

ANNE E. MULLINS

1401 61st Street South • Gulfport, FL 33707
(504) 258-2285 • amullins@law.stetson.edu

TEACHING & LAW SCHOOL SERVICE

STETSON UNIVERSITY COLLEGE OF LAW, Gulfport, FL

Associate Dean for Assessment & Professional Engagement, July 2022-present

Professor of Law, May 2020-present

Associate Professor, July 2018-May 2020

Associate Dean Portfolio. Leading the College of Law's initiatives on programmatic assessment, professional identity formation, cultural competency, professionalism, and wellbeing. Supervising the Office of Career & Professional Development; the Office of Student Affairs, including Accessibility Resources; and the Office of Professional Engagement. Member of the Dean's Executive Leadership Team, the College of Law Emergency Management Team, and the Law Student Support and Emergency Team.

Research & Writing. Teaching legal analysis, legal research, objective and persuasive writing, oral advocacy, teamwork, and professionalism in the foundational 1L sequence.

Judicial Writing. Teaching legal analysis, legal research, fundamental advanced writing style, and special topics in persuasion and tone within the context of judicial writing.

Institute for the Advancement of Legal Communication. Serving as member of Institute faculty working to advance legal writing scholarship and teaching both within Stetson and nationwide.

Law School Service. Chair, Professional Identity Formation Committee (2023); Chair, Outcomes & Assessments Committee (2020-2021); Site Inspection Committee (2023-2024); Student Support & Emergency Team (2022-2024, Acting Chair 2023); Diversity Committee (2022-2024); Pro Bono & Experiential Education Committee (2022-2024); Outcomes & Assessments Committee (2022-2024); Conduct Code Committee (2023-2024); Promotion, Tenure, & Sabbatical Committee (2020-2024); Faculty Scholarship & Judicial Clerkship Committee (2020-2021); Academic Standards Committee (2018-2020); Faculty Evaluation and Review Task Force (2019); Faculty Appointments Screening Committee (2019-2020).

UNIVERSITY OF NORTH DAKOTA SCHOOL OF LAW, Grand Forks, ND

Associate Professor, May 2017-May 2018

Assistant Professor, July 2013-May 2017

Judicial Writing. Taught students how to draft trial court orders, bench memoranda, and appellate opinions, explored the role of the judge and the law clerk, and guided students in the clerkship application process.

Lawyering Skills. Taught legal analysis, legal research, objective and persuasive writing, oral advocacy, teamwork, and professionalism.

Trial Advocacy. Taught students the fundamentals of trial advocacy.

Professional Foundations. Member of faculty team teaching an innovative first-year course dedicated to cultivating the habit of self-reflection, intentionally developing professional identity, and learning to use sound professional judgment.

UNIVERSITY OF OREGON SCHOOL OF LAW, Eugene, OR • July 2011-May 2013

Visiting Professor at Oregon's nationally acclaimed Legal Research and Writing Program teaching Legal Research and Writing and Judicial Writing.

HONORS AND AWARDS

National

Galen Distinguished Guest in Legal Writing, University of Oregon (2024)

Stetson University College of Law

Dickerson-Brown Award for Excellence in Faculty Scholarship (2022)

University of North Dakota School of Law

University of North Dakota Outstanding Faculty Award for Excellence in Graduate or Professional Teaching (2017) (university-wide award)

University of North Dakota School of Law AALS Teacher of the Year (2016, 2017)

University of North Dakota Outstanding Department Award for Excellence in Service (2018) (university-wide award)

Robert Johnson Research Fellowship (2017) (for excellence in teaching, scholarship, and service)

Webb Faculty Achievement Award for Scholarly Productivity (2016)

University of North Dakota Summer Instructional Development Professorship (2014)

EDUCATION

THE UNIVERSITY OF CHICAGO LAW SCHOOL

Doctor of Law (J.D.), *with honors*, June 2004

The University of Chicago Law Review, 2002-2004

Tony Patiño Fellow (scholarship for public service, leadership, and academic achievement)

DARTMOUTH COLLEGE

Bachelor of Arts, Women's Studies with honors, June 2000

Honors Thesis: *The Effect of Substance Abuse and Sex on Termination of Parental Rights*

Phoenix Senior Society

PRACTICE EXPERIENCE

SUSMAN GODFREY LLP, Houston, TX • October 2006-June 2011

Associate at top national litigation boutique specializing in high stakes complex commercial trial work.

Represented clients in disputes centered on, among other things, patent infringement, employment matters, breach of contract, antitrust, and the False Claims Act. Participated in formulation of trial strategy and all aspects of pre-trial litigation. Examined witnesses at trial and evidentiary hearings. Argued motions in state and federal court. Drafted pleadings, motions, and briefs; conducted written discovery; and took and defended depositions. Participated in mediation and conducted settlement negotiations. Recovered more than \$50 million in cases representing plaintiffs; successfully defended clients against equally high stakes claims.

Summers at **Covington & Burling LLP** in Washington, D.C. doing litigation and the **U.S. Attorney's Office for the District of Maryland** working on a mail and wire fraud trial involving three homicides.

CLERKSHIPS

THE HONORABLE JACQUES L. WIENER, New Orleans, LA • July 2005-July 2006

United States Court of Appeals for the Fifth Circuit

THE HONORABLE SARAH S. VANCE, New Orleans, LA • June 2004-June 2005

United States District Court for the Eastern District of Louisiana

PUBLICATIONS

Books, Book Chapters, and Edited Volumes

Editor, *The Unending Conversation, Volume 3*, 7 Stetson L. Rev. Online No. 1-4 (2024)

The Unending Conversation is a dedicated volume of the Stetson Law Review Forum featuring essays responding to extant legal writing scholarship. Volume 3 features pieces on generative AI in legal writing, the under-emphasized role of and opportunity for empirical research in legal scholarship, the value of scholarship of teaching and learning, and bias in formal, written English.

Editor, *The Unending Conversation, Volume 2*, 6 Stetson L. Rev. Online No. 1-5 (2023)

Editor of the second volume, featuring essays on a variety of topics, including legal reasoning structures as instruments of change, the nature of legal writing scholarship, the effect of marginalization on the development of a scholarly discipline, how the decolonization movement in art museums can inform critical legal reading.

Editor, *The Unending Conversation, Volume 1*, 5 Stetson L. Rev. Online No. 1-5 (2022)

Editor of the inaugural volume, featuring essays on a variety of topics, including the case for plagiarism in legal writing, potential bias in foundational legal analytical frameworks, and equity and discrimination in the discipline.

***Rewritten Opinion Desert Palace Inc. v. Costa, in Feminist Judgments: Rewritten Employment Discrimination Opinions* (Ann McGinley & Nicole Porter eds.) (Cambridge University Press 2020)**

Justice Thomas authored *Desert Palace, Inc. v. Costa*, 539 U. S. 90 (2003). I rewrote the opinion employing feminist theory along with cognitive theory-based rhetoric to produce an opinion that reached the same ultimate outcome but followed a very different path to get there.

***Florida Legal Research, Fifth Edition* (2020), with Barbara J. Busharis and Suzanne E. Rowe**

Florida Legal Research explains the legal research process, research techniques, general and Florida-specific sources, and Florida-specific practice areas. Its audience includes lawyers, judges, paralegals, and law students, and it is the core instructional text on research at several Florida law schools.

***North Dakota Legal Research* (Carolina Academic Press 2016), with Tammy R. Pettinato**

North Dakota Legal Research explains the legal research process, research techniques, general and North Dakota-specific sources, and North Dakota-specific practice areas. Its audience includes lawyers, judges, paralegals, and law students, and it is the core instructional text on legal research in North Dakota.

Articles

***The Lone Dissent* (forthcoming 2025), with Grant Christensen**

In this article, Professor Christensen and I offer the first examination of Supreme Court justices' first lone dissents. Looking at the set of Supreme Court opinions in which there is a lone dissent from the appointment of Chief Justice Vinson in 1946 through the end of the 2022-23 term, we explain how lone dissents occur in cases of particular salience to the dissenting justice and where the stakes of the litigation create an incentive for the dissenting justice to risk institutional opprobrium in order to insert their counter interpretation of the law into the written record. We conclude that these initial lone dissents are crucially important datapoints to explain a justice's subsequent jurisprudence and judicial identity. The examination of a justice's legal philosophy and broader jurisprudence is incomplete without an examination of this one seminal moment of judicial behavior.

***Review, Beyond the First Draft, Megan McAlpin, 2d Ed. (Carolina Academic Press 2024) 29 J. Leg. Writing* __ (forthcoming 2025)**

In this essay, I review Professor Megan McAlpin's BEYOND THE FIRST DRAFT (2d. Ed. 2024).

***Transitioning from Practical Legal Writing to Academic Scholarship*, 19 Leg. Comm. & Rhetoric: JALWD 217 (2022)**

In this essay, I review Professor Elizabeth Berenguer's THE LEGAL SCHOLAR'S GUIDEBOOK (2020).

***The Power Skill of Working with Others*, 1 Proceedings 2020(2)**

The article examines the biggest challenges to Team-Based Learning in legal writing and shares strategies for overcoming them. The article is available online at <https://law.uoregon.edu/proceedings-volume-1-issue-2>.

***Source-Relational Ethos in Judicial Opinions*, 54 Wake Forest L. Rev. 1089 (2019)**

The article examines the relational aspect of ethos between judges and opinion readers using cognitive theory. It advances a novel framework of emotional intelligence as an

effective and morally-grounded way to create positive ethos in employing cognitive theory to persuasive effect.

***Opportunity in the Age of Alternative Facts*, 58 Washburn L. J. 577 (2019)**

The article argues that foundational knowledge of cognitive theory and empirical methodology is crucial to judges deciding cases, particularly in hotly contested areas of constitutional law. The article reports that formal opportunities for judges and their clerks to develop that foundational knowledge are rare. Based on those findings, the article calls for more formalized education in cognitive theory and empirical methodology.

***Meta is Better*, 49 N. D. L. Rev. 324 (2019)**

The article shares the benefits of teaching metacognition to legal writing students, using metacognitive techniques in teaching course content, and taking a metacognitive approach to the role of professor.

***Psichologija JAV ir Lietuvos Teiseje: Pakeliui ar Atskirai?* (American Psychology and Lithuanian Law: Together or Separate?), 29:1 Teismai (2018), with Grant Christensen**

This co-authored piece appeared in the national Lithuanian bar journal. It examines the role of cognitive theory in American legal education.

***Reframing the Mundane: From Research to Relationships*, 26 Persp. 26 (2018)**

The article offers practical advice for student interns on executing research assignments professionally while at the same time capitalizing on opportunities to build relationships with supervisors and clients.

***Jedi or Judge: How the Human Mind Reframes Judicial Opinions*, 16 Wyo. L. Rev. 325 (2016)**

Jedi or Judge provides the cognitive theoretical framework for my scholarship on persuasion in judicial writing. I argue that the traditional conception of the judicial opinion reader as one with only a conscious, analytical mind is flawed. Instead, readers have both a conscious and unconscious mind; both impact how they consume judicial opinions. Making the duality of the reader's mind an explicit part of the dialogue on judicial writing lays the foundation for examining persuasion in judicial writing through a cognitive theoretical framework.

***Team-Based Learning: Innovative Pedagogy in Legal Writing*, 49 U.S.F. L. Rev. F. 53 (May 2015)**

In this article, I argue that Team-Based Learning (TBL) is a highly effective pedagogical approach in legal writing. TBL is largely new to law schools, so I wrote this article to generate dialogue on the approach and to provide a resource to those interested in transitioning to Team-Based Learning. National presenters on collaborative learning have

recommended this article to professors interested in transitioning to Team-Based Learning.

***Subtly Selling the System: Where Psychological Influence Tactics Lurk in Judicial Writing*, 484 U. Rich. L. Rev. 1111 (2014)**

Subtly Selling the System builds upon the foundation laid by *Jedi or Judge*. In it, I identify and explain six broad categories of psychological persuasion: reciprocation, commitment and consistency, social proof, liking, authority, and scarcity. I then explore some of the ways that judges use psychological persuasion tactics in their writing.

***The Flipped Classroom: Fad or Innovation?*, 92 U. Or. L. Rev. Online 101 (2014)**

As flipping began to make its way into the law school environment, the dialogue among professors tended to focus almost exclusively on the use of video lectures. This narrow focus is misplaced: At its best, flipping should focus the professor first on student learning, and then on other things that facilitate student learning, like content delivery through video lecture or other avenues. I wrote this article to call attention to the misplaced focus and to refocus the dialogue on student learning.

***A Critical Account of the Relationships of Exploitation in Phillippe Bourgois's In Search of Respect, The Carceral Notebooks* (Bernard Harcourt ed., 2004) available at <http://www.thecarceral.org/journal-vol1.html>**

Phillippe Bourgois's *In Search of Respect* is an ethnographic account of the crack cocaine trade in a poor New York City neighborhood. Bourgois describes the systemic exploitation his neighbors faced. This critical account challenges Bourgois's failure to address two relationships of exploitation perpetrated by him in service of his work: (1) his exploitation of his family, and particularly his infant son, and (2) his exploitation of his relatively advantaged place in relation to his low-income subjects.

Works in Progress

Writing Judiciously

Some argue that good judicial writing is institutional in tone and does just enough to adjudicate disputes and announce the law. The institutional position fails to account for epistemological role of language: in many instances, style and substance are inextricably bound. Moreover, it is unrealistic because American judges are not going to forfeit their voices as writers. Others take an alternative middle-of-the road position, advising rhetorical flair tempered with lengthy lists of blunders to avoid. The alternative position is largely standards-less – it identifies passages that are appealing to some (and perhaps many) readers, but it lacks a workable general standard for how best to use rhetorical strategies and devices. In this article, I propose an approach to judicial writing that accounts for the epistemological role of language and the realities of individual style, while providing a workable standard to guide judicial writing and the criticism of it.

***The Judicial Footnote* (co-authored with Grant Christensen)**

This article examines Supreme Court justices' use of footnotes in their opinions, both quantitatively and qualitatively. This article will be the first rigorous scholarly examination of the use of footnotes in judicial opinions.

Scholarly Service

Peer Reviewer

Legal Communication & Rhetoric (LC&R)

LC&R is the national peer-reviewed legal writing journal focusing exclusively on the substance and doctrine of legal writing. The scholarship must be grounded in legal doctrine, empirical research, or interdisciplinary theory.

PRESENTATIONS & MEDIA APPEARANCES

Writing Judiciously

University of Oregon Law School
Faculty Colloquium
Eugene, OR, October 2024

As the Galen Distinguished Guest, I presented my current work-in-progress to the Oregon Law faculty. The article proposes emotional intelligence as a rhetorical framework to guide and assess judges' rhetorical choices.

Scholarly Writing for Novices

University of Oregon Law School
Law Journal Presentation
Eugene, OR, October 2024

As the Galen Distinguished Guest, I discussed how to undertake legal scholarship with law review editors, giving tips on topic and advisor selection, conducting efficient and thorough research, and using a workable analytical framework for interdisciplinary articles.

Unending Conversation & Other Works-in-Progress

Southeastern Association of Law Schools Conference
Ft. Lauderdale, FL, July 2024

I moderated this works-in-progress panel that will feature essays from Volume 4 of *The Unending Conversation* and other full-length articles.

Gender Equity in the Law School Setting

Southeastern Association of Law Schools Conference
Ft. Lauderdale, FL, July 2024

I was a panelist presenting on the challenges to gender equity faced by women law professors and strategies to navigate those challenges.

Are We Dancing Backwards in High Heels or Leading the Pack?

Southeastern Association of Law Schools Conference
Ft. Lauderdale, FL, July 2024

This discussion group focused on women in all spaces of the academy, including staff, faculty, and administration, and the roles they play, particularly in comparison to their male counterparts.

Professional Identity Formation Workshop

Holloran Center Workshop
Miami University of Ohio
Oxford, OH, June 2024

I led a team of 6 from Stetson to the Professional Identity Formation Workshop, hosted and led by leaders in the professional identity formation field. In the workshop, we developed individual and institutional action plans for advance professional identity formation. We also contributed to and commented on other institutional plans.

Unending Conversation & Other Works-in-Progress

Southeastern Association of Law Schools Conference
Boca Raton, FL, August 2023

I moderated this works-in-progress panel that featured essays from Volume 3 of *The Unending Conversation* and other full-length articles.

Psychology and Professional Identity Formation

Southeastern Association of Law Schools Conference
Boca Raton, FL, August 2023

In this presentation, I argued that law schools should require fundamental education in human psychology to all law students.

Unending Conversation & Other Works-in-Progress

Southeastern Association of Law Schools Conference
Sandestin, FL, August 2022

I moderated this works-in-progress panel that featured essays from Volume 2 of *The Unending Conversation* and other full-length articles.

One by One: Developing Student Professional Identity through Individual Outreach

Southeastern Association of Law Schools Conference
Sandestin, FL, August 2022

In this panel, I shared ideas for and gave advice on developing student professional identity.

Starting Off on the Right Foot, with Barbi McLain
Legal Writing Institute One-Day Conference, December 2021
University of Oregon School of Law (online)

In this conference focused on VAP programs, I gave advice on how to design a legal writing VAP program to best help aspiring professors undertake the demands of teaching and scholarship and prepare them for the tenure-track market.

Judicial Writing Style
Works-in-Progress, Southeastern Association of Law Schools Conference
Amelia Island, FL, July 2021

I presented my work-in-progress, examining differing schools of thought on judicial writing style and proposing a new framework grounded in emotional intelligence.

Scholarship Fundamentals: Becoming a Productive and Fulfilled Scholar
Southeastern Association of Law Schools Conference
Amelia Island, FL, July 2021

In this panel presentation, gave advice on how to be an effective scholar, including how to develop a scholarly agenda and how to use time and other resources effectively.

I Called the President: A Look at the Differing Processes for Appointing Federal Vs. State Judges
Capitol Beat, Florida Public Radio
September 21, 2020

I was interviewed on how federal and Florida Supreme Court justices are selected, comparing and contrasting the two systems of appointment.

Judicial Decision-Making: Law by Analogy versus First Principles
National Foundation for Judicial Excellence Annual Symposium
Online, August 2020

I presented on a panel examining legal reasoning in judicial opinions alongside the Hon. Jeff Sutton (6th Cir.) and the Hon. Chief Justice Bridgette MacCormack (MI).

Theories of Persuasion
Works-in-Progress, Southeastern Association of Law Schools Conference
Online, August 2020

I presented my work-in-progress, examining the intersection of traditional rhetoric and cognitive theory and proposing emotional intelligence as a rhetorical framework for judicial writing.

Gut Renovations: Using Critical Rhetoric to Remodel How the Law Addresses Race

Southeastern Association of Law Schools Conference

Online, August 2020

I moderated a panel that will debate whether Western rhetoric is in fact neutral, or whether it has wrought mischief and injustice. Panelists questioned assumptions made in Western/European rhetoric and explore how its principles reinforce white supremacy, patriarchy, capitalism, and imperialism to reproduce toxic inequalities in a masked way. Panelists also questioned “universal truths,” examined other rhetoric traditions, and inquired into the context and history of rhetoric from multiple traditions.

Shifting from “Soft Skills” to “Power Skills”

Southeastern Association of Law Schools Conference

Online, August 2020

This discussion group explored how shifting our understanding from “soft” skills to “power” skills elevates the importance of cultural sensibility, empathy and vulnerability to inclusive representation.

The Ethos of Stare Mutata

Works-in-Progress, Southeastern Association of Law Schools Conference

Boca Raton, FL, August 2019

I presented my work-in-progress, *Stare Mutata*, which examines rhetorical strategies judges use to explain and justify a change of mind.

Challenging Hierarchy in the Academy

Diversity + Inclusion = Change Discussion Group

Southeastern Association of Law Schools Conference, Boca Raton, FL, August 2019

In this discussion group, I proposed that conflict in the legal writing community whether tenure-track should be a “gold standard” programmatic model focuses on the wrong underlying question. It is more important to examine the structures that create hierarchy in the academy.

Scholarship Fundamentals: Becoming a Productive and Fulfilled Scholar

Southeastern Association of Law Schools Conference

Boca Raton, FL, August 2019

I moderated a panel of veteran scholars giving advice on how to be an effective scholar.

Source-Relational Ethos in Judicial Opinions

Cognitive Emotion in the Law Symposium

Wake Forest University School of Law, February 2019

In this symposium presentation, I argued that ethos in judicial writing resides within the writer-reader relationship. Judges can and do use cognitive theory to create positive ethos; those who use cognitive theory successfully use emotional intelligence in how they use techniques grounded in cognitive theory.

Legal Reasoning in the Age of Alternative Facts

Law in the Age of Alternative Facts Symposium
Washburn University School of Law, November 2018

In this panel presentation, I identified the need for education in empirical methodology and cognitive theory in law schools, I assessed the current state of that education, and I advocated for incorporating those subjects into the core curriculum.

The Role of Rapport

Southeastern Association of Law Schools Conference, August 2018.
Fort Lauderdale, FL

The presentation centered on an article-in-progress on how judges build rapport with readers to persuasive effect.

Personal Identity and Professional Development

Southeastern Association of Law Schools Conference, August 2018.
Fort Lauderdale, FL

In the presentation, I differentiated between classic imposter syndrome and the similar feelings of anxiety suffered by those who are on the wrong path professionally. I suggested ways that promoting self-awareness and the intentional development of professional identity could promote better career choices.

Meeting Students Where They Are: Developing Self-Direction at the Law School Level

Legal Writing Institute Biennial Conference, July 2018
Milwaukee, WI

Emerging empirical research suggests that law students are not entering law school as fully-formed self-directed learners. Significantly, however, most law school curricula are designed to serve self-directed learners. I argued that law schools should adjust curricula to meet students where they are and to teach students how to develop into self-directed learners.

Desert Palace v. Costa

Feminist Judgments Authors and Commentators Roundtable
University of Nevada—Las Vegas, April 2018

I presented my work-in-progress for Feminist Judgments: Rewritten Employment Discrimination Opinions.

Jedi or Judge: How the Human Mind Redefines Judicial Opinions
American Association of Law Schools Conference, January 2017
San Francisco, California

I was one of three presenters selected through a competitive anonymous process to present my scholarship at the AALS Legal Writing, Reasoning, and Research Section's New Scholars Showcase. I shared key insights from my most recent article and discussed the development of my scholarly agenda on persuasion in judicial writing.

Developing Self-Directed Learners in Law School
Legal Writing Institute One-Day Conference, December 2016
Tulane University Law School

Most law school curricula are designed on the assumption that incoming students are self-directed learners. This flawed assumption undermines student learning. I argued that self-directed learning is a learned skill, and law schools should teach students how to develop that skill.

Team-Based Learning: The Intersection of Teamwork and Growth Mindset
Capital Area Legal Writing Conference, March 2016
University of Maryland School of Law

Many students enter law school with a strong record of academic success, and they attribute their success to inherent ability, not hard work. In other words, these students have fixed mindsets. For these students, law school can be devastating. I argued that one of the most effective ways to encourage students to adopt a growth mindset is to do it in the context of a skill that is free of the student's assumptions and expectations, like the skill of teamwork.

Panelist, *What Every Law Professor Should Know About How Students Learn*
American Association of Law Schools Conference, January 2016
New York, New York

In this panel presentation, I shared ways for professors to boost student engagement through in-class formative assessment, multiple iterations of peer evaluation, and one-on-one professor conferences designed to encourage students to reflect on challenges, reframe challenges as opportunities, and develop strategies to improve.

Using Psychological Persuasion Tactics in Judicial Writing
Psychology of Persuasion Conference, September 2015
University of Wyoming College of Law

I presented my scholarship on persuasion to legal scholars, lawyers, and psychologists.

Panelist, *Speaking of Experience: Newer LRW Teachers Share Their Best Classroom Tips*
Southeastern Association of Law Schools Conference, August 2015
Boca Raton, Florida

In this panel presentation, I reviewed empirical data showing that employers are dissatisfied with their new hires' teamwork skills. I argued that law schools should teach the skill of teamwork to set graduates up to succeed in the job market and to promote enhanced student learning.

Professional Identity: Becoming a Person in the Law

Legal Writing Institute One-Day Conference, December 2014
Mercer University School of Law

In this presentation, I shared how I emphasize to students the importance of intentionally developing professional identity. Through a habit of self-reflection, students can better navigate the very difficult conflicts between personal and professional identity that arise in practice.

Using Innovative Pedagogy to Enhance Student Learning (with Professor Tammy Pettinato)

Western Regional Legal Writing Conference, September 2014
Stanford Law School

Team-Based Learning is new to law schools. In this presentation, I shared some background on TBL and explained how to implement it. I discussed the benefits of the model, and I sought feedback from attendees on the challenges my class encountered.

Complex Commercial Litigation and Business Generation

Law Women's Caucus Discussion, Fall 2014
University of North Dakota School of Law

I discussed the importance of business generation and shared tips on how to generate business.

Using Liking in Judicial Opinions

Junior Scholars' Workshop, July 2014
Washburn Law School

I explored using the persuasion tactic of liking in judicial opinions with legal writing scholars.

Teaching Students Professional Identity (with Professor Tammy Pettinato)

Rocky Mountain Regional Legal Writing Conference, March 2014
University of Nevada, Las Vegas

In this presentation, Professor Pettinato and I discussed the conflict that law practice can pose between personal and professional identity and strategies for teaching students to develop each.

The Flipped Classroom: Innovation or Fad?

Legal Writing Institute One-Day Conference, December 2013
University of Oregon

In this panel presentation, I spoke on the flipped classroom, and I discussed the benefits of using a flipped model along with the challenges created by the legal academy's dialogue on flipping.

Beyond Traditional Persuasion: Teaching Students to Use the Tactics of Influence
Central States Regional Legal Writing Conference, September 2013
University of Kansas School of Law

I argued that presenting persuasive strategy from the cognitive psychology/business marketing context is both engaging and highly accessible to students.

Using Speaking Groups
Association of Legal Writing Directors Innovative Teaching Workshop, July 2013
Marquette University Law School

Most law students wish there were more opportunities to develop their speaking skills in law school. I presented ideas to incorporate more opportunities for speaking in my classes.

Subtly Selling the System: Tactics of Influence in the Judicial System
Association of Legal Writing Directors' Scholars' Workshop, April 2013
Savannah Law School

I workshopped my article *Subtly Selling the System*, then a work-in-progress.

An Initial Exploration of the Weapons of Psychological Influence in the Judicial System
Association of Legal Writing Directors Scholars' Forum, August 2012
University of Oregon School of Law

I discussed how judges persuade readers through a cognitive theoretical framework.

Walker v. City of Birmingham: Why the Iconic Case is an Example of Poor Judicial Writing
Western Regional Legal Writing Conference, August 2012
University of Oregon School of Law

The *Walker* case is revered in legal writing as an example of outstanding judicial writing. I argued that *Walker* is deeply flawed both as an advocacy piece and as a judicial opinion.

PROFESSIONAL ORGANIZATIONS & NATIONAL LEADERSHIP

Association of Legal Writing Directors Member since 2013

Leadership Positions

Immediate Past President, 2020-2021
President, 2019-2020

Committee Service

Scholars Forum Committee, 2024
Scholarship Grants Committee, 2022-2024

President-elect, 2018-2019
Board Executive Committee, 2018-2021
Board Member, 2017-2018
Conference Chair, 2019 Biennial Conference
Conference Steering Committee, 2019
Program Chair, 2017 Biennial Conference

Blackwell Award Review Committee, 2021
Blackwell Award Committee, 2019-2021
Elections Committee 2018-2021
Awards Committee, 2014-2016
Distinguished Speakers Committee, 2014-2016

The Association of Legal Writing Directors is one of the three national legal writing professional organizations. ALWD's mission is to promote leadership and professional development in legal writing professionals, to advocate on behalf of the discipline within the academy and the profession, support members in teaching and scholarship, improve quality and rigor of legal education, and promote inclusion within the organization.

ALWD fulfills its mission in various ways. For example, ALWD is the legal writing community's affiliate organization to the ABA Council on Legal Education. In that role, ALWD advocates for the discipline and the professors in it to the ABA. ALWD publishes the ALWD Guide to Legal Citation, the citation manual written by legal writing professors for the purpose of teaching and learning. ALWD also publishes *Legal Communication & Rhetoric*, the national peer-reviewed journal focusing exclusively on scholarship about professional legal writing grounded in legal doctrine, empirical research, or interdisciplinary theory.

ALWD's mission to promote leadership and professional development has undergone positive change in recent years. As its name suggests, ALWD was once an organization for legal writing directors only. In 2017, the membership approved a change to the organization's bylaws to open membership to all legal writing professors. We made this change in light of growth within the discipline and the diversity of modern programmatic structures. With the change in membership, ALWD's mission expanded to supporting leadership more broadly defined.

To support our expanded mission, we examined the organization's core values of diversity, inclusion, and equity. As part of the initiative, the theme of the 2017 Biennial Conference was "Acknowledging Lines: Talking About What Unites and Divides Us." I served as the Conference Program Committee Chair, and we developed an innovative format for the national conference. In addition to the typical presentations from colleagues, we had a series of plenary sessions featuring keynote speakers and facilitated breakout discussion groups. The speakers were distinguished scholars from outside of our discipline who we invited to educate, challenge, and train us. The conference format was so successful that ALWD adopted it for future national conferences.

As we examined our core values, we also developed the infrastructure to support our mission. We created policy manuals for all committees, re-designed our website, and developed a re-branding strategy.

Finally, we began building our expanded leadership mission at the 2019 Biennial Conference, for which I served as the Conference Committee Chair. First, we hosted the inaugural Leadership Academy in connection with the conference. The academy targeted mid-career professors, and ALWD provided speakers and training on leadership. The conference theme was "A Time for Transformative Leadership," and our keynote speakers included leaders from the academy and the bar, including Deans Marcilynn Burke and Carla Pratt and former ABA President Paulette Brown.

With the foundation and infrastructure in place, mine was an exciting year to be the president of the organization. In addition to the typical duties of the ALWD president, I had two major goals. The first was to develop further the organization's leadership mission to ensure that the organization is meeting the needs

of the diversity of programs and professors that it serves. We hosted three stand-alone leadership academies to take place over the course of the year: one for legal writing professors who are or aspire to be in law school administrative leadership, one for directors of any type of program, and one for directors and instructors of adjunct programs. We also planned another major Leadership Academy in connection with ALWD's 2021 Biennial Conference.

Moreover, during the 2019 Biennial Conference, I learned that directors—and particularly directors of adjunct programs—felt that the trend to unitary tenure track programs along with ALWD's membership expansion had left them and their programs behind. As a result, my first act as president was to appoint an Adjunct Programs Committee at the end of the conference—an out-of-cycle appointment to meet a pressing need. The committee became one of ALWD's most active, with a dedicated listserv and ongoing projects collecting training and course materials specially developed for adjunct programs.

My second goal was to create a plan to increase significantly the ALWD Guide's market share. Royalties from the Guide provide ALWD's primary financial support, and sales of the Guide have remained level for several years. We hired a new author for the seventh edition of the Guide, which was overhauled and expanded; with the new author and next edition. I worked closely with the publisher, Wolters-Kluwer, to create a targeted marketing strategy to take advantage of that opportunity. My hope is that royalties from the Guide will make ALWD wholly self-sustaining, eliminating the need for membership dues.

AALS Section on Legal Writing, Reasoning, and Research

Member since 2014

Leadership Positions

Executive Committee, 2017

Co-Chair, Committee on Committees, 2016

Committee Service

Nominations Committee, 2018-2024

Committee on Committees, 2015

I am active in the AALS Section on Legal Writing, Reasoning, and Research because AALS national conference is the best opportunity to demonstrate to the larger legal academy that legal writing is an important and growing scholarly discipline, and those who teach in it deserve to be treated as full members of the academy. In 2017, I served on the section's governing body, the Executive Committee. As part of my service, I was liaison to the section Program Committee. I assisted the Program Committee in planning traditional programming along with our second-ever New Scholars Showcase. Since then, I have served continuously on the Nominations Committee, which selects the section's leadership year.

Legal Writing Institute

Member since 2011

Leadership Positions

Discipline Building Group, 2017-2022

Committee Service

Scholarship Grants Committee, 2022-2024, 2016-2020

LWI Scholarship Mentor, 2020-2021

Administrative Options Committee, 2016-2018

Teaching Resources Committee, 2014-2016

Committee on Pre-Law Outreach, 2012-2014

The Legal Writing Institute is the largest national legal writing organization, and it is the second-largest organization of law professors in the United States. LWI is dedicated to improving legal communication through developing teaching and scholarly resources. LWI also advocates for equal status

for the discipline. LWI serves the legal writing community in several different ways. Over the years, I have focused my LWI service on the scholarly development of the discipline. From 2017 to 2022, I was a member of the Discipline Building Working Group. The Group strategized how to build the discipline and boost scholarly dialogue and engagement. From 2016 to 2020 and 2022 to 2024, I served on the Scholarship Grants Committee, which provides summer stipends to legal writing professors who would otherwise not be eligible for such support from their home institutions.