



LWI LIVES

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LWI Lives is a regular electronic publication of the “Faces of LWI” Committee, which explores and communicates the emerging identity of LWI and its members. We have in common the commitment to being the best legal writing professors that we can be. But we are multi-dimensional people with different strengths, interests, curiosities, and gifts. By profiling individuals in our community, we hope to expand and develop our understanding of who we are and what we aspire to be.

Achieving “Yoda” Status with Students



By Jennifer Romig

Margaret Hahn-DuPont jokingly refers to herself as a “traveling side-show of legal writing.” She has taught in almost every role available to a legal-writing faculty member—or any faculty member, for that matter.

For more on Margaret, see page 2

Too Busy Growing



By Grace Hum

Jeanne (Jeannie) Merino has a growth mind set—about everything. She has the brains and talent to be exceptional at everything she does, but she also has a love of learning that is incomparable.

For more on Jeannie, see page 4

Blending Feminism and Legal Writing



By Greg Johnson

“Discrimination against legal-writing faculty is a microcosm of the structural inequalities described by dominance feminism.” So says Kathryn Stanchi, a Professor of Law at Temple University Beasley School of Law.

For more on Kathryn, see page 6

For a Special Tribute, see page 8



Nikki Williams (1977-2015)
In Memoriam

Margaret Hahn-DuPont, continued

These roles include:

- adjunct to ILs
- adjunct to upper-level students
- doctrinal professor
- fellow in a three-year program
- full-time professor of IL and upper-level writing
- part-time professor of IL and upper-level writing
- professor to LLM students
- professor to JD students

Margaret spoke with LWI Lives after finishing a summer teaching civil procedure for the first time in the LLM program at Northeastern Law School, rounding out her teaching portfolio and leading her to reflect on what she has learned in 18 years of teaching.

Margaret exudes the thoughtfulness, confidence, and high expectations of a master teacher. She is not afraid to question how and why things are done in legal-writing pedagogy, such as her 2014 presentation at the LWI Biennial Conference on “opening the closed memo.” Margaret presented in a detailed, organized fashion reflecting on her first year starting the class with an open-universe assignment. Afterwards she gracefully fielded questions—one might even term them objections—from audience members.

After graduating from Georgetown Law, Margaret began her legal career as a litigator with Shearman and Sterling. She became acquainted with an accomplished lawyer named Denny Chin through the Asian Bar Association in Manhattan, and when he became U.S. District Judge in the Southern District of New York, Margaret became one of his first clerks. Judge Chin wanted experienced lawyers for his first set of clerks because, he said, they would all be “learning together.”

Margaret returned to Shearman & Sterling in 1995 and re-assumed the heavy case load she had always carried. One of her assigned cases was the lawsuit between Westlaw and Lexis over the Shepard’s name and data, before Westlaw had developed KeyCite. At one point during heavy motions practice in the case, Margaret slept overnight in the office with her suit jacket as a pillow. She was pregnant with her first child and realized this was not how she wanted to parent that child. “It was an opportunity to reflect on what I would prefer to do.” And so she made the shift from practice into teaching.

The first ten years of her teaching career took place in New York, where she taught at Fordham, NYU, and Brooklyn. After her family move to Boston, she taught at Boston University and now Northeastern. Margaret currently serves as an Associate Teaching Professor.

Of particular concern to Margaret right now is the change in reading habits toward short synopses on the internet. Practices such as labeling articles with how many minutes they will take



to read (as on sites such as Slate and Medium) have led Margaret to worry about sustained close reading. “I assumed for a long time that [students] were doing close case reading, or reading effectively.” Now she labors to demonstrate and coach the students on close textual reading. Margaret also observed that when she started on a closed-memo model, her students would feel very anxious about research when she introduced them in October. (Thus, she implemented the model of open research from first assignment.) In thinking about what students need to know about legal research, Margaret cautions new teachers, “Don’t give in to the Google mentality of students.”

All of this led her to focus the early part of her IL class on students’ research, reading, and analysis before emphasizing the writing and editing skills. “The way you research will impact not only your conclusion but how you present the law,” she observed. In her first year starting the IL class with an open-universe memo, she noted to herself—and noted to all her students as well—how even on the very simple assignment she had devised, students came to different conclusions depending whether they found all the cases.

Margaret also cites University of Arkansas professor George Mader as an influence. She heard him present at another LWI session on why he presents the “TREAC” concept right away in the IL class. “Why am I hiding it?” she remembers him saying. Margaret herself now introduces TREAC much earlier, with the idea that “this is the elephant and how we are going to dissect it point by point.”

Behind these concepts of research and analysis, Margaret has noticed a change in students during her time teaching, partly in

Margaret Hahn-DuPont, conclusion



that the ILs she works with have skewed younger in age over time. “As the average age decreases,” she said, “I’ve found I need to think of ways to help them learn professionalism.” Margaret has found a close relationship with colleagues in career services to be very helpful. With students’ understandable interest in getting a job, career services can offer specifics on what employers are looking for in entry-level attorneys and thereby reinforce lessons on professionalism.

Margaret also relies on students to reflect and self-evaluate. She enjoys the relatively small size of legal writing classes and the opportunities to give feedback and observe their growth. “There is a certain interpersonal component of teaching that for me is informed by being a parent,” she said. “The development they show over a year is enormous.”

Margaret is married to Joe DuPont, a former attorney who is now Associate Vice President of Student Affairs at Boston College; their children are Sarah (age 18), Zachary (age 15), and Maia (age 12). While she grew up playing cello, flute, and piano, she recently took up the ukelele so she can play more pop music with her children. The ukelele was a second choice to the guitar, which Margaret wanted to play but found impossible to learn. As to the ukelele, she said she doesn’t like how it’s kind of a “hipster appendage” but she enjoys branching out beyond classical music.

In a past life she rode a motorcycle, but found that not to be as feasible a hobby as a parent in New York City. “But I like the image of ‘suburban mom teaches law and rides motorcycles,’”

she said. Current hobbies include reading, gardening (badly, she said), and photography. She had just finished something of a struggle to build a pinhole camera. All in all, Margaret reflects that balance in life is easier as a professor than an attorney, and she is grateful for the flexibility of our profession.

She also treasures the positive feedback she has received students, such as “I was praised for my legal writing today” and “What I liked best is you clearly cared about us, so we wanted to do well.” One group of Margaret’s students bestowed upon her a Yoda bobblehead doll because they felt she was the Yoda for their class.

In her own development as a professor, Margaret has had the “great fortune” of working with excellent mentors everywhere she has taught: Marilyn Walter (Brooklyn Law School), Ted Neustadt (Fordham Law School), Tony Amsterdam and Andrea McCardle (NYU Lawyering Program), and Susan Sloane (Northeastern University Law School). Regarding advice to new teachers, Margaret stressed the value of presentations at the LWI Biennial and regional conferences, and the One-Day Workshops. “That more than anything is my advice to new teachers,” she said. “Take advantage of those opportunities and the enormous wonderful resource” of the legal writing community. Even now, after 17 years in the profession, Margaret returns from every conference “reeling with ideas.” She said she struggles to pare down those ideas and focus on maybe one new idea to try that semester.

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Jeanne Merino, continued

Jeannie has come full circle in her academic career. She started teaching legal research and writing at Stanford Law School in 1988. But after two years, she moved into a position that would really help her to decide what kind of lawyer she wanted to be. She became a Resident Advocate at Families in Transition, a nonprofit organization, where she worked with low-income families that were living in transitional housing. From the clients she worked with, she learned how confining poverty is and how many barriers there are for low-income people to sustaining a healthy and happy living situation. This experience shaped Jeannie's compassion for helping others and her perspective about the vital role that lawyers can play.

Because the goal of Families in Transition was to provide a variety of social and legal services to low-income families, Jeannie had lots of different colleagues. But she was the only lawyer working on housing issues. And since she knew that she didn't know it all, she missed the opportunity to learn from other housing lawyers, to ask for help, and to receive mentorship.

Ironically, what she missed in her previous job, she gave to others in spades. For the next nine years, Jeannie taught Community Law Practice at Stanford Law School. This clinical course explored the different kinds of legal issues that bore on the low-income community, such as housing, public benefits, employment law, and community economic development. The course also examined the processes that lawyers undertake to resolve these issues, such as direct legal services, class action law suits, legislative change, and working in collaboration with other community groups to effect change on a local level. So for nine



years, it was her job to teach students how to be housing lawyers, to answer their questions, and to provide them with mentorship.

In 1999, Jeannie returned to teaching legal research and writing and became the director of Stanford's fellowship program in 2003. The fellows teach legal research and writing and work on their scholarship—all in preparation for going on the market for a tenure-track teaching position. Jeannie mentors the fellows and keeps them on track as legal writing teachers throughout the fellowship. The intention with which she teaches fellows how to teach is remarkable; she carefully designs teaching workshops and facilitates regular meetings for the fellows, so that they will continuously be thinking about and improving their teaching.

Jeannie loves working with fellows because they come from diverse backgrounds and practice areas that have high standards for writing, professionalism, and substantive knowledge. The fellows teach Jeannie about the standards of practice and what's happening in the legal profession. Jeannie also said, "It's tremendously pleasurable to me that when the fellows finish teaching legal research and writing at Stanford, they go somewhere else to teach and are great colleagues to everyone, including the legal writing faculty."

When I asked her what she liked most about teaching legal writing, Jeannie said, "I love working one-on-one with students and seeing how much they grow over the first year. It's amazing seeing your class for the first time—you pick up this vibe of insecurity. And then you work with them all year long—and they've become so competent. They grow so much."

While teaching legal writing full time, Jeannie also continues to work as a consulting attorney for Community Legal Services in Palo Alto, where she supervises one of the pro bono programs that trains students to interview clients, write demand letters, draft rent board petitions, and help clients navigate the small claims court process.

Jeannie also continues to work on local issues that affect the low-income community. There are on ongoing problems, such as educating people about the high levels of manganese in one of the water wells that serves East Palo Alto, advocating the adoption of a new rental ordinance to help tenants in East Palo Alto, and working with residents at a mobile home park to protect the land from being converted to high-rent lots. Jeannie said that East Palo Alto is a microcosm—a bedroom community of Silicon Valley—that provides its residents with relatively affordable housing, but also facing a tremendous amount of pressure. Facebook just moved into the edge of East Palo Alto, and with it came gentrification. But Jeannie says, "The way to mute that gentrification is to give a voice to the local community members so they can have a say in the kind of



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Jeanne Merino, conclusion



Rosie and Eric's Wedding (July 2015)

Pictured: Annie, Rico, Rosie, Eric, Jeannie, Russ

community it wants to be.”

Jeannie loves to be outside doing almost anything: swimming, hiking, gardening, and being with her family and friends. Jeannie especially loves growing flowers, fruits, and vegetables in her garden. But she lamented that it's been a hard the last couple of years because she's in a constant war with the squirrels who are not only “stealing her juicy ripe tomatoes,” but are also, as Jeannie recounts, “smarter than I am!”

Jeannie married her college sweetheart, Russ Altman. She describes him as “a funny, outgoing guy that has an optimistic outlook on life, which makes him a good life partner.” They don't agree on everything; in fact, they tend to fight a lot. But Jeannie thinks that a good marriage includes a lot of fighting! Russ is a Professor of Bio-Engineering at Stanford University and a practicing physician.

Jeannie and Russ have three grown children: Rico is 27, Rosie is 24, and Annie is 20. As Jeannie reflects on her emptying nest, she said, “It's been fun watching them grow up and become independent in their own way, finding their own personalities and interests. They've all gone to college far away in big cities where it snows, but it makes them really

love California and its nature.” She and her family love the Lake Tahoe area and visit as often as they can. Her favorite activity in Tahoe is taking a hike and swimming in the lake—any lake—whenever she finds one.

If you've ever met Jeannie, you know that she is easy to laugh and has a warm, happy crinkle to her eyes when she smiles. Whenever you ask her a question, she pauses, thinks, and responds in a way that shows you, though there may be many ways to answer the question you've posed to her, she's answering the question in the most thoughtful and careful way she knows how.

Jeannie's favorite book is *Gilead* by Marilynne Robinson because “it's beautifully written. Her writing is so gentle. It helps me to get inside the heads of her characters and understand a completely different way of living and thinking.” The book on her nightstand is *Lila*, the third book in the *Gilead* series. She hasn't started reading it yet because she's too busy learning, thinking, growing, and warring with the squirrels.

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Kathryn Stanchi, continued

Kathy is an inspiring leader in our community and a deep thinker whose scholarship has integrated feminism and legal writing.

Kathy has taught legal writing since the mid-1990s. In the last twenty years, she has helped the discipline develop through her service and her scholarship. Yet she still sees discrimination against hard-working legal-writing professors. Kathy sees this systemic discrimination as akin to that described by dominance feminism, the feminist school with which she most closely identifies: structural inequalities can become so institutionally embedded that we do not even see them as discrimination, but as “the way things are.” Still, much has changed, and Kathy is hopeful for the future of our discipline. Along with many others, Kathy deserves some of the credit for bringing us to the brink of real equality. This is her story.

Kathy studied feminism in college at Penn back in the 1980s, when “Debbie Does Dallas” and “Deep Throat” were shown in the school auditorium. Catharine MacKinnon was a leading feminist voice against pornography. Kathy says MacKinnon’s insights, particularly her

critique of neutrality and the tenaciousness and invisibility of structural inequality, “blew her mind.”

Kathy developed her theories on feminism and legal writing in a series of articles. First came the powerful *Resistance is Futile: How Legal Writing Pedagogy Contributes to the Law’s Marginalization of Outsider Voices*. Kathy critiques some of the shibboleths of our discipline—like focusing on the audience—and shows how they contribute to the “muting” of outsider voices. Focusing on the audience, she writes, “requires that the student put aside critical jurisprudence and develop a theory and framework that will be most attractive to a mainstream audience.” In 2001, Kathy co-authored two articles with Jan Levine proving through salary figures and other statistics that “gender bias is at the heart of law schools’ treatment of legal writing teachers.” Kathy’s tour-de-force on feminism and legal writing is *Feminist Legal Writing*. In the article, Kathy ponders the subversive power of feminist scholarly writing and encourages feminist lawyers to push the same linguistic boundaries in their practical legal writing. She followed this clarion call with

two other articles on law teaching reflecting MacKinnon’s influence.

Kathy’s views on feminism straddle a number of philosophies, including dominance, anti-essentialism, and post-modernism. We had a lively conversation about Elinor Burkett’s provocative NY Times op-ed this summer, “What Makes a Woman?” Burkett criticizes Caitlyn Jenner and others in the trans movement for co-opting feminism (“People who haven’t lived their whole lives as women . . . shouldn’t get to define us.”). Kathy stresses that feminists and others should read and engage with Burkett’s arguments, but she is ultimately troubled by Burkett’s thesis because it seems based on the idea that the category “woman” is certain and fixed. Kathy feels that feminism should celebrate the blurring of fixed sex categories. It might be hard for some who have fought against oppression to accept new conceptions of womanhood. But by not doing so, feminism risks fizzling out in exclusivity. Kathy believes feminism should “open its arms, not cross its arms and say, ‘Not you.’”



Kathy, her husband Frank, and their foster dog Meg



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Kathryn Stanchi, conclusion



Kathy, Frank, and Kaylee

Kathy's work on feminism and legal writing continues to this day. Kathy is co-editor (along with Linda Berger and Bridget Crawford) of the forthcoming *Feminist Judgments: Rewritten Opinions of the United States Supreme Court*. Kathy, Linda, and Bridget selected 25 notable Supreme Court decisions on gender issues, ranging from the notorious *Bradwell v. Illinois*, to *Griswold*, *Frontiero*, *Roe v. Wade*, *Loving v. Virginia*, and even *Obergefell*, this summer's case on marriage equality. They asked feminist scholars to rewrite the opinions from a feminist perspective. In this regard, Kathy and her co-editors hope to bring feminist methods and theories to the practice of judging and opinion writing. We look forward to the feminist rewrites of these landmark cases.

Kathy's career in legal writing exemplifies the enormous changes our discipline has undergone in just twenty years. Kathy has taught at several law schools. She started teaching in a "capped" program, then moved to a year-to-year contract, then to a long-term 405(c) contract, then was awarded tenure. She is now a full Professor of Law. Kathy is encouraged by the growing number of schools with tenure-track legal-writing programs. She emphasizes that even after having a long term 405(c) contract, tenure has been different in many ways. She wanted to say to people, "Hey, I'm the same person!" But titles and status matter in the academy.

Like others in our field, Kathy sees legal writing as well positioned to lead law schools into the future of legal education because of our emphasis on practical skills. She thinks every course should be a skills course so that students acquire the means to enhance their ability to practice. Kathy sees challenges in legal writing (legal writing is often first on the chopping block when times are tough), but she is cautiously optimistic about the future. Kathy aptly summarizes her pedagogical philosophy in the first line of her bio on the Temple website: "Professor Stanchi has dedicated her academic career to teaching students how to be good lawyers."

Kathy is an accomplished scholar and a gifted teacher, but that is just the start! She loves to garden, cycle, swim, and hike with her husband. She says, "The outdoors is my church." Kathy loves old-school hip hop. She is an avid reader. She recommends *Consider the Lobster* by David Foster Wallace. It contains, in her opinion, one of the "best anti-porn essays written by a guy, ever." Kathy's travels have taken her from hot springs in Iceland to a Fulbright in Japan in 2014. She loved the culture and students when teaching in Japan.

Kathy is also a self-described "crazy animal person." She and her husband are foster parents to homeless dogs and cats. She carries a dog leash and a cat carrier in her car, and frequently comes home with a stray found on the streets of North Philadelphia. When this happens, Kathy will text her husband to say, "Don't open the garage door, there's a dog in there!"

To speak with Kathryn Stanchi is to enjoy the highest form of intellectual engagement, with humor all about. Thanks Kathy!

Endnotes

¹ 103 Dickinson L. Rev. 7 (1998).

² *Id.* at 29.

³ *Gender and Legal Writing: Law Schools' Dirty Little Secrets*, 16 Berkeley Women's L.J. 3, 23 (2001); *Women, Writing & Wages*, 7 Wm. & Mary J. of Women and the Law 551 (2001).

⁴ 39 San Diego L. Rev. 387 (2002).

⁵ See *Dealing with Hate in the Feminist Classroom*, 11 Mich. J. Gender and Law 173 (2005); *Who Next, the Janitors? A Socio-Feminist Critique of the Status Hierarchy of Law Professors*, 73 U.M.K.C. L. Rev. 46 (2005).

⁶ For a complete list of the cases and the authors of the rewritten opinions, visit <http://sites.temple.edu/ufeministjudgments/authors-and-cases/authors-and-cases/>

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Nikki Williams (1977-2015) *In Memoriam*

Nikki Williams, a beloved Legal Writing Professor at Georgia State College of Law for the last five years, died from cancer on August 14, 2015. Nikki began her career as a corporate bankruptcy associate at Alston & Bird LLP in Atlanta, GA. She also served as a volunteer attorney with The Truancy Intervention Project, the Georgia Innocence Project, and Atlanta Legal Aid's Special Education Project.

To pay special tribute to Nikki, LWI Lives has included an article written by her Georgia State colleagues and another article written by a friend and legal writing colleague from West Virginia.



*By Margaret Hughes Vath, Georgia State University College of Law, Legal Writing Professor and Wendy Reiser Cromwell, Georgia State University College of Law, Director of Communications
Reprinted with permission from Georgia State University College of Law*

"Every one has a handful of teachers who make a difference in his or her life. I was fortunate to have ended up in her class," said Michael Arndt (J.D. '14), one of Nikki Adcock Williams' former students and graduate assistant.

Williams, a legal writing professor in the Lawyering: Foundations program, died Aug. 14 after a 17-month battle with multiple myeloma, a cancer formed by malignant plasma cells. She was 38.

"One of her highest priorities was getting back to teaching," said Jennifer Chiovaro (J.D. '85), a Lawyering: Foundations professor. "She never gave up. She truly thought she would be teaching this fall."

"She even made deals with her doctors to arrange her treatments on non-teaching days," recalled Margaret Hughes Vath, a Lawyering: Foundations colleague. "She gave her all to her students. She cared so very much about them. She was known for making exhaustive, precise comments on student work. She would even cite the applicable rule for a misplaced comma when she marked it; she was that much of a perfectionist."

Chiovaro remembers Williams' cover letter from 2010 when she was hired. "She had the best cover letter. In it, she told why she wanted to be here. She quickly became the cover letter queen, giving students advice on how to improve their letters."

Arndt also remembers Williams having a great eye for editing and for nurturing her students, including her GRAs. "She had a gentle way of reminding me to be a peer to the 1Ls instead of a big man on campus. And she was right; it did make a difference, especially when I was making comments during the review process."

"She always showed why getting it right was so important," he said. "That the effort does matter and goes a long way in advocating for your clients."

"She taught me to be more thoughtful in my approach and to be smart," said Arndt, a staff attorney for Chief Ben Studdard with Henry County State Court. "She taught me to break big assignments into incremental steps and to not set myself up for failure."

Outside of the classroom, she was just as caring. "Selfless," is how Vath describes her friend. "I remember the first time I met her; I was at the office for a legal writing faculty meeting. As I introduced myself, she gave me a big hug. Just like that we went from being strangers to being friends. It was so typical of how she was. Such a generous spirit."

During the spring when Williams was undergoing another round of treatment, she would help other faculty members and

wrote the bench brief for the program. Eager to be in the classroom, she co-taught whenever possible. “I remember my class had ended 20 minutes earlier and Nikki was still there giving advice to my students and making herself completely available to them,” Chiovaro said.

“What a shame that incoming students will not have her as a professor,” Vath said.

“Beyond being a selfless and caring professor, she was an outstanding, attentive mother. She adored her children.” Vath said, adding Williams’ often volunteered at their school and church activities. “She was an all-around lovely person. She will be missed by many.”

Williams was a 1994 graduate of North Hopkins High School in Madisonville, Ky. She graduated from Transylvania University and earned her J.D. from the University of Kentucky College of Law. She was an associate with Alston & Bird in Atlanta before becoming a staff attorney with Henry County State Court.

Williams is survived by her husband, Tom, and two children, Anna, 10, and Liam, 8. Her mother and father, William “Bill” and Charlotte Adcock; a brother, Paul and his wife, Kathy Adcock, her in-laws, Rick and Elaine Williams, and a host of nieces and nephews.



*By Hollee Temple
West Virginia University College of Law*

I see Nikki and me floating on tubes in the Gulf of Mexico, her irrepressible smile on full display.

I was so happy she was with me, at her first LWI Conference in Marco Island, Florida, enjoying the warm water with our colleague Lisa (Penland) Schmidt bobbing along with us. Nikki had created a beautiful new trajectory for her professional life — she was heading into the legal writing classroom, her perfect fit. And I was the lucky beneficiary, as my good friend was now a colleague.

A law school classmate connected me with Nikki in 2008 for an ABA Journal piece I was writing about two-lawyer couples and their struggles with work-life balance. Nikki and her husband, Tom, became the centerpiece of my article.

Flash forward a few months, and I was looking for subjects for a new nonfiction book on modern motherhood and work-life balance. “What about that Nikki from Atlanta?” I thought. I gave her a call and soon we were talking regularly. I learned that she was unhappy in her legal job, and that we shared many of the same experiences working in BigLaw. It wasn’t the right fit for Nikki. Her heart yearned for something different.

The more I got to know her, the more I felt like the academic path might fit her too. When she told me about the legal writing position she was applying for at Georgia State, I hopped out of reporter mode and became her interview coach. She literally leaped in the air when she found out she would become Professor Williams.

I watched her grow as a teacher, nervous at first; she told me she wanted to straighten her hair to appear to be “older” and “more professional.” She matured in her role, speaking with me at the national conference in Palm Springs and bringing our message of hope to our colleagues. We both believed that each of us is already enough — whether we get public recognition and promotions, or not. We also discovered a favorite new wine, Sebastiani Chardonnay, on that trip. We would text each other pictures when we found it at random grocery stores across the country.

When I visited Nikki for the last time in April, we were both wearing our signature heart necklaces. We did all of the things we loved to do together. We went shopping for hours, drank wine (we joked that we were doing research for the sequel to *Good Enough Is the New Perfect*, which we had dubbed *Barely Adequate: Drinking Wine at Noon*), and reminisced.

A few months ago, Nikki wrote me a note that I will always treasure, thanking me for helping her “find her place in the world.” She was meant to be a legal writing professor, and I know we were meant to find each other.

UPCOMING LEGAL WRITING EVENTS

2015 One-Day LWI Workshops

December 4

Creighton, Concordia, Florida A
& M, Florida International,
Northern Illinois, Tulane, USC
Gould, Wash. U. St. Louis,
Widener Harrisburg

December 5

Denver Law

December 11

Chicago Kent, Ohio State Moritz

January 6-10, 2016

AALS Annual Meeting
Washington, D.C.

January 22-23, 2016

2016 Southeastern Legal
Writing Conference
University of Miami
School of Law

March 11-12, 2016

Sixth Annual Capital Area
Legal Writing Conference
University of Maryland
Carey School of Law

July 10-13, 2016

2016 LWI Biennial
Conference
Portland Hilton and
Executive Tower

Check out these websites for more
information on what's happening!

<http://www.aals.org/aals-events/>
<http://www.lwionline.org/>
<http://www.alwd.org/>

Next month in *LWI Lives*, read about:



Leslie Culver
California Western



Tenielle
Fordyce-Ruff
Concordia



Andrew Solomon
South Texas

Selection and Presentation Process: We believe it is important for the members of LWI to know our process for creating the newsletter. The Committee is organized into three teams, and each is responsible for selecting, proposing, and writing the three profiles for a particular issue of the newsletter. To ensure a diverse newsletter, the teams propose the names of the selected individuals to the Co-Chairs to ensure that there is a breadth of coverage for each issue. Additionally, the Co-Chairs are keeping a master list of all the profiles, so that we can ensure a wide range of coverage over time.

The Faces of the LWI Committee exists to allow us to learn about the interesting lives of our colleagues. For that to happen, we want and need a diverse selection of legal writing professors to profile. If you have someone in mind that we should put on the list for a future newsletter, please feel free to contact any of our members at the email addresses below. If you could include a note on why you think the individual's profile would be particularly interesting, it will help us in developing priorities.

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