Friday, June 18, 2021

11:00-11:50 AM  Coffee/Breakfast Open Chat
Yoga
Led by Dr. Andrea Bunch of Vital Body Yoga

11:00-11:50 AM  Asian-American Legal Writing Faculty Conversation
A Conversation with ALWD President Katrina Lee and Rosa Kim

12:00-1:30 PM  Plenary III
A Conversation with Vice Provost and Law Professor at Wake Forest Kami Chavis
Moderated by ALWD President Katrina Lee

2:00-2:50  ALWD Membership Meeting

3:00-3:50  Concurrent Sessions
Maize & Blue Track (25 minute presentations)
LRW, Etc.: Our Expanding Core
Craig Smith

We teach what’s called simply legal writing and is in fact legal writing plus. What is our profession’s “core,” to what extent does it encompass wellness, equity, and inclusion, and how can we best manage such extensions beyond a more traditional scope of teaching?

Put Your Own Oxygen Mask on First
Sue Liemer & Nancy Soonpaa
Using a fun, interactive approach, participants in this session will generate a list of easy ways to meet your own needs first so that you can bring your best self to work, even during challenging times.

**Victors Track (25 minute presentations)**

**Outside In: Lowering Outsider/Insider Barriers by Teaching to the Global Student**

*Eun Hee Han & Maria Termini*

With increasing diversity in law school student bodies, legal writing faculty need to reconsider assumptions they may be making about their students’ educational and cultural backgrounds. This presentation will discuss how professors can identify and adjust those assumptions to teach to all students.

**Playing Against Type: Delivering Candid Critique While Minimizing the Risk of Stereotype Threat**

*Alison Mikkor*

Legal writing professors have a particular responsibility to avoid reinforcing stereotype threat in our formative assessments of our students. We also have an obligation to provide candid feedback on weak points in student work so that they can achieve their potential. The presentation discusses techniques for meeting both responsibilities well.

**Leaders & Best Track (25 minute presentations)**

**Promoting Student Scholars: Core Values in Teaching, Equity, and Inclusion**

*Rebekah Hanley & Suzanne Rowe*

Students from diverse backgrounds bring compelling ideas and new voices to legal scholarship. Mentoring and promoting these emerging scholars furthers our work as writing professors; enhances students’ well-being as they advocate on issues integral to their identity; and furthers equity and inclusion in our academy, profession, and society.

**Developing an Inclusive and Culturally Proficient Community Using “Communities of Practice” in Class and Small Breakout Groups**

*Cara Cunningham & Christina Lockwood*

This presentation explores how formal Communities of Practice and less formal breakout groups can be used to promote cultural proficiency, inclusion, and well-being. Join us as we work through a cultural proficiency exercise and discuss best practices in team- and group-work design and skill development.
First it was "emergency" online teaching, then it was "sorta" planned online teaching. Does it feel like "On Demand" Netflix-style online teaching? Let's talk about coping, self-accountability, forgiveness, maintaining our own consecutiveness with peers, and oh-by-the-way maintaining both rigor and compassion in the classroom.

4:00-4:50 PM Concurrent Sessions

Maize & Blue Track (50 minute presentation)
Using Power to Promote Equity and Leadership in Law Schools
Heather Baxter & Hugh Mundy

This presentation will examine four types of power associated with leadership: 1) Power Over, 2) Power With, 3) Power To, and 4) Power Within. Using an interactive format, we will discuss how knowing and understanding the different types of power can foster more effective leadership skills inside and outside the classroom with the goal of creating better lawyers and stronger advocates for social justice.

Victors Track (25 minute presentations)
Section 1983 as a Vehicle for Addressing Race and the Law in the Legal Writing Classroom
Jennifer Cupar

This presentation will discuss the inclusion of race in the legal writing curriculum through a Section 1983 excessive force problem. The presentation will include a conversation on best practices for navigating issues that may arise during the course and methods for creating an inclusive environment where all students feel safe participating.

The LRW Classroom as a Community-Centric Advocacy Incubator
Shavonnie Carthens

As a response to social justice issues, students have expressed a desire to connect with the greater legal community in a more meaningful way. This presentation will offer ideas on how the LRW classroom can be used as a conduit for helping students develop a "community-centric" approach to client advocacy.
Leaders & Best Track (25 minute presentation)
Teaching Empathetic Judicial Writing
Jonah Perlin & Ray Tolentino

Over the past several decades, judicial opinions have become more accessible, yet with this increase in accessibility has come a noticeable decrease in empathy. This presentation will focus on why and how to teach judicial empathy better based on our own clerkship and teaching experience.

Big House Track (25 minute presentations)
The Legal Writing Scholar: Maintaining Scholarly Productivity and Staying Well While Teaching Legal Writing
D'Andra Shu & Katherine Vukadin

Are the well-being of legal writing professors and their scholarly production mutually exclusive? The presenters will share relevant research on productivity and highly practical advice on motivation, scheduling, and teaching with scholarship in mind.

Teaching Practices: Lessons from Health Care Providers Serving Communities Disproportionately Impacted in the COVID-19 Pandemic
Joan Foley

With the COVID-19 pandemic revealing glaring health equity disparities, this presentation discusses what legal educators can learn from pioneering medical providers using an "equity pause." This presentation discusses creating an equity pause in course design and service work to reflect on what we might do better in the support of racial equity and inclusion.

5:00-6:00 PM  Closing Reception