

## LEGAL EDUCATION AT THE CROSSROADS v. 3.0: CONFERENCE ON ASSESSMENT

### Presenter Biographies

**Alicia Alvarez**, *Formative Assessment of Ethical Judgment: Clinical Course Models from the Past, Directions for the Future*

Alicia Alvarez is a Clinical Professor at the University of Michigan Law School. She directs the Urban Communities Clinic, representing community-based organizations in the Detroit metropolitan area. Alicia previously taught in the Community Development, Asylum and general civil litigation clinics at DePaul University College of Law. She currently serves on the Planning Committee for the 2010 Clinical Conference. Alicia serves on the Board of Directors of the Washtenaw County Workers Center and on the advisory committee of ROC-Michigan.

**Steve Bahls**, *The ABA's Shift to an Outcome Measures Approach for Accreditation Standards*

Steve Bahls is the chair of the Student Learning Outcomes subcommittee of the ABA Standards Review Committee. Since 2003, he has served as the president of Augustana College, a nationally-ranked liberal arts college in Rock Island, Illinois. He has also served as dean and professor of law at Capital University in Columbus, Ohio and associate dean and professor of law at the University of Montana. He has written extensively about vocational calling, legal education, business law and agricultural law. Prior to joining academia, he was a practicing attorney with the firm of Frisch, Dudek and Slattery, Ltd in Milwaukee. He is a graduate of Northwestern University Law School.

**Kevin Barry**, *Thinking Outside the Boxes: Using Electronic Portfolios to Encourage Student Reflection and Self-Assessment*

Kevin Barry is an Assistant Professor of Law and Director of the Civil Clinic at Quinnipiac University School of Law. Kevin joined Quinnipiac one year ago, following a two-year clinical fellowship at Georgetown University Law Center's

Federal Legislation Clinic.

**Margaret Martin Barry**, *Encouraging Self-Assessment: The Essential Skill*

Margaret Martin Barry is an Associate Professor of Law at the Columbus School of Law, the Catholic University of America. She teaches in the Families and the Law Clinic (the school's clinical programs are among the top ranked clinical programs in the country). Professor Barry currently serves as Co-President of the Society of American Law Teachers (SALT) and Vice-Chair of the ABA Standards Review Committee. She is a member of the Global Alliance for Justice Education (GAJE), and has participated as a planner of and presenter in several of its international conferences. She also serves on the Board of the Clinical Law Review. In the past, Professor Barry served as Chair of the Association of American Law Schools (AALS) Section on Clinical Legal Education, as President of the Clinical Legal Education Association (CLEA) and as a member of the boards or committees of the organizations listed. Professor Barry was awarded a Fulbright Scholarship in 2007 to teach at the University of Montenegro. As a Fulbright Senior Specialist, she also taught a clinical course at NALSAR Law University in Hyderabad, India in the summer of 2005. In January 2009, she was the recipient of the William Pincus Award for outstanding contributions to clinical legal education. She has published in the areas of clinical teaching and family law, and has served on a number of professional panels in the U.S. and abroad discussing clinical teaching, family and domestic violence law, and legal representation. Professor Barry is a graduate of the University of Minnesota School of Law and Luther College.

**Beryl Blaustone**, *Encouraging Self-Assessment: The Essential Skill*

Ms. Blaustone, a tenured law professor, is a founding faculty member of CUNY School of Law. She is the Founding Di-

rector of the Mediation Clinic of Main Street Legal Services, Inc. at CUNY. The Mediation Clinic operates an employment discrimination, disability and workplace conflict mediation project. The Mediation Clinic mediates these types of claims for the New York State Division of Human Rights, the Social Security Administration, Equal Employment Opportunity Commission, and workplace conflicts including union grievances and management conflicts. Since the beginning of the School, she has contributed to the multidisciplinary design of the curriculum. She teaches Mediation, Lawyering skills, and Evidence. She also regularly advises other clinical law teachers nationally and internationally on clinical teaching methodology.

Ms. Blaustone conducts conflict resolution training for business managers, public agency executives, unions and employees. She has an extensive background in workplace regulation including personnel issues, federal and state anti-discrimination requirements in employment, and workplace disability. Her background also includes labor law practice, workplace benefits, public employee representation and service as a Commissioner on the District of Columbia Human Rights Commission. A practicing mediator for over 28 years, she is recognized as a leading authority as well as a published author in the areas of dispute resolution theory, professional role theory, and professional skills theory.

Ms. Blaustone has taught dispute resolution courses at several law schools and universities. She has trained mediators in several different jurisdictions for court and community programs. Nationally and internationally, she has advised universities, colleges, private organizations, and public institutions on the design of their programming. She serves on a number of committees and boards of professional and community service organizations. Ms. Blaustone also serves as a mediator for the Equal Employment Opportunity Com-

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mission and serves on the Key Bridge Foundation Mediator Panel. Ms. Blaustone served as Advisor to the Instituto para la Solucion de Conflict at the law school of the Interamerican University of Puerto Rico. She has also served as Co-Convenor of the CUNY Dispute Resolution Consortium. Ms. Blaustone is also qualified as an Impartial Hearing Officer to decide Special Education cases. Beryl Blaustone received her B.A. Magna Cum Laude in Latin American and Chicano Studies from the University of Minnesota, and graduated as a member of the founding class of Antioch School of Law.

**Susan L. Brooks**, *Making Lemonade: Using Existing Summative Data for Broader Program Evaluation* and *Pre- and Post Testing: An Effective Instructional Tool for Professors and Students*

Susan Brooks is the Associate Dean for Experiential Learning at the Drexel University Earle Mack School of Law, where she oversees all of the law school's clinical and public service programs. Previously, she spent many years as a Clinical Professor at Vanderbilt Law School, where she directed the Child and Family Law Policy Clinic, and taught other courses related to child and family law and policy.

Brooks has been involved in extensive research, writing, and community service projects related to child welfare, social services, and the role of the courts. During her time in Tennessee, she conducted research and consulted on numerous projects related to child welfare and the foster care system with representatives of all three branches of government. Brooks also spearheaded three successful legislative initiatives to support kinship families in Tennessee.

In addition to her J.D., which she received from the New York University School of Law, Brooks has a graduate degree in social work from the University of Chicago, School of Social Service Administration (SSA). She practiced social work for several years before attending law school at New York University. Much of her scholarship has focused on the application of social work principles to the fields of clinical legal education and child and family law.

**Sande L. Buhai**, *Formative Assessment for*

### *Interviewing and Counseling Skills*

Professor Sande Buhai is a Clinical Professor and Director of the Public Interest Law Department at Loyola Law School. She teaches in the areas of lawyering skills and professional responsibility. She was formerly the Executive Director of the Disability Rights Legal center and a Deputy Attorney General for the State of California. Prof. Buhai is a graduate of UCLA and Loyola Law School, cum laude. She has served on many State, National and Local Bar Committees, including the California Bar's Committee on Professional Responsibility and Competence and the Los Angeles County Bar's Committee on Professional Responsibility. She is a past Chair of the American Association of Law Schools Section on Pro Bono and Public Service Opportunities. Prof. Buhai has published in the areas of disability rights, civil rights, and professional responsibility.

### **Hillary Burgess**, *Structured Peer Feedback: Creating Experts from Novice Learners*

Hillary Burgess joined Hofstra School of Law as Assistant Professor of Academic Support in 2008. Before joining Hofstra, Professor Burgess taught Alternative Dispute Resolution at Rutgers School of Law - Camden. She also incorporated academic support writing into her undergraduate courses in Criminal Law, Criminal Procedure, Prisoners' Rights, Criminal Justice in America, and Criminal Justice and Social Conflict. Additionally, she has taught Business Writing and Rhetoric, among other courses at Rutgers - Camden and Rowan Universities.

Professor Burgess presents nationally and internationally (most recently Mexico and South Africa) on topics including experiential learning, collaborative learning, writing across the curriculum, using technology in and outside the classroom, and how culture impacts diverse students' experience of law school. She is an active participant in the academic support and legal writing communities and maintains the national databank of academic success resources and surveys.

Professor Burgess has been active in ensuring the rights of crime victims, serving as a legal victim advocate and crisis counselor for rape and domestic violence crisis centers in Illinois and North Carolina. She graduated from the University of North Carolina School of Law at Chapel Hill, where she studied Legal Education with Judith Wegner, author of the Carnegie Re-

port. She also studied the history of the United States Supreme Court with the late Chief Justice William Rehnquist in Strasbourg, France. Professor Burgess earned dual honors at the University of Chicago as an undergraduate.

Professor Burgess is currently working on a paper about how flowchart exercises facilitate learning law and is also updating her fifty state statutory survey on sexual assault reforms.

### **Denise Burke**, *Getting Started: Faculty Retreat with Expert Consultant*

Denise Burke joined the UW College of Law faculty as the Assistant Dean in November 2003. Previously, Denise was Senior Assistant Attorney General for the State of Wyoming, serving as the Director of the Wyoming Medicaid Fraud Control Unit. She was cross-designated as a Special Assistant United States Attorney, served on the executive board of the National Association of Medicaid Fraud Control Units, and served on the national task force on elder abuse. She previously represented the Wyoming Department of Health and Department of Family Services. Denise was a high school Theatre and English teacher for over ten years and taught numerous workshops for teachers on learning theory, assessment, and motivational instruction. Denise teaches Health Law and Education Law for the UW College of Law. Denise received her Bachelor of Arts with honor from the University of Wyoming, conducted graduate studies at Bowling Green State University, and received her Juris Doctor from the University of Wyoming.

### **Catherine Greene Burnett**, *Formative Assessment of Ethical Judgment: Clinical Course Models from the Past, Directions for the Future*

Catherine Greene Burnett is Associate Dean for Clinical Studies and a Professor at South Texas College of Law. Catherine teaches national and state criminal procedure, international criminal law and procedure, and seminars in the death penalty and contemporary criminal law issues. In her role as Associate Dean, Catherine oversees the law school's clinical programs. As a clinician she launched the law school's first direct representation clinic and has subsequently taught in the Texas Capital Punishment Clinic, Disability Clinic, Mediation Clinic, and HIV and the Law Clinic. Catherine remains an active

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instructor in the law school's numerous academic internships: judicial, public interest, government, criminal and international. She serves on the board of the Innocence Project of Texas and on the State Bar's Legal Services to the Poor in Criminal Matters Committee.

### **Mary Pat Byrn**, *Cooperative Assessments*

Mary Pat Byrn is an Assistant Professor of Law at William Mitchell College of Law in St. Paul, MN. She teaches and writes in the areas of assisted reproductive technology, constitutional law, and family law.

### **Christine Cimini**, *Formative Assessment of Ethical Judgment: Clinical Course Models from the Past, Directions for the Future*

Christine Cimini is the Director of Clinical Programs at the University of Denver Sturm College of Law and teaches in the Community Law Clinic. Students in the Community Law Clinic engage in individual and community representation in a variety of substantive areas depending on current community needs. The current focus of the clinic includes immigrant laborer issues, housing and domestic violence. Her most recent article entitled *Ask, Don't Tell: Ethical Issues Surrounding Undocumented Workers' Status in Employment Litigation* was published in the STANFORD LAW REVIEW.

### **Mary Crossley**, *A Funny Thing Happened On the Way to Institutional Assessment (at Pitt Law)*

Mary Crossley, is Dean and Professor of Law at the University of Pittsburgh School of Law. Widely recognized for her scholarship in disability and health law, Dean Crossley has written broadly on issues of inequality in health care financing and delivery and has published articles in numerous law journals, including *Columbia Law Review*, *Iowa Law Review*, and *Notre Dame Law Review*. After practicing law in New Haven, Connecticut, and San Francisco, she began her academic career at the University of California, Hastings College of the Law, where she was promoted to Professor of Law and served for two years as Associate Academic Dean. In 2000, Crossley joined the faculty of the Florida State University College of Law, where she was named the Florida Bar Health Law Section Professor of Law. At Florida State, she also served as a courtesy member of the faculty of the Florida State

University College of Medicine. Crossley was appointed Dean and Professor of Law at the University of Pittsburgh School of Law in 2005, serving as the first female dean in the School's 110 year history.

### **Andrea Curcio**, *Testing Assessment Assumptions: Developing Studies to Measure the Impact of Formative Assessments on Student Learning Outcomes*

Andrea [Andi] Curcio graduated with high honors from the University of North Carolina in 1988 and spent six years working as a litigation attorney. She began her teaching career at Georgia State University College of Law in 1994 where she is now a Full Professor. She teaches Civil Procedure, Evidence and co-directs the Externship program. She has written in the areas of tort reform (punitive damages), sexual violence and sexual harassment, and legal pedagogy and assessment. In the Spring 2007, she was awarded a Fulbright Scholar grant to teach in China. In 2008, she was named Professor of the Year at the College of Law and she was awarded Georgia State University's Teaching Effectiveness Award. Currently, Professor Curcio is a Board member for the Society of American Law Teachers [SALT] and chairs SALT's Committee on Issues in Legal Education. She is also a member of the Advisory Board for Georgia State's Center for Teaching and Learning and is a member of the American Bar Association's Special Committee on the Professional Education Continuum

### **Susan R. Dailey**, *Thinking Outside the Boxes: Using Electronic Portfolios to Encourage Student Reflection and Self-Assessment*

Susan R. Dailey is an Associate Professor of Legal Writing and Director of the Legal Skills Program at Quinnipiac University School of Law. She has been the writing specialist at Quinnipiac for 22 years and has used portfolios extensively in her teaching. Her long-range study of law student use of electronic portfolios is in its third year.

### **Dorothy Evensen**, *Designing Formative Assessments of Law Students' Critical Case Reading and Reasoning Ability for Doctrinal Classrooms*

Dorothy Evensen is Professor of Education in the Higher Education Program at Penn State University and holds the title of Senior Scientist in Penn State's Center for the Study of Higher Education. She earned a Ph.D. in Educational Psychology from

New York University in 1991, and her dissertation focused on law students' strategic reading.

Prior to her present position, she worked as a high school reading specialist and directed reading specialist programs at Syracuse University and Penn State. Dr. Evensen has conducted numerous studies on learning and literacy development in professions such as law and medicine. Her most recent research on case reading was conducted with James Stratman of the University of Colorado-Denver. This work was sponsored by LSAC and is available on the LSAC website as a technical report. In addition, Drs. Evensen and Stratman are working on translating this work into a manual aimed at multiple law school audiences – academic support personnel, legal writing instructors, and doctrinal instructors.

### **Fred Galves**, *Summative Assessment: Making Evidence Exams More Relevant and Realistic*

Professor Galves has been a member of the Pacific McGeorge faculty since 1993. Galves lectures widely on the use of technology in the practice of law, including the use of 3D computer animations and virtual reality exhibits. His use of technology in teaching and his computer-assisted litigation course has inspired several universities to recruit Professor Galves as a visiting professor. He has taught at the University of California at Davis School of Law, Fordham Law School, the University of Denver Law School and Southwestern University Law School. Professor Galves also teaches several international courses to Americans and foreigners. He has taught Trial Advocacy in Chile and China, private international litigation in Austria, alternative dispute resolution in Germany, and each summer he teaches U.S. Securities Law as well as USA Legal Orientation to foreign attorneys and judges enrolled in the U.C. Davis international program. At Pacific McGeorge, Professor Galves teaches Civil Procedure, Evidence, and Computer-Assisted Litigation. He also administers the Street Law International Program in conjunction with Sacramento Charter High School – a program in which law students teach legal concepts and trial advocacy to inner city teenagers. Following graduation from Harvard Law School in 1986, Galves served as a judicial clerk for Judge John L.

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Kane (U.S. District Court, District of Colorado). He later practiced with the Denver law firm of Holland & Hart, specializing in complex commercial litigation and litigation against former directors and officers in failed banks and savings and loan associations. Galves has worked on national banking legislation with both the Senate and House Banking Committees. Galves has done pro bono legal work in Chile on a human rights fellowship from Harvard, and was a Harvard teaching fellow in Principles of Economics ("EC 10").

### **John Burwell Garvey**, *Large Group Presentation on Student Assessment*

Professor John Burwell Garvey is the Director of the Daniel Webster Scholar Honors Program at Franklin Pierce Law Center in Concord, NH. He is leading a first in the nation program for honors students which will prepare those students for admission to the bar based upon rigorous evaluation of their practical legal skills as well as substantive knowledge of the law. This program was initiated by the New Hampshire Supreme Court, and is a collaborative effort of the Court, the New Hampshire Board of Bar Examiners, the New Hampshire Bar Association and Pierce Law. The program has already received national praise and encouragement from judges, lawyers and legal education scholars. Professor Garvey has been selected to serve on the Carnegie Foundation's Initiative on the Future of Legal Education and has been asked to speak at national and international events regarding the Webster Scholar program. Prior to joining Pierce Law as a full time faculty member in 2005, Professor Garvey had a long association as a member of the adjunct faculty. He has extensive teaching experience and has been a frequent presenter to lawyers and judges. He first taught Evidence at Pierce Law in 1985, and continues to teach Evidence and other courses.

### **Barbara Glesner Fines**, *Encouraging Self – Assessment: The Essential Skill*

Barbara Glesner Fines started her career in law teaching as a legal writing TA at the University of Wisconsin Law School in 1981. In the 28 years since then, she has taught her way across the curriculum – from Federal Income Tax to Poverty Law, Business Organizations to Family Law. She currently serves as Associate Dean for Faculty Development and teaches Profes-

sional Responsibility and a seminar in Ethical Issues in Family Representation. Her articles on teaching and learning in law school include *Fundamental Principles and Challenges of Humanizing Legal Education*, 47 Washburn L. Rev. 31 (2008); *The Impact of Expectations on Teaching and Learning Law*, 38 Gonzaga L. Rev. 89 (2002/03); *Competition and the Curve*, 65 UMKC L.Rev. 879 (Summer 1997); *Fear and Loathing in the Law School*, 23 Conn. L.Rev. 627 (1991). She is a past president of CALI and past co-director of the Institute for Law School Teaching. She currently serves as Treasurer of the AALS Section on Teaching Methods, is on the advisory board of the Institute for Law Teaching & Learning, and is a member of Best Practices Implementation Committee. She maintains a website of teaching and learning law resources and directs a program on law teaching development (<http://www.teachinglaw.org>).

### **Carolyn Grose**, *Encouraging Self – Assessment: The Essential Skill*

Carolyn Gross, William Mitchell College of Law, is well-published in the fields of critical theory, family law and clinical pedagogy. Over her eleven years of teaching in clinical and non-clinical courses, Professor Grose has come to believe that her job is to challenge students to become intentionally critical thinkers and actors. This is a two step process: the first is to get them to ask critical questions about whatever subject she is teaching -- skills, clinic, professional responsibility, family law, trusts and estates; the second is to help them find their identities as powerful actors in the legal system who can and must make choices about the kind of professionals they want to be. The goal of all this, of course, is to show that Law -- or The Legal System -- doesn't simply exist out there to be 'found', but that it is constructed by people just like us -- teachers, students, ordinary citizens, who pay attention and care about improving the lives of everyone around them. Professor Grose works for improvement in legal education as a member of the CLEA Board and of the Best Practices Implementation Committee.

### **Joan MacLeod Heminway**, *Setting and Preliminary Thoughts About Scaling the Concept to a Larger Class Environment*

Joan MacLeod Heminway is the College of Law Distinguished Professor of Law at The University of Tennessee College of Law. She teaches a range of business law courses, including Business Associations, Corporate Finance, Securities Regulation, and Representing Enterprises (a transaction simulation course), as well as Animals & the Law. She received the Chancellor's Award for Teaching Excellence in 2006, the College's Marilyn V. Yarbrough Faculty Award for Writing Excellence for 2005, and the College's Harold C. Warner Outstanding Teacher Award for 2004. Her scholarship focuses on securities fraud and corporate governance, including especially issues relating to disclosure regulation and policy. She is a member of the ALI and currently serves as a fellow in The University of Tennessee's Corporate Governance Center, Center for Business and Economic Research, and Center for the Study of Social Justice. Before accepting her academic appointment at The University of Tennessee in 2000, Professor Heminway practiced corporate and securities law for almost 15 years in the Boston office of Skadden, Arps, Slate, Meagher & Flom LLP.

### **Gerry Hess**, *Formative Assessment of Teaching*

Gerry Hess holds education and juris doctor degrees from the University of Wisconsin-Madison. He teaches students Civil Procedure, Environmental Law, International Environmental Law, and Litigation Skills and Professionalism at Gonzaga University School of Law. Professor Hess is a co-author and co-editor of three books on teaching and learning in law school: *Teaching Law by Design, Techniques for Teaching Law*, and *Teaching the Law School Curriculum*. He co-produced two videotapes and accompanying faculty development materials: *Principles for Enhancing Legal Education* and *Teach to the Whole Class: Barriers and Pathways to Learning*. He has published twelve journal articles on faculty development, curriculum design, and teaching and learning in law school.

Professor Hess founded the Institute for Law School Teaching in 1991 and was its director until 2004. In 2008, he became the co-director of the Institute for Law Teaching and Learning. He served as a co-editor of *The Law Teacher*, as a member of the advisory committee for

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the *Journal of Legal Education*, and as a member of the editorial board of the *Canadian Legal Education Annual Review*. He has been the chair of the AALS Teaching Methods Section and is a faculty member and educational consultant at the National Judicial College.

Professor Hess is a frequent speaker at national conferences about legal education. He conducts workshops on law teaching at law schools in the United States, Canada, and Japan. Before attending law school, Gerry taught wonderful and challenging kids in grades 2, 4, and 5. He is married to Dr. Layne Stromwall and has two children, Michael and Amanda.

**Dannye Holley**, *How to Design a Comprehensive Summative Assessment: Some Advantages from the Thurgood Marshall School of Law First-Year Common Final Examination Process* Professor Dannye Holley, Interim Dean, Thurgood Marshall School of Law, Texas Southern University, Houston, Texas; received his B.A. (1967) and J.D. (1970) at the State University of New York, Buffalo, and his LL.M. (1971) at University of California, Berkeley. Admitted to New York Bar in 1971, he teaches Advanced Criminal Law & Procedure, Criminal Law, Criminal Procedure, and Evidence. Since 2002, he has been the Co-Director of the TMSL Center for Legal Pedagogy. His article, Minorities and the Legal Profession: Current Platitudes, Current Barriers, 12 T. Marshall L. Rev. 299 (1987), has been frequently cited in legal and professional literature in last two decades. He has also published: The Supreme Courts: Did September 11 Accelerate Their Sanctioning The Constitutionality of Criminalizing Suspicion? 7 Pierce L. Rev. 39 (2008). Judicial Anarchy: The Admission of Convictions to Impeach: State Supreme Courts' Interpretative Standards, 1990-2004, Mich. St. L. Rev. 307 (2007). Federalism Gone Far Astray From Policy and Constitutional Concerns: The Admission of Convictions to Impeach by State's Rules, 1989-2004, 2 Ten.J.L.P. 239-334 (2006). Culpability Evaluations in The State Supreme Courts, 34 Akron L. Rev. 401 (2001). "Using the Syllabus as Synthesis & Teaching Plan," Essay in "Techniques For Teaching Law" S. Friedland and G. Hess, eds. (Carolina Academic Press, 1999). The Influence of the Model Penal Code's Culpability Provisions

on State Legislatures: A Study of Lost Opportunities, Including Abolishing The Mistake of Fact Doctrine, 27 S.W.L.J. 229 (1997). His presentations include: Texas Judicial Conference—Continuing Education for Judges: Texas Evidence Rules (August 2008). Minority Students and the Bar Examination (Fall 2007). Federal Sentencing Disparities (September 2007). The Insanity Defense & the Andrea Yates Case (October 2006). Minority Bar Passage Panelist—St. Mary's Law School (January 2000).

**Melanie Jacobs**, *Using Multiple Assignments to Assess Students*

Professor Jacobs joined the MSU College of Law faculty in 2002 and teaches Family Law: Child, Parent & the State; Decedents' Estates and Trusts; Property; and a seminar in Assisted Reproductive Technologies and the Law. In October 2008, she was a guest lecturer at Fudan University in Shanghai, China. For the 2006-07 year, Professor Jacobs was awarded a Michigan State University Lilly Teaching Fellowship. During the Fall 2004 semester, she was a Visiting Assistant Professor at the William & Mary Marshall-Wythe School of Law, where she taught Family Law and Property. Previously, Professor Jacobs served as a Freedman Fellow and a lecturer in law at Temple University School of Law. Her additional teaching experience includes two years as a clinical instructor for the Hale & Dorr Legal Services Center at Harvard Law School and as an adjunct instructor at the Boston University School of Law. While in the Boston area, Professor Jacobs also engaged in private practice with the firm of Witmer, Karp, Warner & Thuotte and served as counsel to the Massachusetts Department of Revenue Child Support Enforcement Division.

Professor Jacobs has written articles and given numerous national and international presentations regarding the need to establish legal recognition for nontraditional families. She has argued in favor of preserving nonbiological parental relationships to foster the best interests of children and her current research and scholarship focuses on moving beyond biological bases of parental determination and recognizing multiple parents. Professor Jacobs received her A.B. from Columbia College in New York City and her J.D. from Boston University. She is

admitted to the Massachusetts Bar.

**Peter A. Joy**, *Encouraging Self-Assessment: The Essential Skill*

Peter Joy is on the faculty of Washington University School of Law in St. Louis, teaches Legal Profession, Trial Practice & Procedure, Comparative Legal Ethics Seminar, and the Criminal Justice Clinic, and will become Vice Dean at the law school in January 2010. He is a former Chair of the Clinical Legal Education Section of the AALS, past President of Clinical Legal Education Association (CLEA), and a current member of the Board of Governors for the Society of American Law Teachers (SALT). He was a member of the Steering Committee for CLEA's Best Practices Project, and he is a member of the *Best Practices* Implementation Committee, the ABA Accreditation Committee, a Program Director for the National Institute of Trial Advocacy (NITA), and a former member of the ABA Clinical Skills Training Committee. He is on the Board of Editors for the *Clinical Law Review*, and he writes in the areas of legal ethics, access to justice, and legal education. He coauthors an ethics column as a contributing editor to the ABA publication *Criminal Justice*, and he is on the Executive Committee of Professional Responsibility Section of the AALS.

**E. Christopher Johnson, Jr.**, *Real World Implications of Outcome Measures Assessment*

E. Christopher Johnson, Jr. joined the Thomas M. Cooley Law School in January 2009 as the director of the school's new corporate law and finance master of laws (LL.M.) program and has been appointed to serve as a member of Cooley's nationally recognized Professionalism Department. Before joining Cooley, Professor Johnson served as the General Motors North America vice president and general counsel beginning in 2001 where, he was responsible for managing the delivery of all legal services that impacted the GM North America Region. He also served on the GM North America Strategy Board. Additionally, Professor Johnson was the chair of GM's African Ancestry Affinity Group.

A former attorney search consultant (1985-1988) and an associate attorney (1981-1985) with the New York firm of Mudge Rose Guthrie Alexander & Ferdon, Professor Johnson graduated with honors from New York Law School in 1981. He received an American Jurisprudence Award

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for constitutional law and served as president of the New York Law School student body.

Professor Johnson attended the U.S. Military Academy at West Point, graduating in 1973 as a cadet captain. He served in the U.S. Army from 1973 to 1978, attaining the rank of captain and receiving the Army Commendation Medal for Meritorious Service.

Professor Johnson is active in a number of civic activities. He is a member of NorthRidge Church in Plymouth, Michigan, where he serves on the Elder Board and volunteers in various capacities, including general counsel. He also serves as Chairman of the United Negro College Fund Michigan Leadership, and on the board of directors of the Great Lakes Division, American Cancer Society. He is co-chair of the Legacy Campaign for Detroit's Legal Aid and Defender Association, co-chair of the Detroit Metropolitan Bar Foundation and a member the advisory board of the Council on Legal Education Opportunity (CLEO). He is involved in numerous American Bar Association activities including the House of Delegates, Standards Review Committee of the Section of Legal Education, vice chair the President's Advisory Council on Diversity, a fellow of the American Bar Foundation, and past chair of the Africa Law Council.

He has been recognized by numerous organizations for his community and professional contributions including the American Bar Association, D. Augustus Straker Bar Association, Detroit Legal Aid Society, Detroit Metropolitan Bar Association, National Bar Association, National Black Law Students Association, Oakland County Bar Association, State Bar of Michigan, Street Law and Urban Wheels. Professor Johnson's scholarship accomplishments include frequent speeches in the areas of diversity, professional responsibility and law school accreditation (see attached).

Professor Johnson is married and has two children. His daughter, Erin is an attorney and a federal judicial law clerk and his son, Chip, is a media buyer at a major advertising agency in New York.

**Ann Juergens**, *Formative Assessment of Ethical Judgment: Clinical Course Models from the Past, Directions for the Future*

Ann Juergens is Professor of Law and Co-Director of Clinics at William Mitchell Col-

lege of Law in St. Paul. She works with students and clients in the Civil Advocacy Clinic on a range of matters—from unemployment benefits appeals to consumer disputes with contractors and housing repair cases—relying on a range of resolution approaches. She teaches using a variety of methods as well; her additional courses include professional responsibility, an externship seminar on lawyers' professional identity, and a required second year simulation course, Advocacy. This is her 25<sup>th</sup> year of teaching.

**Catherine F. Klein**, *Encouraging Self-Assessment: The Essential Skill*

Catherine F. Klein is Professor of Law at Catholic University of America and Director of Columbus Community Legal Services, the umbrella organization for the law school's live-client clinical program. She is also Co-Director of the Families and the Law, one of the first law school clinical programs in the United States designed to address the issue of domestic violence through individual representation, community outreach and education and legislative advocacy. Professor Klein has published numerous articles and organized many workshops and trainings on the legal responses to domestic violence. Professor Klein has served as a volunteer trainer and mentor for law professors and lawyers in Poland, Russia, Kyrgyz Republic and other countries of the former Soviet Union. She is also involved in an ongoing project to support the development of law school clinics and other innovative teaching methodologies in the region. Professor Klein is a current member of the Global Alliance for Justice Education (GAJE) Steering Committee, serving as one of two representatives from North America. She has participated in the GAJE conferences in Trivandrum, India, Durban, South Africa, Krakow, Poland, Cordoba, Argentina and Manila, The Philippines. She was an active member of the planning committee for Manila and co-chair of the GAJE North American Regional Conference in New York City in May 2006. Professor Klein received her J.D. from the University of Cincinnati College of Law and a B.A. from Northwestern University, with a degree in philosophy. She was elected to the Order of the Coif and Phi Beta Kappa.

*with Realities of Courses and Practice*

**Donna H. Lee**, *Formative Assessment of Ethical Judgment: Clinical Course Models from the Past, Directions for the Future*

Donna H. Lee is a Professor at CUNY School of Law. She has taught in the domestic violence and immigration clinics, and will be teaching in the criminal defense clinic this fall. She has also taught family law, a prisoners' rights seminar, and in CUNY's Lawyering Program. Donna serves on the Advisory Board of the New York Asian Women's Center, an organization that advocates for and serves Asian women and children affected by domestic violence, as well as the CLEA Board. Before coming to CUNY, she clerked in the District of New Jersey and on the Third Circuit, worked in the Law Reform Unit of Legal Aid in New York City and the ACLU National Prison Project in Washington, D.C., and taught Lawyering at NYU Law School and in the clinics at Brooklyn Law School.

**Professor Mary A. Lynch**, *Incorporating Effective Formative Assessment Into Course Planning: A Demonstration and Toolbox*

Mary Lynch joined the Albany Law School faculty in 1989 after serving as an assistant district attorney in New York County. She is currently the Director of the newly launched Albany Law Center for Excellence in Law Teaching (CELT) and of the Domestic Violence Prosecution Hybrid. From 2001 to 2009, she served as Director or co-Director of the Albany Law Clinic & Justice Center. During the past twenty years, she has taught seminars in Domestic Violence and Disability Law and pre-trial and trial practice litigation courses (both civil and criminal). She has also taught in and directed the Disability Law Clinic, the Field Placement Clinic and the Post-Conviction Remedies Clinic. She is a current member of the Executive Committee of the Clinical Legal Education Section of the AALS, co-chair of the Clinical Legal Education Association's (CLEA) *Best Practices* Implementation Committee and Editor of the *Best Practices for Legal Education Blog*. Professor Lynch writes in the area of legal education, disabilities and domestic violence law and has recently discovered a passion for community theater.

**Paula Manning**, *Feedback for Everyone:*

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*Using Rubrics, Technology & the Power of Positive Feedback to Promote Student Learning*  
Paula Manning is Associate Dean at Whittier Law School, where she directs the Institute for Student and Graduate Academic Support.

**Deborah Maranville**, *Feedback for Everyone: Using Rubrics, Technology & the Power of Positive Feedback to Promote Student Learning*  
Deborah Maranville is a Professor of Law at the University of Washington School of Law where she is Director of the Clinical Law Program and the Unemployment Compensation Clinic. She has also taught Administrative Law, Civil Procedure, Access to Justice and a first year legal writing public service practicum option in which students work in teams to provide research for public interest practitioners. Her writings on unemployment compensation and other public benefits topics, inspired by her practice experience and interest in feminist legal theory, integrate theoretical and interdisciplinary approaches. She is the author of ADMINISTRATIVE LAW (1997), a book of unemployment compensation focused simulation exercises to accompany the course in Administrative Law, as well as several articles on teaching and on the role of experiential learning in motivating law students and providing context for their doctrinal learning.

**Luke Meier**, *Weekly Quizzes for Formative Assessment*

Luke Meier is an Assistant Professor of Law at Drake University Law School. Professor Meier received his B.S. from Kansas State University and his J.D. from the University of Texas School of Law, where he graduated with high honors. While in law school, Professor Meier served as a Research Assistant for Professor Charles Alan Wright and as the Managing Editor of the *Texas Law Review*. He has published numerous articles, including placements in the *Indiana Law Journal* and the *Indiana Law Review*. Previously, Professor Meier served as a Visiting Assistant Professor of Law at the University of Nebraska-Lincoln College of Law, where he was voted both the First-Year Professor of the Year and the Upper-Class Professor of the Year.

**Nelson Miller**, *Mapping Lawyer Competencies onto the Law School Curriculum*

Nelson Miller is Associate Dean of Thomas M. Cooley Law School's Grand Rapids campus and Professor teaching Torts I and II, Professional Responsibility, Employment Law, No-Fault Insurance Law, Tax-Exempt Organizations, and other courses. He has over 30 articles and book chapters to his publication credit including articles accepted for publication in the *Journal of Legal Education* and *Journal of the Legal Profession*. He has also co-edited a book, *Reflections of a Lawyer's Soul*, on professionalism in legal education, and has another book, *Teaching Law—A Framework for Instructional Mastery*, accepted for publication. He won a state-bar award for pro-bono service and is the board president of the Legal Assistance Center, an organization serving thousands annually. He also practiced law for 17 years before moving to legal education.

**Jeffrey J. Minneti**, *Making Lemonade: Using Existing Summative Data for Broader Program Evaluation* and "Pre- and Post Testing: An Effective Instructional Tool for Professors and Students"

Jeff Minneti directs the Academic Success Program at Stetson University College of Law. In addition to working with new students in orientation programs, Minneti teaches an Academic Success Workshop course for first-semester students, a course in legal analysis for students who struggle academically in their first semester, and an upper level advanced critical thinking course.

Minneti holds a bachelor's in education from the University of South Florida; he taught elementary and middle school students for over five years. Minneti graduated, with honors, from Cumberland School of Law at Samford University in Birmingham, Ala., receiving his J.D. and M.B.A. degrees from Cumberland's joint degree program. While at Cumberland, Minneti served as editor in chief of the *American Journal of Trial Advocacy*. Upon graduation from law school, Minneti clerked for Justice Thomas A. Woodall on the Alabama Supreme Court. Minneti is a member of the Florida and Alabama State Bars and the St. Petersburg Bar Association. Prior to joining the Stetson faculty, Minneti was an associate with the Tampa office of Murray Marin & Herman, where his practice focused on defending London Market insurers.

**Greg Munro**, *Introduction to the Conference*  
Professor Greg Munro is the Director of Professional Skills at Montana Law School. An innovator in professional skills instruction and assessment, Professor Munro teaches PreTrial Advocacy, Trial Practice and Insurance Law. Prior to joining Montana Law School in 1988, Professor Munro was a civil trial lawyer in Billings, Montana, for thirteen years practicing in the areas of product liability, medical malpractice, construction site safety, premises liability, automobile accidents, and bank and insurance bad faith tort. He is a past president of the Montana Trial Lawyers Association. Greg earned his B.A. in 1970 and his J.D. in 1975 from The University of Montana.

Professor Munro's publications include *Outcomes Assessment for Law Schools* (Inst. for L. Sch. Teaching 2000), and *How Do We Know If We Are Achieving Our Goals? Strategies for Assessing the Outcome of Curricular Innovation*, 1 J. Assn. Leg. Writing Dirs. 229 (2002).

**Kimberly O'Leary**, *Thinking Critically about Teaching Goals Through Designing Effective Assessment Rubrics*

Kimberly O'Leary is a Professor of Law at the Thomas M. Cooley Law School in Lansing, Michigan. She is the Director of the Sixty Plus, Inc. Elderlaw Clinic and the chair of the Clinical Department at Cooley. She has taught in in-house clinics, externships, seminars and skills courses for over twenty years. Her first introduction to outcome measures and rubrics was in 2001 and it took her seven years to complete a set of outcome measures and rubrics for one in-house clinical course.

**Anthony Palasota**, *How to Design a Comprehensive Summative Assessment: Some Advantages from the Thurgood Marshall School of Law First-Year Common Final Examination Process*

Professor Anthony Palasota, Thurgood Marshall School of Law, Texas Southern University, Houston, Texas. Director, Center for Legal Pedagogy. Legal Writing, Jurisprudence, Advanced Legal Argument, and Advanced Legal Writing. Research Grants (1) to model the problem space of first-year law-school students learning to write essay exams – Protocol Analysis: Conceptualizing the Problem Space of First-Year Law School Exams; (2) to Study transference in expert legal reasoning: Transference in Expert Legal Reasoning; (3) to examine how law-school instructors

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approach teaching; The Law School Instructor Teaching Style Survey; and (4) to conduct pre-matriculation programs for students entering law school. Collaborative Writing Projects: Working with Doctrinal Colleagues to Improve Law School Pedagogy, Association of Legal Writing Directors 2003 Conference, July, 2003. Measuring the Critical Thinking Skills of In-Coming Law Students: Helping Law Students Identify Strengths and Weaknesses in Critical Thinking, Central Region Legal Research & Writing/Lawyering Skills Conference, September, 2003. Reading Skills for Law Students: Teaching Cognitive Strategies to Facilitate the Comprehension of Legal Texts, 4<sup>th</sup> Annual Rocky Mountain Legal Writing Conference, March, 2004. Publications: Expertise and the Law – Some recent Findings from the Cognitive Sciences about Complex Information Processing, [16 T. Marshall L. Rev. 599 \(1991\)](#). Editor: *Legal Writing Tips*. *Law School Teaching Innovations/Tips*. *Teaching Quick Tips*. *Learning Tips*.

### **Pamela Perry**, *Using Multiple Assignments to Assess Students*

Pamela L. Perry joined the faculty of Widener University School of Law in 1994. She teaches in the areas of Civil Litigation, Employment Law, Professional Responsibility and, recently, Lawyering Skills. Professor Perry has also taught at Rutgers-Camden School of Law, Northeastern University School of Law, and Dickinson School of Law. Prior to working in academia, Professor Perry was an associate at the law firm of Pepper, Hamilton & Scheetz in Philadelphia and was Deputy City Solicitor and Divisional Deputy City Solicitor for the City of Philadelphia. Professor Perry also worked with the Women's Law Project in Philadelphia and as a consultant to the University of Pennsylvania School of Law's Center on Professionalism. In addition to her academic work, Professor Perry consults on employment issues.

Professor Perry received her B.A. from Miami University, Oxford, Ohio and her J.D. (*magna cum laude*) from Georgetown University Law Center. Professor Perry is admitted to practice in Pennsylvania and New Jersey.

### **Dee Pridgen**, *Getting Started: Faculty Retreat with Expert Consultant*

Dee Pridgen is Associate Dean and the Carl M. Williams Professor of Law and Social Responsibility, at the University of Wyoming's College of Law, where she has taught since 1982. Her subjects include Consumer Protection, Contracts, Antitrust, Communications Law, Constitutional Law, and Internet Law. She received her Juris Doctorate in 1974, from New York University, and a B.A. in 1971, from Cornell University. She is a member of the Order of the Coif and Phi Beta Kappa. Pridgen has been a Fulbright Scholar/Lecturer at Tokyo University in Japan and a Visiting Professor of Law at the University of Baltimore School of Law, the University of Maryland School of Law, and the Catholic University of America, Columbus School of Law. She also served as a Staff Attorney, for the Federal Trade Commission, Bureau of Consumer Protection, Washington, D.C. from 1978-82. Pridgen's publications include two treatises aimed at practicing attorneys, CONSUMER PROTECTION AND THE LAW, and CONSUMER CREDIT AND THE LAW,, coauthored with Richard Alderman, both published by Thomson/West, and updated yearly. She is also a coauthor of a law school casebook entitled CONSUMER LAW: CASES AND MATERIALS (Thomson/West 3d ed. 2007). She has written articles and reports on consumer law, and has given presentations at international consumer law meetings in Helsinki, Finland and Auckland, New Zealand. She has also presented at and been the co-chair of the Consumer Issues Conference held yearly at the University of Wyoming since 2001. She has been on the faculty for Teaching Consumer Law, a biennial conference sponsored by the Consumer Law Center at the University of Houston since 2002. Pridgen was elected to the American Law Institute in 2003.

### **Tshaka Randall**, *Using Online Technology to Provide Feedback Opportunities for Students in Lecture Courses Through Peer, Self, and Teaching Assistant Assessments*

Professor Tshaka Randall is in his second year at the Florida A&M University College of Law where he teaches courses on Property, Education Law and Policy and Commercial Real Estate Transactions. His research is currently focused on the use of race in admissions to post-secondary education and the use of eminent domain to

take and/or municipalize professional sports teams. Prior to entering the legal academy, Professor Randall earned undergraduate and graduate degrees in Education, and taught at the secondary, post-secondary and graduate level. In addition to his background in teaching, he has worked at a number of universities in both an administrative and research capacity. When not reading, or watching professional and college basketball and football, Professor Randall pursues an avid interest in martial arts.

### **Vernelia Randall**, *Using Online Technology to Provide Feedback Opportunities for Students in Lecture Courses Through Peer, Self, and Teaching Assistant Assessments*

Professor at the School of Law since 1990, Vernellia Randall writes extensively on and speaks internationally about race, women, and health care. She is the recipient of the Ohio Commission on Minority Health Chairman's Award, and she was named one of the "Top 10 Most Influential African-Americans" on the 2001 Black Equal Opportunity Employment Journal list. Professor Randall provided public health nursing services and served as an administrator for a statewide health program in Alaska. Involved in public health work for more than 15 years, Professor Randall focused on eliminating disparities in health care for minorities and the poor. After graduating in 1987 from Lewis and Clark Law School, she became an associate with a Portland, Oregon, law firm specializing in health care law and issues relating to health and disability insurance coverage. She also served as an adjunct faculty member at Lewis and Clark College.

Since coming to the School of Law, Professor Randall has also served as a grant reviewer for the National Institute of Health. She has been recognized in Who's Who in the World since 1995 and Who's Who in the United States since 1998. Randall is also a co-organizer of the Miami Valley Community Summit on Eliminating Racism. In addition, Professor Randall is the editor and webmaster for four academic websites on race, health care, gender, and academic support. She maintains several website: <http://www.racism.org/>, <http://academic.udayton.edu/health/>, <http://academic.udayton.edu/legaled/>. She is the author of "Dying While Black". More importantly, she is the proud mother of

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her adult sons, Tshaka and Issa.

### **Marilynne Roberts**, *Getting Buy-in From Your Colleagues*

Professor Roberts has been on the Hamline Law School Faculty since 1980, serving as Hamline's first clinician, then Director of Lawyering Skills. She taught many environmental law courses, and subsequently developed an expertise in dispute resolution practice and teaching. She serves as a mediator and arbitrator. Professor Roberts has served as a special education Hearing Review Officer for the Minnesota Department of Children, Families and Learning, a hearing examiner for a federal court Consent Decree race discrimination case, and as a referee for the Dalkon Shield Claimants Trust. She teaches many torts courses, and her newest course is Animal Law. She has been Chair of the Board of the Friends of the Boundary Waters Wilderness.

### **Tom I. Romero, II J.D., Ph.D.**, *Getting Buy-in From Your Colleagues*

Professor Romero is a Professor of Law and History at Hamline University School of Law whose research and writing focuses on the legal history of the American West, Latina/os and the law, racial formation in law and society-including school desegregation and metropolitan inequality in multiracial contexts, and water law. Prior to joining Hamline in 2004, Professor Romero served as the Western Legal Studies Fellow at the University of Colorado at Boulder's Center of the American West, Law School and Department of History. There, he completed a statewide survey of resources related to the legal history of Colorado and wrote a regular legal history column for the state bar journal, *The Colorado Lawyer*.

Professor Romero teaches regularly in the areas of Property and Legal History and his seminars have included topics such as Latinos and the Law, Metropolitan Development, Regional Difference and the Law, and Water Law and Policy. He is well-regarded among the student body for his use of multiple assessments in first year and upper-division classes, the substantive use of non-traditional legal materials, and for deploying multimedia technology such as PowerPoint, clickers, wikis and blogs to reach students with disparate learning styles.

### **Sharon K. Sandeen**, *Getting Buy-in From Your Colleagues*

Professor Sandeen teaches and writes in the area of intellectual property law. Her recent scholarship examines United States and international laws governing the protection of trade secrets, including a detailed account of the drafting history of Article 39 of the TRIPS Agreement and an upcoming article on the history of the Uniform Trade Secrets Act.

In recent years, she has become immersed in learning outcomes assessment theory and practice as both a member of the Hamline University Standing Committee on Learning Outcomes Assessment and as the Chair of Hamline University School of Law's Learning Outcomes for Lawyer Achievement (LOLA) Task Force. She regularly administers a mid-term examination which provides her IP students with formative feedback and has recently instituted a lab exercise method for teaching key IP principles. Prior to joining the Hamline law faculty, Professor Sandeen practiced law for more than 15 years and served as an Adjunct Professor at the University of Pacific, McGeorge School of Law for five years. Since 1996, she has taught a wide variety of intellectual property courses, including the IP survey course, Trademark Law, Copyright Law, International Intellectual Property, Computer and Internet Law, E-Commerce, and Information Privacy.

### **Michael Hunter Schwartz**, *co-chair, Professor of Law, Associate Dean for Faculty and Academic Development, Washburn University School of Law*

Professor Schwartz is a co-author of *TEACHING LAW BY DESIGN: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM* (2009). He also is the author of a contracts law text, *CONTRACTS, A CONTEXT AND PRACTICE CASEBOOK* (2009), and he is the series designer and editor for a casebook series based on his model for the contracts text that implements best practices in instructional design, the Carnegie Foundation's *EDUCATING LAWYERS: PREPARATION FOR THE PRACTICE OF LAW* (2007), and the Clinical Legal Education Association's *BEST PRACTICES FOR LEGAL EDUCATION* (2007).

Professor Schwartz also authored two books designed to help stu-

dents succeed in law school, on the bar exam and in law practice, *EXPERT LEARNING FOR LAW STUDENTS* (2d ed. 2008) and *PASS THE BAR!* (2006), two law review articles and five shorter works addressing various topics relating to law school teaching and learning, and is a named contributing author to *BEST PRACTICES FOR LEGAL EDUCATION* (2007). He is currently working on *WHAT THE BEST LAW TEACHERS DO* (forthcoming Harvard University Press 2011) and *TECHNIQUES FOR TEACHING LAW II* (forthcoming Carolina Academic Press 2010). Professor Schwartz is the co-director of the Institute for Law Teaching and Learning, and, in that role, is the co-publisher of *The Law Teacher*.

Schwartz has delivered presentations on teaching and learning topics at conferences sponsored by the International Society for the Scholarship of Teaching and Learning, the American Association of Law Schools, the Center for Computer-Assisted Legal Instruction, the Institute for Law School Teaching, the American Bar Association, the Practising Law Institute, the State Bars of New York and Kansas, the Southeastern Association of Law Schools, the Legal Writing Institute, and the Association of Legal Writing Directors. Professor Schwartz has delivered law teaching and learning presentations as an invited speaker at more than 30 law schools around the country. Professor Schwartz is the Immediate Past Chair of the AALS Balance in Legal Education Section and is the secretary of the AALS Academic Support Section.

### **Lori Shaw**, *Developing a Comprehensive Assessment Plan: Lessons Learned*

Lori E. Shaw is Assistant Dean for Student Affairs and a professor in the legal research and writing program at the University of Dayton School of Law, where she currently teaches Civil Practice & Procedure and Criminal Law. Dean Shaw also serves as Dayton's Assessment Coordinator, is a member of the University's Assessment Committee, and represents Dayton on the Legal Education Reform Project's Committee on Assessment

### **Arnold Siegel**, *Assessing Interviewing and Counseling Simulations*

Arnold Siegel is the Director of Legal Research and Writing and of Ethical

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Lawyering at Loyola Law School-Los Angeles. Ethical Lawyering is a required course which combines professional responsibility and interviewing and counseling. During his career at Loyola, he has served as a supervising attorney for the Loyola Law Clinics, the director of Clinical Programs, acting associate dean, and assistant dean for student affairs. In the fall semesters of 2006 and 2008, he taught Legal Research and Writing and Introduction to American Law at Loyola's LL.M. program in Bologna, Italy. He graduated from Cornell University and Stanford Law School.

**Sandra L. Simpson**, *Thinking Critically about Teaching Goals Through Designing Effective Assessment Rubrics*

Sandra L. Simpson is an Assistant Professor of Law at Gonzaga University School of Law. Professor Sandra Simpson obtained her J.D. from the University of Iowa College of Law in 1992 and her Masters in Teaching from Whitworth University in 1999. She has been a full-time professor of Legal Research & Writing at Gonzaga University School of Law since 2007. Professor Simpson is a published author in the area of death penalty and other preservation of life issues. Professor Simpson also speaks and writes in the area of outcomes assessment, classroom management, and rubric design and creation.

**Gemma Solimene**, *Formative Assessment of Ethical Judgment: Clinical Course Models from the Past, Directions for the Future*

Gemma Solimene is a Clinical Associate Professor of Law at Fordham University School of Law. While at Fordham, Professor Solimene has directed and taught in various clinics in the Law School's Clinical Program. For the past two years, Professor Solimene has taught in the Social Justice Clinic. Professor Solimene has also taught in the Law School's Interviewing, Counseling and Negotiation simulation based course as well as in the field of Professional Responsibility. Prior to joining the Fordham Law Faculty in 1999, Professor Solimene spent her career working in the public interest, litigating cases at The Legal Aid Society's Civil Division, and being Attorney-in-Charge of The Legal Aid Society's Immigration Law Unit. She also taught in the NYU School of Law Clinical Program

from 1993 to 1996 and was a *Pro Se* Law Clerk in the Second Circuit Court of Appeals.

**Sophie Sparrow**, *Working Professionally with Others: Summative Assessment of Students' Small Group Contributions*

Sophie Sparrow, a Professor of Law at Franklin Pierce Law Center, has long been fascinated by how people learn, and has been teaching law students since she was a 2L at Harvard Law School. She has conducted more than 50 workshops and presentations on teaching, professionalism, writing, and assessment to professors, judges and lawyers. She won the Inaugural Award for Innovation and Excellence in Teaching Professionalism, and is an approved candidate on the Fulbright Specialists Roster. She previously directed Pierce Law's legal writing program, helped design New Hampshire's alternative to the bar exam, and served as one of the founding members of Phoenix School of Law.

**James Stratman**, *Designing Formative Assessments of Law Students' Critical Case Reading and Reasoning Ability for Doctrinal Classrooms*

James F. Stratman is an Associate Professor in the Department of Communication at the University of Colorado-Denver (UCD). He earned a Ph.D. in Rhetoric from Carnegie Mellon University and his dissertation, which was funded by the American Bar Foundation, investigated the brief reading, brief writing, and rhetorical decision making processes of appellate court advocates and clerks. Before coming to the UCD (in 1990), he served for five years as Director of Management Communication at Carnegie Mellon's Graduate School of Industrial Administration. For twelve years at UCD he served as Director of the Master of Science degree program in technical communication. Currently he teaches courses focusing on the application of communication research to trial court processes; legal reasoning and writing; technical communication; and empirical research methods in technical communication. Most recently, supported by two successive funding grants from the Law School Admissions Council, he has collaborated with Professor Dorothy Evensen from Penn State University to investigate how law students comprehend legal cases and to develop formative assessments of their case reading and reasoning skill. His other current research evaluates the impact of "plain English" disclosure

rules as applied under ERISA. He has served as an expert witness and consultant for various law firms on ERISA benefit disclosure issues and his previous benefit comprehension research has been cited in two federal circuit court decisions: *Alexander v. Primerica Holdings, Inc.*, 967 F.2d 90, 93 (3rd Cir. 1992); and in *Chiles v. Ceridian Corp.*, 95 F.3d. 1505, 1518-19 (10th Cir. 1996). He is a member of the International Association of Forensic Linguists (IAFL).

**David Thomson**, *co-chair, LP Professor, Director of the Lawyering Process Program, Sturm College of Law*

David is well known for his expertise in using technology in teaching, and has presented widely across the country on this topic over the last few years. He is the author of *Law School 2.0: Legal Education for a Digital Age* (LexisNexis/Matthew Bender 2009). He is also a member of the LWI and ALWD, and chairs the Communications and Website Committee for the LWI and is on the Teaching Methods Committee of the ALWD. He is also an assistant editor of the Journal of the LWI. In 2007, David was invited to join the LexisNexis Law School Advisory Board, and he is also a member of the LexisNexis Publications Advisory Board. In connection with his work on those two boards, he consults with Lexis about the future of law school casebooks. David maintains a blog about technology in legal education, which can be found at [www.lawschool2.org](http://www.lawschool2.org).

**Brigitte Valsey**, *Institutional Assessment of Student Learning: Two Schools, Two Distinct Approaches*

Brigitte Valsey, Ph.D. is Assistant Provost for Teaching, Learning, and Assessment at Widener University in greater Philadelphia, PA. She coordinates institution-wide assessment of student learning activities, provides consultative support for assessment and accreditation, and collaborates on matters related to institutional effectiveness. She is chair of the university-wide assessment committee and serves on regional and specialized accreditation teams. Dr. Valsey has presented nationally and regionally on assessment, addressing improvement of student learning, assessing for accountability, and integrating planning with

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assessment. Her most recent publication is the profile, "Implementing annual cycles of ongoing assessment of student learning" in *Designing Effective Assessment*, a 2009 publication by T. Banta, E. Jones, and K. Black.

**Victoria Van Zandt**, *Developing a Comprehensive Assessment Plan: Lessons Learned*

Victoria V. VanZandt is an associate professor in the legal research and writing program at the University of Dayton School of Law. She is also member of Dayton's Assessment Committee and of Dayton's Bar Outreach Project, which is conducting surveys of graduates and major employers in order to evaluate the demands and expectations of law practice against the first-year legal writing curriculum. Professor VanZandt is working on an article on assessment in the first-year legal research and writing curriculum.

**Nancy Ver Steegh**, *Institutional Assessment of Student Learning: Two Schools, Two Distinct Approaches*

Nancy Ver Steegh serves as Vice Dean for Academic Programs and Professor of Law at William Mitchell College of Law in St. Paul, Minnesota, where she teaches and publishes in the areas of domestic violence, family law, and alternative dispute resolution. She is the coauthor of two texts, *Work of the Family Lawyer* and *Family Law: Examples & Explanations*. She serves on the board of editors of the *Family Court Review* and the *Family Law Quarterly* and is a member of the board of directors of the Association of Family and Conciliation Courts.

**Carol L. Wallinger**, *Assessment of the Conference Day Using the SGID Assessment Format*

Carol L. Wallinger is a Clinical Associate Professor at Rutgers School of Law-Camden. Carol joined the Rutgers-Camden Law faculty in 2001, and since then has taught legal writing to both first-year and upper-level law students. She also has taught Workers' Compensation Law. Before joining the faculty, she taught Legal Writing at Temple University. For the Fall, 2009 semester, Carol is a Visiting Professor of Law at the University of Wyoming. Professor Wallinger concentrates her research on humanizing the law school experience, by applying Self-Determination Theory and Autonomy

Support techniques. This research builds on the ground-breaking work of Professor Larry Krieger, of Florida State University. In 2007, Professor Wallinger's research received support via a competitive scholarship from the Association of Legal Writing Directors, and in 2008 she published her initial article, *Moving From First to Final Draft: Offering Autonomy Supportive Choices to Motivate Students to Internalize the Writing Process*, 54 *Loyola Law Review* 820 (2008). On the national level, in 2007 she became a founding member of the board of directors of the new American Association of Law Schools "Balance in Legal Education" section, led by Professor Krieger. She also is the national chairperson of the Idea Bank Committee for the Legal Writing Institute, an organization whose members include law professors, judges and practitioners. Rutgers-Camden is now the home of this national teaching document database.

**Lu-in Wang**, *A Funny Thing Happened On the Way to Institutional Assessment (at Pitt Law)*

Lu-in Wang is Professor of Law and Associate Dean for Academic Affairs at the University of Pittsburgh School of Law, where she teaches Contracts and Civil Procedure. Her scholarship examines ordinary and extraordinary forms of discrimination and the connections between them. Her 2006 book, *Discrimination by Default: How Racism Becomes Routine* (New York University Press 2006), draws on social psychology to detail three commonplace but generally unrecognized ways in which unconscious assumptions lead to discrimination in a wide range of everyday settings, as well as how these dynamics interact to produce an invisible, self-fulfilling, and self-perpetuating prophecy of racial disparity. Her earlier work examined more extreme forms of discrimination. In addition to being the author of *Hate Crimes Law* (Clark Boardman Callaghan 1994), the first legal treatise on that subject, Professor Wang has written several major articles that take an interdisciplinary approach to understanding the social processes underlying the legal issues related to bias-related violence. Professor Wang received the Student Bar Association's Excellence in Teaching Award in 2000 and 2006 and the University of Pittsburgh's Chancellor's Distinguished Teaching Award in 2001.

**Susan Wawrose**, *Developing a Comprehensive Assessment Plan: Lessons Learned*

Susan C. Wawrose is a professor in the legal research and writing program at the University of Dayton School of Law. She initiated Dayton's Bar Outreach Project, which is conducting surveys of graduates and major employers in order to evaluate the demands and expectations of law practice against the first-year legal writing curriculum.

**Micah J. Yarbrough**, *Institutional Assessment of Student Learning: Two Schools, Two Distinct Approaches*

Micah J. Yarbrough is Director of Bar Programs and Professor of Legal Methods at Widener University School of Law in Wilmington, Delaware. He also serves as an academic advisor in the Office of Student Affairs. Since 2004, he has served as the law school's representative on the University's Task Force on the Assessment of Student Learning, and later Implementation Committee on Assessment of Student Learning. He teaches in the area of legal research, analysis and writing, and Delaware partnership & agency law.