
JENNIFER E. SPRENG

Assistant Professor and Director of Academic Success

Southern Illinois University Simmons Law School

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618-698-8621

Education

Arizona State University, Sandra Day O'Connor College of Law, Tempe, Arizona

LL.M. in Biotechnology and Genomics, June 2014

Coursework included: Biotechnology and the Law; Genetics and the Law; Food and Drug Law; Health Law; Mental Health Law; Public Health Law; Products Liability; and Public International Law.

Saint Louis University School of Law, Saint Louis, Missouri

Juris Doctor, magna cum laude, May 1995

- Class rank: 10/200+, Order of the Woolsack, Alpha Sigma Nu, Moot Court Board, academic scholarship.
- Lead Articles Editor: *Saint Louis University Law Journal*, 1994-95.

Washington and Lee University, Lexington, Virginia

Bachelor of Arts with honors in American history, magna cum laude, June 1990

- University Scholar, Omicron Delta Kappa, Phi Eta Sigma.
- President, International Club, 1988-20.
- Best Products full-tuition Scholarship, National Merit Scholarship.

Professional Experience

Southern Illinois University Simmons Law School, Carbondale, Illinois

Director of Academic Success, April 2022 – current

Assistant Professor of Law, January 2022 – current

Teaching and Curriculum Development:

- **Design and teach Torts I and II**, a six-credit, first-year required sequence, 2023-current.

- Design and deliver rigorous first year sequence combining traditional doctrinal presentation with a problem-based orientation and materials authentic to practice.
- **Create twenty weekly problems** with sample answers and other feedback enhancing content integrated with pilot outlining skill development program.
- **Create unifying litigation scenario** for Torts II problems and in-class hypotheticals with realistic practice-like documents and evidentiary exhibits to serve as an instructional anchor for the course.
- **Deliver peer feedback program** that improves student performance and awareness of strengths and weaknesses as well as tactics to address them.
- **Direct Academic Success program** delivered primarily via closely associations with, in different iterations, year-long Torts I and II courses, Legal Writing and academic success courses and incorporating legal reasoning, cutting-edge feedback and self-assessment techniques, student mentoring, professional identity, and cultural competence components with intensive feedback and revision, 2022-current.
 - **Design, create content, and deliver three versions of Mastering Legal Education I and II**, a year-long, first-year academic success course to help students hone legal reasoning, reasoning-to-writing, priority/time-management, feedback literacy and evaluative judgment, professional development and general study and exam-taking skills.
 - **Implement an “Academic Success Planning” process** for all first-year students to improve study behaviors and eventual bar readiness with student-driven individualized planning and faculty and upper-class student mentoring in an accountability partnership framework.
 - **Direct, create programming, train, and advise the “Taylor Mattis Fellows,”** a newly revived group of fourteen (14) second-year student mentors who counsel small groups of first-year students in a series of structured “Study Group” sessions per term, provide feedback and individual mentoring, and support first-year Orientation, and guide them through a transition from a professor-managed to a student-managed organization.
 - Create and deliver six hours of First-Year Orientation programming about legal reasoning, study skills, legal system, and professionalism topics.
 - Coordinate and mentor students through pre-Orientation programming, including a two-week “Lawyering Fundamentals” course.

- Provide academic support and individual advising services to first-year students.
- **Design and teach Legal Writing I and II**, closely associated with Mastering Legal Education totaling five credit hours per year, 2022-25
 - **Design and deliver ambitious first-year legal writing and skills curriculum** that inculcates basic writing, reasoning, and citation skills early to support more rigorous and sophisticated authentic learning activities later, enhanced first-year academic performance goals, and improved eventual bar outcomes, with attention to professional identity and cultural competence and emphasizing repeatable reasoning processes and both teacher and student feedback literacy.
 - **Develop second-semester and full-year teaching problems** with accompanying authentic weekly writing, charting, simulation, and citation assignments and supporting fact and cultural enrichment materials.
 - Create supplemental video series about introductory and advanced citation, active voice and direct writing, and authentic lawyering activities, such as client interviews, written and oral advocacy, and supervising attorney meetings.
 - Manage and train teams of teaching assistants who do research, develop course materials, hold office hours, and mentor first-semester students.

Other Leadership and Service:

- Co-Chair, Academic Affairs Committee, 2024-25; member 2024-25.
- Co-Chair, Self-Study Working Group for academic success, bar outcomes, and assessment, 2022-23.
- Chair, AccessLex Grant Committee, 2023-current.
- Faculty Advisor, Taylor Mattis Fellows, 2022-current.
- Faculty Advisor, *Southern Illinois University Law Journal*, 2025-current.
- Member, First-Year Orientation Committee, 2022-current.
- Member, University Graduate Council, 2023-25.
- Member, Law School Admissions Committee, 2023-current.
- Member, Dean's Leadership Team, 2022-23.
- Member, Faculty Development Committee, 2022-23.
- Governing Board, Sirico Scholars Workshop, Legal Writing Institute, 2024-current.
- Assistant Editor, *Journal of the Legal Writing Institute*, 2023-current.
- Association of Academic Support Educators, Scholarship Committee, 2025-current.

Saint Mary's University School of Law, San Antonio, Texas
Instructor of Law Success, August 2016 – December 2021

Teaching and Curriculum Development:

- **Taught Legal Communication, Analysis, and Professionalism (LCAP) I and II**, a six-credit first-year writing, research, advocacy, and reasoning sequence, 2018-current.
 - **Created year-long universal problem**, *United States v. Cho*, and contributed substantial design concepts and elements based on anchored learning principles to program-wide, 2020-21 course, including seventy-five-page record, interview transcript, several assignment samples, and all nineteen writing, research, and analysis assignments.
 - **Taught in seminar-sized and traditional-sized classes as well as HyFlex environment** with students attending both in-person and online in the same class periods, participating in Zoom-based small-group activities, and completing additional asynchronous activities.
 - **Managed and trained teams of teaching assistants** that conduct small-group discussions, analysis/charting sessions, and citation workshops; mark research assignments; and mentor first-semester students.
 - **Taught prize-winning students** chosen from nominees of the approximately fifteen first-year LCAP sections:
 - 2020-21 – winner of “Super Brief” for the first-year class.
 - 2019-20 – winner of “Super Brief” for the first-year class.
 - 2018-19 – winner of “Best Brief” for the evening division.
- **Course Leader for design, delivery, and administration of Experiential Legal Analysis**, a robust one-credit course required for most second-year students, in two iterations:
 - A trial-court briefing and fact analysis course where students produce approximately twenty pages of briefs arising from an original litigation anchor with authentic pleadings and evidence, 2018-20.
 - A Multistate Performance Test (MPT) preparation course in which students write seven MPT-style assignments, some under timed conditions, with additional instruction in trial court writing and practice, 2016-18.
- **Taught Introduction to Legal Methods and Advanced Legal Methods**, a two-credit, first-year writing-oriented academic support sequence, 2016-18.

Student Orientation Leadership and Service:

- **Led planning and implementation of Second-Year Orientation**, including design of substantial original programming, Fall 2018 and Spring 2019.
- **Created and delivered “Setting Smart Goals to Fulfill High Hopes”** Second-Year Orientation centerpiece workshop, Fall 2018 through Spring 2020.
- Created and delivered presentation packages at First-, Second-, and Third-Year Orientations on analysis, writing, and professional development topics, 2016-21.
- Delivered MPT preparation presentations at Raise the Bar program orientations, Spring/Fall 2019.

Other Program Leadership and Service:

- Chair, Part-time Evening and Online Program Planning Committee, 2021-22.
- “Problem Creator” for year-long teaching scenario in Legal Communication, Analysis and Professionalism, 2020-21.
- Member, program-wide Course Committee, 2019-20.
- Led program-wide curriculum mapping project, 2019.
- Member, Hiring Committee, 2019.
- Grader, Raise the Bar program, 2018-20.
- Member, Professional Development action group, 2018-19.
- Make academic support presentations and mentor students in legal reasoning, bar preparation, study skills, and professionalism, 2016-current.
- Frequent internal and external competition judge.

Certifications and Recognitions:

- **Profiled in *LWI (Legal Writing Institute) Lives***, August 2021.
- **Association of Legal Writing Directors Leadership Institute**, June 2021.
- **Saint Mary’s Online Teaching Certification** granted for completion of multi-week theory-, design-, and technology-oriented (primarily Canvas, Kaltura, and Zoom plus other tools) online learning course and final presentation, Summer 2020.

Atlanta's John Marshall Law School, Atlanta, Georgia
Legal Writing Professional, August 2015 – July 2016

Teaching and Curriculum Development:

- **Taught Legal Writing, Research and Analysis, Pretrial Practice, and ALSO.**

Arizona Summit Law School, Phoenix, Arizona
Associate Professor of Law, August 2012 – June 2015
Assistant Professor of Law, June 2006 – July 2012

Teaching and Curriculum Development:

- **Taught Bankruptcy; Civil Procedure I and II; Constitutional Law I and II; Introduction to Civil Litigation I and II (Civil Procedure/Torts); and Issues in Legal Education and the Practice of Law.**
- **Member, Fundamental Principles and Integrated Courses Committee, First Year Courses Subcommittee, 2013, to design innovative FIRSTClass first-year curriculum.**
- **Created and co-taught "Introduction to Civil Litigation," a ten-credit, year-long, first-year course integrating topics in civil procedure and torts and rooted in a full-year drug product liability litigation simulation (with Joshua Jay Kanassatega), 2013-14.**
- **Designed and taught problem-based Bankruptcy course, 2014-15.**
- **Designed and taught Civil Procedure II course from procedural strategies and tactics employed in *Clark v. Jones*, a "real" patronage dismissal case, 2009-14.**
- **Designed three-year Civil Litigation Concentration with multiple new courses, adopted by faculty in Spring 2014 (with Joshua Jay Kanassatega).**
- **Sponsored The Great Civil Procedure Shootout!! in first-year civil procedure classes, 2010-14.**
- **Faculty advisor to Volumes I-III of *Phoenix Law Review*, 2007-10.**

Awards and Recognitions:

- **Faculty Scholarship Award, 2013-14.**

Committee and Other Service:

- **Chair, Ad Hoc Advanced Writing Requirement Committee, 2011.**
- **Chair, Ad Hoc Law Review Committee, 2008-09.**
- Fundamental Principles and Integrated Courses, First Year Courses Subcommittee, 2013.
- Other committee service: Retention, Promotion & Tenure; Admissions; Information Technology/Resources; Creative Works; Diversity and Academic Centers.
- Faculty advisor to *Phoenix Law Review*, Spring 2007 – Summer 2010.
- Faculty advisor to Federalist Society and St. Thomas More Society.
- Member, Advisory Board, St. John Paul the Great Center for Theology of the Body and Culture, Diocese of Phoenix, 2008-09.

Harrington, Fowler & Spreng, Owensboro, Kentucky

Partner, August 2002 - January 2006

Chapter 7, 11, and 13 bankruptcy (debtors and creditors); general civil litigation in state and federal trial and appellate courts, bankruptcy courts, and administrative courts/tribunals.

Representative matters:

- For creditor, a \$1 million debt collection and bankruptcy matter with appearances in Kentucky Court of Appeals, Kentucky Circuit Court and Bankruptcy Court.
- For debtor, successful appeal of Bankruptcy Court decision on Earned Income Credit payments.
- For landowner, successful zoning appeal to Kentucky Circuit Court and Court of Appeals.
- For union members, briefing of response to motion for summary judgment in “hybrid” § 301 litigation, appeal to Sixth Circuit Court of Appeals and petition for writ of certiorari.
- For multiple oil lease operators, defense of environmental citations.
- For pharmaceutical research firm, drafting contracts and providing general representation.

Attorney in Private Practice, Owensboro, Kentucky

Associate and Sole Practitioner, November 1997 - July 2002

Practiced law with two AV law firms and as a sole practitioner focusing on Chapter 7, 11, and 13 bankruptcy representation, juvenile matters and general civil litigation.

United States Court of Appeals for the Ninth Circuit, Fairbanks, Alaska

Judicial Clerk, September 1996 - September 1997

Served as one of three law clerks to The Honorable Andrew J. Kleinfeld (active) and assisted in drafting opinions and memorandum dispositions and preparing for oral argument.

**United States District Court for the Western District of Louisiana, Alexandria, Louisiana
*Judicial Clerk, August 1995 - August 1996***

Served as one of two law clerks to The Honorable F. A. Little, Jr. (active) and assisted in preparation of opinions, in management of motion calendar and at trial.

**The House Wednesday Group, United States House of Representatives, Washington, D.C.
*Executive Assistant, August 1990 - July 1992***

Coordinated weekly meetings and special events; published 45-page white paper, *New Directions: Welfare Reform in Twelve States*; and provided administrative support for approximately forty members of the House of Representatives.

Bar Memberships

Kentucky and Missouri.

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Publications

AWARDS:

Faculty Scholarship Award, Arizona Summit Law School, 2013-14

BOOK:

ABORTION AND DIVORCE LAW IN IRELAND (2004).

BOOK CHAPTER:

Suppose the Class Began the Day the Case Walked in the Door . . . Integrating Authentic Anchors into Doctrinal Courses, in *LAWYERING SKILLS IN THE DOCTRINAL CLASSROOM: USING LEGAL WRITING PEDAGOGY TO ENHANCE TEACHING ACROSS THE LAW SCHOOL CURRICULUM* (2021).

ARTICLES:

“Find the Mistakes and Fix Them”: Evaluative Judgment and Self-Feedback, the Skills the NextGen Bar Exam and New ABA Standard 314 Really Require for Success 4 J. L. TEACHING & LEARNING ____ (forthcoming 2026-27).

From Feedback Loops to Feedback Literacy: Using the Feedback Literate Professor’s Toolkit to Maximize Students’ Academic and Professional Success, 56 ST. MARY’S L.J. 861 (2025).

From Feedback Loops to Feedback Literacy: Harnessing Cutting-Edge Feedback Scholarship for Legal Writing Pedagogy, 36(1) SECOND DRAFT (2023), <https://www.lwionline.org/article/feedback-loops-feedback-literacy-harnessing-cutting-edge-feedback-scholarship-legal-writing> (peer reviewed)

Suppose the Class Began the Day the Case Walked in the Door . . . : Educating to Expand Access to Justice in the American First-Year Doctrinal Classroom, 28 NOTTINGHAM (U.K.) L. REV. 17 (2019) (for peer-edited symposium issue from Nottingham Law School’s Centre for Legal Education’s 2015 conference, “Access to Justice and Legal Education”).

Suppose the Class Began the Day the Case Walked in the Door: Accepting Standard 314's Invitation to Imagine a More Powerful, Professionally Authentic First-Year Learning Experience, 95 U. DETROIT-MERCY L. REV. 421 (2018) (for University of Detroit Mercy Law Review 2017 Academic Symposium, "The Impact of Formative Assessment: Emphasizing Outcome Measures in Legal Education").

Is the Turkey Halal? Genetically Modified Animal Feed Regulation Where East Meets West, 21 DRAKE J. AGRIC. L. 191 (2016).

Spirals and Schemas: How First-Year Course Integration Creates Higher-Order Thinkers and Problem Solvers, 37 U. LA VERNE L. REV. 37 (2015).

It's All About the People: Classroom Hierarchy, Deference and Teaching Assistants in a Civil Procedure Classroom Community, 8 SOCIO-LEG. REV. (Nat. L. Sch. India U.) 121 (2013) (peer reviewed).

It's All About the People: Creating a Community of Memory in Civil Procedure II, Part One, 4 PHOENIX L. REV. 183 (2010).

The Private World of Juvenile Court: Mothers, Mental Illness and the Relentless Machinery of the State, 17 DUKE J. GENDER L. POL'Y 189 (2010).

The Food and Drug Administration and the Pharmacy Profession: Partners to Ensure the Safety and Efficacy of Pharmacogenomic Therapy, 13 J. HEALTH CARE L. & POL'Y 77 (2010).

With Javier M. Leija, *Before Creation, There Was the Big Bang*, 3(2) PHOENIX L. REV. iii (2010) (I am the primary author of this work).

With Roberto J. Escobar, *Solving the Burklow Problem: Federal Question Jurisdiction of Tucker Act and Labor-Management Relations Act Cases After Textron Lycoming v. UAW*, 55 WAYNE L. REV. 941 (2010) (I am the primary author of this work).

Conscientious Objectors Behind the Counter: Statutory Defenses to Tort Liability for Failure to Dispense Contraceptives, 1 ST. LOUIS U. J. HEALTH L. & POL'Y 337 (2008).

Pharmacists and the "Duty" to Dispense Emergency Contraceptives, 23 ISSUES L. & MED. 215 (2008) (peer reviewed).

When "Welfare" Becomes "Work Support": Exempting Earned Income Tax Credit Payments in Bankruptcy, 78 AM. BANKR. L.J. 279 (2005) (peer reviewed).

Three Divisions in One Circuit? A Critique of the Recommendations from the Commission on Structural Alternatives for the Federal Courts of Appeals, 35 IDAHO L. REV. 553 (1999).

The Icebox Cometh: A Former Clerk's View of the Proposed Ninth Circuit Split, 73 WASH. L. REV. 875 (1998).

Scenes from the Southside: A Desegregation Drama in Five Acts, 19 U. ARK. LITTLE ROCK L.J. 327 (1997).

Failing Honorably: Balancing Tests, Justice O'Connor and the Free Exercise of Religion, 38 ST. LOUIS U. L.J. 837 (1994).

UNPUBLISHED SCHOLARLY MANUSCRIPTS:

It's All About the People: Personal Jurisdiction, Lord of the Rings and Classroom Communities in Civil Procedure I (2011).

The Wild, Wild West: The Italian Solution to the Irish Problem of Preimplantation Genetic Diagnosis (2009) (unpublished paper for LL.M program on file with author).

"God's Country by Any Stretch of the Imagination": The Elite Products Liability Attorney in a Small Jurisdiction (2009) (unpublished paper for L.L.M. program on file with author).

WHITE PAPERS:

IMPROVING THE MODEL FOR OMHS GOVERNANCE: A POSITION PAPER (Public Life Foundation 2003).

ENSURING ACCOUNTABILITY: A POSITION PAPER ON HOSPITAL GOVERNANCE IN DAVIESS COUNTY (Public Life Foundation 2003).

NEW DIRECTIONS: WELFARE REFORM IN TWELVE STATES (House Wednesday Group, United States Congress 1992).

WORKS IN PROFESSIONAL OR POPULAR MEDIA:

Clark v. Rameker – *Post-Decision SCOTUScast*, Federalist Society, July 18, 2014, <http://www.fed-soc.org/experts/detail/jennifer-spreng> (podcast).

Clark v. Rameker – *Post-Argument SCOTUScast*, Federalist Society, Apr. 1, 2014, <http://www.fed-soc.org/experts/detail/jennifer-spreng> (podcast).

The Beat Goes On: Griswold v. Connecticut and the Rhythms of the Law, ARIZ. ATTY, Oct. 2010, at 44.

Lesson of Brown Decision: We're All Responsible for Justice, OWENSBORO MESSENGER-INQUIRER, May 15, 2005.

With Carl Tobias, *Debate Club: Should the Ninth Circuit Be Divided?*, LEGAL AFFAIRS, Nov. 8-12, 2004, http://legalaffairs.org/webexclusive/debateclub_9th1104.html.

Brokering Elections Isn't Justices' Role, OWENSBORO MESSENGER-INQUIRER, Dec. 17, 2000, at 3E.

CONFERENCE, WORKSHOP, and CONTINUING LEGAL EDUCATION PRESENTATIONS:

Invited to Present: *Stop Grading and Help Students Generate Self-Feedback Instead: Preparing for New Standard 314 and the NextGen Bar's Drafting Questions*, Association of Academic Support Educators Conference, May 19-21, 2026.

"Find the Mistakes and Fix Them": Evaluative Judgment and Self-Feedback, the Skills the NextGen Bar Exam and New ABA Standard 314 Really Require for Success, Regional Faculty Exchange, St. Louis University School of Law, February 18, 2026.

"Find the Mistakes and Fix Them": Evaluative Judgment and Self-Feedback, the Skills the NextGen Bar Exam and New ABA Standard 314 Really Require for Success, Faculty Forum, Southern Illinois University Simmons Law School, November 17, 2025.

From Feedback to Evaluative Judgment: Honing Students' Capacity to Assess the Quality of Work Product to Improve Academic Outcomes, Bar Readiness and Practice Preparation, at "Defining Rigor Today, Central States Legal Writing Conference, September 27, 2025.

Webinar Participant, *Scholarship 101: Getting Started, Getting Help, and Getting Funded* Association of Academic Support Educators, September 26, 2025.

Law School Representatives' Panel, Jumpstart, Illinois-wide law school orientation program for students from traditionally underrepresented communities August 7, 2025.

Workshop Leader, Sirico Scholars Workshop 2025, residential writing workshop of the Legal Writing Institute, July 24-27, 2025.

Find Mistakes and Fix 'Em: Honing Evaluative Judgment, Next Gen's Stealth Skill, at "Elevate and Thrive: Cultivating Success in ASP Professionals," Association of Academic Success Educators Conference, May 20, 2025.

Faculty and Law School Representatives Panel, Jumpstart, Illinois-wide law school orientation program for students from traditionally underrepresented communities, August 2024.

From Feedback Loops to Evaluative Judgment: Satisfying Stakeholders with a Pedagogy that Improves Students' Academic Performance, Professional Capacities, and American "NextGen" Bar Examination Readiness, Centre for Legal Education, Nottingham (UK) Law School Conference, "Satisfying Stakeholders in Legal Education, June 28, 2024

From Feedback Loops to Feedback Literacy: How Feedback Literate Professors Can Improve Student Feedback Literacy to Maximize Academic and Professional Success, Rocky Mountain Legal Writing Conference, Loyola Law School, March 8-9, 2024.

Top Five Legal Writing Snafus and How to Fix Them, Southern Illinois University School of Law Fiftieth Anniversary Continuing Legal Education Program, January 16, 2024.

From Feedback Loops to Feedback Literacy: Feedback Strategies to Make Students Great Professionals, Central States Legal Writing Conference, Drake Law School, September 22-23, 2023.

Faculty, Jumpstart, Illinois-wide law school orientation program for students from traditionally underrepresented communities, August 2023.

From Feedback Loops to Feedback Literacy: Improving Law Students' Feedback Literacy to Maximize Academic and Professional Success, Sirico Scholars' Writing Workshop, Park City, Utah, July 18-21, 2023.

From Feedback Loops to Feedback Literacy: Teaching Students to Use Feedback to Maximize Writing Performance, Lone Star Regional Legal Writing Conference, Texas Tech School of Law, April 14-15, 2023.

Now More Than Ever: "Charting" and Simulation Connections Between Legal Writing and Academic Support, Legal Writing Institute One-Day Workshop, Charleston School of Law, December 9, 2022.

Faculty, Jumpstart, Illinois-wide law school orientation program for students from traditionally underrepresented communities, August 2022.

Experts in the Anchor: Using Anchored Instruction in Legal Writing Courses to Nurture Professionally and Intellectually Sophisticated Student Practitioners, Association of Legal Writing Directors Scholars' Forum, Central States Legal Writing Conference, October 22, 2021.

Bringing Lawyering Skills into the Doctrinal Classroom, recorded panel presentation for Legal Writing Institute Biennial Conference, Summer 2020.

The Secret Life of Students: Using Feedback Dialogues for Lifelong Professional Learning, Legal Writing Institute One-Day Workshop, Saint Mary's University, December 13, 2019.

The Secret Life of Students: Oral and Written Formative Feedback as Teaching, Motivation, and Transmission of Professional Standards, Institute for Law Teaching and Learning Conference, “Teaching Today’s Law Students,” June 4, 2019.

The Medium Is the Message: Using Authentic Practice Technologies to Help Students Hone Problem-Solving Capacities that Elude Traditional Law School Pedagogy, Institute for Law Teaching and Learning Conference, “Exploring the Use of Technology in the Law School Classroom,” June 19, 2018.

Suppose the Class Began the Day the Case Walked in the Door: Accepting Standard 314’s Invitation to Imagine a More Powerful, Professionally Authentic First-Year Learning Experience, University of Detroit Mercy Law Review 2017 Academic Symposium, March 3, 2017.

Spirals and Schemas: Teaching Students to Learn Like Lawyers, Institute for Law Teaching and Learning Conference, “Real-World Readiness,” June 11, 2016.

Suppose the Class Began the Day the Case Walked in the Door . . ., Centre for Legal Education, Nottingham (UK) Law School Conference, “Legal Education and Access to Justice,” June 2015.

Suppose the Class Began the Day the Case Walked in the Door . . ., LegalED, Igniting Law Teaching Conference, March 2015 (TEDx-type videorecording).

Is the Turkey Halal? Genetically Modified Food Regulation Where East Meets West, Fall Orientation, Arizona Summit Law School, August 2014 (continuing legal education).

Assisting Joshua Jay Kanassatega, *Litigation Approaches, How to Plead Jurisdiction*, First Annual American Indian Law Conference, Arizona Summit Law School, August 23, 2013.

It’s All About the People: Clark v. Jones, The Great Civil Procedure Shootout, and Creating Law School Classroom Communities, Institute for Law Teaching and Learning Conference, “Hybrid Law Teaching,” June 2013 (presentation with student co-presenter).

It’s All About the People: Clark v. Jones, Lord of the Rings, and Communities of Memory in Civil Procedure, Society of American Law Teachers Law Teaching Conference, October 2012 (roundtable presentation with student commenters).