

Association of Legal Writing Directors 2015 Biennial Conference



Heart and Soul: LRW at the Center of Legal Education

Hosted by the University of Memphis Cecil C. Humphreys
School of Law
Memphis, Tennessee

Welcome from the ALWD President

Welcome to the ALWD 2015 Conference. We are so excited you have joined us to explore and celebrate *Heart and Soul: LRW at the Center of Legal Education*. It is particularly important for our community to think about our core role in legal education during this time of change in the legal market and law practice. Many of us are being asked to do more at our institutions, both in terms of teaching more classes, leading more committees, guiding our colleagues in experiential education, mentoring our students, and raising the reputations of our schools through scholarship and service. We are stretched thin.

The ALWD *Heart and Soul* 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 our friends and resources for years to come. At core, the Conference is an opportunity to nourish our heart and soul by connecting (and reconnecting) with others who share our interests and our challenges in the LRW field. We hope over these next few days you will find valuable information, new approaches to teaching and learning, and most of all encouragement and support for the good work you are doing to educate tomorrow's lawyers.

This Conference would not happen without the work of many dedicated colleagues. In particular, I would like to extend my thanks to David Cleveland, Megan McAlpin, and Jodi Wilson for their leadership in putting the Conference together. A depth of gratitude is also owed to their committee members: Meredith Aden, Brooke Bowman, Todd Bruno, Kirsten Dauphanias, Erin Donelan, Lindsay Gustafson, Kristy Hazelwood, Amy Milligan, Mary Nagel, Jason Palmer, Nancy Soonpa, and Christine Venter.

I am excited for the conference and hope to get to touch base with all of you personally over the next couple of days.

Mary-Beth Moylan

ALWD President

Director of Global Lawyering Skills, University of the Pacific, McGeorge School of Law

General Information

Welcome to the University of Memphis Cecil C. Humphreys School of Law in Memphis, Tennessee! As the birthplace of the blues and rock 'n' roll, Memphis pulses with heart and soul, which makes it the perfect match for a conference of legal writing professors. If you have any questions or concerns during your stay, please let one of the Memphis Law volunteers know. Volunteers will have yellow ribbons on their name badges to help you identify them. In addition, there will always be a Memphis representative staffing the welcome desk as you enter the law school.

Building Information

The following sections provide general information about the facilities and services available to you during the conference. Building maps are provided at the end of the program.

Computers & Wireless Access

The law library has computers available to the public on the second floor of the library on the south side of the building. Exit the south-side elevators and enter the library through the double doors on your left. Walk around the corner and through the stacks. The computer lab is in the back left corner.

All conference guests have access to the University of Memphis's uofm-guest network connection anywhere on campus. Select the uofm-guest wireless network, and follow the log-in instructions. You do not need a password.

Presentation Rooms

The concurrent presentations will be held in four rooms in the law school. These rooms are marked on the annotated maps at the end of the program. Room 127 is located on the first floor just behind the security desk, Rooms 226, 230, and 244 are located on the second floor. There are two elevators (north and south) and two staircases (north and south) that are accessible from the first and second floors of the building.

Quiet Rooms

We have reserved several study rooms in the library if you need a quiet place to prepare for a presentation. The rooms are available on a first come, first served basis and can be reserved at the library reference desk. The library occupies the south side of the building. The reference desk is located on the first floor, as shown on the annotated maps at the end of the program. There are also lots of quiet corners throughout the library that are available to all conference participants who need a quiet place to work. In addition, the Gordon Ball Reading Room (on the fourth floor and accessible from the south elevator only) has stunning Mississippi River views and is available to conference participants.

General Information

Parking

The law school does not have conference parking available, but there are several parking garages with daily parking rates available within close walking distance of the law school. Also, in-and-out self-parking is available at both conference hotels. The Courtyard Marriott has parking for \$18/day, and the Springhill Suites has parking for \$15/day.

Refreshments

As reflected in the program, breakfast, lunch, and snack breaks will be provided throughout the day. If you need additional refreshments, vending machines are located in the back section of the student lounge on the first floor. The law school bookstore also has prepared snacks, drinks, and coffee available. The bookstore is located on the first floor next to the student lounge. It is open from 8 a.m. to 2 p.m.

Restrooms & Water Fountains

Restrooms are available on every floor, as reflected on the building maps provided. Water fountains are located near the restrooms throughout the building.

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| <i>First Floor:</i> | On the first floor, you will find restrooms on either side of the entrance to Wade Auditorium. There is also a women's restroom across from the student lounge and next to the entrance to the law school bookstore on the first floor. |
| <i>Second Floor:</i> | On the second floor, there is a women's restroom near Room 226 and a men's restroom near Room 244. |
| <i>Third Floor:</i> | On the third floor, the women's restroom is on the south side of the Historic Courtroom, and the men's room is on the north side of the Historic Courtroom. |
| <i>Fourth Floor:</i> | On the fourth floor, there are restrooms near the elevator. |

Vendors

The vendor tables are located in the student lounge on the first floor. The vendors have generously sponsored a number of events during the conference, so please make sure to stop by to thank them and see what texts and products they are offering for fall.

Related Events

There are some meetings and activities taking place outside of the official events of the 2015 ALWD Conference but before, during, or after the Conference. The Conference Committee has compiled a list of the known events with dates, times, and locations to help you keep up. The list is available [here](#).



General Information

Exploring Memphis!

Dining & Activities

We hope you'll have the opportunity to explore Memphis while you're here. We have compiled a list of restaurants and activities that we think you will enjoy while visiting Memphis. You can find it [here](#).



Getting to Downtown Memphis

Taxis from the Memphis Central Station (Amtrak) to the law school or the conference hotels cost approximately \$5. Taxis from the Memphis airport to downtown Memphis, where the law school and conference hotels are located, cost approximately \$30. The following cab companies operate in Memphis:

Checker Cab/Yellow Cab	901.577.7777	
MetroCab	901.322.2222	www.ridememphis.com

Uber and Lyft also operate in Memphis. Finally, there are a number of shuttle and limousine services available from the airport, which can be found [here](#).



Getting to the Conference from the Conference Hotels

Both conference hotels are located about 3 blocks from the law school, allowing attendees to walk between the hotels and the law school in less than 5 minutes.

Getting to the Gala and the Redbirds Game

The Gala will be held at the [National Civil Rights Museum](#), and the Redbirds game will be at Autozone Park. Both locations are within walking distance of the law school (less than a mile). We have provided suggested walking routes below. For those interested in walking to the event with others, we will organize walking groups. More information on the walking groups will be included with the materials provided when you register. Alternative transportation options are discussed below for each event.

Gala Dinner & Tour at the National Civil Rights Museum (Thursday, June 4)

The Museum is located at [450 Mulberry St, Memphis, TN 38103](#). The Museum is a 20-minute walk from the law school (just under 1 mile). To walk to the Museum from the law school, we recommend that you take the following route:

1. Exit the law school through the main entrance. Walk across North Front Street and down Madison Avenue for one block.

General Information

2. Take a right and walk south on Main Street for approximately one mile.
3. Turn left on Huling Avenue and walk one block.
4. Take your first right on Mulberry Street and arrive at the Museum.

We will organize walking groups for those interested in walking together to the Museum. More information on the walking groups will be included with the materials provided when you register.

Although Memphis's trolleys are on a brief hiatus, the Memphis Area Transit Authority offers a Main Street Trolley Shuttle with stops near the hotel and near the National Civil Rights Museum. See below for more information on the Main Street Trolley Shuttle. Of course, you may also arrange transportation with one of the cab companies operating in Memphis.

Memphis Redbirds Game (Friday, June 5)

Autozone Park, home of the Memphis Redbirds, is located at [200 Union Avenue, Memphis, TN 38103](#). Autozone Park is less than a 10-minute walk from the law school (just under half a mile). To walk to Autozone Park from the law school, we recommend that you take the following route:

1. Exit the law school through the main entrance. Walk across North Front Street and down Madison Avenue for one block.
2. Take a right on Main Street and walk three blocks south.
3. Turn left onto Union Avenue and walk four blocks. Autozone Park is on the corner of Union Avenue and Third Street.

We will organize walking groups for those interested in walking together to Autozone Park. More information on the walking groups will be included with the materials provided when you register. Of course, you may also arrange transportation with one of the cab companies operating in Memphis.

Trolley Shuttles

Memphis's trolleys are on a brief hiatus. In the interim, the Memphis Area Transit Authority is offering a Trolley Shuttle Service for the normal trolley lines. There are three trolley lines. Each has different operating hours and, of course, different routes. You can find more information about the Trolley Shuttle Service [here](#). The fare is \$1 each way, or you can pay \$3.50 for a day pass or \$9 for a three-day pass. You can purchase a ticket or a pass on board the trolley shuttle (cash only; exact fare required).



General Information

The Main Street Line has stops near the conference hotels and near the National Civil Rights Museum. The Main Street Trolley Shuttle will pick up approximately every 10 - 15 minutes at the designated trolley stops. The hours for the Main Street Trolley Shuttle are:

Monday - Thursday:	7:00 a.m. - 10:40 p.m.
Friday:	7:00 a.m. - 11:40 p.m.
Saturday:	8:20 a.m. - 12:00 a.m.
Sunday:	10:00 a.m. - 6:15 p.m.

Detailed Program

The Conference Committee for the 2015 ALWD Conference is pleased to share with you this program, full of a wide range of presentations from legal writing professionals across the country.

You will see that the Program Committee, in conjunction with ALWD's Leadership Committee, has flagged "Leadership Presentations." These are presentations that, though they vary in their focus, all have a particular emphasis on leadership.

Finally, in this program, you will find a note of thanks to all those who helped plan or sponsor the conference or served on an ALWD committee.

Enjoy the Program!

2:00 p.m. to 7:00 p.m.

Registration
Lobby (first floor)

2:30 p.m. to 3:15 p.m.

Presenter's Technology Session
Room 226

3:30 p.m. to 4:20 p.m.

Concurrent Sessions

Room 127 Inter-Sectional Peer Review: Giving Students a Fresh Look at the Role of the Reader Bruce Ching (25 min.)

When students from different legal writing sections, working on different assignments, read and comment on each other's papers, they directly experience the role of a reader who has no background knowledge about the facts of the situation and the applicable law. This exercise has helped students to gain an appreciation for how complete their own analysis must be.

Building Better Faculty-Student Conferences by Integrating Stronger Cues DeShun Harris (25 min.)

Cue-based instruction and retrieval is a vivid and engaging manner of instructing students during individual conferences, which will result in clear and concise writing. This presentation will focus on how faculty can integrate cues and retrieval into student conferences to ensure that students have a long lasting understanding of legal writing principles.

Room 226 Leadership Track
Thoughtfully Developing and Growing LRW at Your Law School Mary Garvey Algero and Emily Bishop (25 min.)

This session will explore developing and growing LRW courses thoughtfully so that we recognize and take responsibility for some of the rich skills that students need and that would fit well within our curriculum, without having our LRW courses become the repository of all things that other professors do not want to teach or do not believe they have time for. We will also consider leveraging the willingness to add skills with gaining more credit hours for these courses and even more LRW courses.

Joining, Listening, Leading: Leadership Opportunities in the Legal Writing Community Suzanne Rabe (25 min.)

There is a wealth of leadership opportunities in the Legal Writing community. For many legal-writing professors, entry into this leadership community arrives effortlessly. For others, entry can be difficult and confusing. This presentation will begin with a candid description of the national leadership opportunities. Following that will be some practical, concrete, and perhaps controversial advice on finding and securing the right leadership role. The presentation will conclude with an open discussion about these leadership topics.

Room 230 **Making First Year Law Students Comfortable with the Uncertainty of the Law** Cindy Archer, Bob Brain, and Aimee Dudovitz (50 min.)

First year law students often arrive on campus with a view that there are “answers” to all legal questions, and are uncomfortable when confronted with the uncertainty of the law. We will explain this phenomenon and demonstrate how we try to get students more comfortable with the analytical process inherent when students are evaluated based on the quality of their arguments and not the correctness of their conclusions.

Room 244 **Signaling from the Bench- The Outcome of Your Case May Already Have Been Decided** Christine Venter (25 min.)

Conventional wisdom tells us that oral argument may change the outcome of a case but the presenter’s research shows that this may no longer be true. This presentation will suggest that judges may be using oral argument not to gain valuable insight on the issues but to signal to counsel how the case will likely be decided.

Get’em Writing: The Many Benefits (and Few Detriments) of a First-Day Writing Assignment Joseph Mastrosimone (25 min.)

In this era of lower in-coming student credentials, setting expectations for hard work and assessing student ability as early as possible are critical. This presentation will explore the many benefits (and few downsides) associated with getting your students writing from the first moment your legal writing class begins.

4:30 p.m. to 5:20 p.m.
Concurrent Sessions

Room 127 **Think Like a Freak: How New Thinking about Thinking Can Improve LRW**
Olympia Duhart and Mary Nagel (25 min.)

We will demonstrate how “thinking” like a “freak” can assist students new to legal writing. We will focus our discussions to how such suggestions can better explain synthesis, rule application, and persuasion.

The 1L On-Ramp: Orientation Sessions & Legal Writing Faculty Susan Chesler and Amy Langenfeld (25 min.)

Orientation sessions are increasingly focusing on skills and the practice of law. This presentation explores the role of legal writing faculty as law schools re-envision the content, format, and organization of orientation sessions for incoming 1Ls, international students, and upper-level students.

Room 226 *Leadership Track*
Collaboration and Leadership: Challenges and Opportunities in the New Environment Beth Cohen, Anne Goldstein, and Susan Sloane (25 min.)

This interactive panel discussion will focus on strategies for faculty, students, and administrators to maximize the benefits of collaboration in the current law school environment. Drawing on the literature about team building and collaboration, the panelists will provide specific examples of collaboration with various constituencies and discuss how to navigate the inevitable challenges.

Strategies for Success in a Smaller (but Stronger) Legal Writing Program Tina Boudreaux, Erin Donelon, and Michael Sackey (25 min.)

During this interactive panel presentation, panelists will discuss strategies for success in a smaller legal writing program. We will specifically address how to deal with larger class sizes and whether and how to leverage additional resources.

Room 230 **The Economics of Legal Writing: Does Main Street Pay for Elegance?** Andrew M. Carter (25 min.)

The presentation forwards the hypothesis that we in the academy fail to account for the fact that for a broad swath of lawyers who practice in smaller firms in non-litigation settings, quality expository legal writing (as it is variously defined) carries little economic value. That is, for many, many practicing attorneys, the investment of time and effort to make expository writing something “elegant” is generally not economically sustainable.

The Rise of Briefing in American Jurisprudence: LRW in the Center of Written Persuasion Jason Dykstra (25 min.)

Modern civil litigation practice increasingly relies on the legal research and writing skillset at the heart and soul of LRW. This discussion will trace the historical development of the written legal brief and contrast the tempered role of oral advocacy in civil litigation.

Room 244 **The Heart of the Matter: Applied Empathy and Lawyering Skills in the Legal Writing Course** Ian Gallacher (25 min.)

Much has been written about empathy in legal education, contrasting an empathetic response to facts with the cooler, more analytical approach taught in most doctrinal classes. This presentation seeks to stress the ways in which empathy can benefit lawyers by emphasizing the importance of a personal response to case facts and I will illustrate the discussion with a description of part of my family's history and its similarity to the *Palsgraf* case.

A Little Can Go a Long Way: Incorporating Professional Identity and Ethics in an Already Busy First Year Legal Writing Classroom Kristin Hazelwood (25 min.)

Few would dispute the value of introducing first year legal writing students to the values and the ethical rules of their chosen profession, but the idea of incorporating one more topic into a busy curriculum can be overwhelming. This presentation offers meaningful ways to incorporate these concepts into the classroom with minimal demands on classroom time.

5:30 p.m. to 6:00 p.m.

Mentoring Groups

Please meet in the Lobby (first floor).

Mingle with a mentor group (or with several) on your way to the opening reception. These informal groups cover a wide range of interests, program design, teaching experience, etc.-making it easy to start a conversation, meet a new friend, or find a long-term mentor.

Everyone is welcomed; no advance registration required.

6:00 p.m. to 9:00 p.m.

Opening Reception

Gordon Ball Scenic Reading Room (fourth floor)

Please thank **West Academic** for generously sponsoring the Opening Reception.

7:30 a.m. to 12:00 p.m.

Registration
Lobby (first floor)

7:30 a.m. to 8:10 a.m.

Continental Breakfast
Breakfast will be served in the Student Lounge (first floor).*Please thank **Wolters Kluwer** for generously sponsoring breakfast.*

8:20 a.m. to 8:50 a.m.

Welcome
Wade Auditorium (Room 136)

9:00 a.m. to 9:50 a.m.

Concurrent Sessions

Room 127 **Mentoring and the 1L Legal Writing Course: How 1L Legal Writing Prepares Students to Maximize the Benefits of Mentoring Relationships in the Legal Profession** Katrina June Lee (50 min.)

This presentation will shine a light on, describe, and explore how legal writing professors already play a critical role in helping 1L law students prepare for mentoring relationships in the legal profession, and how they are well-positioned to do even more. The presentation will first discuss the critical importance of mentoring in legal careers and then highlight three important ways ~ modeling through conferencing, role playing the mentoring relationship, and facilitating reflection ~ in which many legal writing professors help prepare 1L students for mentoring relationships, perhaps without ever acknowledging to their students, themselves, or their colleagues that they are providing this invaluable service.

Room 226 *Leadership Track*
Using the Changes in Legal Education to Advance your LRW Program Anthony Niedwiecki (50 min.)

Many legal writing programs are facing drastic threats due to the “crisis in legal education.” This presentation will discuss innovative steps that you can take during these challenging times to advance your legal writing program.

Room 230 **A Tapas-Style Approach to Integrating the “Real World” into the First-Year Writing Curriculum** Heather Baxter, Jane Cross, and Camille Lamar (25 min.)

This presentation will describe Nova’s newly-instituted student outreach program that incorporates “real-world” situations into the first-year curriculum without

sacrificing valuable class time. The panelists will provide suggestions for those interested in implementing similar programs and will share what they learned while instituting the program at Nova.

Teaching Tank: Bridging the Theory/Practice Divide in the Law School Classroom Sonya G. Bonneau, and Susan A. McMahon (25 min.)

This presentation demonstrates how hypotheticals used to explain theoretical underpinnings of the law, such as Tank in the Park, can be taught from both a theoretical and a practical perspective, bridging the theory/practice divide in the classroom and establishing a more unified approach to legal education. We demonstrate how the Tank problem—and other classic thought experiments—can be converted to a skills approach that will teach the basic tools of legal argument (like statutory interpretation) while connecting those tools to broader, unifying theories of law.

Room 244 **What Do I Have to Do Around Here to Get Published?** Brooke Bowman, Samantha Moppett, Terrill Pollman, Ruth Anne Robbins, and Karen Sneddon (50 min.)

This presentation draws on the experience of Editors-in-Chief and Editorial Board Members to make transparent the acceptance process at our two most prestigious peer-reviewed journals. Learn how the missions of the two journals differ, the criteria editors use to determine which articles to accept, and how you can be successful when seeking to either publish or participate on one of our community's journals.

10:00 a.m. to 10:50 a.m.
Concurrent Sessions

Room 127 **The Paperless Chase: Teaching Students to Write for Tablet Readers** Brad Desnoyer (25 min.)

Although tablets have fundamentally changed the way judges read, they have not yet changed the way lawyers write. We will discuss best practices for tablet writing, the conclusions of judges interviewed on the topic, and how to teach students to write for this new medium.

With a Little Help from Our Friends: Recruiting Attorneys to Read Students' Email Memos Melody Richardson Daily (25 min.)

We all know that research and writing are central to the practice of law, but it can be difficult to convince our first-year students that real attorneys value good writing.

This presentation will explain how we demonstrate that reality by recruiting attorneys to read and evaluate our students' email memos.

Room 226 *Leadership Track*

Leading with Style: Administrative Choices with Institutional and Faculty Consequences Nancy Soonpaa, Sue Liemer, Jan Levine, and Suzanne Rowe (50 min.)

The director of a legal writing program, as an administrator, makes choices that can affect faculty morale and even impinge on academic freedom. Learn how this panel of experienced directors has developed a variety of ways to effectively administer their programs and faculty.

Room 230 **Pineapple Express Goes to Law School: How Partnering with Law Enforcement Brings Students Real-Life Issues** Lisa Mazzie and Detective Michael L. Klementz (50 min.)

Students are more invested in legal research and writing when they know they're working on something that's real. In this presentation, attendees will learn how one legal writing professor has successfully paired with law enforcement to give students problems grounded in real life and an added lesson in how officers work with the law we make (or interpret) on the ground.

Room 244 **Helping our Students Develop the Heart and Soul of a Lawyer: Professionalism Instruction in the 1L Legal Writing Course** Mary Ann Robinson and Alison Donahue Kehner

One key aspect of a 1L legal writing course is the opportunity for students to begin to understand the values, habits, and traits necessary to become civil, competent members of the profession. In this presentation, we will identify specific teaching ideas that our legal writing colleagues have been using successfully to help students begin to adopt their professional personas, including links to videos that participants can use in their own professionalism instruction.

10:50 a.m. – 11:15 a.m.

Morning Break

Refreshments will be served in the Student Lounge (first floor).

Please thank *Carolina Academic Press* for generously sponsoring this break.

11:15 a.m. to 12:05 p.m.
Concurrent Sessions

Room 127 **Fifty Shades of Pink: Is Gender Discrimination in Legal Education Obsolete, or Is It Just a Lighter Shade of Pink?** Andrea Funk, J. Lyn Entrikin, and Richard Neumann (50 min.)

Women in legal education, specifically legal writing faculty and clinicians, still struggle for equality. This presentation will focus on where we have been, where we are now, and where we need to go next.

Room 226 *Leadership Track*
Giving Your Heart and Soul: A Roundtable for New Directors Suzanne Rowe and Tienielle Fordyce-Ruff (50 min.)

This informal, roundtable session is targeted to colleagues who have been leading a legal writing program for just a few years (or anyone who is about to embark on this adventure). We will discuss building relationships with faculty and administrators, hiring and mentoring colleagues, designing and updating the curriculum, making time for scholarship, managing the administrative workload, changing programmatic models, and anything else on your mind.

Room 230 **Some Thoughts on Directed v. Directorless Programs, From a Novice Director** Michael Falkoff (25 min.)

As someone who's gone from a directorless to a directed program, I'm very interested in examining the characteristics that enable programs to be successful, no matter what the model. Though the trend toward directorless programs is one I respect and frequently encourage, I'm learning that there are fairly special circumstances that make directorless models feasible, and I'd like to start a conversation about ways we might more formally figure out how to quantify what those circumstances are, in order to help those who are transitioning models, and to give some aid and comfort to those of us for whom those models are not yet practical.

Uncomfortable Conversations: For Your Own Good or None of My Business? Alyssa Dragnich (25 min.)

This primarily interactive program goes beyond the basic discussion of teaching professionalism and asks about some of the thornier issues that students can present. This program will explore the ways we as professors should—or should not—respond to such student behaviors. I will present a number of scenarios and facilitate a discussion among audience members. I will also summarize some of the research on teaching professionalism and offer suggestions for best practices.

Room 244 **Don't Forget the Brain: Using Neuroscience Developments to Humanize Legal Education** Debra Austin (50 min.)

Neuroscience shows that chronic stress can kill brain cells necessary for memory formation, and students who self-medicate to improve performance or blunt the impacts of stress may be impairing cognitive capacity. LRW Professors can humanize legal education by bringing the following information to their students: the neuroscience of learning, the impact of stress on cognition, the effects of substance use (caffeine, study drugs, nicotine, alcohol, and cannabis) on brain function, and recommendations for optimizing cognitive fitness.

12:05 p.m. to 1:30 p.m.

Lunch

Lunch will be served in the Student Lounge (first floor).

*Please thank **Thomson Reuters** for generously sponsoring lunch.*

12:45 p.m. to 1:45 p.m.

ALWD Membership Meeting

Wade Auditorium (Room 136)

All conference attendees are welcomed.

Please feel free to bring your lunch.

2:00 p.m. to 2:50 p.m.

Concurrent Sessions

Room 127 **Lock it Up to Write it Down: Dedicated on Campus Writing Days** Kathleen Elliott Vinson (25 min.)

This presentation will discuss how to use writing lockdowns as a way to help students and faculty dive into writing with concentrated time, effort, and support. The presentation will include a discussion of why, how, and when to hold student and faculty writing lockdowns to stop procrastinating and jump start a writing project, such as a memorandum, a brief, or a law review article.

A New Era: Integrating Legal Research Tools Ravel, Casetext and Other New Technology Platforms in the Legal Writing Classroom Katrina June Lee, Susan Azyndar, and Ingrid Mattson (25 min.)

This presentation, based on the presenters' recently published article in the Rutgers Computer and Technology Law Journal, will address the 1L legal writing classroom's central role in teaching students research strategies and ethical practices that will help them maintain the technological competence now specified in the Comments to the ABA's Model Rules of Professional Conduct. New legal research

platforms like Casetext and Ravel both reinforce and challenge standard research techniques and offer a rich opportunity for 1L legal writing professors to teach ethical legal research practices.

Room 226 *Leadership Track*

Let's Talk: A Leadership Roundtable Melissa N. Henke, Tamar R. Schwartz, and Catherine Wasson (50 min.)

Come participate in a leadership roundtable that addresses relevant and timely opportunities and challenges facing many of us as directors, chairs, and legal writing faculty. Suggested topics may include: leading through a transition (e.g., from an adjunct to full-time staffing model, from a program with a director to a director-less program or move away from having a department or program); identifying ways to collaborate as legal writing faculty while retaining academic freedom; partnering with clinicians or doctrinal faculty; and educating administrators and faculty on what we as legal writing professors do (including in the context of review of LRW professors' teaching and scholarship).

Room 230 **After the Flip: Developing a Process-Oriented Class Meeting Format** Anne Alexander (25 min.)

A variety of technology has allowed professors to "flip" the structure of their legal writing classroom so that more class meeting time is available for collaborative, student-centered work. This presentation will discuss strategies for developing an interactive and process-oriented class meeting format, without creating additional graded assignments.

The Times They Are A Changin....And They're Not Changing Back Anytime Soon Karin Mika (25 min.)

The presentation will discuss how the brains of our students really have changed and how law professors must accept and deal with this reality, rather than lamenting the problems with diminished skills and lack of commitment from our student. As much as we may lament the demise of what we consider the truly committed student, it's now our turn to make things work for them.

Room 244 **"The Millennials Are Coming!": Improving Self-Efficacy in Law Students through Universal Design in Learning** Jason Palmer (25 min.)

Millennial students who enter law school without facing academic challenges need to accept that failure is not defining, while learning to use these challenges to continuously assess and develop greater self-efficacy. By incorporating concepts of self-regulation and principles of universal design in learning into curricula, educators can adapt learning environments to more accurately correspond to the

needs and experiences of Millennial law students, resulting in Millennial students expanding their self-efficacy and ability to succeed in law school.

Closing the Divide: Lessons Learned About Skills Education from Teaching First Year Doctrinal Classes Mary-Beth Moylan and Teri McMurtry-Chubb (25 min.)

This panel will explore the lessons that can be learned by lawyering skills faculty when they teach doctrinal classes. The panel will discuss both the benefits to lawyering skills faculty and the lessons they can share with doctrinal colleagues to improve all of the law school curriculum.

3:00 p.m. to 3:50 p.m.
Concurrent Sessions

Room 127 **The LRW Gateway to Experiential Legal Education** Michael J. Cedrone (25 min.)

Experiential education has finally gained a foothold in the legal curriculum, and LRW professors are perfectly poised to lead the development of new courses in this area. Learn how Georgetown LRW faculty created a substantive and successful one-week lawyering-skills class for first-year students.

Trust Your Instincts - Developing an upper-division Pretrial Advocacy course that incorporates Best Practices and a Practitioner's Perspective Shakira D. Pleasant (25 min.)

Traditionally, pretrial courses are taught from a singular perspective and students generally have to enroll in both criminal and civil pretrial classes. This presentation will highlight the pros and cons of simultaneously teaching civil and criminal pretrial advocacy, and the rewards and challenges associated with creating instinctive lessons based on practice experience.

Room 226 *Leadership Track*
Gendered Behavior Patterns in the Legal Academy Sue Liemer (50 min.)

In this session, participants will learn how to recognize and change four behavior patterns that often hold women back at work. Understanding this topic is especially important for those legal writing professors who aspire to leadership positions within the legal academy's caste system.

Room 230 **Here's What I'm Teaching Them—Educating Doctrinal and Clinical Faculty on the Pedagogy of Teaching Writing to Help Students Transfer Their Skills to New Contexts** Angie Arey (25 min.)

Doctrinal and clinical professors often complain about students' writing skills, but the problem may be one of students' ability to transfer those skills to new contexts. By developing workshops to educate other faculty members about the pedagogy, concepts, and vocabulary of legal writing, LRW professors can be leaders in helping those faculty members connect the skills students learn in the first year to new contexts in which those skills are applied in other courses.

Defending the Heart and Soul of Legal Writing Ted Becker (25 min.)

As law schools respond to the push for additional experiential credits, will LRW programs be asked to take on a disproportionate share of the load? This presentation will discuss the issues my program has faced in trying to balance teaching more skills versus protecting the core analytical and communication skills at the heart of our LRW course.

Room 244 **Leading a Successful Law School Curriculum Reform Effort** Jan Levine (25 min.)

I will describe my role leading a successful wide-ranging reform of the Duquesne curriculum, including in the drafting of the charge for the committee; how the committee members were chosen; our research efforts; online surveys of faculty, students, and alumni; how consensus was reached despite a contentious and resistant faculty; and the results for the curriculum and my relationships with the rest of the faculty.

Creative Ways to Integrate LRW into the Evolving Law School Curriculum Tamara Herrera and Judy Stinson (25 min.)

Law school administrators often call on legal writing faculty to participate in innovation and curricular change, whether to comply with new accreditation requirements, to attract more students, or to create new programs, such as the 3L bar program in Arizona. The goal of this presentation is to consider a variety of ways legal writing faculty can meet those challenges, including condensed-format courses (such as half-semester courses, intersession courses, and summer intensive courses), advanced practical skills/bridge courses (such as specialty research and writing courses and transition to practice courses), and other possibilities.

3:50 p.m. – 4:15 p.m.

Afternoon Break

Refreshments will be served in the Student Lounge (first floor).

Please thank **Vandeplas Publishing** for generously sponsoring this break.

4:15 p.m. to 5:05 p.m.

Wade Auditorium
(Room 136)

Racial Diversity in LRW Leadership: The Perils and Rewards of Stepping Forward (or Not)

This panel will examine racial diversity among LRW leadership. It is our intention to have an interactive, productive, and honest conversation about the impact of low racial diversity on our regional and national conference programming, legal writing journals, developing diverse problem sets, mentorship, legal writing program development and direction, recruitment and retention of minority faculty, and a host of other issues. Panel participants are drawn from various staffing models for legal writing programs, and various leadership positions in AALS, LWI, and ALWD.

6:00 p.m. – 8:00 p.m.

Gala Dinner at the Civil Rights Museum

The National Civil Rights Museum is the site of the Lorraine Motel in Memphis, TN, where Dr. Martin Luther King, Jr. was assassinated on April 4, 1968. The Museum is located at South Main and Huling Streets, in the historic art district of downtown Memphis. The Museum has hosted more than 3.5 million visitors since its opening in 1991. Cocktail hour will be at 6 p.m. Dinner will be served at 7 p.m.

In addition to dinner, attendees will have the opportunity to tour the Museum. Attendees will receive their tour tickets in advance and may tour the Museum during the cocktail hour. Those who would like more time to tour the museum, however, may use their ticket anytime within a year of purchase.

*Please thank **LexisNexis** for generously sponsoring the Gala Dinner.*

8:00 a.m. to 8:50 a.m.

Continental Breakfast

Breakfast will be served in the Student Lounge (first floor).

*Please thank **Wolters Kluwer** for generously sponsoring breakfast.*

8:00 a.m. to 8:50 a.m.

New Directors Breakfast

Please bring your breakfast and join the group in the Library Reading Room (first floor).

9:00 a.m. to 9:50 p.m.

Concurrent Sessions

Room 127 **Categories and Categorical Thinking: The Dark Side of Cognitive Rhetoric** Lucy Jewel and Elizabeth Megale (50 min.)

This presentation analyzes the negative impact that cognitive rhetoric can have on the legal system, civic culture, and even law students. We then consider how we might address these problems.

Room 226 *Leadership Track*
Effective Leadership through Negotiation: An Introduction Cynthia M. Adams (50 min.)

An effective leader is an effective negotiator. Whether we realize it or not, we are employing negotiation skills on a daily basis in our roles as professors, faculty members, committee members, and program directors. This presentation is designed to introduce attendees to proven methods for becoming more effective leaders and negotiators.

Room 230 **Finding Balance: Transforming Legal Education to Transform the Profession** Nancy Soonpaa (25 min.)

The movement to humanize legal education took on formal structure and institutional awareness within the past 10 to 15 years, as evidenced by its intentional renaming to “balance in legal education” and its recognition by AALS as a separate Section. This program explores what “balance” (or humanizing) means in the context of legal education and identifies some of the means by which the ephemeral goal of balance may be intentionally and thoughtfully sought within the delivery of a still rigorous legal education.

How to Train Your TAs (So They Aren't Toothless and Avoid Hiccups)

Christopher D. Soper (25 min.)

Increasing the number of upperclass TAs in the first-year legal writing course fosters participation in the course across class years and helps position the course as the “heart and soul” of law school. This presentation will discuss how to train an increased number of TAs through a joint pre-semester orientation and ongoing conferences throughout the year.

Room 244 **Teaching Students with Disabilities: Heart, Soul, and Duty** Terry Jean Seligmann, Kevin H. Smith, and Jennifer Jolly-Ryan (50 min.)

Teaching legal writing to students who have or may have disabilities challenges both the heart and soul of the teacher, as well as imposing certain duties. This presentation will involve participants in discussion of a variety of hypotheticals covering identification, accommodation, teaching styles, and other ADA-related matters.

10:00 a.m. to 10:50 a.m.

Concurrent Sessions

Room 127 **So Happy Together: Dialoguing with Students Throughout the Semester to Provide Effective Formative Assessment** Amy R. Stein (25 min.)

Those of us who teach legal writing engage in significant formative assessment throughout the semester; however it is often difficult to assess if what we have told students is effective. Engaging in a dialogue with students by asking them to submit reflections on the writing process allows us to determine if what we are doing is working. Attendees will be asked to share their thoughts about making formative assessment a dialogue rather than a teacher-driven monologue.

Legal Writing Pedagogy is Transforming How Effective Upper Division Classes are Taught Christine Rollins (25 min.)

Many upper division courses can be transformed from the professor-centered lecture format into student-centered interactive, experiential, team-based learning environments. The challenge really is to see a model as a template for this kind of transformation and then to understand how the template can be extrapolated onto other course frameworks. As I designed my Legal Ethics course this summer, I wanted to create an “emergence” like atmosphere wherein the students did more than just read about the professional standards – they had to live them and apply them throughout the course. The goal of the workshop will be to take participants through the process of setting up concepts/goals for their own classes and how to integrate theory into classroom practice.

- Room 226 *Leadership Track*
Setting Up for Success: Ways to Enable Tenure-Track Professors of Legal Writing to Actually Get Tenure Emily Zimmerman, Terry Jean Seligmann, and Terrill Pollman (50 min.)

You are joining the tenure-track, or your school is considering converting to tenure-track. What do you need to watch out for, ask for, and receive to promote your success and the success of your legal writing colleagues? This facilitated discussion will address potential pitfalls for legal writing professors on the road to tenure and concrete ways that law schools can facilitate the success of their tenure-track legal writing professors.

- Room 230 **The Impact of Critical Reading Instruction on Legal Writing Success** Jane Bloom Grisé (25 min.)

Can critical reading instruction improve legal writing performance? This session will present the results of an empirical study sponsored by a 2014 LWI/ALWD/Lexis Scholarship Grant that explored the impact of critical reading instruction on legal writing performance. In addition to setting forth the statistical results and student reaction to the study, the presentation will describe the instructional materials and focus on the implications of the research for legal writing programs.

What is Evolutionary Cognitive Neuroscience and How Can it Help Inform Our Decisions About the Use of Classroom Technology? James Levy (25 min.)

To understand how students really learn, it is important to not only have a basic understanding of how the brain works (i.e. cognitive science) but also the circumstances under which it evolved (i.e. evolutionary psychology). In this presentation, attendees will learn about a new field called Evolutionary Cognitive Neuroscience that is devoted to understanding the “how” of learning as well as “why” our learning is constrained in certain ways. In particular, ECN can help inform the discussion about the compatibility of our most popular classroom technologies like laptops and PowerPoint with the brain’s evolutionary programming.

- Room 244 **Teaching Mindfulness in the First Year Classroom: How the Pedagogy of Legal Writing and Advocacy Can Help Law Schools to Build More Responsible and Ethical Lawyers** Sherri Lee Keene and Kirsten A. Dauphinais (50 min.)

This presentation will explore how legal writing professors can make students more aware of the professional issues that accompany legal analysis, writing, and advocacy. During our presentation, we will provide two concrete examples of how professors

can bring professionalism and reflection on identity into the first year classroom in a meaningful way.

10:50 a.m. – 11:15 a.m.

Morning Break

Refreshments will be served in the Student Lounge (first floor).

11:15 a.m. to 12:05 p.m.

Concurrent Sessions

Room 127 **Core Values: Mindset, Grit, and Responsibility as Guiding Principles in the Classroom** Tracy Turner (25 min.)

Inspired by Paul Tough’s “How Children Succeed: Grit, Curiosity, and the Hidden Power of Character,” this presentation will discuss my experience with using a set of core values (mindset, grit, and responsibility) as the guiding principles for my legal writing and skills course. I will discuss how I used the core values throughout the semester and the benefits I saw to my rapport with students, the classroom dynamic, and their work product.

Humanizing Legal Education by Acknowledging and Preparing Students for Challenge Emily Zimmerman (25 min.)

This presentation will address how professors who teach legal writing can help students manage the challenges that they will face in doing the work that is required of them in their legal writing courses, in law school generally, and in law practice. I will discuss concrete strategies that I have used to help students manage challenge and the research regarding learning and motivation that informs some of these strategies.

Room 226 *Leadership Track*
Directing as Heart-and-Soul Work: Wisely Fostering Teamwork and Individual Growth Despite Competitive Pressures Craig T. Smith (50 min.)

This interactive session asks participants: (1) to view leadership as *primarily* heart-and-soul work, not just intellectual work; and (2) to articulate—through an exercise, small-group discussion, and subsequent sharing—heart-and-soul leadership lessons, particularly about ways to foster both teamwork and individual growth despite competitive pressures.

Room 230 **A Philosophy of Legal Citation for the 21st Century** Susie Salmon (25 min.)

Instruction in legal citation is at the heart of many 1L legal-writing programs, but can we do it with more soul? This presentation will consider (1) whether we can do a better job teaching the principles of legal citation in a way that trains students to be accurate, brief, clear, and flexible, and to adapt to a variety of citation formats, and (2) whether technology should change the way we teach legal citation.

The Legal Writer as Detective: Explaining Legal Analysis through Sherlock Holmes's Denouement JoAnne Sweeny (25 min.)

By using the denouement from a Sherlock Holmes story as a model, students can better understand the elements of full legal analysis – facts, rule and argument – and how to ensure that all of those elements are present in their own writing.

Room 244 **Radical Restructuring: A Practice-Oriented 1L Curriculum for the Millennial Generation** David R. Cleveland, Susan Stuart, Ruth C. Vance, and Steven R. Probst (50 min.)

The current crisis in legal education has created an opportunity for development of a skill-driven 1L curriculum. Valparaiso University Law School has created such a curriculum, which offers greater feedback, skill-building, and practical training.

12:05 p.m. to 2:00 p.m.

Lunch

Lunch will be served in the Student Lounge (first floor).

*Please thank **Wolters Kluwer** for generously sponsoring lunch.*

12:45 p.m. to 2:00 p.m.

Plenary Presentation

Justice Randy Shepard

Wade Auditorium (Room 136)

Please bring your lunch.

2:10 p.m. to 3:00 p.m.

Concurrent Sessions

Room 127 **A Place at the Table: Using Principles of LRW Pedagogy to Successfully Craft and Market Legal Scholarship** Michael J. Higdon (50 min.)

In this presentation, I will discuss specific ways in which LRW professionals can harness principles of both objective and persuasive legal writing to more effectively craft and market legal scholarship with the goal of making our community more

visible in this area of legal education. Topics will include selecting topics, organization, visual persuasion in document design and tips for achieving better placements.

Room 226 *Leadership Track*

Legal Education Reform: Can LRW Faculty Take the Lead? Lindsay Sturges Saffouri and Thomas Holm (50 min.)

This program will discuss how LRW Directors can assist our law schools in re-shaping curricula to meet the new ABA rules and the California Bar admission requirements. We will present a summary of the current reforms underway at Berkeley Law and UCLA School of Law, as well as their timeline for implementation. We will further discuss the curricular, financial and administrative challenges inherent in providing a more wide-ranging clinical education for all students.

Room 230 **Fast Track Your Mindset: Engineering Confidence and Streamlining Feedback** Deborah L. Borman (50 min.)

Two obstacles to success in law school and legal practice are reduced confidence and inability to receive feedback. I will discuss the interplay between confidence and feedback and submit ideas for students to increase their own confidence and improve the way students receive feedback on their work.

Room 244 **What is the Role of LRW in International Legal Education?** Conrad Sturm (25 min.)

While LRW may be at the center of legal education in the U.S., what is its role abroad or in international legal education? Among various roles, should LRW courses also serve to create more effective advocates who might fight for the effective implementation of the rule of law, more just laws, and/or the improvement of legal systems?

Helping Hands: How Legal Writing Professors Can Add Value and Thus Become Integral to the Heart of the Law School Community Eleanor Barrett, Jessica Simon, Alison Donohue Kehner, Felicia Lin, and Cecilia A. Silver (25 min.)

Legal writing professors can add value to the law school in so many different ways. We know the traditional ways legal writing professors have added value. But the Penn Law Legal Practice Skills faculty also has found ways to add value in non-traditional respects. This presentation will focus on those non-traditional ways in which we have become an integral part of the heart of the law school and we hope to give others ideas as to how to add value to their communities.

3:10 p.m. to 4:00 p.m.
Concurrent Sessions

Room 127 **The Simulated Federal Judicial Clerkship** Monica Piga Wallace (25 min.)

This presentation will discuss an advanced judicial writing course structured as a simulated federal judicial clerkship that satisfies the ABA's new simulation course requirement. Students in this course work to resolve pending motions in real cases, which helps them to appreciate the extent to which legal writing is the "heart and soul" of the practice of law. In addition to providing rich opportunities to hone research, writing, and analytical skills, this course helps students appreciate the role that effective written advocacy plays in the outcome of a case.

Sponsor Presentation: Helping Students Learn How to Cite Authority Correctly with the NEW LexisNexis® Interactive Citation Workstation Erin Hagy, LexisNexis Law School Publishing Representative, and Lindsey Watson, LexisNexis Account Executive (25 min.)

Come see the new easy-to-use interface and improved functionality of the LexisNexis Interactive Citation Workstation that also includes a robust faculty dashboard, with the ability to control exercise parameters, identification of "problem areas", and more. Students can track their progress, receive clear and effective feedback, and request exercise resets for additional attempts. The most popular online citation learning tool is better than ever!

Room 226 **Sponsor Presentation: Bloomberg Law** (15 min.)

Sponsor Presentation: Westlaw Ready – A New Way to Teach Legal Research Thomson Reuters Representatives (15 min.)

Join us for the introduction of Westlaw Ready. Learn how you can free up valuable class time with all new, on-demand, WestlawNext trainings. These trainings and tools are designed with the flexibility to assign, track, and assess students' comprehension of WestlawNext and legal research. #westlawready

Sponsor Presentation: Carolina Academic Press (15 min.)

Room 230 **All the Law's A Stage: Using Voice Techniques from Theatre to Improve Presentation and Public Speaking Skills** Stephen Paskey (25 min.)

When lawyers *act* in a professional role, we are literally "acting." This presentation explores how we can improve the public speaking skills of our students with exercises aimed at developing a student's vocal "instrument" and bringing a student

back to the core of his or her presence. Participants will stand, move, and talk to one another.

Legal Writing: It's Electrifying Rosario Lozada (25 min.)

Legal writing professors inspire students to apply themselves to the life-long task of communicating effectively. This presentation explores their effective—and often electrifying—methods of persuasion. Audience participation is encouraged.

Room 244 **When Worlds Collide: Bringing a Professor's Pro Bono Practice Into the Legal Writing Classroom** Melissa N. Henke and Rima Sirota (25 min.)

Using experiences with *pro bono* cases and clients in the legal writing classroom is an exciting and timely way to utilize a law students' passion for the practice of law in teaching practical skills and fostering professional identities. Attendees of this presentation will walk away with concrete ideas on how to bring real-world learning experiences in the legal writing classroom through incremental and/or large-scale changes to the curriculum.

Adapting Montessori Teaching Methods for Law School Emily Grant (25 min.)

Some principles of teaching are timeless and can be incorporated into all teaching. Law school professors can find inspiration from an unlikely source—the theories developed by Maria Montessori for early childhood education.

4:10 p.m. to 4:40 p.m.

Closing

Wade Auditorium (Room 136)

6:30 p.m.

Redbirds Game and Ballpark Buffet

The Memphis Redbirds are the St. Louis Cardinals' official AAA baseball affiliate. While watching the game, attendees will enjoy a ballpark buffet on the Third-Base Party Deck, which includes Club Level seats and access to an air-conditioned lounge.

Please thank **Bloomberg Law** for generously sponsoring the Redbirds Game and Ballpark Buffet.

Thank You!

Thank you to everyone who helped to plan the 2015 Biennial Conference!

Conference Committee	Program Sub-Committee	Site Sub-Committee
David R. Cleveland, Chair Jodi Wilson, Chair	Megan McAlpin, Chair Brooke Bowman Kirsten Dauphanias Erin Donelan Jason Palmer Nancy Soonpa	Lindsay Gustafson (co-chair) Mary Nagel (co-chair) Meredith Aden Todd Bruno Kristy Hazelwood Christine Venter Amy Milligan

Thank you to everyone who served on the ALWD Board!

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Teri McMurtry-Chubb, President-Elect
Kathy Vinson, Immediate Past President
Wanda Temm, Treasurer
Kristen Tiscione, Secretary
David Cleveland
Tamara Herrera

Tonya Kowalski
Megan McAlpin
Terry Pollman
Suzanne Rabe
Kathy Stanchi
Amy Vorenberg
Catherine Wasson

Thank you to everyone who served on ALWD Committees in 2013-2014!

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Elections	Jeremy Mullem, chair	
ABA Task Force	Kathy Vinson Mary Beth Beazley, chair Lyn Entrikin, chair Anthony Niedwiecki Mel Weresh Teri A. McMurtry-Chubb	Mary-Beth Moylan Kim Chanbonpin Richard Neumann Craig Smith Mary Algero
By-Laws	Judy Rosenbaum, chair Martha Pagliari Lisa Reel Schmidt	Pete Nemerovski Kathryn Mercer
New Directors	Tamara Herrera, chair Sue Liemer Loren Pratt Nicole Chong Cynthia Adams	Jan Levine Mary Nagel Pamela Lysaght Suzanne Rowe
Leadership and Development	Catherine Wasson, chair Martha Pagliari Sue Liemer Tamara Herrera Pamela Lysaght	Melissa Henke Erin Donelan Tamar Schwartz Kristen Tiscione

Thank You!

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Teaching Workshops	Pam Keller, chair Mary Adkins Grace Hum Susan Chesler Allison Kort	Jessica Clark Sarah E. Ricks Bernadette Gargano Olympia Duhart

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Scholars Workshops & Visiting Scholars	Kathleen O'Neil, chair Emily Grant Kimberly Holst	Michael Loudenslager Kathy Stanchi Sarah Morath
Scholarship Grants	Greg Johnson, chair Amy Vorenberg Jan Baker Joseph Mastrosimone Anna Hemingway	Debby McGregor Andrea Funk Sarah E. Ricks David Thomson
Publications	Ted Becker, chair Lyn Entrikin Jessica Clark	Denitsa Mavrova Heinrich Sarah Morath Coleen Barger

Thank You!

Thank you to everyone who served on ALWD Committees in 2014-2015!

Leadership Committees		
Elections	Jeremy Mullem, chair Mary-Beth Moylan	
ABA Task Force	Anthony Niedwiecki, co-chair Mary-Beth Moylan, co-chair Lyn Entrikin Teri A. McMurtry-Chubb Sherri Lee Keene Kim Chanbonpin Kathleen Elliot Vinson	Mary Beth Beazley Craig Smith Mel Weresh Mary Algero (advisory) Richard Neumann (advisory) Brad Clary (advisory)
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Archives	Grace Wigal, co-chair Sue Liemer, co-chair Mary-Beth Moylan	
Conference	Jodi Wilson, co-chair David Cleveland, co-chair Wanda Temm Megan McAlpin Kirsten Dauphanais Brooke Bowman Todd Bruno Kristy Hazelwood	Amy Milligan Jason Palmer Christine Venter Erin Donelon Mary Nagel Lindsay Gustafson Nancy Soonpa Meredith Aden
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Survey	Jodi Wilson, co-chair Kristen Tiscione, co-chair Brooke Bowman Liz Frost Amy Milligan Gail Mullins Marci Rosenthal	Meredith Aden Ted Becker Ben Bratman Jan Levine Peter Nemerovski Michael Oeser Judy Rosenbaum

Thank You!

Awards	Mary Algero, co-chair Todd Bruno, co-chair Wanda Temm Grace Hum	Joseph Mastrosimone Suzanne Rowe Louis Sirico
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Teaching Committees		
Teaching Grants	Deb McGregor, co-chair Megan McAlpin, co-chair David Krech Grace Hum	Jan Baker Emily Grant Joseph Mastrosimone
Teaching Workshops	Jessica Clark, co-chair Rosa Kim, co-chair Tonya Kowalski Mary Adkins Kristy Hazelwood Melissa Henke	Martha Pagliari Jason Palmer Sarah E. Ricks Julie St. John Louis Sirico

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Publications	Ted Becker, co-chair Brooke Bowman, co-chair David Cleveland Jessica Clark	Coleen Barger Todd Bruno Liz Frost Tonya Kowalski

If you are interested in serving on a committee in the upcoming year, please look for an email from the incoming President, Teri McMurtry-Chubb, later this summer. That email will include more details as well as an application.

Thank You!

And a special THANK YOU to all of our generous Conference Sponsors!

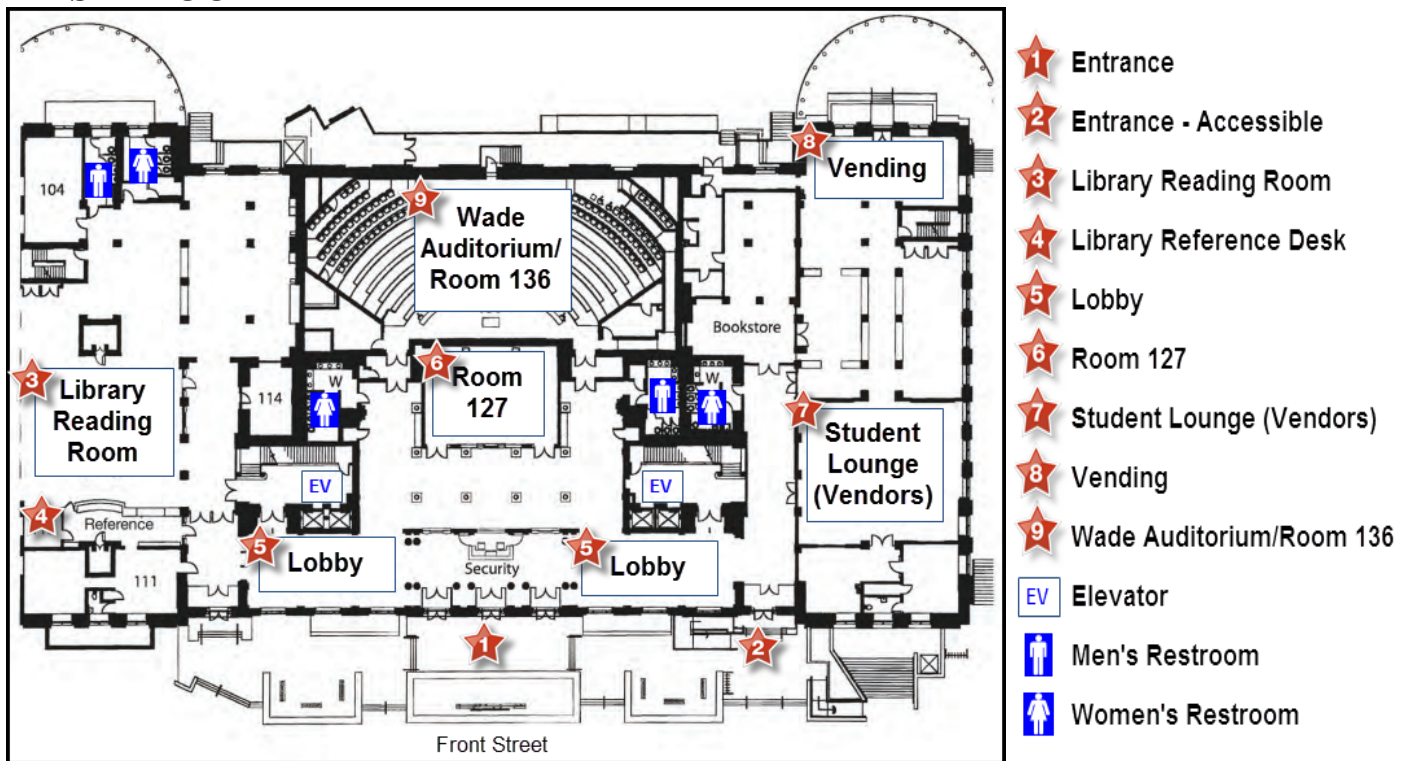


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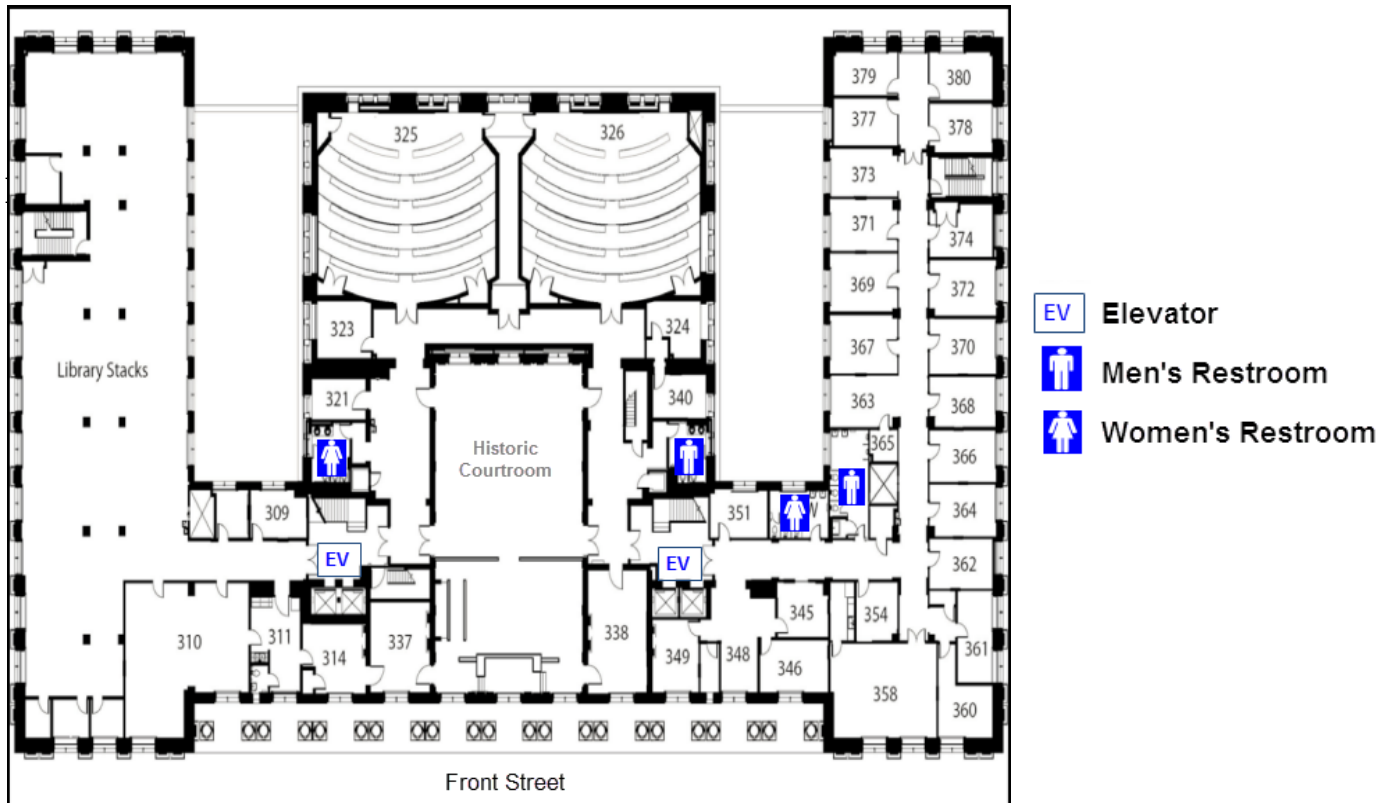
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