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THE BIENNIAL
Empire State Legal Writing Conference

Thursday, May 13, 2021
and
Friday, May 14, 2021

A Virtual Event

CO-HOSTED BY

ALBANY LAW SCHOOL

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University at Buffalo
School of Law

Thursday, May 13

Early Bird Session

11:00 a.m.–11:25 a.m. • Zoom Room 1

SUBMITTING A SUCCESSFUL AND COMPELLING BOOK PROPOSAL

Stacie Goosman, Wolters Kluwer Legal & Regulatory

Stacie Goosman will present the step-by-step process and guidelines Wolters Kluwer Legal & Regulatory (WKLR) follows when reviewing new project proposals. Topics covered will include: the strategy for signing a new author; how WKLR analyzes the market to identify new opportunities; and what makes a proposal compelling.

(5 min. break)

11:30 a.m.–11:55 a.m. • Zoom Room 1

PUBLISHING IN 2021

Scott Sipe, Carolina Academic Press

This presentation will briefly discuss what publishing in 2021 is like, what Carolina Academic Press (CAP) is doing and what we are looking for, and how CAP sees the field of legal publishing developing. Are you thinking of writing a book or developing some other teaching content? Questions and conversations are welcomed (and encouraged!).

(5 min. break)

WELCOME

12:00 p.m.–12:10 p.m. • Zoom Room 1

DEAN'S WELCOME

Anthony W. Crowell, Dean and President, New York Law School

Session 1

12:10 p.m.–12:55 p.m. • Zoom Room 1

EMPIRE STATE AND ASSOCIATION OF LEGAL WRITING DIRECTORS (ALWD) SCHOLARSHIP PLENARY: MAKING PROGRESS ON SCHOLARSHIP WITH AN ONLINE WRITING GROUP

Catharine Du Bois, Brooklyn Law School

Lisa Grumet, New York Law School

Hilary S. Reed, University of Houston Law Center

Maria Termini, Brooklyn Law School

Kayonia L. Whetstone, Howard University School of Law

Two years ago at this very conference, we met and decided to create a remote writing group to provide accountability for our scholarship. In this presentation, we will discuss the different functions our writing group has served, our lessons learned from the process, and the tools that helped us work together.

(5 min. break)

1:00 p.m.–4:00 p.m. • Zoom Room 2

ASSOCIATION OF LEGAL WRITING DIRECTORS (ALWD) SCHOLARS FORUM AND WORKSHOP

This room is open only to participants in the ALWD Scholars Program

Breakout Room 1:
"Draft Review Breakout"
Co-leaders: Robin Boyle Laisure and Amy Stein

Breakout Room 2:
"Germ of an Idea Breakout"
Co-leaders: Stephen Paskey and Michelle Whelan

1:00 p.m.–1:20 p.m. • Zoom Room 1

IS IT BECAUSE I'M BLACK? CREATING INCLUSIVE LEARNING SPACES

Janet Fiorentino, University of the District of Columbia David A. Clarke School of Law

Saleema Snow, University of the District of Columbia David A. Clarke School of Law

Lynnae Thandiwe, University of the District of Columbia David A. Clarke School of Law

This workshop explores strategies to maximize cognitive function by working to ensure the classroom is a learning environment that reduces negative emotions associated with alienation. The speakers will share their playlist, how the songs have been connected to social justice, and other exercises adopted to create inclusive learning spaces.

1:20 p.m.–1:40 p.m. • Zoom Room 1

CONNECTING WITH YOUR STUDENTS IN THE PANDEMIC WORLD

Anna Hemmingway, Widener University Commonwealth Law School

Amanda Sholtis, Widener University Commonwealth Law School

Being on campus and unmasked allows professors opportunities to connect with their students in a way that online/masked classes do not. From failed online office hours to successful online questionnaires, this presentation will discuss our attempts to remedy this issue. We will describe how we developed connections with our students despite the obstacles presented by the pandemic. We will share our materials and describe what efforts we hope to continue even when we return to unmasked, in-person learning.

1:40 p.m.–2:00 p.m. • Zoom Room 1

USING ARTIFICIAL INTELLIGENCE FOR REAL RESULTS IN PEER REVIEW ASSIGNMENTS

Susan Smith Bakhshian, LMU Loyola Law School

Tracy L. M. Norton, Touro College, Jacob D. Fuchsberg Law Center

This presentation will discuss game-changing technology for administering peer review assignments in all types of law school courses, beginning with the 1L year and continuing through bar prep. This peer review platform will streamline the peer review process, lessen your grading burden, and improve student work product. If you are happy with peer review assignments, come find out how to take them to the next level. If you abandoned peer review as too much trouble for not enough benefit, as we both did, it's time to take another look.

(10 min. break)

2:10 p.m.–2:40 p.m. • Zoom Room 1

PARALLEL PLAY: HOW TO INCREASE PRODUCTIVITY USING A SCHEDULED ACCOUNTABILITY GROUP

Jean Mangan, University of Georgia School of Law

D'Andra Millsap Shu, Thurgood Marshall School of Law, Texas Southern University

Michelle Zakarin, Touro College, Jacob D. Fuchsberg Law Center

Three legal writing professors share their success with using an accountability group where they meet weekly to check in, work independently for an hour, and then come back together to report progress. What started as "forced grading time" blossomed into cross-country friendships of professors supporting and pushing each other to succeed in scholastic and teaching endeavors.

2:40 p.m.–3:00 p.m. • Zoom Room 1

TEACHING PROFESSIONALISM TO LEGAL WRITING STUDENTS THROUGH SIMULATION AND ROLE PLAY EXERCISES

Maryam Franzella, Maurice A. Deane School of Law at Hofstra University

The best way to teach students professionalism is through role play exercises. This presentation will illustrate how simulated communication exercises can be used in the classroom to demonstrate common communication pitfalls.

(25 min. break)

Session 4

3:25 p.m.–3:50 p.m. • Zoom Room 1

BEYOND THE PANDEMIC: LONG-TERM LESSONS FROM EFFORTS TO DELIVER CLARITY, CONTINUITY, AND COMMUNITY TO OUR STUDENTS DURING A CHALLENGING TIME

Irina Gott, Roger Williams University School of Law

Olivia Milonas, Roger Williams University School of Law

This presentation will discuss the ideas and strategies we developed to create a meaningful experience for our students during a challenging year. These strategies ultimately benefited our students in unexpected ways that will remain relevant beyond the pandemic. Topics include building a robust online platform that acted as a "virtual professor" between class meetings, using "law firms" and other materials to ease isolation and promote wellness, and introducing the Netflix documentary *Trial 4* into the legal research and writing curriculum to add a bit of inspiration to a difficult year.

3:50 p.m.–4:10 p.m. • Zoom Room 1

INTENTIONAL ONLINE TEACHING IN A J.D. HYBRID SKILLS COURSE

Anna Elbroch, University of New Hampshire Franklin Pierce School of Law

Developing a successful J.D. hybrid skills course is more intentional than being thrown into online teaching due to a pandemic! During this workshop, participants will engage in collaborative exercises and discussions centered around understanding the J.D. hybrid learner to assure pedagogical outcomes.

4:10 p.m.–4:30 p.m. • Zoom Room 1

DEAR CLIENT: EXPLORING EMPATHY THROUGH CLIENT COMMUNICATION

Whitney Heard, University of Houston Law Center

This presentation will explore how to introduce empathy as a lawyering skill in a first-year legal writing course. It will focus on how asking students to write a professional email to a non-lawyer client encourages them to think about the client's emotional state in addition to the critical facts and relevant law.

(10 min. break)

4:30 p.m.–6:00 p.m. • Zoom Room 2

DIRECTORS' WORKSHOP: OFFERING COMMUNITY AND SUPPORT

ALWD Leadership and Leadership Development Committee, Sub-Committee on Mentoring Emerging Leaders

Cynthia Adams, Indiana University, McKinney School of Law

Cindy Thomas Archer, University of California, Irvine School of Law

Mary-Beth Moylan, University of the Pacific School of Law

Joseph Regalia, University of Nevada at Las Vegas, Boyd School of Law

Jarrod Reich, University of Miami School of Law

This interactive "workshop" is for program directors, coordinators, and anyone with administrative responsibilities for a Legal Writing/Lawyering Skills program. The goals are simple: to facilitate community between directors and to create space to address the specific needs of those who carry the additional burden of administrative leadership. Participants will be sent a link to a survey ahead of the conference to get a sense of the needs for on the ground support and mentorship. The workshop will provide an opportunity for fun fellowship, frank discussion of the most pressing issues, suggestions for finding mentorship and support, and a breakout room for those with special challenges related to supporting an adjunct program.

Session 5

4:40 p.m.–5:00 p.m. • Zoom Room 1

THE RISE OF PLAIN LANGUAGE LAWS

Michael Blasie, Penn State Dickinson Law School

Attorneys General, legislatures, governors, insurance companies, utility companies, contracting parties, and others are subject to over 750 statutes and regulations governing *how* to write documents. Some laws require documents to be understandable at a seventh-grade reading level, others require headers and tables of contents, and others active voice and use of commonplace terms. Elections, class actions, fines, and even the enforceability of a contract are all at risk when lawyers fail to draft these documents properly. This presentation explores the regulation of legal writing and introduces the vast swath of laws that require certain documents to be written a particular way.

5:00 p.m.–5:20 p.m. • Zoom Room 1

A VIEW FROM WITHIN THE APPELLATE COURT: AN APPELLATE STAFF ATTORNEY'S INSIGHT INTO WHAT BRIEF WRITERS AREN'T GETTING RIGHT

Jenifer Points, Thurgood Marshall School of Law, Texas Southern University

Gain insight from an experienced appellate staff attorney on common errors and missed opportunities in appellate briefs submitted to the courts. Learn how the digital consumption of appellate briefs and records has increased the focus on certain parts of the brief. See examples of technology, like simple navigation features, that should be incorporated into appellate briefs to transition them from static written products to interactive tools, much better suited to their digital consumption.

5:20 p.m.–5:40 p.m. • Zoom Room 1

USING A MOTION TO ADMIT AN EXPERT ON EYEWITNESS IDENTIFICATION TO TEACH PERSUASIVE ORGANIZATION AND INTRODUCE USES OF SOCIAL SCIENCE RESEARCH IN THE LAW

Ann M. Killenbeck, University of Arkansas School of Law

Following the traditional fall semester of legal writing where most students focus on organizing an objective analysis following the structure of a black letter rule, it can be challenging to introduce the concept of re-organizing the elements of a rule for persuasive value. I will present an exercise that demonstrates this concept within the matrix of a motion to admit an expert witness on the problems of eyewitness identification.

5:40 p.m.–6:00 p.m. • Zoom Room 1

USING YOGA PRINCIPLES TO ENHANCE LEARNING AND EQUANIMITY IN THE LEGAL WRITING CLASSROOM

Lynn Su, New York Law School

This presentation will introduce ways to teach like a yogi to increase student achievement, resilience, and joy. The focus will be on three yoga principles—working to the edge, embracing silence, and practicing gratitude—that can enhance learning and equanimity in the legal writing classroom.

Friday, May 14

Early Bird Session

11:00 a.m.–11:35 a.m. • Zoom Room 1

SWIMMING WITH BROAD STROKES: PUBLISHING AND PRESENTING ON NON-LEGAL WRITING TOPICS

Robin Boyle Laisure, St. John's University School of Law

Stephen Paskey, University of Buffalo School of Law

Amy Widman, Rutgers Law School

Have you thought about topics and conferences outside of legal writing? This panel explores interests beyond our legal writing discipline. Panelists will share their experiences in publishing and presenting both domestically and internationally on non-legal writing topics.

11:35 a.m.–12:00 p.m. • Zoom Room 1

DEAR VETERAN TEACHER: LETTERS FROM A NOVICE TEACHER ABOUT HOW TO THRIVE IN A LEGAL WRITING PROGRAM

Mandee Baumer, Penn State Law

Nicole Chong, Penn State Law

Being a novice teacher of legal writing can be overwhelming and intimidating, but a veteran teacher has experience with all stages of the teaching process. In this presentation, one novice teacher will present her most pressing questions, and one veteran teacher will share her answers to these questions. In discussing their questions and answers, the novice and veteran teachers will share how this mutual symbiotic relationship has helped both of them thrive at the different stages of their teaching career.

(5 min. break)

SCHEDULE

Session 1

12:05 p.m.–12:45 p.m. • **Zoom Room 1**

THE CLASSROOM KNOWS NO BOUNDS

Megan Davis, University of Houston Law Center

Diane Edelman, Villanova University School of Law

Jonathan Gordon, Case Western Reserve University School of Law

Rebecca Lowry, St. John's University School of Law

Clayton Steele, Brooklyn Law School

Each year we welcome more international J.D. and LL.M. students, non-native English speakers, students who have recently immigrated to the United States, and visiting students from abroad to our law schools. But, for a new professor (or one to whom this situation is new), it can feel overwhelming trying to identify best practices to assist these students and carve out exercises to meet their needs. This panel of experienced professors will share tips, tricks, and practical exercises to help engage our diverse student body without increasing the workload.

12:45 p.m.–1:05 p.m. • **Zoom Room 1**

SCAFFOLDING MAJOR RESEARCH PROJECTS THROUGH GUIDED RESEARCH LOGS AND LAW OFFICE SIMULATIONS

Rachel Croskery-Roberts, UC Irvine School of Law

This presentation addresses new ways to keep students from being overwhelmed by complex analytical research while still challenging them to build necessary skills. I will walk through the use of guided research logs to provide scaffolding in the first semester and the use of short oral research reports in the second semester.

(5 min. break)

Session 2

1:10 p.m.–1:35 p.m. • **Zoom Room 1**

GROWING PAINS: GRADES AND THE FIRST-SEMESTER LEGAL WRITING COURSE

Kate Brem, University of Houston Law Center

Irene Ten Cate, University of Houston Law Center

Grading curves in law schools incentivize students to work hard, but they can also induce tunnel vision and impede growth, especially in the first semester. This tension poses unique challenges for legal writing professors, who are often the only faculty to provide multiple assessments and individual guidance. Our presentation examines some of the ways in which early and frequent assessments can interfere with student learning in a graded legal writing course and offers concrete suggestions for how to address these issues through course design, feedback strategies, and teaching techniques.

1:35 p.m. –1:55 p.m. • **Zoom Room 1**

EFFECTIVE LARGE- AND SMALL-GROUP RESEARCH INSTRUCTION IN THE 1L YEAR WITH LIMITED STAFFING RESOURCES

Ingrid Mattson, Cardozo School of Law, Yeshiva University
Leslie Newman, Cardozo School of Law, Yeshiva University

Lean staffing doesn't mean first-year students can't get foundational research instruction to successfully complete first-year assignments including memoranda, litigation documents, letters and briefs. With careful planning, coordination, and communication, it is possible to impart the fundamentals of case law research, scale up progressively and keep control over the course of the 1L school year. We'll discuss how we have approached teaching approximately 330 1Ls annually with just a librarian or two and about 35 adjuncts within a unified, closely supervised curriculum, identify strengths and challenges with our approach, and propose ways your law school could tackle similar issues.

(5 min. break)

Session 3

2:00 p.m.–2:40 p.m. • Zoom Room 1

LEGAL WRITING PLUS: TEACHING SUBJECTS BEYOND LEGAL WRITING

(Moderator) **John Cook**, University of North Dakota School of Law

Robert Knowles, University of Baltimore School of Law

Marissa Meredith, Duquesne University School of Law

Matthew Sipe, University of Baltimore School of Law

Pamela Wilkins, Mercer University School of Law

This panel will discuss the value of legal writing faculty teaching non-legal writing subjects. Advocacy issues will be explored and different models of what legal writing faculty might ideally teach will be considered.

2:40 p.m.–3:00 p.m. • Zoom Room 1

WHAT'S TRUST GOT TO DO WITH IT?

Harmony Decosimo, Suffolk University Law School

While our collective trust in both institutions and each other is at an all-time low, research indicates it is critical for building healthy relationships and optimal learning environments. This presentation breaks down the key components of "trustworthiness," argues for its paradigmatic use in legal skills pedagogy, and suggests practical ways to incorporate trust-building insights into the legal skills classroom.

(10 min. break)

Session 4

3:10 p.m.–3:30 p.m. • Zoom Room 1

THE WIZARD'S LEGACY: APPLYING JOHN WOODEN'S BASKETBALL PEDAGOGY TO THE LEGAL WRITING CLASSROOM

Brian Porto, Vermont Law School

John Wooden's extraordinary success as a college basketball coach (10 NCAA championships, including seven in a row) has spawned a cottage industry of publications (books, articles, and a doctoral dissertation) about his life, philosophy, and pedagogy. This presentation will focus on his pedagogy, especially the implications for teaching legal writing with his maxim: "You haven't taught if they haven't learned." The presentation will apply Coach Wooden's pedagogy to organizing class sessions, presenting information, and addressing the varying learning needs of individual students.

3:30 p.m.–4:00 p.m. • Zoom Room 1

BOILING DOWN THE BOILERPLATE: A CO-TEACHING PLAN TO GET STUDENTS NEGOTIATING AND DRAFTING CONTRACTS WITHOUT (TOO MUCH) PAIN

Meg Holzer, Brooklyn Law School

Clayton Steele, Brooklyn Law School

Two litigators and a transactional lawyer walk into a legal writing department . . . and use their different professional backgrounds to bring combined negotiation and contract drafting skills to their classrooms. The presenters will share the co-teaching plan they have designed, which highlights the way students focused on public interest still need business savvy, and business-oriented students benefit from developing their social consciences.

(5 min. break)

Session 5

4:05 p.m.–4:25 p.m. • Zoom Room 1

TEACHING GENDER-INCLUSIVE LANGUAGE IN LEGAL WRITING CLASSES

Amanda Elyse, Elon University School of Law

This presentation will cover why legal writing professors should teach the use of gender-inclusive language (e.g. using singular "they," referring to "people who can become pregnant" rather than "women," addressing "members of the jury" rather than "ladies and gentlemen of the jury," etc.) based on three primary reasons: 1) language is evolving to be more inclusive of a spectrum of gender identities; 2) the legal system is adapting to be more gender-inclusive; and 3) our world demands it. Additionally, this presentation will cover how legal writing professors can teach gender-inclusive language through memo problems that give students a chance to practice gender-inclusive language as correct grammar and as identity-affirming language.

4:25 p.m. –4:45 p.m. • Zoom Room 1

BLENDING TRACKS: TEACHING OUTSIDE LEGAL WRITING

Aníbal Rosario Lebrón, Howard University School of Law

The presentation will focus on the benefits of having professors who teach legal writing and doctrinal courses. Professor Rosario Lebrón will share some lessons learned from teaching in both tracks; specifically, how his pedagogical practices have been informed and grown from teaching different courses and how to market oneself if one wishes to teach courses in addition to legal writing.

4:45 p.m.–5:05 p.m. • Zoom Room 1

ZOOMIN' INTO ACADEMIA

Laura Anne Godly, Willamette University School of Law

This presentation will review class models that were effective and ineffective in a fully remote space with 1Ls who were also fully remote (many of whom have not been to campus or even live out of state), acknowledging that some form of distance learning will likely remain as we shift into the next phase of COVID-19 response. These models come from the presenter's own class experience as well as from those of her similarly-situated colleagues across the country. The presentation will also touch on how the fully-remote experience, and its lessons, overlaps with those typically learned in the first year of teaching.

(5 min. break)

Session 6

5:10 p.m.–5:30 p.m. • Zoom Room 1

HOW TO ENGAGE LEGAL WRITING STUDENTS IN ADVOCACY BY USING A CASE STUDY

Jane Bloom Grisé, University of Kentucky J. David Rosenberg College of Law

Michelle Grisé, Institute for Politics and Strategy, Carnegie Mellon University

The presenters are the authors of *Deep Dive: Federal Courts/Civil Rights* that retells the story of *Juidice v. Vail*, 430 U.S. 327 (1977), a case brought by legal services lawyers to challenge the constitutionality of civil contempt laws in New York. This presentation will demonstrate how to incorporate litigation documents, such as documents from the Juidice case, into legal writing courses to help make writing and advocacy concepts come alive. Practical suggestions will be provided as well as examples from the litigation documents that are found in the book.

5:30 p.m.–5:55 p.m. • Zoom Room 1

ENGAGE AND ASSESS STUDENTS WITH INTERACTIVE AND AUTO-GRADING LEGAL RESEARCH EXERCISES

Billie Jo Kaufman, Mercer University School of Law

Eric Voigt, Faulkner University, Jones School of Law

Do you want to give students detailed feedback on their legal research skills and do so without increasing your workload? Do you want to minimize students' frustration levels with the research process? We will discuss how we engage and assess our students with *Legal Research Demystified* and the corresponding auto-grading research exercises and end-of-chapter questions on Core Knowledge for Lawyers.

5:55 p.m.–6:00 p.m. • Zoom Room 1

THANK YOU AND CLOSING REMARKS

Susan Smith Bakhshian is a Clinical Professor and Director of Bar Programs at LMU Loyola Law School in Los Angeles, where she has taught since 1997 and where she was selected for the excellence in teaching award in 2018. She has over 27 years of experience teaching legal writing, but her teaching experience also includes Remedies, Professional Responsibility, Privacy Torts, California Civil Procedure, Legal Drafting, and Bar Exam Writing.

Mandee Baumer is an Assistant Professor of Legal Writing at Penn State Law, where she also has served as a Visiting Assistant Professor and as the Writing Specialist. Before joining the faculty, she was a career Staff Attorney for the United States Court of Appeals for the Eighth Circuit. She served the court at large, making recommendations on how to dispose of appeals and drafting opinions and orders for the court's consideration.

Michael A. Blasie is an Assistant Professor at Penn State Dickinson Law School and a graduate of New York University School of School of Law, who teaches legal writing and advocacy. Prior to joining the faculty, Professor Blasie served as staff counsel for Wheeler Trigg O'Donnell LLP, where he drafted over 150 motions, briefs, and research memos as the research and writing arm of trial and appellate teams. He began his legal career as a commercial litigator and criminal defense attorney in the New York City office of Cooley LLP. He served as a law clerk to The Honorable David J. Richman of the Colorado Court of Appeals, and he has authored a 17-part legal writing series for the Colorado Bar Association and co-authored the treatise on Colorado Appellate Law and Practice.

A Big Law refugee, **Kate Brem** teaches Evidence, Federal Pre-Trial Drafting, and Lawyering Skills and Strategies for foreign-trained LL.M. candidates at the University of Houston Law Center. She writes and presents regularly on comparative law issues, especially those concerning the transition between civil and common law countries, and the nexus between legal research and writing, evidence, procedure, and doctrinal law. Professor Brem is also an active member of the legal writing community, serving as Secretary to the Association of American Law Schools (AALS) Section on Legal Writing, Reasoning, and Research, and co-chair of the Association of Legal Writing Directors' Online/Distance Education Committee. Follow her on Twitter at @BremKate.

Nicole Chong is the Associate Dean for Legal Writing at Penn State Law, where she teaches the first-year legal writing course, an upper-level judicial clerkships class, and an orientation course for LL.M. students. She is an active member of the Legal Writing Institute and the Association of Legal Writing Directors. Before joining the faculty, she was an associate with a law firm in Philadelphia, focusing her work in commercial litigation and appellate practice.

John Cook is a Visiting Assistant Professor of Law at the University of North Dakota School of Law, where he teaches Lawyering Skills I and II; Professional Responsibility; Drug Use: Criminal Law, Policy, and History; and National Security Law/Homeland Security Law. He previously served for two years as a Legal Method and Communication Fellow at Elon University School of Law.

Rachel Croskery-Roberts is a professor and Associate Dean for Lawyering Skills at the University of California, Irvine School of Law. She teaches Lawyering Skills, Advanced Legal Writing: Business Drafting, and Employment Discrimination Law.

Megan Davis is a Clinical Assistant Professor at the University of Houston Law Center. Professor Davis primarily teaches foreign-trained LL.M.s and graduating 3Ls. Her courses include Professional Writing Skills, Legal Analysis and Writing, Education K–12, and Introduction to American Law. Prior to joining the Law Center, she practiced as a school law attorney, in-house counsel at a radio station, and as a deputy city attorney.

Harmony Decosimo has been teaching legal writing in Suffolk University Law School's nationally-recognized Legal Practice Skills program since 2018. Previously, she taught at Boston University Law School. Before joining academia and after graduating from the University of Pennsylvania Law School, Professor Decosimo worked on complex white collar and securities litigation matters at a large law firm.

Catharine Du Bois has been teaching legal analysis and communication to both students and attorneys since leaving practice in 2008. She is now teaching with the legal writing faculty at Brooklyn Law School and leads seminars as a Program Director with the National Institute for Trial Advocacy (NITA).

Diane Penneys Edelman has taught at Villanova University School of Law since 1993. There, she teaches Legal Research, Analysis, Writing, and Oral Communication I and II, and she directed the Legal Writing Program for nine years. She has also taught International Art and Cultural Heritage Law, Advanced Appellate Advocacy, and Legal Writing for Undergraduates. She directed and taught in the Law School's past summer programs in Montréal and Rome. She has also taught as a Fulbright Specialist at European Humanities University in Vilnius, Lithuania and has taught Oral Advocacy at the Pericles Law Project in Moscow. She recently virtually participated in training law professors and deans in Moldova about developing legal writing programs via a program offered by the American Bar Association (ABA) Rule of Law Initiative.

Anna Elbroch practiced law for 16 years as a public defender and representing juveniles. For the past three years, she has taught legal writing as an adjunct at University of New Hampshire Franklin Pierce School of Law, including developing and teaching in the hybrid legal writing program since its inception in the fall of 2019.

Amanda Elyse (she/her/hers) is an Assistant Professor of Law at Elon University School of Law, where she teaches Legal Method and Communication, and Cause Lawyering. Next year, she will be returning to Seattle University School of Law to teach Legal Writing II: Written and Oral Advocacy. Professor Elyse came to her career in the legal profession from a mixed background of writing and being an organizer in grassroots social justice movements, and she now works to combine those passions in the classroom to create a dynamic learning experience that meets the needs and interests of her students in an ever-changing legal landscape.

Janet Fiorentino enters her tenth year teaching legal writing at the University of the District of Columbia David A. Clarke School of Law. Before entering academia, she worked as a family law mediator and as a California Small Claims Advisor. Using her family law practice experience, she has served multiple times as a judge for the National Moot Court Competition in Child Welfare and Adoption Law.

Maryam Franzella entered academia in 2015 and joined the Maurice A. Deane School of Law at Hofstra University in 2019, where she currently teaches Legal Analysis, Writing, and Research. Previously, she was a practicing attorney for 10 years, representing clients in commercial and consumer litigation matters in New York state and federal courts.

Laura Anne Godly is a Visiting Instructor of Legal Research and Writing at Willamette University College of Law in Salem, Oregon. A 2018 graduate of the University at Buffalo School of Law, one of her favorite experiences was being a Writing Fellow for Katrin Rowan and working with 1Ls to complete the fall and spring writing and research sequence. After clerking for two years, Professor Godly felt called to return to academia.

Stacie Goosman is a Managing/Acquisitions Editor with Wolters Kluwer Legal & Regulatory (WKLR) responsible for the Legal Writing and Legal Research portfolios and has over 14 years of academic publishing experience. Ms. Goosman has been with WKLR for almost six years, having first joined the WKLR sales force in 2015 before moving into her current Managing/Acquisitions Editor role.

Jonathan Gordon is a Professor of Lawyering Skills and the Director of the S.J.D. Program at Case Western Reserve University School of Law in Cleveland, Ohio, where he has taught Legal Analysis and Writing, and Professional Responsibility as well as various other courses to a generation of J.D. students and hundreds of international LL.M. students. In recent years, Professor Gordon has also taught Legal Writing and Legal English abroad at Southwest University of Politics and Law in Chongqing, China. He has presented at numerous conferences, including Global Legal Skills Conferences in several countries, and he currently serves as one of the co-chairs of the Legal Writing Institute's Global Legal Writing Skills Committee.

Irina Gott is in her fifth year at Roger Williams University (RWU) School of Law, where she teaches Legal Practice I, II, and III to first and second-year law students. Prior to joining RWU, she taught as an adjunct at New England School of Law, Northeastern, and Suffolk and practiced as a litigator in Boston for 10 years. She is a graduate of the University of Connecticut and Suffolk University Law School.
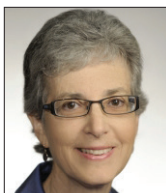
Jane Bloom Grisé is the Director of Academic Enhancement and Associate Professor at the University of Kentucky J. David Rosenberg College of Law. She argued the Juidice case before the United States Supreme Court and has utilized litigation documents from the Juidice case in her legal writing classes.

Michelle Grisé is an associate policy researcher at the RAND Corporation and a professor of policy analysis at the Pardee RAND Graduate School. She also teaches courses on international law and the legal implications of emerging technologies at the Institute for Politics and Strategy at Carnegie Mellon University. Professor Grisé received her Ph.D. in international history from Yale University, her J.D. from Michigan Law School, and her B.A. in history from the University of Chicago. She was previously a law clerk at the U.S. District Court for the Southern District of Texas, a policy fellow at the Yale Institution for Social and Policy Studies, and a Fulbright fellow in Israel.

Lisa F. Grumet teaches Legal Practice and Family Law and directs the Diane Abbey Law Institute for Children and Families at New York Law School. She previously worked at the New York City Law Department and taught as an adjunct and lecturer at Fordham and Columbia Law Schools.

Whitney Heard is a Clinical Associate Professor at the University of Houston Law Center (UHLC), who teaches lawyering skills and strategies to first-year students. Professor Heard also serves as Faculty Director of the UHLC Legal Writing Center. In this role, she manages the Legal Writing Center's staffing and programming as well as promotes its use. Before joining UHLC in 2007, she worked as an associate at Kirkland & Ellis LLP and served as a federal law clerk in the Eastern District of Texas.

Anna Hemingway is an Associate Professor of Law and the Director of the Legal Methods Program at Widener University Commonwealth Law School. Before joining the faculty in 1998, she served as Assistant Corporate Counsel for Residential Warranty Corporation, the largest home warrantor in the United States. She is admitted to practice law in Pennsylvania and New Jersey. She teaches and writes in the areas of law and psychology, legal education, legal ethics, legal writing, and property law.

Meg Holzer is a Visiting Assistant Professor of Legal Writing in her fourth year at Brooklyn Law School, where, this semester, she is teaching Gateway to Lawyering: Law and Social Justice as well as one of the Academic Success Program's first-year intervention classes. Prior to joining Brooklyn Law School, she taught legal writing for a year at Hofstra and worked as a litigator for Planned Parenthood Federation of America and, before that, Sullivan & Cromwell. A graduate of Yale College and New York University (NYU) School of Law, Professor Holzer was first introduced to the legal writing community 18 years ago as one of two student members of NYU's Lawyering Personnel Committee.

Billie Jo Kaufman is the Law Library Director and Professor of Law at Mercer University School of Law . As an American Bar Association site visitor, she routinely provides consulting services to law libraries and law schools on matters relating to library services and collections, facilities, and information technology. She is also an experienced instructor teaching various courses, including American Legal Institutions, Advanced Legal Research (online and onsite), Women, Crime and Law (research component), and several summer program courses in both Chile and Turkey.

Ann M. Killenbeck has taught Legal Research and Writing, Civil Pre-Trial Documents, and Law and Social Science at the University of Arkansas School of Law for over 20 years. Her scholarship focuses on the on-going affirmative action litigation and the impact of racial diversity on law students' educational and professional outcomes.

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Robin Boyle Laisure teaches Legal Writing, Contract Drafting, and Scholarly Writing at St. John's University School of Law, and she is a co-founder of Empire State Legal Writing Conferences. She is also a co-author of *Becoming a Legal Writer* workbook. She has authored articles and book chapters, and frequently presents at domestic and international conferences, on topics of cults, human trafficking, and legal implications of coercive control. Professor Boyle was also interviewed by *The Guardian* and local TV station regarding the criminal case against the cult NXIVM. She is Assistant Editor-in-Chief of *Perspectives: Teaching Legal Researching and Writing*. Professor Boyle will be presenting on reasons to act on your inner desire to publish and presenting on topics outside of your teaching discipline. She will use as an example her 25-year history in writing and presenting on topics pertaining to cults and legal remedies. Her affiliation with International Cultic Studies Association provided exposure not only to publication and speaking opportunities, but also to an extensive network of professionals in fields of psychology, sociology, and law.

Aníbal Rosario Lebrón teaches at Howard University School of Law. He is a Puerto Rican professor, attorney, linguist, and photographer. He holds an LL.M. in Legal Theory from New York University and a J.D., a Post-Graduate Certificate in Linguistics, and a B.S. from the University of Puerto Rico. His research examines legal issues from a cross-disciplinary lens. Specifically, he studies how to reform the law to empower groups such as women, LGTBQ+ people, and minors in their pursuit of equality. Professor Rosario Lebrón is also committed to bridging the educational achievement gap and has worked in numerous pipeline initiatives.

Rebecca Lowry teaches legal and professional skills to American and international students in both the J.D. and LL.M programs at St. John's University School of Law. She seeks out creative ways to ignite students' innate curiosity and ways to expand the classroom by reaching across courses, programs, schools, and borders. She is currently a co-chair of the Legal Writing Institute's Global Legal Writing Skills Committee.

Jean Goetz Mangan teaches first-year and upper-level legal writing courses at the University of Georgia School of Law. She is currently working on the second edition of her Open Educational Resources (OER) Legal Writing Manual. Prior to entering academia, she practiced both civil and criminal litigation.

Ingrid Mattson is the Associate Dean for Library Services, Professor of Legal Research, and Director of the Law Library at the Benjamin N. Cardozo School of Law. She joined Cardozo in 2018, moving to New York from Columbus, Ohio, where she was a reference librarian at Moritz College of Law at The Ohio State University, and taught legal writing. She earned her M.L.I.S. from the University of Washington and her J.D. from Seattle University and recently published the book *Principles of Legal Research*.

Marissa Meredith is an Assistant Professor of Law at Duquesne University School of Law, where she teaches Legal Research, and Writing I and II. Prior to joining the Duquesne faculty in 2020, she served as a Legal Method and Communication Fellow at Elon University School of Law. While at Elon, she also taught Street Law, a program that allows law students to teach area high school students relevant aspects of the law in order to foster an interest in the legal system and promote positive interactions with law enforcement.

Olivia Milonas has been teaching Legal Practice I and II to first-year law students at Roger Williams University (RWU) School of Law for the past seven years after having taught as an adjunct professor at RWU, Suffolk Law, and University of Massachusetts. Prior to teaching Legal Practice, Professor Milonas practiced Commercial Litigation at Brown Raysman Millstein Felder Steiner, LLC in New York City. She is a graduate of Wesleyan University, in Middletown, Connecticut, and New York University School of Law.

Leslie Newman is the director of Cardozo's Lawyering and Legal Writing Center. She teaches several courses including Elements of Law, Introduction to U.S. Law, and Remedies of the Law. Prior to teaching at the Benjamin N. Cardozo School of Law, Professor Newman was managing attorney at Greater Boston Legal Services. While there, she also held the position of senior attorney for housing, responsible for housing law reform litigation. She was lead counsel for the plaintiff class of more than 50,000 public housing tenants in a major institutional litigation case against the Boston Housing Authority.

Tracy L. M. Norton teaches at Touro College, Jacob D. Fuchsberg Law Center. She is a leader in the fields of legal writing and legal education, both nationally and internationally. She is best known for her research and presentations on cross-generational competence in legal education and the legal profession. Her current teaching interest is making legal education more accessible through digital platforms. In addition to her classroom teaching, she teaches Advanced Persuasion and Judicial Writing online. During the 2020 pandemic, Professor Norton assisted faculty throughout the country in asynchronous and synchronous online course delivery.

Stephen Paskey teaches legal writing and legal drafting at the University at Buffalo School of Law. For the past three years, he has presented law-related work at conferences on narrative theory. He recently published a fable on storytelling and the law in the *Buffalo Law Review*, and a forthcoming essay on storytelling, rhetoric, and the act of judging will be published in *Narrative*, a leading journal of literary theory.

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Edward (Ted) Platt joined the faculty at Peking University (PKU) School of Transnational Law in 2019. He teaches introductory and advanced classes in legal writing, coaches moot court teams, and oversees externship program participants. He worked in various private and public sector roles before joining PKU.

Jenifer Points received a B.A. from Austin College in Sherman, Texas and a J.D. with honors from The University of Texas School of Law in Austin, Texas. After more than 10 years as a litigator at Fulbright & Jaworski and Bailey Perrin & Bailey, she joined the First Court of Appeals in Houston as a senior staff attorney. Professor Points is board certified in civil appellate law with extensive involvement in over 250 appeals. Professor Points also teaches Appellate Litigation at Thurgood Marshall School of Law, Texas Southern University.

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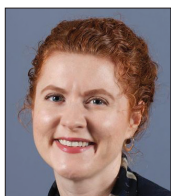
Amanda Sholtis is a Professor of Legal Methods and Director of Academic Success at Widener University Commonwealth Law School. Her teaching and scholarship focus on how best to prepare students for law practice. Before teaching, she clerked for Justice Sandra Schultz Newman with the Pennsylvania Supreme Court and practiced as part of the Civil Litigation Section of the Pennsylvania Office of Attorney General.

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Matthew Sipe is an Assistant Professor of Law at the University of Baltimore School of Law. He joined the Baltimore faculty in 2020 and teaches Antitrust, Civil Procedure, Property, and Introduction to Lawyering Skills. He previously taught at George Washington University Law School as the Frank H. Marks Visiting Associate Professor in Intellectual Property and was a Supreme Court Fellow at the United States Supreme Court.

Scott Sipe is Associate Publisher, Carolina Academic Press. He returned to the family business, Carolina Academic Press, after studying Islamic history (along with a smattering of languages), focusing on legal and technological innovation in the Ottoman Turkish empire, and a brief career as an analyst somewhere near Washington D.C. For the past 13 years, Mr. Sipe has worked in all aspects of publishing, focusing on working with authors and project development. Legal Writing, all the people he has met through book discussions, and Core Grammar for Lawyers are his favorite parts of legal publishing.

Saleema Snow is a Professor of Law at the University of the District of Columbia David A. Clarke School of Law, where she directs the Legal Writing Program. Her students have recognized her teaching in numerous ways including awarding her one of the Student Bar Association's Outstanding Law Professor Awards. She is a frequent contributor to professional conferences addressing identity and inclusion in the legal profession.

Clayton Steele is a Visiting Assistant Professor of Legal Writing at Brooklyn Law School, teaching 1L J.D. Gateway to Lawyering: Law and Business. During the summer, she teaches Legal English and Introduction to U.S. Legal Systems and U.S. Commercial Law at the Universidad de Los Andes in Bogotá, Colombia in the commercial law specialization degree—building on her 15 years of practice in the project and infrastructure finance, and mergers and acquisitions departments at firms in New York and Bogotá. Professor Clayton, who has a J.D. from Tulane Law School and an LL.M from the Universidad Externado de Colombia in Financial Regulation, is currently completing TESOL Certification at Teacher's College, Columbia University.
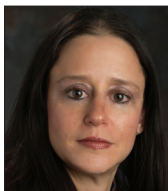
Amy Stein came to the Maurice A. Deane School of Law at Hofstra University in 2000 and has been teaching Legal Analysis, Writing, and Research since then. She also teaches civil procedure and pre-trial skills courses, where she draws on her experience in complex civil litigation. Professor Stein is particularly interested in the areas of law school teaching and learning. She has written articles on these topics, as well as presenting at workshops and conferences at both the regional and national level. In her role as Assistant Dean for Legal Writing and Adjunct Instruction, she works with Legal Writing and Adjunct faculty to assist them in becoming effective classroom teachers. She is a co-author of the *Best Practices for Adjunct Teaching* manual published by the ABA and has authored several legal research guides for Hein Publishing.

Lynn Boepple Su is a Professor of Law at New York Law School (NYLS), where she teaches Evidence, Deposition Skills, Legal Practice, and the Criminal Prosecution Clinic Seminar for the Manhattan District Attorney's Office. She is also the faculty advisor for the NYLS Trial Competition Team. Before joining the Legal Practice faculty, Professor Su was co-director of NYLS's Writing Program, overseeing the first-year writing curriculum and upper-level writing electives.

Irene Ten Cate teaches the first-year Lawyering Skills and Strategies course at the University of Houston Law Center. Among other activities, she serves on the editorial board of *Legal Writing: The Journal of the Legal Writing Institute*, where she is also an essay editor. Professor Ten Cate previously taught legal writing at Columbia Law School and civil procedure and business organizations at Marquette University Law School, and she practiced as a litigator in New York City. The pandemic turned her from an active cellist into a lapsed one, but she plans to make up for lost time when it's safe to play chamber music again. She tweets occasionally at @IreneTenCate.

Maria Termini is an Associate Professor of Legal Writing at Brooklyn Law School. Her work with law students draws on her experience as a litigator—at a law firm and at a government agency—and as an educator. Before practicing law, she taught at the secondary and post-secondary levels.

Lynnae Thandiwe recently began teaching legal writing at the University of the District of Columbia David A. Clarke School of Law. She enters academia with over 27 years of practice experience in elder law, poverty law, and government compliance. She holds an LL.M. in Elder Law from Stetson University, a J.D. from Berkeley Law, University of California, and a B.A. from Stanford.

Eric Voigt is the Director of the Legal Writing Program at Faulkner University, Jones School of Law. He has taught legal research and writing for over 10 years and enjoys using innovative technologies to engage and assess students. He has authored a textbook for law students titled *Legal Research Demystified: A Step-by-Step Approach*.

Michelle Fongyee Whelan is a Clinical Professor of Law at Cornell Law School. She joined Cornell in 2007 and teaches Lawyering to first-year students and Introduction to Depositions to upper-class students. This summer, she will teach a one-week Effective Communication Skills course in Cornell's new Master of Science in Legal Studies program. She has presented at legal-writing conferences and co-authored, with her fellow Cornell professors, *A Guide to Teaching Lawyering Skills*. Before she began teaching, Professor Whelan practiced commercial litigation at two major law firms in Miami, Florida. During her 17-year career in private practice, she represented corporate clients in lawsuits involving shareholder disputes, product liability, real-estate disputes, defamation, and intellectual property. She was also actively involved in attorney and summer-associate recruitment and hiring. Professor Whelan graduated with honors from the University of Florida School of Law in 1990.

Kayonia L. Whetstone is an Assistant Professor of Lawyering Skills at Howard University School of Law. She believes good writing is essential for every attorney. As a former appellate prosecutor, her scholarship demonstrates her passion for creating more practice-ready lawyers, increasing diversity in the law, and shaping a more balanced criminal justice system.

Amy Widman joined Rutgers Law School in 2019. Previously, she was deputy director at the National Center for Access to Justice at Fordham Law School, where she helped to expand the Justice Index database. Before that, Professor Widman was an associate professor at Northern Illinois University College of Law. Over the years she has taught torts, administrative law, federal courts, legislation, policy advocacy, legal writing, and advanced writing seminars. Professor Widman's scholarship focuses on access to civil justice and consumer protection.

Pamela Wilkins is an Associate Professor of Law at Mercer University School of Law, where her teaching responsibilities include legal writing and torts. She previously taught legal writing, torts, feminist legal theory, and criminal law at the University of Detroit Mercy School of Law. While at Detroit Mercy Law, she served as Associate Dean for Academic Affairs and received awards for her teaching and scholarship contributions.

Michelle Zakarin has been teaching Legal Process, the first-year legal research and writing course, at Touro College, Jacob D. Fuchsberg Law Center since 2003. In 2010, she proposed and developed the course Cybercrime, which she has been teaching, when offered, since its adoption. She recently authored a book chapter in *Millennial Leadership in Law Schools* titled "The Importance of Feedback," and it discusses, among other things, the use of technology to provide feedback. Professor Zakarin has also presented at various academic conferences about the use of technology to provide meaningful feedback to students.

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The meeting hosts boast decades of combined teaching and administrative experience. Not only professors, but a vice-dean, associate deans, legal research and writing directors, and a founder and director of a non-profit. What binds them is a commitment to supporting and mentoring leaders.

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2019: New York Law School

2017: New York Law School

2015: Syracuse University College of Law

2013: Albany Law School

2012: University at Buffalo School of Law

2011: St. John's University School of Law (Manhattan campus)

2010: Maurice A. Deane School of Law at Hofstra University