



LegalWriting  
institute

# 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 multidimensional 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.

### Rosa Kim: A Woman of the World

By Abigail Perdue



Almost fifty years ago, eight-year-old Rosa Kim embarked on a life-altering journey. She traveled with her mother and three older sisters from their birthplace in Seoul, South Korea, nearly seven thousand miles away to West Orange, New Jersey, a small suburb twenty miles outside New York City. They were meeting her father, a retired Air Force Colonel, who had immigrated to the U.S. the year before to establish a better life for the family. Rosa still vividly remembers dragging her overstuffed suitcase behind her through the busy airport and being shocked to see how dirty the streets of New York City looked.

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### Jennifer Spreng: A Life Focused on Real People

By Wayne Schiess



Jennifer Spreng is a writer, music lover, and teacher who loves to travel and is devoted to her students. Sounds like a legal-writing teacher!

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### Ursula Weigold: Accidentally Finding What You Love to Do

By Desmond Wu



Ursula Weigold has always been skeptical about people who have wanted to know about her five- or ten-year plan. So many of the best things that have happened in her life, from living in Yemen, to her first job out of law school, to teaching legal writing, to creating a legal writing program from the ground up, weren't carefully planned out. Instead, she simply accidentally happened upon many of them and made choices that led to new adventures and jobs that she has loved.

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## Rosa Kim

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Stepping into the Great Unknown, Rosa was initially giddy with excitement and anticipation, but life in the U.S. at first proved disappointing and was quite a “culture shock,” to say the least. Rosa’s parents worked six days a week to transform the “tiny, hole-in-the-wall” wig shop that her father had purchased into a profitable enterprise that eventually expanded to include a handful of stores and employees. Despite the success of her parents’ business, Rosa never felt as if she and her family fit in. Their shop was located in a predominantly African American neighborhood, and they lived in a mostly white suburb. Rosa “felt marginalized in both places.” Fortunately, Rosa and her sisters had each other.

Things were not any better at school. Rosa and her sisters were the only Asian Americans at the entire school, which often made them the targets of racial taunts and bullying. The cultural insensitivity of Rosa’s third grade teacher was particularly cruel, forcing Rosa to rapidly assimilate and learn English as quickly as possible. Like her parents, Rosa was determined, resilient, and highly motivated. She soon outpaced her classmates who were native English speakers, even winning her first spelling bee a couple of years later. But in junior high, Rosa’s academic achievements, introverted personality, and “cerebral” nature only provided more fodder for some of her stereotype-affirming classmates to otherize her. As a result, she often felt “invisible” and couldn’t help but wonder what her life might have been like had they never left Korea.



*A Visit to Korea*



Things changed when Rosa transferred to Montclair Kimberly Academy, a private school where “it was cool to be smart and ok to be different.” Rosa flourished in this inclusive environment where individualism was appreciated and even fostered. As a result, high school was “a really positive experience” that helped her finally realize that her cultural roots and unique immigrant experience were “strength[s] she should embrace, not shy away from.” “Once I knew who I was, everything else fell into place and I felt stronger,” she explains.

## Rosa Kim

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That life-changing epiphany launched Rosa's pursuit of meaningful opportunities for cultural immersion. A self-described globalist, throughout her life she has enjoyed learning about different cultures and has been able to "plug into different cultures pretty easily . . . because [she] had to switch cultures as a child." A half-century after taking her first steps on U.S. soil, Rosa observes wistfully, "[o]ne decision by my parents completely changed the course of my life."



### *Family Travels*

But Rosa's journey of self-discovery was just beginning. It continued during college when she double majored in International Relations and Spanish and then studied abroad in Spain with dreams of one day working at the UN or the Foreign Service. A dedicated lover of language, Rosa soon became bilingual in English and Korean, proficient in Spanish, and also studied Italian, Portuguese, and French. She also attained a Master's degree at the Johns Hopkins School of Advanced International Studies, spending one year of that program in Bologna, Italy, and the other in D.C. "I was trying to see the world," she explains. Still today, Rosa continues to combine her love of teaching with her love of travel whenever possible, teaching law students abroad in both Spain and Sweden, and serving as a Fulbright Specialist at a prestigious Korean law school.

## Rosa Kim

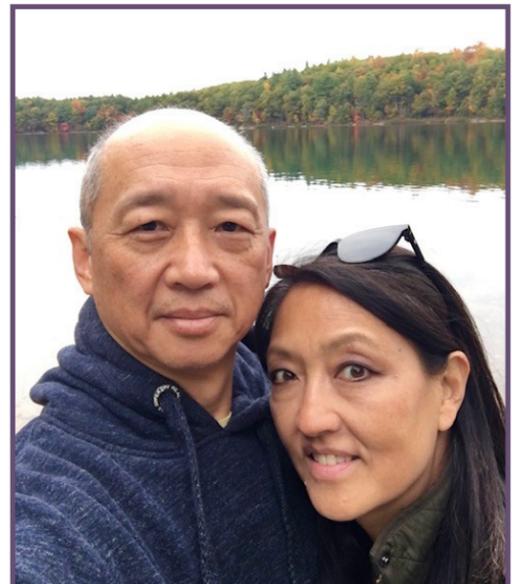
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Deciding to settle in Boston with her husband, Kiwon, Rosa attended law school and shifted her focus from international relations to civil litigation. After law school, Rosa practiced at the Attorney General's Office, took time off to raise two beautiful daughters, Katherine and Julia, and then returned to work part-time at a small law firm. But the hurried rhythm of law firm life was ill-suited to motherhood. Rosa felt constantly conflicted as she strived to juggle the responsibilities of work and family. Although her family always came first, her mother had once advised her to “not give up your individual pursuits. Keep that for yourself.”

Rosa took that good advice. She applied to teach legal writing as an adjunct instructor at Boston University where she taught one course per semester for several years. When she ran into some law school classmates at a Legal Writing conference, they encouraged her to apply for a position at Suffolk University Law School, where she's been teaching ever since. Academia appealed to Rosa because it provides a “constant source of growth and learning”—the kind of environment where she thrives. “I could see that it would be an evolution,” she says, “and I liked that.”

Rosa's journey in Academia has brought her back to her passion for globalism and cultural immersion. Through her scholarship and leadership within the legal writing field, Rosa has advocated for globalizing U.S. legal education to better prepare law students for practice in an increasingly borderless world. She has also worked to expand diversity within the Legal Writing Academy and to amplify the voices of Asian American female faculty. Her current focus is to deepen her commitment to mentoring junior faculty of color and to have a positive impact on their careers.



Although Rosa loves being a teacher and scholar, she also finds fulfillment in her family life. She strives to equip her two daughters with the tools necessary to navigate the intricate complexities of their identities as first-generation Americans, namely inner strength, a strong sense of self, and the unconditional love and support they need to feel confident and self-assured.

Music is another one of Rosa's lifelong passions, which her family shares. “Our house is always filled with music,” she says, smiling. “I can't live without it.” She likes everything from R&B to musical theatre and K-Pop, but classical music is her favorite, especially chamber music. Not only was she an accomplished cellist as a child, but she also sang in several choral groups and even a law school a capella group—*The Wand'ring Mistrisls*.



A true woman of the world, Rosa daily transcends cultural boundaries, challenges stereotypes, and continues to evolve, all while remaining true to herself.

You can visit Rosa's faculty page at [www.suffolk.edu/academics/faculty/r/k/rkim](http://www.suffolk.edu/academics/faculty/r/k/rkim).

## Jennifer Spreng

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Jennifer was born outside Pittsburgh, Pennsylvania, but the summer before she started first grade, her family moved to Farmville, Virginia, where her father was a professor of Economics at Hampden Sydney College. Her family lived in Prince Edward County, where a segregation academy was still interfering with appropriate public-school integration, effectively leaving the public schools almost all African-American and the private schools all white. When she entered first grade, she was a student who helped integrate the public schools.

It was 1974 when genuine public-school integration began in the county, partly because people like Jennifer's parents enrolled their children in public school. Jennifer claims no special credit because, of course, her parents chose that path. And they really don't claim any special credit, either—it was just the right thing to do.

Jennifer's family wanted to experience living in England—just for the adventure of it—so they spent the 1978-79 school year in London which Jennifer loved. While there, at the age of ten, she earned an honorable mention from the London Observer in a children's writing competition to write an alternate ending for *Watership Down*, and her desk partner in school was Rufus Sewell, with whom she appeared in the school play, *Rumpelstiltskin*. Yes, that Rufus Sewell, who recently starred in *Victoria* and *The Man in the High Castle*. After London, the family settled in Owensboro, Kentucky, where her father resumed his academic career in the U.S.

There, in eighth grade, Jennifer was sports editor of the middle-school newspaper. Among her more notable stories was a feature profile of her classmate, Rex Chapman. Yes, that Rex Chapman, who played basketball at the University of Kentucky and later for the Charlotte Hornets, Miami Heat, and Phoenix Suns. In high school, Jennifer kept writing and reporting. She was a staff writer for Owensboro High School's newspaper, *The Scoop*, and co-editor of the Owensboroan, the school yearbook.

Meanwhile, she had started playing the violin in fifth grade, continuing through high school, and was a member of the Owensboro Youth Symphony Orchestra. She continued to play in college and, after law school, played with several groups.

After high school, Jennifer attended Washington and Lee University, enrolling shortly after it changed from male only to a co-educational institution—she was in the second class of women to attend. After starting as a math major, she decided to pursue one of her many passions: Latin American history. As with many of the passions in her life, Jennifer pursued this one fully, joining the International Club and serving as its president during her junior and senior years. She also presented a paper in Monterrey, Mexico.

Jennifer had domestic interests, too. She cared deeply about U.S. government and followed elections, policy, and politics. During college, she completed an internship with Senator Richard Lugar, and upon graduating from Washington and Lee, she spent two years as a staff member for the United States Congress. From 1990-92, she worked for the House Wednesday Group, predecessor to the Tuesday Group, described as consisting of “moderate-to-liberal Republican members of the House of Representatives.” As the Group's Executive Assistant, Jennifer performed adminis-



At Land's End, Cornwall, 5,396 miles from home in 2015

## Jennifer Spreng

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trative duties and research to support a major poverty policy initiative that later led to passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. The Group also published her white paper, *New Directions: Welfare Reform in Twelve States*. The work she did there and the experiences she had were of vital importance to her and connected to a theme of her professional life: the law is about real people.

In the meantime, Jennifer's family had moved to St. Louis, Missouri, and she joined them when she enrolled at St. Louis University School of Law.

During law school, she continued writing. All three years, she worked as a stringer (a freelance news writer paid by the job) for a local newspaper, covering the activities and meetings of school boards and town councils in southern Illinois and occasionally submitting other stories. And her major law school activity was membership on the Saint Louis University Law Journal, where she was Lead Articles Editor her third year. Her student-comment article on religious liberty, *Failing Honorably: Balancing Tests, Justice O'Connor and the Free Exercise of Religion*, 38 St. Louis U. L.J. 837 (1994), was selected for publication in 1994.

After law school she accepted a federal district court clerkship with Judge F.A. Little, Jr., in the Western District of Louisiana. Why Louisiana, you ask? It was a natural fit for Jennifer, who had become interested in Southern literature and was a fan of Walker Percy and Shelby Foote. She enjoyed the clerkship so much that she wanted to continue, which she did by clerking with Judge Andrew Kleinfeld in the United States Court of Appeals for the Ninth Circuit.

Judge Kleinfeld's chambers are in Fairbanks, Alaska. Why Alaska, you ask?

"Just because I thought it would be cool to live in Alaska!" she says. And her experiences there were valuable for a future legal-writing teacher: "Judge Kleinfeld taught me and showed me how to write and how to think the way lawyers and judges write and think." While there she traveled a lot—including to Denali National and State Parks, Prudhoe Bay, and the Inside Passage—and cheered on the finish of the Yukon Quest dog-mushing race in Fairbanks. She also wrote two articles commenting on the then-proposed division of the Ninth Circuit and returned to the violin, playing in the pit orchestra for the musical "Gypsy."

After the clerkships, Jennifer returned to Owensboro, where she worked in a small firm and as a solo practitioner in bankruptcy, general civil litigation, and contract motion and appellate brief drafting. There she put into practice her knowledge and skill and her desire to make the law about real people.

Next, Jennifer made the move to academia, joining the faculty at Arizona Summit School of Law in 2006, where she taught full-time for nine years. She taught many courses, including Civil Procedure, Constitutional Law, and Bankruptcy, consistently trying to incorporate experiences and practice-related activities into these traditionally doctrinal courses. (I sense a legal-writing teacher in the making!) It was at Arizona Summit that she honed and implemented ideas about how authentic practice activities could facilitate learning in doctrinal courses, which



On a hike in Alaska during her clerkship with Ninth Circuit Judge Andrew J. Kleinfeld

## Jennifer Spreng

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nurtured her interest in teaching authentic practice skills directly, something she has continued to do throughout her academic career.

For example, she integrated Torts and Civil Procedure into a year-long Introduction to Civil Litigation course. It was, essentially, Torts and Civil Procedure with a Client Perspective, a continuing practicum based on diet-drug product-liability litigation. The client-based perspective, she realized, enhanced learning, aided knowledge transfer, strengthened practice-readiness, and increased student motivation. This was her way of bringing alive her philosophy that the law should be about real people.

She also adopted other forms of “learning by doing,” such as The Great Civil Procedure Shootout!, a student-hosted game-show-style competition among teams answering procedure questions, playing procedure-themed games, wearing procedure-inspired costumes, and eating refreshments with procedure-reminiscent names.

Just before and during her time at Arizona Summit, Jennifer published a dozen law review articles, on a wide variety of topics, including religious liberties and pharmacists’ conscience rights, representing mentally ill mothers in juvenile dependency actions, legal education, and genetically modified animal feed regulation. She won Arizona Summit’s Faculty Scholarship Award for 2013-14. And in 2004, she published a book entitled *Abortion and Divorce Law in Ireland*, paying homage to her Irish heritage. Her current scholarship focuses on law teaching.

Jennifer earned her LL.M in Biotechnology and Genomics from Arizona State University Sandra Day O’Connor College of Law in 2014. In 2015, she joined the faculty at Atlanta’s John Marshall Law School for one year. The next year, Jennifer joined the faculty at St. Mary’s University School of Law in San Antonio, Texas.

At St. Mary’s, Jennifer has fulfilled at least three different educational roles, sometimes separately and sometimes all at once: Legal Writing Professor, Academic Success Professional, and Student Advisor. In these roles, and as part of the school’s Law Success Program (aspects of which Jennifer helped design and create), faculty members work individually and frequently with students, helping them focus on academic and professional success. In 2020-21, she also took on the responsibility of creating a year-long writing scenario and assignment set for Legal Communication, Analysis and Professionalism, the first-year research and writing sequence at St. Mary’s, and she previously created a semester-long scenario with assignments for the second-year Experiential Legal Analysis course she designed.



Jennifer says, “What I do is strive hard to become very good at teaching legal writing,” and, like so many in the legal-writing field, she values her students’ success more than her own. This year, one of her students won the “Super Brief” award for the best brief written in the first-year class—the second in a row for one of her students.

*Advising two student competition judges from the Federal Rules of Civil Procedure during The Great Civil Procedure Shootout*

## Jennifer Spreng

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In her teaching, Jennifer is committed to the idea of “anchored” courses, which she defines this way: “Anchored instruction’ is a strategy for delivering authentic learning opportunities. An anchor is a meaningful, factually rich, highly realistic story or ‘macrocontext’ that situates opportunities for students to encounter concepts, hone skills, and solve problems in a single realistic context over an extended period.” And she has to be considered a pioneer of this teaching practice, given her work at Arizona Summit and St. Mary’s. By the way, that quotation comes from a chapter entitled *Suppose the Class Began the Day the Case Walked in the Door . . . Integrating Authentic Anchors into Doctrinal Courses* that Jennifer recently wrote for the book *Lawyering Skills in the Doctrinal Classroom: Using Legal Writing Pedagogy to Enhance Teaching Across the Law School Curriculum*.

Jennifer loves to travel. She has been to Rome twice, once primarily to see the ancient Roman sites and the second time to tour religious sites, which included midnight Mass at the Vatican. She made a pilgrimage to the Holy Land in 2012 and visited Turkey, mostly Istanbul, in 2013. She has returned to the U.K. and visited Ireland many times, and in 2015, presented at a conference for the Centre for Legal Education at Nottingham Law School and later published in the *Nottingham Law Review*, both of which were huge thrills. She has attended Wimbledon several times.

Lately, she has become interested in East Asian culture, particularly Korea. She had been taking Korean language classes at the Korean American Cultural Center of San Antonio when the COVID-19 pandemic hit. She hopes to be able to visit the country soon. Her recent year-long writing scenario involved a fictional Korean DACA recipient challenging his conviction for possessing a gun while not legally in the United States under the Second Amendment.

She has been a longtime fan of the Van Cliburn piano competition, so in 2005 (and again in 2017), she decided to go. In 2005, she attended the entire competition and many of the “fringe” events that go on around it, such as recitals, lectures, master classes, meetings with competitors at the stage door, and social activities. “My seat was way up in the rafters of the recital Hall, but the fantastic part was that large numbers of music students and piano teachers also sat there, creating a tremendous milieu.” Jennifer discussed the competition with these people and fondly recalls that, “[t]he favorite in our section, Alexander Kobrin, was the winner, and in the context of the moment, it seemed like a vindication of important ideas about gifts of the self, honor, integrity, and craft/artistry. I’ll always remember the heady feeling when what seemed like our entire section met him at the stage door after his performance of ‘Rhapsody on a Theme of Paganini.’ One of life’s pure and good moments.”

*In Andorra, home of two defendants from her diet-drug product liability teaching anchor*

You can visit Jennifer’s faculty page at [law.stmarytx.edu/academics/faculty/jennifer-spreng/](http://law.stmarytx.edu/academics/faculty/jennifer-spreng/).



## Ursula Weigold

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Ursula was born near Vancouver, Canada, to parents who immigrated from Germany. Growing up, she moved every few years because of her father's work for an American construction company. She went to different schools every couple of years, and lived in places like Seattle, New Orleans, and Lodi, California. "We didn't have the conventional white-picket fence, stay-in-one-place childhood, but I loved travelling and still do," Ursula said.

Her father died when she was relatively young, and after his death, her mother moved the family to Germany. They moved in June, and Ursula started school in Germany soon after, armed with only two months' worth of German language ability. Ursula laughs remembering what it was like in Germany as a kid. "I hated it at the time. I was starting my teenage years, with the usual fights with my mother and rebellion, regularly telling her that she'd ruined my life. But now I'm so immensely grateful that I had that experience. I learned German pretty well and even decades later, I can still understand just about any German conversation."



Beyond going to school in a new place, Ursula also suddenly found herself connected to an extended family. Up until that point, she had her parents and sisters, but she didn't have many other close, conventional connections because of the family's frequent moves. In Germany, she suddenly found herself connected to grandparents, cousins, and other family who had lived in the area for centuries.

Her mother's family had been dairy farmers in Southern Germany, and so late one summer, her mother decided that Ursula and her sisters should experience life on the land. They spent a week helping dig potatoes on a relative's farm. "For a 12-year-old, the idea of getting your hands deep in the dirt and dealing with earthworms and potatoes wasn't exactly appealing, but it was a good experience to feel how hard people have to work to get by." Thinking back on her childhood in Germany, she appreciates being immersed in a different culture with its focus on rules, order, directness, and clear expectations.

*Ursula in Wisconsin*

Ursula returned to the United States for high school. "My Mom was very adventurous. She decided we were going to move to Houston just because it sounded like an interesting city." Like many other first-generation students, she never planned to go to college since she didn't think her family could afford it. That changed when a high school counselor explained financial aid programs. "It was mind-boggling to me that I could get not only loans, but also grants to go to school. It was amazing that strangers were helping to pay for me to go to school!"

## Ursula Weigold

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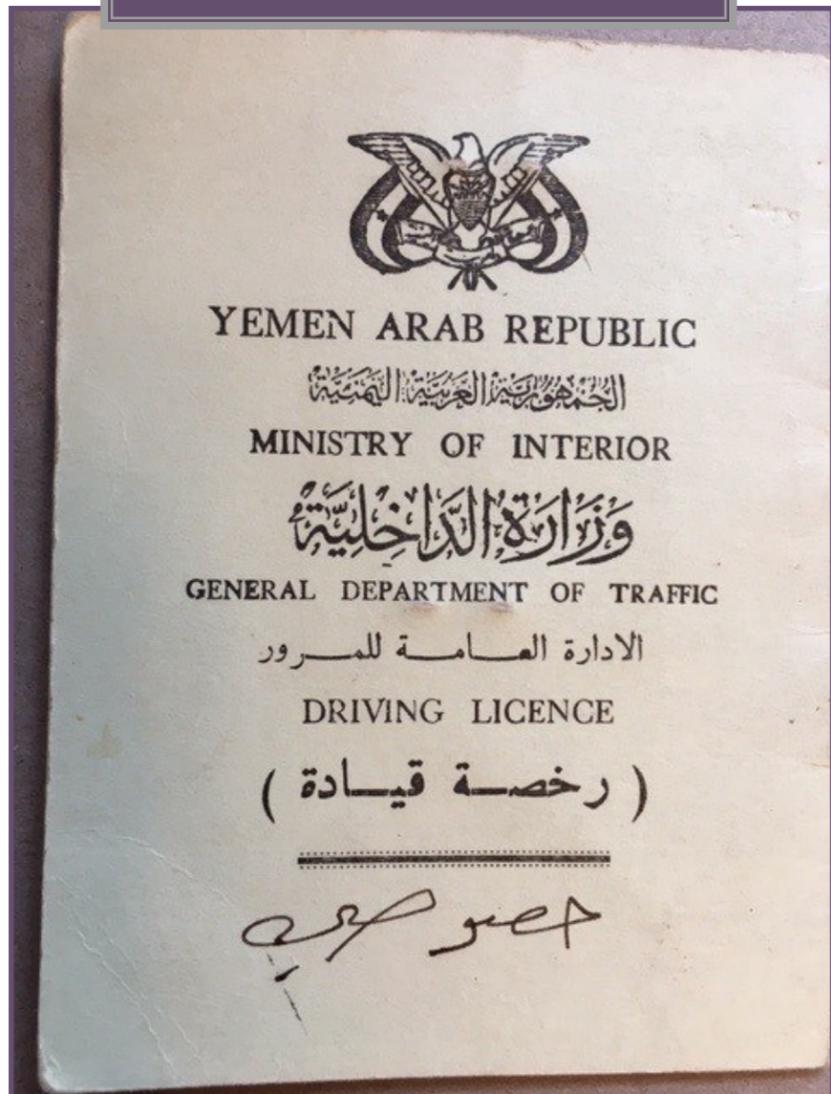
Ursula enrolled at the University of Texas at Austin. She picked it mostly because many of her friends were going there, and she ended up loving college. It was the first time she'd been away from home, and she loved the smaller sense of community and college life in Austin versus the huge, spread out hustle and bustle of Houston. "With no clear career plan, I started college as a Drama major, and my mom thought I was stark raving crazy." She eventually majored in History and Journalism, in part because she had worked on her high school newspaper in Houston. In the summers, she worked as an orientation advisor at the University's week-long orientation, welcoming new students to the school and helping them to feel un-intimidated and like they belonged.

She stayed at UT Austin for law school. At the end of her 1L year, her longtime boyfriend unexpectedly proposed, and she married him and moved to Sana'a, Yemen, where he was posted as a foreign service officer. Before she left, she went through intensive preparation at the State Department, learning about the culture, history, language, and customs of Yemen. Moving there opened her eyes to a whole new part of the world. "In Yemen, foreign women were considered 'honorary' men, so we could drive, which you couldn't do in other places even if you were attached to an embassy. People would look at you curiously as a foreigner walking around town, but there weren't many restrictions."

At that time, Yemen was relatively stable, with no civil war or the scale of humanitarian issues the country faces today. She remembers meeting friendly and welcoming people, drinking a lot of tea, and travelling across the country. While one or two of the trips were with her then-husband or embassy officers to do outreach to important tribal leaders, most of the trips were about exploring the varied landscapes of Yemen, from the archaeological sites in the mountain regions along hair-raising roads and breathtaking landscapes, to Marib, the alleged city ruled by the Queen of Sheba in the desert of the Empty Quarter, to Hodeiyah, a port on the Red Sea.

After the tour in Yemen ended, she finished law school and stumbled into the perfect job from an ad on a Career Services bulletin board. That job was working as a judicial clerk for Chief Justice Frank Evans at the Texas Court of Appeals. "We're often shaped by those who we work with as we begin our legal careers, and I consider myself incredibly lucky because he was my first boss. He fit my idealized image of what a compassionate, smart, objective jurist should be." He helped her and the other clerks become self-sufficient by giving supportive critiques, praising their accomplishments, and steering them in the right direction without being heavy-handed or micromanaging.

Ursula's Yemeni Driver's License Cover



## Ursula Weigold

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A lot of that first year of clerkship was about getting up to speed about how the judicial system worked and how to research and write a bench memo. “Legal writing courses were nascent at that time, so my own Legal Research and Writing class was a one-credit course in the spring semester taught by a 3L. I was woefully unprepared for any practical job, but that was true of most new law graduates at the time. The senior staff attorneys did a boot camp for the new clerks about research and writing.” She learned to read the lawyers’ briefs critically, then check the record and independently research the law for the justices.

At the end of her clerkship, a staff attorney position opened, and she transitioned to working at the court in a different capacity. She loved not only working behind the scenes of the judicial system, but also seeing examples of the best and the worst of lawyering firsthand. Her time there taught her the value of objectively evaluating the facts of a case, critically analyzing the law, and not taking for granted that lawyers presented an accurate picture of either. It also turned out to be great preparation for teaching legal research, analysis, and writing.

Just as she stumbled into the clerkship she loved from an ad on a bulletin board, she stumbled into teaching accidentally as well. A former staff attorney at the court had started teaching legal research and writing and told Ursula that another legal writing professor had left mid-semester, leaving the students furious and the law school scrambling to find a replacement. With permission from the court, Ursula stepped in and started teaching at South Texas College of Law in early October. “In my first class, I told the students, ‘I don’t know how much you have or haven’t covered, so I’m going to do an intensive review of what I think you’ve covered,’ and students loved that. There might have been only one or two legal writing texts at the time. I quickly read through them and was reassured by the many parallels to the skills and knowledge I used in my ‘day job.’” The next year, a full-time teaching job opened up, and she got the position.



Just as she loved working on the court—something she never planned—Ursula discovered that she also loved teaching. “The three main areas that we teach – analysis, research strategy, and effective writing – are so complex that there’s always something new to learn, and always new ways to help novices move towards mastery.” She also loves helping students make the transition to an unfamiliar law school environment and a new kind of writing. “As every law teacher knows, there’s a lot of ambiguity in law and ‘it depends’ is often the correct answer. So, you tell that to students up-front and tell them you’ll do your best to get them up to speed, without pretending that you know all the answers. Just as lawyers don’t know all the answers.” At South Texas, she was able to combine her love of travelling with teaching in summer abroad programs in Malta, Istanbul, and Durham, England.

*Ursula in Istanbul*

## Ursula Weigold

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After many years in Texas, she moved to Minneapolis to build a new legal research and writing program at the University of St. Thomas, an old, well-established university that was opening a law school. “It was exciting to build a program from the ground up. The first year we had temporary offices in the university’s graduate business school in Minneapolis, but within a year or two, the school funded and built a brand-new state-of-the-art building next door to the business school.” In planning the LRW program, she worked with the Dean and associate deans to decide how many credit hours the class should carry, the student load, titles, and employment security for professors, and what the course sequence should look like. She negotiated all sorts of big and small decisions about what made a good experience for students. After many years of benefitting from the wisdom of LRW colleagues at conferences, she also used the LWI Annual Survey data to show what most schools, and the most extensive programs, did.

She applied those same lessons when she later was hired to revamp the LRW program at the University of Wisconsin Law School. At the time, it was one of the few schools in the country that still used part-time teachers and adjuncts, so she shepherded in an expanded course curriculum and the hire of full-time professors. “Initially, I thought it would be a slow transition, but the Dean and administrators were very supportive, and within two years, we converted from mostly part-time teachers to a full-time program. We doubled the number of credit hours and changed course.”

After teaching at four law schools and directing LRW programs at three, she feels fortunate to have worked with deans and senior faculty who valued skills courses—courses that weren’t always fully appreciated at other law schools. “Even though they came from very traditional law schools themselves, the deans I worked with actively valued the importance of teaching students practical skills, so they invested in these courses and hired great teachers to build something that would serve students well.” Now serving as Associate Dean of Experiential Learning at Wisconsin, Ursula continues to work with the law school community on refining a strong skills curriculum to prepare students with the tools they will need out in practice. So, when those students stumble into the jobs that are perfect for them, they’ll be ready to excel.

You can visit Ursula’s faculty page at [secure.law.wisc.edu/profiles/weigold@wisc.edu](https://secure.law.wisc.edu/profiles/weigold@wisc.edu).

Ursula in Malta





### LWI Lives Selection Process

The LWI Lives Committee is organized into three teams, and each team is responsible for selecting, proposing, and writing the three profiles in each issue. To ensure a diverse newsletter, teams propose individual names to the Co-Chairs, and the Co-Chairs review the suggestions to ensure a wide range of coverage over time.

If you have someone in mind who we should put on the list for a future newsletter, please feel free to email any of the committee members listed below. If you could include a note explaining why you think the individual's profile would be particularly interesting, it will help us in developing priorities.

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