from the hotel and law school. As an alternative, there will be trolley transportation from the Omni Parker House Hotel to and from the Gala starting at 5:45 p.m. and ending at approximately 8:45 p.m. The trolley will pick up and drop off at the corner of Beacon Street and Tremont Street.

On Day 3, Friday, May 31, the day will begin with breakfast and brief remarks from Suffolk University President Marisa Kelly. Presentations will continue. Legal writing colleagues will also be on hand 11 to 11:45 a.m. on the Fourth Floor to discuss their poster and video presentations. The ALWD membership meeting will take place over the lunch hour. The conference will end at 5 p.m. with closing remarks and a raffle event. Stay to join us for some famous Boston Cream Pie!

Presentations, except for keynote presentations, will be concurrent double-tracked or triple-tracked. Presentations are either 25 or 50 minutes long. Twenty-five minute presentations have been paired; each pair will share a 50-minute slot. If you are the first 25-minute presenter in a 50-minute slot, please take extra care to finish your presentation promptly so that the colleague presenting after you can begin promptly.

Enjoy the conference, and enjoy Boston!

Conference Sponsors

ALWD gratefully acknowledges the generous support of the academic, commercial, and nonprofit sponsors of the conference.

Academic

Platinum

Drexel University Thomas R.
Kline School of Law

Stetson University College of Law

University of Memphis Cecil C.
Humphreys School of Law

Gold

Golden Gate University School of Law

Silver

Arizona State University Sandra Day
O'Connor College of Law

Campbell University Norman Adrian
Wiggins School of Law

Elon University School of Law

Loyola Law School | Los Angeles

Mercer University School of Law

Texas Tech University School of Law

The Ohio State University Michael E.
Moritz College of Law

University of Houston Law Center

UNLV William S. Boyd School of Law

University of Utah S.J. Quinney
College of Law

Washburn University School of Law

West Virginia University College of Law

Commercial

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Themis Bar Review

Nonprofit

Silver

AccessLex Institute

Schedule-at-a-Glance

Wednesday, May 29

9AM – 1PM	Innovative Teaching Workshop hosted by the ALWD Teaching Workshop Committee	Faculty Meeting Room, Fourth Floor
12PM – 6PM	Registration	First Floor Rotunda
1:30PM – 2PM	Presenter Technology Training	Room 285
2PM – 4PM (Drop-in)	Boston Tea Party with Legal Communication & Rhetoric: JALWD	Faculty Dining Room, Fourth Floor
2PM – 4:50PM	Presentations ¹	Rooms 235, 285, & 295
5PM – 6:30PM	Opening Reception	Fifth Floor Commons & Blue Sky Lounge

Thursday, May 30

7AM	Morning run or walk! Begin your day with an energizing morning run or walk with colleagues. Meet in front of the law school.	
7:20AM	AALS LWRR Outreach Committee stroll through history. Meet in the Omni Parker House Hotel lobby.	
8AM – 5PM	Registration	First Floor Rotunda
8AM – 8:30AM	Presenter Technology Training	Room 285
8AM – 8:30AM	Facilitator Training	Faculty Meeting Room, Fourth Floor
8AM – 8:50AM	Breakfast reception with remarks from Suffolk University Law School Dean Andrew Perlman at 8:45 a.m.	First Floor Function Room

¹ Presentation titles and presenters' names appear on the Detailed Program beginning on page 10. Presentation descriptions appear in the A-Z 25/50-Minute Presentations section beginning on page 25.

Schedule-at-a-Glance

9AM – 9:50AM	Presentations	Rooms 235, 285, & 295
10AM – 11:20AM	KEYNOTE SPEAKER EVENT – Moderated Deans' Conversation with Dean Marcilynn Burke and Dean Carla Pratt ²	Fifth Floor Commons
11:30AM – 12:50PM	Lunch Served	First Floor Function Room
12PM – 12:50PM	KEYNOTE SPEAKER EVENT – Lunch Keynote with Paulette Brown	First Floor Function Room
1PM – 1:50PM	Breakout Sessions: Debrief of Morning and Lunch Keynote Sessions	Debrief room and facilitator assignments will be provided at registration.
2PM – 4PM	KEYNOTE SPEAKER EVENT – Leadership Skills Training Workshop with Audrey Lee	First Floor Function Room
4:10PM – 4:55PM	Breakout Sessions: Debrief of Leadership Skills Training Workshop	Debrief room and facilitator assignments will be provided at registration.
5PM-5:45PM	Pre-Gala Cocktails and Conversation Sponsored by the LWI Diversity Committee	Faculty Dining Room, Fourth Floor
6PM – 9PM	Gala Dinner – The Gala is within walking distance from the hotel and law school. Trolley transportation will also be provided to and from the venue. Rides will start at approximately 5:45 p.m. across the street from the Omni Parker House Hotel at the corner of Beacon Street and Tremont Street. The trolley transportation will end at approximately 8:45 p.m.	Parris Lounge at Ned Devine's Irish Pub, Historic Faneuil Hall

² Brief bios of the presenters are available beginning on page 21.

Friday, May 31

7AM	Morning run or walk! Begin your day with an energizing morning run or walk with colleagues. Meet in front of the law school.	
8AM – 12PM	Registration	First Floor Rotunda
8AM – 8:30AM	Presenter Technology Training	Room 285
7:45AM – 8:50AM	Breakfast reception with remarks from Suffolk University President Marisa Kelly at 8:45 a.m.	First Floor Function Room
7:45AM – 8:40AM	ALWD Guide Task Force and Wolters Kluwer Focus Group	Alumni Meeting Room, Fourth Floor
8AM – 8:40AM	Adjunct Program Exploratory Committee Meeting	Faculty Meeting Room, Fourth Floor
9AM – 11:30AM	Presentations	Rooms 235, 285, & 295
11AM – 11:45AM	Poster and Video Presentations: Meet and discuss with the creators ³	Fourth Floor Rotunda
11:50AM – 1:15PM	Lunch Served	First Floor Function Room
12:15PM – 1:15PM	Awards Ceremony and ALWD Membership Meeting	First Floor Function Room
1:25PM – 4:50PM	Presentations	Rooms 235, 285, & 295
5PM	Closing Remarks, Raffle, and Boston Cream Pie	Fourth Floor Rotunda and Room 425 – Moot Courtroom

³ Video and poster presentations will be on display in the Fourth Floor Rotunda throughout the conference.

Detailed Program Wednesday, May 29

9AM – 1PM

Innovative Teaching Workshop hosted by the ALWD Teaching Workshop Committee
Faculty Meeting Room – Fourth Floor

12PM – 6PM

Registration
First Floor Rotunda

12:45PM – 1:45PM

Editorial Board Meeting
Legal Communication & Rhetoric: JALWD
Jury Room, Fourth Floor

1:30PM – 2PM

Presenter Technology Training
Room 285

2PM – 4PM (Drop-in)

Boston Tea Party with *Legal Communication & Rhetoric: JALWD*

Join the editors of *Legal Communication & Rhetoric* to learn more about the journal's mission and publication opportunities. *Legal Communication & Rhetoric* is the premier national journal for the scholarly examination of legal communication. The journal is one of the ways that ALWD advances its mission of leadership.
Faculty Dining Room, Fourth Floor

2PM – 2:50PM

Concurrent Sessions

Exploring Diversity and Discrimination Through the Lens of Legal Writing (25 minutes)
Abigail Perdue (Wake Forest)

Room 235
2:00

What LRW Professors Can Learn from the U.S. Air Force Academy About Teaching Leadership and Character Skills to Law Students (25 minutes)
James Levy (Nova Southeastern)

Room 235
2:25

Leading Unicorns: A Roundtable Discussion of Adjunct-Based Legal Writing Programs (50 minutes) Room 285
 2:00
 Tenielle Fordyce-Ruff (Concordia), Scott Fraley (Baylor), Fiona McKenna (Golden Gate), Colleen Settineri (Ohio State), Neil Sobol (Texas A&M), and Wendy Shea (Southern)

Teaching Abroad: Opportunities and Challenges (50 minutes) Room 295
 2:00
 Lisa Bradley (Gonzaga), Diane Edelman (Villanova), and Rosa Kim (Suffolk) on behalf of the LWI Global Legal Skills Committee

3PM – 3:50PM
 Concurrent Sessions

Roundtable Discussion for Associate Deans – Leadership Support, Concerns, and Inspiration (50 minutes) Room 235
 3:00
 Cindy Archer (Loyola | Los Angeles) and Mary-Beth Moylan (McGeorge)

Developing Leadership Skills and Enhancing Inclusivity with Team-Based Learning (50 minutes) Room 285
 3:00
 Joy Herr-Cardillo (Arizona), Susie Salmon (Arizona), Danielle Shelton (Drake), and Melissa Weresh (Drake)

Equal Education for All: A Panel Discussing the Search for Balance Between a School's Limited Resources and Obligation to Provide Equalized Education to Foreign Law Students (25 minutes) Room 295
 3:00
 Katherine Brem (Houston), Lurene Contento (John Marshall-Chicago), Jennifer Davis (New Hampshire), Joe Regalia (Loyola-Chicago), and Carrie Teitcher (Brooklyn)

Oops! How to Construct a Lesson on Counseling Clients About Lawyer Mistakes (25 minutes) Room 295
 3:25
 Liz Kukura (Drexel)

3:50PM – 4PM

Coffee and Tea Break
 Second Floor

4PM – 4:50PM
Concurrent Sessions

From a Gleam to Maturity: The Developmental Stages of a Legal Writing Program (50 minutes) Jan Levine (Duquesne), Nancy Soonpaa (Texas Tech), and Gail Stephenson (Southern)	Room 235 4:00
The Intersectionality of Leadership and Diversity (50 minutes) Shakira Pleasant (John Marshall-Chicago), Suzanne Rowe (Univ. of Oregon), and Danielle Tully (Suffolk)	Room 285 4:00
Get a Job: The Dos and Don'ts of Faculty Job Talks (25 minutes) Terrill Pollman (UNLV) and Judith Stinson (Arizona State)	Room 295 4:00
Help Wanted: An Empirical Study of LRW Hiring (25 minutes) Pete Nemerovski (Univ. of North Carolina)	Room 295 4:25

5PM – 6:30PM

Opening Reception
Suffolk Fifth Floor Commons and Blue Sky Lounge

6:30PM

ALWD New Directors and New Members Event
Depart from Fifth Floor Commons at 6:30 p.m.

Thursday, May 30

7AM

Morning run or walk! Begin your day with an energizing morning run or walk with colleagues. Meet at 7:00 in front of the law school.

7:20AM

Stroll through history before breakfast with the AALS section on Legal Writing, Reasoning, and Research Outreach Committee. Meet at 7:20 in the Omni Parker House Hotel Lobby for a leisurely stroll to nearby sites on the Freedom Trail and the Black Heritage Trail.

7:30AM – 5PM

Registration
First Floor Rotunda

8AM – 8:30AM

Presenter Technology Training
Room 285

Facilitator Training
Faculty Meeting Room, Fourth Floor

8AM – 8:50AM

Breakfast reception with brief remarks at 8:45 from Suffolk Law School **Dean Andrew Perlman**
First Floor Function Room

9AM – 9:50AM
Concurrent Sessions

Leading in the Face of Hierarchy (50 minutes) Room 235
Leslie Culver (Cal. Western), Tiffany Jeffers (Penn State), Lucy Jewel (Tennessee), and
9:00
Katrina Lee (Ohio State)

Whipping Up Wellness: Promoting the Well-Being of LRW Faculty and Students for a Successful Program (50 minutes) Room 285
9:00
Olympia Duhart (Nova Southeastern), Margaret Hannon (Michigan), and Wendy-Adele
Humphrey (Texas Tech)

Making the Classroom Diverse and Inclusive: The Student's Perspective (25 minutes) Room 295
Karin Mika (Cleveland State) and Christine Mika (law student) 9:00

Where Have All the Older Women Gone? (25 minutes) Room 295
Grace Tonner (UC Irvine) and Catherine Wasson (Elon) 9:25

10AM – 11:20AM

KEYNOTE SPEAKER EVENT

Moderated Deans' Conversation with University of Oregon School of Law **Dean Marcilynn Burke** and Washburn University School of Law **Dean Carla D. Pratt**
Moderator: Katrina Lee (Ohio State)
Fifth Floor Commons

11:30AM – 12:50PM

KEYNOTE SPEAKER EVENT

Lunch served at 11:30
Lunch Keynote by Locke Lorde Senior Partner and Chief Diversity & Inclusion Officer **Paulette Brown** begins at noon.
First Floor Function Room

1PM – 1:50PM

Breakout Sessions
Debrief/Recap of Deans' Conversations and Lunch Keynote
Each attendee will receive a facilitator's group and debrief room assignment at registration.

2PM – 4PM

KEYNOTE SPEAKER EVENT

Leadership Skills Training Workshop with Boston Law Collaborative Senior Mediator and Institute Executive Director **Audrey Lee**
First Floor Function Room

4PM – 4:10PM

Coffee, Tea, and Snack Break
First Floor Function Room

4:10PM – 4:55PM

Breakout Sessions
Debrief/Recap of Leadership Skills Training Workshop
Each attendee will receive a facilitator's group and debrief room assignment at registration.

5PM – 5:45PM

Pre-Gala Cocktails and Conversation
Sponsored by the LWI Diversity Committee
Faculty Dining Room, Fourth Floor

6PM – 9PM

Gala Dinner
Parris Lounge at Ned Devine's Irish Pub
Historic Faneuil Hall, 1 Faneuil Hall Market Place
The Gala is within walking distance from the hotel and law school. Trolley transportation will also be provided to and from the venue. Rides will start at approximately 5:45 p.m. across the street from the Omni Parker House Hotel at the corner of Beacon Street and Tremont Street.

Friday, May 31

7AM

Morning run or walk! Begin your day with an energizing morning run or walk with colleagues.
Meet at 7:00 in front of the law school.

7:30AM – 12PM

Registration
First Floor Rotunda

7:45AM – 8:50AM

Breakfast reception with brief remarks from Suffolk University President **Marisa Kelly** at 8:45
First Floor Function Room

7:55AM – 8:40AM

ALWD Guide Task Force and Wolters Kluwer Focus Group
Alumni Meeting Room, Fourth Floor

8AM – 8:35AM

Lexis Presentation: **Legal Research in the 21st Century: Help Students Harness the Power of AI, Data Visualization and Analytics to Uncover Insights and Increase Efficiency**
Katie Riordan (LexisNexis), Room 235

8:00AM – 8:40AM

Adjunct Program Exploratory Committee Meeting
Faculty Meeting Room, Fourth Floor

9AM – 9:50AM

Concurrent Sessions

Advancing Adjuncts and Transitioning Adjunct-Based Models in Legal Writing (50 minutes) Elizabeth Berenguer (Campbell), Brenda Gibson (North Carolina Central), Sherri Lee Keene (Maryland), and Craig Smith (Univ. of North Carolina)	Room 235 9:00
Join the (Articles) Club!: Participate in a Reading Group Meeting and Start Your Own (50 minutes) Anne Ralph (Ohio State)	Room 285 9:00
Untangling Fear in Lawyering to Lift Up New Leaders (25 minutes) Heidi Brown (Brooklyn)	Room 295 9:00

Exiting Leadership: Not as Simple as Saying “Good-Bye” (25 minutes) Room 295
 Tamara Herrera (Arizona State) and Amy Langenfeld (Arizona State) 9:25

10AM – 10:50AM
 Concurrent Sessions

Creating Student Leaders (50 minutes) Room 235
 Sha-Shana Crichton (Howard), Claudia Diamond (Baltimore), Sarah Morath (Houston), O.J. Salinas (Univ. of North Carolina), and David Ziff (Univ. of Washington) 10:00

Leading the Way: Using Low Stakes Techniques from Legal Writing for Assessment Across the Curriculum (25 minutes) Room 285
 Alison Julien (Marquette), Susan Smith Bakhshian (Loyola|Los Angeles), and Wanda Temm (Univ. of Missouri-Kansas City) 10:00

Brain Breaks for the Legal Writing Classroom (25 minutes) Room 285
 Karen Sneddon (Mercer) 10:25

Unexpected Connections: Theater, Mathematics, and Legal Writing (25 minutes) Room 295
 Joy Kanwar (Brooklyn) and Maria Termini (Brooklyn) 10:00

Pedagogy or Andragogy? (25 minutes) Room 295
 Alyssa Dragnich (Arizona State) 10:25

11AM – 11:30AM
 Thomson Reuters Presentation

Trends in the Legal Community and the Impact on Law Schools
 Brooke Stokke (Thomson Reuters), Room 235

11AM – 11:45AM
 Poster and Video Presentations
 Creators will be available to discuss their projects in the Fourth Floor Rotunda.

Adjunct Challenges and Unique Contributions Poster
 Chelsi Hayden (Nebraska)

Breaking Away from the Linear Syllabus: Creating Resources to Facilitate Self-Guided Learning for a Diverse Student Body Video
 Jason Dykstra (Concordia)

Is It Time to Go Directorless? Poster
 Christine Rollins (St. Louis)

Legal Research with “Search,” “Experience,” and “Credence” Quality Cases Video
 Yi Seul Kim (Peking Univ.)

The MPT Experience for 1Ls Video
 Elizabeth De Armond (Chicago-Kent)

Plan for Success: Strategic Planning Tools for Law Student Success Wendy Shea (Southern)	Video
A Professor, a Librarian, and an Adjunct: Transforming an LRW Program Anne Alexander (Missouri), Resa Kerns (Missouri), and Jayne Woods (Missouri)	Video
Revisited, Reconsidered, and Revised: Five E-Mail Assignments that Work Robert D. Brain (Loyola Los Angeles) and Aimee Dudovitz (Loyola Los Angeles)	Poster
Teaching Plain Language in the Advanced Legal Writing Classroom: How to Include Weekly Editing Exercises When Teaching Complex Analysis Kathleen Dillon Narko (Northwestern)	Poster
Wellness in the LRW Classroom: An Important Component Nancy Soonpaa (Texas Tech)	Poster
Write to Law: Consequential Transitions for Law Student Writers Joanne Matson (Univ. of Arkansas-Little Rock)	Poster

11:50AM – 1:15PM

Lunch served at 11:50AM
Awards Ceremony and ALWD Membership Meeting begin at 12:15PM
First Floor Function Room

1:25PM – 1:50PM Concurrent Sessions

Thought Leadership: Lessons from the Public Voices Fellowship Program of The OpEd Project (25 minutes) Dana Hill (Northwestern)	Room 235 1:25
Legal Writing for Legislation and Public Policy Advocacy (25 minutes) Ruth Anne Robbins (Rutgers)	Room 285 1:25
Teaching with Humor and Professionalism (25 minutes) Emily Grant (Washburn)	Room 295 1:25

2PM – 2:50PM Concurrent Sessions

Bridges, Not Ladders: Building Horizontal Leadership (50 minutes) Ellie Margolis (Temple) and Kristen Murray (Temple)	Room 235 2:00
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Screen Time Limits: Towards a More Mindful Approach to Using Presentation Software in the Classroom (25 minutes) Room 285
2:00
Rachel Stabler (Miami)

Writing Wrappers and Metacognition: Teaching Students to Think About Thinking (25 minutes) Room 285
2:25
Amy Stein (Hofstra)

Acknowledging Lines, Two Years Later: One Director's Effort to Address Diversity and Inclusion in the Legal Writing Classroom (25 minutes) Room 295
2:00
Emily Bishop (Loyola-New Orleans)

2:50PM – 3PM

Coffee, Tea, and Snack Break
Second Floor

3PM – 3:50PM
Concurrent Sessions

Mindfulness: A Key Tool for Improving the Law School Experience of Generation Z Students (50 minutes) Room 235
3:00
Shailini George (Suffolk) and Laura Graham (Wake Forest)

Making the Most of Your Seat at the Table: Reflections on the First Year of Legal Writing Voting Rights (25 minutes) Room 285
3:00
Meredith Stange (Northern Illinois)

Assessing Legal Research in an Outcomes Assessment World (25 minutes) Room 285
3:25
Ann Schiavone (Duquesne) and Tara Willke (Duquesne)

Law Student Scholarship and Professional Development (25 minutes) Room 295
3:00
Deborah Gordon (Drexel), Kaitlin O'Donnell (law student), and Emily Zimmerman (Drexel)

Communicating Analytical Conclusions (25 minutes) Room 295
3:25
Kevin Bennardo (Univ. of North Carolina) and Joe Fore (Univ. of Virginia)

4PM – 4:50PM
Concurrent Sessions

Bursting the Bubble: Developing Cultural Competency in the Skills Classroom (50 minutes) Room 235
4:00
Elizabeth Bloom (Northeastern) and Stephanie Hartung (Northeastern)

Formatting E-Memos: Results of an Empirical Study (25 minutes) Brad Desnoyer (Indiana)	Room 295 4:00
Going the Distance: Incorporating Legal Tech Skills in a Hybrid Writing Course (25 minutes) Dyane O'Leary (Suffolk)	Room 295 4:25

5PM

Closing Remarks and Raffle
Boston Cream Pie will be served
Fourth Floor Rotunda and Room 425 – Moot Courtroom

Keynote Speakers



Paulette Brown

Senior Partner & Chief Diversity & Inclusion
Officer, Locke Lord LLP

Past President, American Bar Association

Paulette Brown is the first woman of color to lead the American Bar Association in its 137-year history. As the leader of this 400,000 voluntary member organization, Brown was responsible for governance, advocacy and serving as the voice and face of the Association. As a result of her initiatives as president, seven major policies were developed and approved by the Association's governing bodies that will have a long-lasting impact on the diversity and inclusion in the legal profession and the justice system. Brown simultaneously served as the first person of color to Chair the Labor and Employment Section of the New Jersey State Bar Association and is Senior Partner and Chief Diversity and Inclusion Officer at Locke Lord LLP.

Brown is a nationally recognized leader and has been honored by the National Law Journal as one of the 50 Most Influential Minority Lawyers in the U.S. and by U.S. News as one of the Best Lawyers in America. Brown was honored to be the cover story for the inaugural edition of "Best Lawyers: 'Women in Law' Business Edition." She is also nationally recognized for her dedication and efforts relating to diversity and inclusion, including the impact of implicit bias and is a frequent speaker and educator on both. In recognition of her work, Brown has received numerous awards which include the Award of Excellence from the Thurgood Marshall College Fund, the Spirit of Excellence and Margaret Brent Awards from the American Bar Association, and the Equal Justice and C. Francis Stratford Awards from the National Bar Association.



Marcilynn Burke

Dean and Dave Frohnmayer Chair in Leadership and Law, University of Oregon School of Law

Marcilynn A. Burke studies leadership, property law, environmental law, and natural resources law. At Oregon Law, she serves as the Dean and Dave Frohnmayer Chair in Leadership and Law.

From 2009 to 2013, Dean Burke served in the U.S. Department of the Interior's Bureau of Land Management. Initially she served as Deputy Director for Programs and Policy in the BLM, and then as the Acting Assistant Secretary for the U.S. Department of the Interior over the BLM following a 2011 appointment by President Barack Obama. Following her term at the BLM, she resumed her role as associate dean and associate professor of law at the University of Houston Law Center, where she had served as a member of the faculty since 2002.

Her scholarly works have included features in the *Notre Dame Law Review*, the *Land Use and Environmental Law Review*, the *University of Cincinnati Law Review*, and the *Duke Environmental Law & Policy Forum*. She clerked for the Honorable Raymond A. Jackson of the Eastern District of Virginia, and later joined the law firm of Cleary, Gottlieb, Steen & Hamilton where her practice focused on environmental law, antitrust, and civil and criminal litigation.



Audrey Lee

Senior Mediator & Institute Executive Director,
Boston Law Collaborative, LLP

Audrey J. Lee is a Senior Mediator & Institute Executive Director at Boston Law Collaborative, LLP. She is also the founding Principal of Perspectiva LLC and faculty for the Harvard Negotiation Institute course, *Advanced Mediation: Mediating Complex Disputes*.

Lee specializes in helping clients develop their negotiation, communication and influence skills. Her clients include The Cambridge Group, Harvard Business Publishing, the Illinois Supreme Court Commission on Professionalism, Jenner & Block LLP, Orrick, Herrington & Sutcliffe LLP, Ropes & Gray LLP, Simpson Thacher & Bartlett LLP, Eversheds Sutherland (US) LLP, and Winston & Strawn LLP. Drawing on her experience as a workplace mediator, Lee also leads interactive implicit bias workshops for attorneys, mediators, law enforcement, and other professionals.

Lee is featured in Harvard Business Review's *Insights* series on Leadership and Managing People and has been a contributing commentator for the BBC Capital's *Work Ethic* column. She has also published articles on employment discrimination, negotiation, interactive teaching methods, and managing diversity issues within firms. Previously, Lee practiced law as an intellectual property and litigation attorney at Winston & Strawn in Chicago and Davis Polk & Wardwell in New York. She is a graduate of Harvard College and Harvard Law School.



Carla Pratt

Dean, Washburn University School of Law

Carla D. Pratt serves as Dean of Washburn University School of Law in Topeka, Kansas. Prior to joining Washburn, Dean Pratt served as Associate Dean for Diversity and Inclusion, and the Nancy J. LaMont Faculty Scholar and Professor of Law at Penn State's Dickinson School of Law. As a law professor, Dean Pratt has taught courses in Constitutional Law, Federal Indian Law, Education Law, and Race and American Law, and has produced scholarship at the intersection of constitutional law, federal Indian law and racial justice with particular emphasis on understanding the role of identity in law and legal institutions.

From 2012 to March 2018, she served as an Associate Justice for the Supreme Court of the Standing Rock Sioux Tribe in Fort Yates, North Dakota, where she heard appeals involving tribal members and those doing business with the tribe.

Prior to joining the law faculty at Penn State, Dean Pratt engaged in the private practice of law as a commercial litigator with the law firm of Drinker, Biddle & Reath LLP in Philadelphia and served as a Deputy Attorney General in New Jersey. She is a member of the bar in Pennsylvania and New Jersey.

A-Z 25/50 Minute Presentations

Acknowledging Lines, Two Years Later: One Director's Effort to Address Diversity and Inclusion in the Legal Writing Classroom

Emily Bishop (Loyola-New Orleans)
Friday, May 31, 2:00pm, Room 295

The 2017 ALWD Biennial Conference inspired me to consider the risks that can arise when a majority-white or all-white legal writing faculty executes a writing assignment involving violence toward or oppression of a marginalized group. Specifically, white professors' privilege may prevent them from noticing that these assignments can impose costs on law students from marginalized groups—costs that students from majority groups do not have to bear. Using existing scholarship on the teaching of legal writing, I identified measures that professors can take to mitigate those risks and to reduce the costs imposed on students from marginalized groups. Armed with that knowledge, I have spent the last three semesters attempting to create and execute writing assignments that raise issues of diversity and inclusion, with varying degrees of success. This presentation will focus on the lessons learned from these attempts and will conclude with advice to other directors whose programs might be at a similar crossroads.

Advancing Adjuncts and Transitioning Adjunct-Based Models in Legal Writing

Elizabeth Berenguer (Campbell), Brenda Gibson (North Carolina Central), Sherri Lee Keene (Maryland), and Craig Smith (Univ. of North Carolina)
Friday, May 31, 9:00am, Room 235

This presentation acknowledges that adjuncts and adjunct-based programs may experience times of transition. For individuals, how can we help adjunct professors develop into strong candidates for full-time teaching positions? For a program, what does the move from the adjunct-based to full-time model entail (physically and fiscally)? What are the challenges and benefits of each model to the adjuncts, the director, the university, and the students? What are hybrid options that can be used as the program evolves?

Assessing Legal Research in an Outcomes Assessment World

Ann Schiavone (Duquesne) and Tara Willke (Duquesne)
Friday, May 31, 3:25pm, Room 285

Students are changing. The nature of legal research is changing. Even though legal research seems to be getting “easier” by being more intuitive and user friendly, students seem to struggle more with learning basic legal research skills. And now that law schools are driven by the ABA’s mandate for outcome assessments, the question becomes “how is legal research being assessed to ensure that the legal research outcomes are met?” This presentation will explore the learning outcomes most applicable to learning legal research and different ways legal research is or may be assessed to meet those outcomes. It will provide a summary of the best practices to assess legal research skills.

Brain Breaks for the Legal Writing Classroom

Karen Sneddon (Mercer)

Friday, May 31, 10:25am, Room 285

Learning is a shared responsibility between professor and student. As professors, we create a rigorous and challenging academic experience that can be (unintentionally) overwhelming for student learners. During each class, students tackle a variety of topics including argument generation, citation format, critical reading, forms of reasoning, genre conventions, paragraph structure, professional responsibility, research strategies, stylistic conventions, and weight of authority. Students can become mentally over-taxed and exhausted. This presentation will showcase a technique that professors can use to invigorate tired student learners: brain breaks. Brain breaks are focused, planned learning activities that require student learners to mentally switch gears. This switching promotes engagement with and retention of material as supported by education theory, cognitive psychology, and neuroscience. This presentation will share a variety of brain teasers, puzzles, illusions, and team-building exercises that can be used as brain breaks in the legal writing classroom. Each take five minutes or less of class time. Far from being gimmicks, brain breaks promote student engagement and student learning.

Bridges, Not Ladders: Building Horizontal Leadership

Ellie Margolis (Temple) and Kristen Murray (Temple)

Friday, May 31, 2:00pm, Room 235

Leadership is often presumed to be a solitary task, and often assumes a vertical/hierarchical model of leadership that is leaner at the top. But effective leadership does not have to be solitary, and it does not have to be hierarchical. We propose a model of leading “horizontally,” focused on the idea that groups can lead and succeed together in ways individuals working alone cannot. Creative thinking about horizontal leadership can help us break out of the narrow view of leadership, even in times of scarcity. And unlike vertical/hierarchical models of leadership, horizontal leadership does not require people to stay in their place within a hierarchy. Horizontal leadership can benefit our work, our institutions, our legal writing discipline, and our students. Join us as we talk about ways to re-envision leadership with a horizontal model, including ideas like building horizontally with legal writing colleagues—both within a program and across institutions; building horizontally with non-legal writing colleagues; and encouraging and modeling “horizontal networks” to our students.

Bursting the Bubble: Developing Cultural Competency in the Skills Classroom

Elizabeth Bloom (Northeastern) and Stephanie Hartung (Northeastern)

Friday, May 31, 4:00pm, Room 235

The presenters will share strategies for teaching students critical lawyering skills while building cultural competency. Examining the systemic inequities created and reinforced by our legal system, we use a variety of learning techniques to teach students how lawyers can help shape stories in the

pursuit of justice for vulnerable and marginalized groups. Focusing on the power and responsibility associated with shaping narrative, we guide our students through a variety of challenging conversations and interactive exercises involving social justice concepts. We explore the competing narratives presented by marginalized and dominant groups, recognizing how power dynamics affect which stories are valued and excluded in our multicultural society. Our students have multiple opportunities to put their emerging storytelling and critical thinking skills to use, including developing a theory of the case in a persuasive writing assignment and advocating for a community organization in a team-based experiential learning setting. Participants will leave the session with concrete ideas for (1) teaching their students how to employ narrative tools in legal writing and oral advocacy; and (2) facilitating challenging conversations about systemic inequities to help build the critical skill of cultural competency.

Communicating Analytical Conclusions

Kevin Bennardo (Univ. of North Carolina) and Joe Fore (Univ. of Virginia)
Friday, May 31, 3:25pm, Room 295

This session will focus on communicating clear and appropriate conclusion statements in office memos and other analytical documents. Specifically, we will explore two main topics. First, we will explore the use of qualitative probability expressions—such as “likely” or “almost certainly”—to express conclusions in legal writing. While qualifiers like these are widely recommended in legal writing texts, they lack a shared meaning among practitioners, academics, and clients. We will explore the possibility of quantifying and standardizing these probability expressions as a way of reducing ambiguity in legal writing. Second, we will examine the importance of differentiating between legal and extralegal analyses and identify the types of conclusion statements that are appropriate for each type of analysis. For example, to state a predictive conclusion, an analysis should account for all of the legal and extralegal considerations that may influence the decision-maker. More commonly, however, analytical documents are focused solely on legal analysis, especially in first-year legal writing courses. Because these analyses are limited to legal considerations, their conclusions should not be couched in terms of prediction. Rather, conclusions to legal analyses should simply state legal conclusions.

Creating Student Leaders

Sha-Shana Crichton (Howard), Claudia Diamond (Baltimore), Sarah Morath (Houston), O.J. Salinas (Univ. of North Carolina), and David Ziff (Univ. of Washington)
Friday, May 31, 10:00am, Room 235

The building of leadership skills has been called “[t]he most critical component” of lawyer development. Yet, a student’s ability to build leadership skills in law school happens “much more by chance than design.” This panel will discuss the use of LRW Fellows or Honors Programs as a way to create student leadership opportunities in law school. Upper-level students in Legal Writing Fellows or Honors programs can mentor 1L students, organize and lead workshops, or manage writing centers. While aspects of these programs vary among law schools, Fellows or Honors

Programs all have the potential to cultivate future leaders. Panelists will describe the Fellows or Honor Program at his or her respective school and the leadership opportunities these programs provide to law students.

Developing Leadership Skills and Enhancing Inclusivity with Team-Based Learning

Joy Herr-Cardillo (Arizona), Susie Salmon (Arizona), Danielle Shelton (Drake), and Melissa Weresh (Drake)

Wednesday, May 29, 3:00pm, Room 285

Team-Based learning (TBL) is an interactive pedagogy that helps students develop leadership skills such as empathy and cooperation. In a TBL classroom, students work in permanent teams throughout the course. As teams, they complete quizzes and application exercises. They also prepare peer evaluations of their team members. During each of these activities, students learn how to cooperate, listen, and encourage one another. These are skills essential to professional identity development. They are also soft skills that employers expect of law graduates. Paradoxically, the competitive nature of law school and, particularly, the Socratic method of study, do little to engender these skills.

Moreover, at many law schools, inclusivity may be challenging due to student demographics and lack of opportunity for collaboration in the educational setting. When a pedagogical method fosters teamwork and collaboration, students learn and develop new perspectives. They also learn about their own strengths and weaknesses. This helps them develop their own leadership style and promotes inclusivity. This presentation will illustrate TBL with a focus on professional identity development, leadership, and inclusivity. It will also demonstrate how TBL helps professors demonstrate outcomes and assessment in an efficient, effective manner.

Equal Education for All: A Panel Discussing the Search for Balance Between a School's Limited Resources and Obligation to Provide Equalized Education to Foreign Law Students

Katherine Brem (Houston), Lurene Contento (John Marshall-Chicago), Jennifer Davis (New Hampshire), Joe Regalia (Loyola-Chicago), and Carrie Teitcher (Brooklyn)

Wednesday, May 29, 3:00pm, Room 295

From the classroom to the placement office, international LL.M. students are not given the attention given J.D. students. The panel will explore the causes of this inequity and discuss plausible solutions given limited available resources. The panel will foster transformative change to make the American law school experience more robust for our international students, and to improve their performance on bar exams, in career placement, and beyond. As an added benefit, improved integration of international students will benefit U.S. students as well, encouraging the understanding of other cultures and legal systems, and the development of global skills in an increasingly global world.

Exiting Leadership: Not as Simple as Saying “Good-Bye”

Tamara Herrera (Arizona State) and Amy Langenfeld (Arizona State)

Friday, May 31, 9:25am, Room 295

This presentation will focus on best practices for exiting leadership by drawing on the literature of organizational management. Because leadership takes many forms, the right exit strategy will vary. For instance, are you an administrator going back to teaching? Or a director passing the baton to a new director? Or a program coordinator transitioning a program to one that is fully autonomous? The steps needed for successfully exiting each of these leadership scenarios will be the main focus of the presentation, although there will be time to discuss and brainstorm strategies for other scenarios as well.

Exploring Diversity and Discrimination Through the Lens of Legal Writing

Abigail Perdue (Wake Forest)

Wednesday, May 29, 2:00pm, Room 235

America is at a pivotal moment in history. Recently, race, gender, and other relations have been incredibly strained. Communities, both urban and rural, have experienced social turbulence, which at times has erupted into protests and even violence. From the #MeToo Movement to Black Lives Matter, these issues are surfacing at campuses across America. In light of this, what, if anything, can we, as educators, do to inspire our students to embrace different people and engage different perspectives, rather than fear and suppress them? Grappling with this difficult but important question prompted me to develop a new experiential course—Exploring Diversity and Discrimination—that aims to encourage students to appreciate difference rather than fear and denigrate it. Through a series of oral and written simulations and exercises, we engage in a discussion of what diversity means, how it can be examined holistically, and why it is beneficial in the classroom and beyond. We further explore the underlying reasons for discrimination, how it manifests, and how anti-discrimination laws aim to prevent it. The presentation will illuminate several innovative exercises used to accomplish these objectives and explain how other professors can integrate them into their own legal writing courses.

Formatting E-Memos: Results of an Empirical Study

Brad Desnoyer (Indiana)

Friday, May 31, 4:00pm, Room 295

This presentation reveals the results of an empirical study over the formatting of e-memos. While several texts and articles note the importance of email and provide general advice for writing e-memos, there is currently no empirical research detailing how attorneys actually write e-memos. To fill this gap, I surveyed attorneys by providing them with a sample research question from a partner and four sample responses—with each sample formatted slightly differently and with varying levels of analysis. The attorneys were then asked to rank the samples, provide feedback on each, and answer additional questions about their use of e-memos. To better understand the results, a second survey with a simpler statutory question and corresponding sample responses was sent to more

attorneys. Additionally, a third question and its corresponding responses was presented to a focus group. In total, there are currently 91 responses, with more responses coming. The samples were formatted to highlight differing advice from texts and articles to best understand: (1) the need and depth of an upfront conclusion, (2) the depth of necessary case analysis and application of facts, (3) the need for formal citations, and (4) the preferred formatting of the medium, e.g., bullet points.

From a Gleam to Maturity: The Developmental Stages of a Legal Writing Program

Jan Levine (Duquesne), Nancy Soonpaa (Texas Tech), and Gail Stephenson (Southern)

Wednesday, May 29, 4:00pm, Room 235

This presentation explores the developmental stages of a legal writing program, starting with a “gleam in the faculty's eye” and culminating with a mature program that can function autonomously. The presenters themselves represent directors of programs at a variety of those stages, ranging from immature/childhood (walking and talking, but still developing) to rebellious teenager (moving towards adulthood with some hormonal hiccups) to confident young adult (filled with energy but still needing occasional guidance) to maturity. While sometimes humorously presented, the program will focus on the ways that directors, like parents, must be flexible with their chosen style to meet the needs of those in their program—and while being mindful of others whom they don't direct but whose needs must be considered. Throughout, the presenters will also offer relevant research into leadership and management styles.

Get a Job: The Dos and Don'ts of Faculty Job Talks

Terrill Pollman (UNLV) and Judith Stinson (Arizona State)

Wednesday, May 29, 4:00pm, Room 295

Job talks are tricky. They have been a significant component of law school faculty hiring for decades, but until recently, many faculty seeking to teach legal writing, whether entry level or lateral, did not have the opportunity to give a talk to the whole faculty. In 2012, only 38% of legal writing faculty were hired based on approval of the whole faculty, and less than a third (32%) were hired that way in 2007. That is changing, however. Most legal writing faculty today are hired based on approval of the whole faculty (88% if tenure-track; 69% if programmatic tenure track; and 74% if 405(c), according to the 2016-17 survey). And the whole faculty generally will expect a job talk. In addition, as legal writing has developed into a full-fledged discipline, more legal writing faculty are seasoned, experienced academics seeking lateral moves, where the expectations are usually higher. This session will address the components of an effective job talk. The culture at each law school is different, of course, but we will explore some tips and traps to help with this component of your job search.

Going the Distance: Incorporating Legal Tech Skills in a Hybrid Writing Course

Dyane O'Leary (Suffolk)

Friday, May 31, 4:25pm, Room 295

This presentation offers a series of discrete teaching ideas that incorporate two “hot topics” in today’s instructional landscape: distance education and legal technology skills. The Rules of Professional Conduct require technological competence in tomorrow’s lawyers, and an advanced writing elective is the perfect spot to incorporate tangible, practice-based exercises such as how to create hyperlinks in an E-Brief, format a Table of Authorities, use a new AI legal research tool, or redact information from a PDF e-filing. If those concepts seem strange to you, come learn more about them. If they interest you, come learn how I created in-class and homework exercises for my 2L and 3L students. Attendees will walk away with some background about why legal technology skills should be incorporated into the curriculum, how a distance education platform can be used to make this happen, and why pairing technology skills with traditional writing projects can be quite fun for students.

Help Wanted: An Empirical Study of LRW Hiring

Pete Nemerovski (Univ. of North Carolina)

Wednesday, May 29, 4:25pm, Room 295

What do, and what should, law schools look for when hiring a new legal writing professor? How important are things like legal practice experience, judicial clerkship experience, prior teaching experience, and academic credentials? During the summer of 2018, I did a study in which I collected information on over 60 legal writing professors hired into the top legal writing programs (as ranked by U.S. News) since 2010. During this presentation, I will present the results of that study, along with some literature about best practices for hiring a new professor. In addition, I have prepared a set of discussion questions designed to solicit attendees' views on hiring criteria. This presentation is intended for anyone who has been or will be involved in hiring at their law schools, professors thinking of making a lateral move, and everyone who cares about the future of our field.

The Intersectionality of Leadership and Diversity

Shakira Pleasant (John Marshall-Chicago), Suzanne Rowe (Univ. of Oregon), and Danielle Tully (Suffolk)

Wednesday, May 29, 4:00pm, Room 285

This panel explores the many facets of becoming leaders in legal writing—in our schools, in our national organizations, and through our scholarship. Panelists will discuss how race, ethnicity, age, background, gender, sexual orientation, culture, status, and other characteristics intersect to affect efforts to become and be recognized as leaders. Participants will be encouraged to respond to these questions: What are the challenges that professors face at the beginning and middle of their careers that hinder their efforts to become leaders? How do senior faculty support emerging leaders? How can we all foster new leaders without overwhelming them with demands?

Join the (Articles) Club!: Participate in a Reading Group Meeting and Start Your Own

Anne Ralph (Ohio State)

Friday, May 31, 9:00am, Room 285

Producing scholarship about legal writing theory and pedagogy is not the only way to strengthen our legal writing discipline. When we read each other's work, respond to it, and incorporate it in our teaching, we also build the discipline. Join members of LWT's Discipline Building Working Group for an "articles club" meeting where we will discuss a recent article that contributes to the discipline, to consider how we can use its insights in our own teaching and scholarship. We will also discuss the benefits of an article-reading club, and we will provide article suggestions and discussion materials for you to organize your own reading group at your home institution or at a conference. No wine, but we'll serve snacks!

Law Student Scholarship and Professional Development

Deborah Gordon (Drexel), Kaitlin O'Donnell (law student), and Emily Zimmerman (Drexel)

Friday, May 31, 3:00pm, Room 295

The panel will explore the relationship between law student scholarship and professional development, an underdeveloped area. Professor Deborah Gordon has designed and taught a writing seminar (Law, Language, and Literature) that exposes students to different forms of scholarship and requires them to participate in workshops to defend and revise their own work. Professor Gordon is also faculty advisor to the *Drexel Law Review* and has a long history of promoting student scholarship, starting with her own work as editor-in-chief of the *NYU Law Review*. Kaitlin O'Donnell is a third-year law student who has an MA in Philosophy, is the current editor-in-chief of the *Drexel Law Review* and was also a student in Professor Gordon's seminar. Professor Emily Zimmerman has written extensively on student motivation and pedagogy and has drafted an article entitled *Re-envisioning Law Student Scholarship*, which explore ways to make the scholarship process a more meaningful part of law student's professional development

Leading in the Face of Hierarchy

Leslie Culver (Cal. Western), Tiffany Jeffers (Penn State), Lucy Jewel (Tennessee), and Katrina Lee (Ohio State)

Thursday, May 30, 9:00am, Room 235

In law practice and in legal education, barriers to professional success exist in the form of narrowly defined conceptions of merit; the increased use of market metrics to gauge the value of education; psychological self-sidelining that can attenuate leadership potential; and gendered interpersonal dynamics that encourage women to take on more low-value work tasks than men. We will discuss these obstacles with the aim of unmasking them, interrogating their hierarchical nature, and developing concrete strategies for overcoming them.

Professor Tiffany Jeffers will focus on increasing representation of diverse students in legal education through effective pipeline programs that work around legal education's narrow conceptions of academic merit and achievement. Professor Lucy Jewel will explain how economic market logic works to silence the leadership voices of legal skills professors. Professor Leslie Culver

will address the phenomenon of self-sidelining, as emanating from imposter phenomenon and gender sidelining, where women consciously or unconsciously discipline themselves to forgo professional advancement. Professor Katrina Lee will discuss social science research indicating that women are more likely than men to volunteer for work tasks with low levels of promotability (like writing a report or serving on a committee).

Leading the Way: Using Low Stakes Techniques from Legal Writing for Assessment Across the Curriculum

Alison Julien (Marquette), Susan Smith Bakhshian (Loyola | Los Angeles), and Wanda Temm (Univ. of Missouri-Kansas City)
Friday, May 31, 10:00am, Room 285

Legal writing professors are volunteered and conscripted to lead the way as law schools implement the ABA's assessment requirements. Not only are law schools accountable to the ABA, but each law school must report assessment to its university. This presentation focuses on low stakes formative assessment practices that are easily adapted across the curriculum and on how to incorporate these practices into assessment reporting. These techniques are effective, adaptable, and creative, but do not require extensive preparation time, individual feedback, or grading. The techniques range from in-class exercises to exams, covering topics from testing material in the reading assignments to core concepts needed for the next graded assignment. We will cover low- and high-tech ideas, including scratch-off cards, clickers, and polling. We will demonstrate how to combine a low stakes formative assessment with collaborative learning. Panel members will give examples of straightforward assessments with a learning outcome to be annual report-ready. By the end of the presentation, participants will have a ready-to-go set of ideas including handouts of sample exercises and assessments and a template for reporting assessment results.

Leading Unicorns: A Roundtable Discussion of Adjunct-Based Legal Writing Programs

Tenielle Fordyce-Ruff (Concordia), Scott Fraley (Baylor), Fiona McKenna (Golden Gate), Colleen Settineri (Ohio State), Neil Sobol (Texas A&M), and Wendy Shea (Southern)
Wednesday, May 29, 2:00pm, Room 285

Adjunct-based programs are unique. There's value to naming that fact, and there's value to acknowledging that adjunct programs not only exist but are worthy of our support when we discuss leadership. Even schools that have full-time models for some parts of their writing program may have other parts working on the adjunct model. This roundtable discussion will explore the challenges, benefits, and transitions of adjunct-based programs. A principal goal of the roundtable is to create mentoring relationships among those who work in adjunct-based programs.

Legal Research in the 21st Century: Help Students Harness the Power of AI, Data Visualization and Analytics to Uncover Insights and Increase Efficiency (Sponsor Presentation)

Katie Riordan (LexisNexis)
Friday, May 31, 8:00am, Room 235

Legal technology is evolving at unprecedented speed, and research tools are no exception. New and emerging tools that harness artificial intelligence and data visualization are helping researchers work

smarter and faster than ever before. Students are now expected to know about these resources and how to leverage them. Join us for this exciting session where LexisNexis will review recent and new technology and tools.

Legal Writing for Legislation and Public Policy Advocacy

Ruth Anne Robbins (Rutgers)

Friday, May 31, 1:25pm, Room 285

This presentation grows out of a 2018 ALWD Teaching Grant I received to develop a hybrid legal writing/clinical course about legal writing in legislation and public policy advocacy. Local legislators and legislative staff are not always lawyers and thus are unaccustomed to our disciplinary genre of memos, motions, and briefs. Law students and professors meeting with these people should approach their legal writing as a short and visualized analysis, backed by strong background research. This presentation will discuss the pros and cons and how's of working with law students on this specialized type of legal analysis and advocacy. I promise to refrain from a show-and-tell presentation but will focus primarily on the applied use of our discipline's scholarship to demonstrate the how's.

Making the Classroom Diverse and Inclusive: The Student's Perspective

Karin Mika (Cleveland State) and Christine Mika (law student)

Thursday, May 30, 9:00am, Room 295

Few law professors have had the experience of not only raising their children at their law school, but actually teaching at the same law school where one of their children attends. Doing so puts a new perspective on what students are looking for in a classroom experience, not necessarily in relation to effective teaching, but appropriate values and culture reflecting what students would like to see achieved in their very diverse world. This presentation, to be done with my daughter, will discuss what I thought I was doing properly in terms of incorporating diversity and inclusiveness in my classroom, and what the students think about how that is being handled. The presentation will also suggest where the classroom experience can be improved from the perspective of a student who has experienced law school from all angles, including while she was employed as a public-school teacher who taught in a very diverse environment.

Making the Most of Your Seat at the Table: Reflections on the First Year of Legal Writing Voting Rights

Meredith Stange (Northern Illinois)

Friday, May 31, 3:00pm, Room 285

Last year at Northern Illinois University College of Law, the faculty voted to give the Legal Writing, Library, and Clinical faculty the right to vote on all issues except for promotion and tenure. This vote ensured that all of the full-time teaching faculty can vote at faculty meetings. After years of attending these meeting and watching decisions affecting our programs being made around us, we can now vote on what's happening to effectuate change within the law school. However, having the vote brings a new series of challenges: imposter syndrome, faculty perception of a voting block, risks of voting against the faculty and/or the Dean without the protections of tenure, etc. This

presentation will discuss some of the concerns that gave rise to the vote and reflect on a year of having and using those voting rights.

Mindfulness: A Key Tool for Improving the Law School Experience of Generation Z Students

Shailini George (Suffolk) and Laura Graham (Wake Forest)

Friday, May 31, 3:00pm, Room 235

This presentation will explore how mindfulness training can enhance student learning and well-being among the newest generation of law students, Generation Z. The information available to us about Generation Z students suggests that they enter law school more saturated with technology; weaker in critical thinking, reading, and writing; and more anxious, insecure, and stressed than their predecessor generations. We will begin our presentation by describing how these characteristics often hinder Gen Z students' learning. We will then describe how mindfulness training can help Gen Z students overcome these obstacles to learning, focusing on its potential for improving attention and working memory; improving academic achievement; and reducing stress, anxiety, and negative emotions. Finally, we will suggest how law professors can adapt some of the specific mindfulness strategies that have been successful in other settings to complement the educational mission of their law schools.

Oops! How to Construct a Lesson on Counseling Clients About Lawyer Mistakes

Liz Kukura (Drexel)

Wednesday, May 29, 3:25pm, Room 295

This presentation will offer a roadmap for constructing a brief lesson on counseling clients about a missed deadline. Having completed a memo analyzing whether the court is likely to set aside a default—entered when the law firm missed the deadline to respond to the complaint—students grapple with how to notify the client about the missed deadline, the default, and the lawyer's efforts to remedy the situation. Building on a problem taught in Drexel's Legal Methods course, this lesson offers a fun vehicle for conversations about effective email communication, anticipating and satisfying client needs, and adhering to the ethical rules governing the legal profession, while providing students an opportunity to assess their substantive mastery of the first predictive memo problem of the fall and cultivate good professional habits as they develop their identities as lawyers.

Pedagogy or Andragogy?

Alyssa Dragnich (Arizona State)

Friday, May 31, 10:25am, Room 295

Legal writing professors often speak and write about pedagogy, but law students are adult learners (despite our occasional doubts about their maturity!). Malcolm Knowles coined the term “andragogy” to describe the methods and practice of teaching adults. This presentation will examine how the principles of andragogy can inform our teaching and argue that we should treat our students more as lawyers-in-training than as college students.

Roundtable Discussion for Associate Deans—Leadership Support, Concerns, and Inspiration

Cindy Archer (Loyola-Los Angeles) and Mary-Beth Moylan (McGeorge)

Wednesday, May 29, 3:00pm, Room 235

The Associate Deans roundtable discussion will explore the roles that LRW and skills faculty play in their institutions when they step into positions as Associate Deans for Experiential Learning, Academic Affairs, or other key administrative roles. We will discuss together the challenges and joys of taking on these kinds of administrative roles.

Screen Time Limits: Towards a More Mindful Approach to Using Presentation Software in the Classroom

Rachel Stabler (Miami)

Friday, May 31, 2:00pm, Room 285

For almost as long as PowerPoint has been available, it has been criticized. We are all familiar with the criticism: it leads to heavy, bullet-laden presentations that put the audience to sleep. What we might not be as familiar with is the current status of research on the use of PowerPoint (and similar software). Cognitive load theory suggests that some common-sense ways of presenting information using presentation software may actually hinder our students' ability to learn. Additionally, empirical research on the use of the software in post-secondary education often shows that it does not help students learn and may sometimes actually hinder their academic performance. This presentation will summarize this research and then turn practical. It will address potential reasons professors may use the software in ways that do not benefit students and provide practical solutions for a more mindful and beneficial use of the software.

Teaching Abroad: Opportunities and Challenges

Lisa Bradley (Gonzaga), Diane Edelman (Villanova), and Rosa Kim (Suffolk) on behalf of the LWI Global Legal Skills Committee

Wednesday, May 29, 2:00pm, Room 295

Teaching abroad can be exciting, rejuvenating, and educational for professors and students alike. This panel of experienced professors will discuss how to make your time teaching abroad a memorable one . . . and in a good way! This discussion is geared toward those considering teaching abroad but hesitant to commit, to those who teach abroad occasionally, and to veteran professors who have taught abroad multiple times. We will explore a range of topics, including finding and developing opportunities to teach abroad, creating syllabi for skills and doctrinal courses, the nuts and bolts of teaching and living in a foreign setting, various aspects of administering a program abroad, and teaching students from both the U.S. and abroad. Helpful tips to make your experience more enjoyable will be provided. We will also discuss opportunities offered by Fulbright and other organizations. A list of programs offering teaching opportunities abroad will be distributed.

Teaching with Humor and Professionalism

Emily Grant (Washburn)

Friday, May 31, 1:25pm, Room 295

Research extols the virtues of incorporating humor into our teaching—it engages students, creates a relaxing classroom environment, reduces stress, and ultimately helps students better remember new material. At the same time, we teach our students to avoid the use of jokes or humor in their legal writing or oral arguments; part of professionalism and credibility is maintaining a formal tone in our legal work. If we as professors use humor in our classes, are we sending mixed messages? Or are we different kinds of professionals than our students will be? What sits at the intersection of those two bodies of research and what can we learn for purposes of our own teaching?

Thought Leadership: Lessons from the Public Voices Fellowship Program of The OpEd Project

Dana Hill (Northwestern)

Friday, May 31, 1:25pm, Room 235

Do you have a desire to write op-eds or otherwise promote your expertise, but don't know how to start? I know how you feel, and this presentation will provide tips and advice to get you writing and published. During the 2018-2019 academic year, I was a fellow in the Public Voices program at Northwestern University, which included seminars and one-on-one coaching designed to increase fellows' visibility and influence as thought leaders in academia and the world at large. This program is part of The OpEd Project, which was founded to increase the range of voices and quality of ideas we hear in the world, starting with more women. I will share what I learned from this experience and encourage you to become a thought leader.

Trends in the Legal Community and the Impact on Law Schools (Sponsor Presentation)

Brooke Stokke (Thomson Reuters)

Friday, May 31, 11:00am, Room 235

Come hear about key insights occurring in law firms, corporations, and government agencies and how these findings will impact law students and faculty.

Unexpected Connections: Theater, Mathematics and Legal Writing

Joy Kanwar (Brooklyn) and Maria Termini (Brooklyn)

Friday, May 31, 10:00am, Room 295

In this joint presentation, Professors Kanwar and Termini will bring fresh techniques, borrowed from theater and mathematics, to teaching and learning in the legal classroom. Through these cross-disciplinary approaches, they hope to inspire educators and law students to see legal education in a new way. Theater: Despite having already written sophisticated persuasive briefs—either in draft or final form—students are often overwhelmed with the task of bringing their arguments to life, and unsure of how to convert their written advocacy into oral advocacy. This presentation discusses six techniques, inspired by theater training, that can help students overcome

these hurdles, and, ultimately, give them tools for the future. Mathematics: While the stereotype about lawyers not liking math is widely held, including by lawyers themselves, the disciplines of law and mathematics are more closely connected than many lawyers suspect. This portion of the presentation explores the connections between mathematical analysis and legal analysis—including their similar organizational schemes, types of reasoning, and purposes—and draws lessons for legal writing from the realm of mathematics.

Untangling Fear in Lawyering to Lift Up New Leaders

Heidi Brown (Brooklyn)

Friday, May 31, 9:00am, Room 295

This session addresses the reality of fear in lawyering: in our students, our practitioners, and our clients. Society offers conflicting messages about fear, especially in professions like ours, characterized by bravado, competition, and conflict. On one hand, individuals who are lucky enough not to experience fear often quip, “Just face your fears!” or “Fake it till you make it!” On the other hand, well-meaning but often misguided mentors couch fear as “the world’s greatest motivator,” with slogans like, “If your dreams don’t scare you, they’re not big enough!” or “If you’re not afraid, you don’t care enough!” This session offers a different approach to helping our law students address the reality of fear in lawyering; instead of ignoring, repressing, or dismissing the impact of fear on our minds and bodies, let’s teach our next generation of lawyers how to untangle fear. Let’s analyze its drivers, distinguish its potential constructive components from destructive ones, and then adopt new mental and physical strategies for stepping into performance-based lawyering activities with enhanced and authentic fortitude. By helping to untangle fear, we can lift up new leaders.

What LRW Professors Can Learn from the U.S. Air Force Academy About Teaching Leadership and Character Skills to Law Students

James Levy (Nova Southeastern)

Wednesday, May 29, 2:25pm, Room 235

In this presentation, I will discuss the year I spent as a visiting professor of law teaching LRW at the United States Air Force Academy. At USAFA, LRW is a required course all cadets must take to graduate as well as an undergraduate major in which they learn how to do legal research, write a memorandum of law, and argue a moot court case. The overarching educational goal at USAFA, however, in all course offerings is to inculcate the skills, values, and traits associated with good character and leadership. Accordingly, much of the pedagogy at USAFA is informed by those goals. I was so impressed by my classroom experiences there, and particularly the cadets I met, that it inspired my current scholarship project which explores whether and how character (and leadership) can be taught in law school. After briefly describing my experience at USAFA, this presentation will discuss the research and literature on character education including a popular model followed by both civilian and military schools. I will then discuss how to adapt this model to the law school context including the positive implications for student and faculty well-being, among other psychosocial benefits.

Where Have All the Older Women Gone?

Grace Tonner (UC Irvine) and Catherine Wasson (Elon)

Thursday, May 30, 9:25am., Room 295

Many women in the legal writing profession are marginalized, underpaid, and overworked. When they finally achieve the status of “elders” in the academy, however, they are less-inclined to accept such treatment. Is it a coincidence that at this point in their careers some women—women who have developed deep knowledge as teachers, scholars, mentors, and leaders—leave the field? This roundtable discussion is designed to identify and explore the persistent barriers to professional satisfaction that too often force senior faculty women out of the profession at a time when legal education can least afford to lose them. The presenters will share some of the unexpected career changes they have encountered as legal writing “elders,” and will invite program attendees to do the same. We will then consider whether and how the unique barriers that confront us in the final years of our careers can be removed.

Whipping Up Wellness: Promoting the Well-Being of LRW Faculty and Students for a Successful Program

Olympia Duhart (Nova Southeastern), Margaret Hannon (Michigan), and Wendy-Adele Humphrey (Texas Tech)

Thursday, May 30, 9:00am., Room 285

Sixteen law school student leaders from more than a dozen schools across the country recently signed a pledge calling for more focus on wellness at law schools. The pledge highlights what we already knew: Law students are under tremendous stress, and most have not developed the coping skills needed to navigate law school or the practice of law. At the same time, LRW faculty are increasingly burdened with additional service duties, challenging students and expanding job requirements. This presentation will make the case for creating a supportive environment for both LRW faculty and students. Frequent conferences and the personal nature of writing instruction makes LRW faculty “first-responders” of sorts in dealing with struggling students. This feature makes it especially critical that LRW faculty learn how to support their students’ well-being and practice a little self-care. In the never-ending age of austerity, LRW faculty must be more creative about how to boost morale and minimize stress. This interactive panel will include specific, concrete examples that can be implemented to help both faculty and students deal with the special stresses that emerge in the LRW field.

Writing Wrappers and Metacognition: Teaching Students to Think About Thinking

Amy Stein (Hofstra)

Friday, May 31, 2:25pm, Room 285

Many students are convinced that they will ace law school because they succeeded in college. Those students often receive a rude awakening when their first legal writing assignment is returned. This brings us to “exam wrappers”—a metacognitive tool developed by Marsha Lovett at Carnegie Mellon. Although this tool was created for exams, it is magically transferable to writing assignments. Papers are returned with a “writing wrapper” which asks students to reflect on their performance:

- How did you prepare;
- What mistakes did you make during the process; and
- How will you change your strategy going forward?

Wrappers invite them to the party late—students are engaging in the last step of the metacognitive process without having engaged in the first two. But that is why this strategy works—it teaches metacognition to students who have likely never thought about it before but are looking for the tools to improve in the future. By asking them to reflect on an inadequately performed assignment, they will recalibrate for the next one—by first assessing the task and planning the strategy; then by monitoring the strategy, reflecting and adjusting. Attendees will brainstorm about what a wrapper might include. Sample wrappers will be distributed.



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Thank you to all who served on an ALWD Committee in 2018-2019.

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⁴ The Survey Committee and Scholarship Grants Committee are joint committees with LWI. The members listed here were appointed by ALWD.