



**AAfPE 38<sup>th</sup> National Conference**  
**Detroit, MI ▪ November 6-9, 2019**

**SESSION SCHEDULE**

WED		THU		FRI		SAT	
<b>8am</b>		<b>8:00am – 9:30am</b> Meet the Candidates Breakfast		<b>8:00am – 9:00am</b> Continental Breakfast with Exhibitors		<b>8:30am – 9:00am</b> Coffee & Donuts	
:15							
:30		<b>9:30am – 10:30 am</b> <b>(60-Minute Session)</b> <ul style="list-style-type: none"> <li>• Get Smart: Blockchain in the Legal Profession and What Our Students Should Know -Julie Shadoan</li> <li>• Thirty Cool Things 3.0 -Tiffany Johnson, Melanie Snyder</li> <li>• Beyond Support Services: Disabilities, Differences, and Diversity in the Classroom -Judith Mathers Maloney, Regina Graziani, Robyn Ice</li> </ul>		<b>9:00am – 10:00am</b> <b>(60-Minute Sessions)</b> <ul style="list-style-type: none"> <li>• Scholarship and Research -Jill Martin, James Croft, Toni Marsh, Marissa Moran, Jennifer Haskin Will</li> <li>• The ABA Approval Reporting Process - ABA presentation - Jessica Watson, Noemi Aguirre</li> <li>• Teaching Paralegal Students Practical Interviewing Skills - Kelly Rodgers</li> </ul>		<b>9:00am – 10:00am</b> <b>(60-Minute Sessions)</b> <ul style="list-style-type: none"> <li>• How to Start a Legal Clinic in Your Paralegal Program -Asha Wilkerson</li> <li>• Navigating the Politics of Diversity, Inclusion, and Equity In and Outside the Classroom - Keeley Mitchell</li> </ul>	
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<b>9am</b>							
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<b>10am</b>							
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	<b>10:30am</b> Registration Desk Opens	<b>10:30am – 11:00am</b> Break with Exhibitors		<b>10:10am – 11:10am</b> <b>(60-Minute Sessions)</b> <ul style="list-style-type: none"> <li>• Standing in the Shadows of Law ~ Making the Case for Forensic Science and Legal Technology - Marissa Moran</li> <li>• Teaching the Law while Combatting the Age of Fake News -Keeley Mitchell</li> <li>• Love's Gone Bad for OER -Julianna Groot</li> <li>• How to Establish Partnerships with Community Colleges by Having a Solid Articulation Agreement -Nancy Golden</li> </ul>		<b>10:15am – 11:15am</b> <b>(60-Minute Sessions)</b> <ul style="list-style-type: none"> <li>• Reflecting Critically to Improve Teaching and Learning -Shana Stump</li> <li>• View from the Bench: What Judges Want from Paralegals - Mark Barker, Clay Long</li> </ul>	
<b>11am</b>		<b>11:00am –12:00pm</b> <b>(60-Minute Session)</b> <ul style="list-style-type: none"> <li>• Unpaid Internships: How the Latest Labor Guidance Impacts a Perennial Program Issue -Jennifer Haskin Will</li> <li>• Meeting Challenges Posed by the 300 Series of the ABA Guidelines –Thomas McClure, Caesar Espinoza, Joyce Becker, Jeffrey Herron</li> </ul>		<b>11:10am – 11:30am</b> Break with Exhibitors			
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:45							
				<b>11:30am – 12:30pm</b> Regional Meetings		<b>11:30am – 12:30pm</b> Closing Ceremony Brunch and Preview of 2020 Conference	
<b>Noon</b>		<b>12:00pm – 1:30pm</b> Awards Luncheon and Keynote Speaker: The Honorable Joseph Farah					
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<b>1pm</b>				<b>12:30pm – 2:30pm</b> Business Meeting and Lunch			
:15							
:30	<b>1:30pm – 3:30pm</b> Pre-Con	<b>1:30pm – 2:30pm</b> <b>(60-Minute Session)</b>					
:45							

<b>2pm</b>		<ul style="list-style-type: none"> <li>• Our UnDACamented Students -Elizabeth McGuan</li> <li>• Discussion Boards that POP! -Tiffany Johnson</li> <li>• Welcome to the Real World -Chris Little Simcox</li> <li>• Creating Short-Term Study Abroad Opportunities: Do It Now, It is Much Easier Than You Think -Jeffery Rubel</li> </ul>		
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<b>3pm</b>				
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<b>4pm</b>				
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:45	<b>3:45pm – 5:15pm</b> AAfPE 101	<ul style="list-style-type: none"> <li>• Assessment: What is It Good For? -Michael Speck</li> <li>• 13 Things Your Uncle Floyd Never Taught You About Using Embedded Tutors -Jordan Camenker</li> <li>• Teaching Competition</li> </ul>		
<b>5pm</b>				
:15	<b>5:15pm-6:15pm</b>			
:30	Welcome Reception			
:45				
<b>Evening</b>				
	<b>6:30pm</b> Dine-Arounds			



**PLEASE NOTE:**

The ABA Resource Room will be open on Thursday (8:30am to 5:00pm) and Friday (10:30am to 3:30pm). Jessica Watson of the ABA Standing Committee on Paralegals will be on hand to field questions and provide information on the ABA approval process.

# WEDNESDAY

## WEDNESDAY – 1:30pm to 3:30pm Pre-Conference

**Ethics in Pro Bono Representation (CLE Pending)**

Bruce Lamb, JD, MBA; Marie Harrigan, JD

Learn more about the following topics: Lawyer-Pro Bono Client Relationship, Counseling Pro Bono Clients, Special Issues in Advocacy, Withdrawal, and Hypotheticals and Discussion.

## WEDNESDAY – 3:45pm to 5:15pm

**AAfPE 101: Arriving, Thriving, and Rising to the Next Level**

AAfPE President Debra Geiger

No longer just for newcomers! This session is for newbies and virtuosos alike. If you are new to AAFPE, if this is your first conference, or if you are looking to take your AAFPE membership to the next level, this is the session for you. Come learn everything there is to know about our wonderful organization and the opportunities available to you. You do not want to miss this power hour of fun, surprises, and door prizes — all of which will culminate with our opening Welcome Reception at 5:15 pm!

# THURSDAY

## THURSDAY – 9:30am to 10:30am (60 Minute Sessions)

### 1. **Get Smart: Blockchain in the Legal Profession and What Our Students Should Know**

Julie Shadoan, JD

Conventional wisdom has relegated blockchain technology to the financial sector, however, it has the potential to be a game changer in the legal profession. In a 2018 article for CryptoBriefing, Nick Hall writes that the blockchain is the firm foundation the legal profession needs to bring the law kicking and screaming into the modern age.

What is this phenomenon called the blockchain? The American Bar Association defines blockchain technology as a database with architecture that is significantly more secure via a framework that pairs a public and a private key that enables one-way encryption and decryption for sharing that is date-stamped and difficult to tamper with, making it much more difficult to hack. Its relevance and application to the practice of law includes the creation of smart contracts, the digitization of legal resources into a blockchain “law library,” and the recordation of property records as recently piloted in Cook County, Illinois.

The blockchain is here and the legal profession must take notice. More importantly, as paralegal instructors, we cannot bury our heads in the sands of academia, we must embrace the technology and prepare our students for its impact on their legal careers.

This session will familiarize attendees with substantive law currently in place surrounding blockchain technology and its application in various practice specialties. Focus will be on the introduction and integration of the technology into the classroom.

### 2. **Thirty Cool Things 3.0**

Tiffany Johnson, JD; Melanie Snyder, JD

The band is back together! Melanie and Tiffany return with another "rapid fire" session chock-full of concrete, easily implemented tips, tricks, activities, and strategies for improving student engagement and effective content delivery in traditional and online classes. The format is buffet-style – the presenters will run through thirty things they've done in class that resulted in measurable student benefits, and attendees can pick and choose which ideas they want to take home and try with their own classes.

### 3. **Beyond Support Services: Disabilities, Differences, and Diversity in the Classroom**

Judith Mathers Maloney, Esq; Regina Graziani, Esq; Robyn Ice, JD, MFA

All disabilities and differences are not the same, and cannot be addressed with a “one size fits all” attitude. Many schools provide resources to address disabilities, but some students are reluctant to take advantage of available accommodations, presumably because they fear being labeled or viewed differently or negatively.

How can we, as educators, best prepare these students for classroom and real world competencies? What can we do to enable these students to succeed? Through materials and discussion, become familiar with how students with disabilities and differences may feel in the classroom, learn how to encourage these students to

step up and accept the help to which they are entitled, or to embrace a difference as a benefit. Social competencies, neuro-differences, and ageism will be addressed. Practical activities will be used.

## THURSDAY – 11:00am to 12:00pm (60 Minute Sessions)

### 4. **Unpaid Internships: How the Latest Labor Guidance Impacts a Perennial Program Issue**

Jennifer Haskin Will, JD

This presentation provides information to program participants about how to structure an unpaid student internship to comply with the latest informal guidance from the United States Department of Labor (DOL) regarding when interns are “employees” entitled to minimum wage and overtime under the federal Fair Labor Standards Act.

### 5. **Meeting Challenges Posed by the 300 Series of the ABA Guidelines: Assessment, Alternative Delivery, & Electronic Library Resources**

Moderator: Thomas EMcClure, JD, MS

Panelists: Ceaser Espinoza, Esq; Joyce Becker, JD; Jeffrey Herron, JD

This presentation will include an in-depth discussion of the ABA Guidelines for the Approval of Paralegal Education Programs concerning program assessment, delivery of courses in alternative formats, and the appropriate mix of print and electronic library resources.

- A. Empirical significance of G-301, G-302, & G-303
  - 1. Compliance issues
  - 2. Suggestions
- B. G-301.E & F: Assessment & Evaluation
  - 1. Written organized assessment plan
  - 2. Alignment of assessment with goals
  - 3. Tools and frequency of assessment
  - 4. Sharing and acting upon assessment data
- C. G-302.J: Alternative Delivery of Legal Specialty Instruction
  - 1. Online
  - 2. Blended/hybrid
  - 3. Accelerated
  - 4. Compressed
- D. G-303.G & H: Library
  - 1. Minimum requirements
  - 2. Electronic resources

## THURSDAY – 1:30pm to 2:30pm (60 Minute Sessions)

### 6. **Our UnDACAmented Students Where Education and Immigration Intersect**

Elizabeth McGuan, JD

“I suspect one of the students in my class is undocumented. What should I do?” “An undocumented student asked me about the risks associated with transferring to a four- year university. What do I tell them?”

Over 700,000 students have received DACA status, and that many more are estimated to be in the country without any immigration status. As a result, situations like these arise in our classrooms. As educators, we want to help our undocumented students, or at the very least, to not hurt them. But immigration law is complicated and changes on a daily, if not hourly basis, and the news is often politicized and emotionally charged, so it's hard to know how to respond.

This presentation will first provide an overview of the immigration system, to enable participants to understand how the system works, where the undocumented fits in the system, and what life is like for the undocumented.

Then, the presentation will discuss DACA, specifically looking at what DACA is (it's not the DREAM Act!), including the risks and benefits associated with DACA status.

With this background established, the presentation will move to specific issues relevant to the undocumented student, such as: 1) Will it affect their admission into a school or program? 2) Will it affect their ability to become licensed? 3) What about the FAFSA? (Traps for the unwary abound!) 4) Can they receive financial aid? If so, what kind? 5) What about internships? Work-study? Study abroad?

Finally, the presentation will end with a list of resources to which educators can direct students, so the students will have the information they need as they go through the education system.

## **7. Discussion Boards that POP!**

Tiffany Johnson, JD

Do you secretly (or perhaps not-so-secretly) dread your online discussion boards? Do your students sometimes post shallow, cursory, or vapid comments that don't feel very rigorous or substantive? Do you ever struggle with grading discussion threads or aligning them with unit objectives? And have you ever had a discussion thread go completely off the rails? In this session, we'll discuss practical, concrete tools and techniques for taking control of class discussions in your learning management system. Don't settle for discussion boards that feel like burdensome chores. With a few easy tweaks, your online discussions can truly come alive, feel less distant, and start being more organized, intuitive, engaging, and empowering for your students and for you.

## **8. Welcome to the Real World**

Chris Little Simcox, JD

This session will cover the importance of internships for our paralegal students. It will cover how to develop ties to law field settings who will sponsor interns and how to organize these programs so they can run efficiently for the students. The preparation for an internship is also an integral piece and soft skills preparation for the office setting. This session will talk about ways to integrate this preparation into your internship program. Lastly, it will talk about supervising and managing your interns as they go through the internship process. Many internship programs fail because all they do is placement and the rest is up to the student. Proper management can make the program both successful for the student as well as the college or university.

## **9. Creating Short-Term Study Abroad Opportunities: Do it Now, It is Much Easier Than You Think**

Jeffery Rubel, JD, MPA

Come join me for this high energy fast-paced opportunity to learn how you can incorporate and start leading short-term study abroad in your program. In 2009, I planned my first study abroad program. When the journey was over, I was completely hooked on study abroad. Why? A simple fact hit me like never before, studying abroad is a life-changing experience for students. Study abroad presents learning opportunities for student that just cannot be replicated in the classroom. The opportunity to live, rather than "study" another culture is a game changer. Engaging in intercultural learning opens student's eyes to a new perspective that was beyond their grasp before the journey.

Let me help you design a flexible, short-term study abroad program that is specific to your program goals and integrated into your curriculum with an emphasis on learning options for paralegal students. This session will cover the following topics:

- I. Study Abroad/Away – is it worth it for the student?
- II. What are the first steps to incorporating study abroad into your program?
  - a. If you have an office of International Education, make an appointment
  - b. Determine the process / procedures required by your college
- III. Developing Learning Goals and Outcomes for International Travel
- IV. Creating a Syllabus
- V. Organize International Travel around Learning Goals
  - a. Choose a Destination
  - b. Develop an Itinerary
- VI. Mechanics of International Travel: Do It Yourself or Use a Third-Party Organization
  - a. Cost Differential
  - b. Liability Concerns
  - c. Organizing Flights, Hotels, Transportation, Guides, etc
- VII. Create the Course Component
- VIII. Pre-departure Work
- IX. Developing Topics to Tie in with International Travel
  - a. Focus on the law
  - b. Connections between the common, civil, Roman law
  - c. A focus on the differences and similarities between the legal players in the country visited and the U.S. (for example: notary public, judges, attorneys and paralegals)
  - d. Appreciating another country's culture, history, language, and legal system
  - e. Learn to speak some basics of the country's language
  - f. Develop an understanding of how religious beliefs have shaped legal systems
  - g. Develop the confidence needed to journey to a foreign country on your own
- X. X. Grading Mechanism
  - a. Pre-departure requirements
  - b. Trip expectations
  - c. After the trip

## THURSDAY – 3:00pm to 4:00pm (60 Minute Sessions)

### 10. **Assessment: What is It Good For?**

Michael Speck, MA, JD

Fashionable among administrators, assessment is ostensibly a means of acquiring data upon which decisions can be made as to curriculum, class size, resource allocation etc. But is the data useful? Does the process have any other utility? Or is this just so much busy work? I'll offer a few answers, from work that isn't my own, and then ask the audience to participate in a discussion and survey (every bit as scientific as any we're asked to implement and/or rely upon).

### 11. **13 Things Your Uncle Floyd Never Taught You About Using Embedded Tutors**

Jordan Camenker, JD

This presentation will identify and discuss 13 secrets of harnessing breaking news stories in the classroom. The presentation will discuss: the attributes of a classroom-worthy news-story, when to use them and when to eschew them, types of assignments that are news-story friendly, and the secret formula for mining the legal significance of any news story.

### 12. **Teaching Competition 2.0 – Educator's Choice!**

AAfPE National Conference Planning Committee

Join us for the all new educator's choice teaching competition! Research shows that the line between online and face-to-face teaching is blurring fast. On-ground classes are incorporating more online elements, virtual classes

are becoming more “real” by using multimedia, and hybrid courses gain popularity every year. So, this year’s teaching competition will allow the Educator to decide what they would like to showcase, be it traditional, online, or a hybrid of methods. Competitors are allowed to present their very best online or face-to-face teaching methods or a combination of the two highlighting how they complement each other. Prize money will be awarded to the first and second place winners!

## **THURSDAY – 4:00pm to 5:00pm (60 Minute Sessions)**

### **13. The More Things Change, the More They Stay the Same: How the New Federal Overtime Rule Will (Not) Affect Paralegal Compensation**

Jennifer Haskin Will, JD

With overtime in the spotlight recently, now is a good time to revisit how wage-and-hour law applies to paralegal compensation. In March 2019, the United States Department of Labor (DOL) published its new proposed overtime rule, proposing an increase in the salary level threshold for the so-called “white collar” exemptions from \$23,660 to \$35,308 annually. If the increased salary level goes into effect, employees who earn less than the new threshold will be entitled to overtime, even if they were previously classified as an exempt professional. Employees with salaries above the new threshold will still need to have qualifying administrative, managerial, or professional duties to be considered exempt. The duties tests have remained unchanged since they were last overhauled in 2004; and the DOL has long taken the position that paralegal duties, standing alone, do not qualify for exemption. What does that mean for working paralegals? Absent additional duties, paralegals are entitled to overtime, and even for those paralegals whose duties may have qualified for exempt status previously, the new threshold may cause them to lose their exemption. As paralegal educators, we should be informed about how our graduates may and should be compensated, and this presentation offers a timely refresher.

### **14. Easy Ways to Take High Impact Practices Online**

Shana Stump, JD

Research tells us that “high impact practices” in classrooms promote student engagement and learning (Kuh, 2008). High impact practices and experiences include interactions with peers and faculty, real-world applications, opportunity for reflection, and investment of time and effort. Translating high impact practices into the online classroom is critical, but it can feel like a daunting task. This presentation will explain some theory and research behind high impact practices and then disseminate ideas on how to structure an online course from the beginning, in the syllabus, to promote this deeper student learning. We will also discuss examples of scaffolded student assignments and activities to promote this kind of student engagement. Participants will be encouraged to exchange their own ideas.

The presentation will start with an overview of high impact practices and how they promote student engagement and learning. The presentation will address the importance of framing a course from the beginning as connected to future professional competencies. This starts in the syllabus, so we will take a look at what to include in a sample high-impact syllabus. Then, we will walk through a series of concrete assignments that instructors can use to gradually increase the level of complexity of critical thinking and professional skill application in an online course. These assignments have the added benefit of promoting student interaction, which is also critical in online instruction and a high impact practice. The presenter will share some student feedback and lessons learned along the way.

### **15. Conducting a Mock Job Fair/Portfolio Expo**

Sally Fairbank, JD

This session will inform paralegal educators how to incorporate a mock job fair into their program or a specific class within a program. It will explain how to select evaluators, how to publicize the event, how to set up the room, how to prepare students, how to reach out to alumni for support, and how to engage the public. Rubrics to be used at the event will also be provided.

**FRIDAY – 9:00am to 10:00am (60 Minute Sessions)****16. Scholarship and Research**

Moderator: Jill E. Martin, JD

Panel: James Croft, Toni Marsh, Marissa Moran, Jennifer Will

This session will highlight the research that our members do to complement their teaching and service. Members with tenure requirements often must present and publish scholarly or applied research in their field. Come see the variety of scholarship and research done by AAFPE members. Topics this year include artificial intelligence and the law, collaborative writing, email as electronic recordkeeping, and tribal notions of justice.

Moderator: Jill E. Martin, Quinnipiac University

Panelists:

1. James Croft, St. John's University: Assessing the Efficacy of Collaborative Writing as a Means of Teaching Legal Writing to Undergraduates.
2. Toni Marsh, George Washington University: Tribal Notions of Justice, A Comparative Approach
3. Marissa Moran, New York City College of Technology: Artificial Intelligence and Law
4. Jennifer Will, Hamline University: Understanding the Substantive Email as Electronic Recordkeeping

**17. The ABA Approval Reporting Process**

Jessica Watson, Noemi Aguirre

The presentation will cover general information on the ABA Approval Process from how to begin an application through the site visit. Areas covered will include: reporting requirements for the initial, interim and reapproval reports, the electronic reporting system, fees, substantive change reporting forms and scheduling of site visits.

**18. Teaching Paralegal Students Practical Interviewing Skills Through Fun and Engaging Classroom Activities**

Kelly Rodgers, JD

In this very interactive session you will learn how to conduct several activities you can utilize with your students in the classroom to help them learn and practice key life skills through engaging lessons. Specifically, we will look at client interviews, an activity that requires listening and thinking on your feet, team work, and confidence. These tools can be implemented in one class period or throughout a semester long course. Parts of this session will be taught as if we are in the classroom where active participation will only make our time more fun!

**FRIDAY – 10:10am to 11:10am (60 Minute Sessions)****19. Standing in the Shadows of Law ~ Making the Case for Forensic Science and Legal Technology**

Marissa Moran, JD

A practical way of learning about the law and then applying it is through the study of existing case law. By examining current judicial opinions and the President's Executive Order on Artificial Intelligence/AI, the legal studies student will develop their necessary research/analysis and drafting skills while also learning about relevant and timely developments in the areas of forensic science and Legal Technology, in particular, AI and ethical implications. The impact of non-legal and technology-based developments in these areas are affecting the law in the way cases are being both managed and decided. During this presentation, recent cases/decisions regarding reliance on forensic science and algorithms in judicial decision-making, as well as sample assignments for the legal studies student, will be discussed and explained.

**20. Teaching the Law While Combatting the Age of Fake News**

Keeley Mitchell, JD, MBA

It can be difficult teaching students in a hostile, divisive climate that is fueled by "fake news." Compound this with a student body that often relies on social media for their news, it can be difficult to teach the law, much less effectively debate legal principles. Legal education is grounded in the concept of using facts to support arguments. This program will provide participants with the tools to navigate the divisive climate that creeps

into the classroom and help students understand the importance of facts. Most importantly, participants will be given guidance on how to handle controversial topics in the classroom while keeping order.

**21. Love's Gone Bad for OER**

Julianna Groot, JD

This presentation will be structured as an open forum to discuss the downsides of using OER instead of textbooks. The speaker will also share pitfalls and issues she has encountered using OER. The question of whether open educational resources are "worth it" as textbook publishers increase affordability measures will be discussed.

**22. How to Establish Partnerships with Community Colleges by Having a Solid Articulation Agreement**

Nancy Golden, JD

The ABA encourages its community college members to transfer to universities. In addition to the general education requirements, National University has nine courses specific to the Paralegal Studies program in which to articulate. In using National University as an example, in negotiating an articulation agreement, we usually want to articulate as many courses as possible while maintaining the integrity of National University's Paralegal Studies program. I will go over my experiences such as:

1. Reviewing the catalog for the specific college's Paralegal Studies and related courses
  - a. Discuss what major items I am looking for
  - b. Sometimes requesting syllabi
2. Discussing my suggestions with my supervisor
3. Discussing my suggestions with the college's Paralegal Studies Director
4. Requesting suggestions from the other colleges
5. Submitting the suggestions to our articulations officer.

It is important to have a good working relationship with your school's articulations officer. It is also important to educate the college's Paralegal Studies counselors about your University's programs. The professors at most of our partnering community colleges have also been gracious enough to allow our representative to visit their classrooms and inform them of our Bachelor's program.

**FRIDAY – 2:30pm to 3:30pm (60 Minute Sessions)**

**23. Reach Out – I'll Be There: The Lasting Benefits of a Paralegal Mentoring Program**

Robyn Ice, JD, MFA

It's not always easy to establish a mentoring program, but it will be worth the effort, and your students will reap many benefits. This presentation will explore both the values and difficulties of establishing a mentoring program to assist your students in succeeding in the legal profession. We will discuss the proven value of the mentoring relationship in ensuring professional success; assigned mentors versus naturally occurring relationships; finding effective mentors; recruiting students, and bringing everyone together.

**24. Teaching Tips: Improving Your Classroom Presentation for Students**

Jennifer L. Brinkley, JD

Faculty are content experts in their respective disciplines. But how does that knowledge and expertise translate into successful teaching abilities? This session teaches new tips to help engage students as well as help students retain content. Faculty are encouraged to assess their teaching strengths and weaknesses and

incorporate smaller teaching exercises in an effort to step away from shallow to deep teaching practices. Faculty may be overwhelmed by the thought of restructuring courses with new teaching styles. This session will break down some simple and small teaching methods that anyone can easily incorporate into their course content, with large results.

PowerPoint will be used to present information to the participants. This presentation would be useful to all faculty, particularly to new faculty wanting to develop engaging and exciting teaching methods in their first years for continuance and promotion reasons. Participants will be closely examining their own teaching strengths and weaknesses in an effort to isolate areas for improvement. Small teaching methods, and the rationale behind them, will be introduced. There is no need to be overwhelmed by the thought of using new teaching tips. These methods can be used by anyone in any course. Participants will leave the session with new tips to implement, the understanding behind the use of these tips, and inspired to incorporate the tips in classroom content. This presentation is primarily focused on face-to-face courses, not online courses, as many of the methods would be best suited for the traditional face-to-face classroom. The presentation will include content on improving PowerPoint presentations, using Think-Pair-Share, creative uses for index cards regarding student engagement, a new twist on quizzing, a push for students writing less in class, the need for mid-term evaluations, the necessity of collecting data documenting creative teaching practices, and more. It will be engaging, informative, and fun for participants!

## **25. A Panel Discussion: How to Create and Maintain a Robust Student Legal Association**

Faith Litvack, JD; Antoinette France-Harris, JD; John Bell, Esq; Suzanne Kissock; Joseph Fell, Esq

The benefits of a robust Student Legal Studies Association are immeasurable: professional development, soft skills, camaraderie, and of course Retention!! This presentation will cover how to set up the Association, how to recruit a Board, activities to engage the students and how to "make points" with your Dean!!

## **FRIDAY – 4:00pm to 5:00pm (60 Minute Sessions)**

## **26. Teaching in Two (Or More!) Places at Once: Practical Steps for Implementing and Utilizing Real Time Web Conferencing Technology to Reach More Students in a Classroom-Based Class**

Joseph Fell, Esq

The advent of fully online paralegal/legal studies programs and the rising popularity of distance learning in general has led many programs to expand their distance learning opportunities in an effort to address the preferences of increasing numbers of learners in the 21st century. However, the American Bar Association (ABA) requires all ABA-accredited paralegal programs to require students to complete at least 10 legal specialty credit hours in an entirely classroom-based format. What's a program to do if they would like to maintain their valuable ABA accreditation while simultaneously adjusting their program offerings in order to continue to attract students and satisfy the needs of 21st century students? This presentation will chronicle one institution's experiences with transitioning from a program that was only based at one campus into a program that successfully reaches students across multiple campuses and recruits students from across a wide geographical area by using WebEx and Cisco Spark technology. Attendees will learn about hardware and software technology that can be easily used to enable simultaneous, real-time communication between professors and students across multiple campuses. Additionally, attendees will learn how to anticipate and overcome potential challenges and obstacles to instruction that will be encountered when transitioning a classroom-based course into a course that is taught simultaneously at multiple settings. Furthermore, attendees will learn how to foster and to encourage classroom dialogue and discussion and to maintain strong levels of student engagement across campuses. Lastly, attendees will gain ideas about how to adjust the way in which assignments are deployed, graded, and reviewed in order to meet the needs of multi-campus settings without compromising quality.

## **27. Community College & Technical College Caucus**

Gayle E. Miller, JD

A roundtable gathering from across the realm for those of us in public two-year school systems. We will commune, commiserate, console, collaborate, and construct solutions for common problems. Let's get together and talk through what's happening in our areas and how we are dealing with the issues unique to our setting.

Two-year public colleges face specific challenges regarding funding, access to education, student preparedness, student poverty, limited resources and adapting to 'new' trends dictated by our districts and states. This session is intended to be a space to share our ideas and trends we see in our public school paralegal programs.

## **28. Achieving While Balancing**

**Moderator:** Keeley Mitchell, JD, MBA

**Panelists:** Gregory Richard, JD, PhD; Misty Davis, JD; Margaret Phillips, JD; Toni Marsh; Hayle Sugarman, JD

Are you struggling to find work-life balance as a one-person department? This program provides guidance on how to deliver a top-rate program to your students without burning out. Panelists will provide participants with useful tips on time management and how to enlist the help of allies. In addition, during the program the panelists will moderate a discussion among the participants to discuss their challenges and ways they achieve work-life balance.

# SATURDAY

## **SATURDAY - 9:00am to 10:00am (60-Minute Session)**

### **29. How to Start a Legal Clinic in Your Paralegal Program**

**Asha Wilkerson, Esq**

Learn the ins and outs of creating a sustainable legal clinic in your paralegal program. This presentation not only discusses the importance of implementing a legal clinic for students, the administration, and the community, but also provides detailed steps necessary to move from idea to launch within 6 weeks. Attendees will receive language to justify implementing a legal clinic on campus to the administration, identify potential community partners, and receive email scripts to solicit volunteers.

### **30. Navigating the Politics of Diversity, Inclusion, and Equity in and Outside the Classroom**

**Keeley Mitchell, JD, MBA**

Navigating the path of diversity, inclusion and equity can be a confusing. This program will discuss how participants can find their unique voice in the advocacy for diversity, inclusion, and equity at their respective schools. Further, participants will learn how to make all students feel included not only in the classroom, but in the greater college environment. Participants will receive access to PowerPoint for the presentation as well as a handout on information on diversity, inclusion, and equity, as well as tips on creating an inclusive diverse environment.

## **SATURDAY – 10:15am to 11:15am (60-Minute Session)**

### **31. Reflecting Critically to Improve Teaching and Learning**

**Shana Stump, JD**

Ever had a moment in the classroom or the courtroom that you're proud to remember? Or maybe one that still makes you cringe? Everyone has had experiences as a learner. When we become educators, we bring our experiences as learners and professionals with us into the classroom. Some of these experiences rise to the level of "critical incidents." Critical incidents are the moments that continue to affect our attitudes and practices as educators. Reflection helps us determine whether this is positive or negative! Come learn how the process of critical reflection can help us identify and categorize critical incidents so that we can reflect on how they do or should influence our teaching. Participants in this session will engage in guided individual reflection and, if willing, sharing in groups to identify common themes.

“Critical Reflection” as applied in this session is a process defined by Dr. Linda Shadiow in her book “What Our Stories Teach Us.” Participants will use a critical reflection framework to identify “critical incidents” they have experienced as learners, professionals, and/or educators. Critical reflection is a formal process of identifying and categorizing the experiences that influence us, sometimes unconsciously. Depending on the time available, participants can code their experiences to identify those that were most formative or foundational. Some sharing, either in small groups or with the group at large, is an important part of this process.

### 32. View from the Bench: What Judges Want from Paralegals

Mark B. Barker, JD; Clay Long, JD

The goal of our research will be to share our compilation of suggestions with working paralegals and paralegal students to help them anticipate the unarticulated expectations that judges and judicial assistants have, yet are often too busy and time pressed to relay to practicing attorneys. Attorneys may not recognize the situation that creates a problem or an inefficiency for the court while involved in an in-court engagement, when filing documents to the court, or when scheduling court time. Our panel members will cull from the judges’ and judicial assistants’ concerns or recommendations a collective wisdom (“court smarts”) that paralegals may incorporate into their practice to assist their supervising attorneys to promote court efficiencies.

The panel’s collection of “court smarts” does not require the supervising attorney’s direct assistance. While the attorney is preparing for trial, the paralegal will review the panel’s list of court-recommended expectations, anticipate from that list how he/she can be of further assistance to the attorney in preparing the attorney’s cases for trial and in supporting the ethos of the clients’ cases. For example, a population that may present in a courtroom are individuals from countries whose surnames and family names are unfamiliar to court reports. One judge has articulated his concern that attorneys do not recognize the immediate challenge court reporters face during trial in the spelling of such unfamiliar names. This judge recommends that attorneys should have their paralegals prepare a list of spellings of the names of witnesses and parties to present to the court reporter before trial.

As noted, one goal of this research is to work the list of efficiencies into course curriculum for paralegal students and to share the materials with practicing paralegals in our communities. The end result is to promote a more seamless process for paralegals, attorneys, judicial assistants, and judges in preparation for trial and during the trial process.

## PRESENTERS

### Biographies & Contact Information



#### Mark Barker, JD

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College

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Mark Barker has been teaching paralegal students at Chippewa Valley Technical College since 2006, and he has been the Paralegal Program Director at that college since 2007. Barker earned his Bachelor’s Degree in Political Science from Ball State University,

and his Master’s Degree in Teaching English as a Second Language from Ball State University. He received his Juris Doctor degree from Indiana University. Before coming to Chippewa Valley Technical College, Barker practiced law in Indiana, focusing on employment law and appellate law. He is a member and officer of the Eau Claire County Bar Association, and he organizes the free legal clinics in Chippewa County Wisconsin and Eau Claire County Wisconsin. Barker is licensed to practice law in Indiana and Wisconsin.



### **Joyce Becker, JD**

**ABA**

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Joyce K. Becker serves as Education Consultant to the ABA Standing Committee on Paralegals and Approval Commission. She has a J.D. from the University of Maryland School of Law. After practicing law for many years in the areas of tax fraud and white collar crimes, she became the Department Chair of the Paralegal Studies Program at Villa Julie College (now Stevenson University) in 1995. From 2005 through her retirement in June 2018, she served as the Dean of Graduate and Professional Studies at Stevenson University. She currently is an adjunct professor at Stevenson University. Ms. Becker has served on several site teams for the Middle States Commission on Higher Education and for the ABA Approval Commission and is a former member of the Approval Commission.

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### **John Bell, Esq**

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John Bell is an associate professor and paralegal program director at Greenville Technical College where he has been teaching since 2011. John began his legal career at a mid-size corporate defense law firm in Greenville, South Carolina, representing some of the nation's biggest corporations in civil litigation. He then owned a small general practice with two partners and primarily represented individuals in civil and domestic litigation. John is a certified civil and family court mediator and maintains a mediation practice. John earned a Bachelor of Science from Central Michigan University and his Juris Doctor from the University of South Carolina School of Law.

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### **Jennifer Brinkley, JD**

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Jennifer L. Brinkley has been a Pedagogical Assistant Professor of Paralegal Studies at Western Kentucky University since 2015. She will be starting a new position as an Assistant Professor of Legal Studies at University of West Florida in August, 2019. Her primary area of scholarship is women and the law. She has recently been published in the South Carolina Law Review and the Lincoln Memorial University Law Review. She is a former prosecutor and solo practitioner.

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### **Jordan Camenker, JD**

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Jordan Camenker is a Legal Studies professor at Seminole State College, where his classes include Business Law, Legal Research and Writing, and Tort Law. His teaching career began over thirty years ago, as an instructor of Legal Research and Writing at the University of Florida College of Law, his alma mater. Camenker's students have won numerous state, and several national championships, competing in various law-related events. Camenker has received multiple teaching awards, including Seminole State's Endowed Teaching Chair award in 2012 and a Faculty Excellence Award in 2011, as well as an Outstanding Faculty

award from City College of Casselberry in 1999. In 2015, he was selected to accompany three award-winning students from Seminole State's Honors Institute to attend the Global Seminar in Salzburg, Austria.

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### **James Croft**

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James Croft is the Director of the Legal Studies Program on the Queens Campus of St. John's University in New York. Prior to joining St. John's, James worked as a corporate restructuring and bankruptcy attorney at Cleary Gottlieb Steen & Hamilton LLP. James is a veteran of the United States Marine Corps and graduated from St. John's University School of Law magna cum laude, where he was an editor of the St. John's Law Review. James has published and regularly speaks in the areas of bankruptcy law and undergraduate legal education.

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### **Misty Davis, JD**

**Donald W. Maine College of Business**

With both legal practice and academic experience, Misty Davis serves as the Department Chair and Program Director of Legal Studies, as well as the Department Chair of the Human Resource Management for the Donald W. Maine College of Business. In this role, she is engaged in academic program development at both the undergraduate and graduate levels.

When practicing law, Professor Davis dedicated her time and talents advocating for the under-represented population facing legal issues. She began her career with Legal Aid of South Central Michigan. Her practice area was dedicated to educating the elderly on estate planning and Medicaid eligibility, as well as representing domestic violence victims in family law cases. Building upon her service work at Legal Aid, Professor Davis shifted her focus to criminal law and held the position of Assistant Prosecuting Attorney. In addition to litigating felony and misdemeanor cases to verdict, she specialized in working with juvenile delinquents and families brought into abuse and neglect proceedings. In 2008 Professor Davis was recruited to join the Access to Justice Clinic at the Grand Rapids Campus of Western Michigan – Cooley Law School. Her key role in this position was to train and prepare law students in representing low-income clients in family law disputes.

Professor Davis is a licensed attorney, in good standing, in the State of Michigan. She teaches courses in the Legal Studies program, which is approved by the American Bar Association. She is a member of the American Association for Paralegal Educators and frequently presents at national and regional conferences on embedding practical skills in the classroom. Additionally, she creates curriculum for the Human Resource Management program that is aligned with the Society of Human Resource Managers (SHRM) principals.

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### **Ceaser Espinoza, Esq**

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Ceaser Espinoza, Esq, is the Director and a Professor of the ABA Approved Legal Studies Program at El Centro College in Dallas, TX. Professor Espinoza is a graduate of Eastfield College, the University of North Texas, and Oklahoma City University School of Law. His teaching focuses on administrative law areas including Bankruptcy, Immigration,

Taxation, and Social Security/Disability. He also serves on the ABA Standing Committee on Paralegals Approval Commission.



**Sally Fairbank, JD**

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Sally N. Fairbank received a Bachelor of Arts in English from Northwestern University, a Juris Doctor degree from Washington University in St. Louis, and a Master's degree in Education from Northern Illinois University.

She served as a law clerk for an appellate court judge in St. Louis after graduating from law school. She later worked as an associate attorney in product liability defense, and as in-house counsel for International Harvester (now known as Navistar) and Motorola. She served as an assistant public defender in the juvenile division at the DuPage County Public Defender's office. Sally has been coordinator of COD's ABA-approved Paralegal Studies program, a program which she started, since 2006. She was named 2011-2012 Outstanding Faculty Member at COD and 2012 Illinois Outstanding Full-time Faculty Member by the Illinois Community College Trustees Association. She received a 2012 Influential Women in Business award from the Daily Herald Business Ledger. In 2016, she received the Outstanding Faculty Advisor Award at COD.



**Joseph Farah**

**Genesee County Circuit Court**

Hon. Joseph J. Farah practiced law for 18 years, mostly in trial and appellate work, before being appointed to the Genesee County Circuit Court. Originally assigned to the Family Division handling domestic and juvenile cases, since 2005 he has sat in the Civil/Criminal Division. Along with being a member of the judiciary,

Judge Farah has taught over a dozen law school classes concerning the law of evidence, and for nearly ten years has been a frequent evidence presenter to lawyers and judges groups. For many years, he served as a board member of the Michigan Judges Association and the Michigan Board of Law Examiners. Judge Farah has recently received state-wide awards for Trial Judge of the Year by the Michigan Defense Trial Counsel, as well as the Negligence Section of the State Bar of Michigan, and was selected as a Leader in the Law by the Michigan Lawyers Weekly. He has been called on for evidence presentations in five states.



**Joseph Fell, Esq**

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After serving as an adjunct faculty since 2012, Joseph Fell joined the Cuyahoga Community College faculty on a full-time basis in August 2016. He previously worked in a variety of nonprofit settings and practiced family and probate law. Fell earned a JD from Cleveland-Marshall College of Law.



**Antoinette France-Harris, JD**

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Antoinette France-Harris has been a licensed attorney since 1998. She began her legal career with a mid-sized New York firm where she specialized in corporate and estate planning matters. After establishing herself as a successful transactional attorney, she decided to relocate to Georgia in 2002. Initially, she worked in-house for a couple of Fortune 1000 companies and then, she became a solo practitioner. Her firm's areas of specialization included real estate, corporate, estate planning and family law transactions. In 2010, Prof.

Harris began teaching Paralegal Studies full-time at Atlanta Technical College. In addition, she acted as Department Chair for two years before becoming Assistant Professor in Legal Studies at Clayton State University in August 2014. She is now an Associate Professor at Clayton State. Prof. Harris has received a B.S. from Harvard University, an M.S.W. from Columbia University and a J.D. from the University of Pennsylvania.

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### **Nancy Golden, JD**

**National University/Mount San Antonio College**

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Nancy S. Golden earned her Bachelor's Degree in Psychology at UCLA in 1982 and her Juris Doctor at Whittier College, School of Law in 1986. She is currently Associate Faculty/Assistant Professor of Paralegal Studies at National University, where she was first hired as an adjunct professor in 2007. Ms. Golden has been an adjunct professor of Paralegal Studies at Mount San Antonio College since approximately 2004. She lives in Santa Monica with her husband and two kids.

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### **Regina Graziani, Esq**

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Regina C. Graziani, Esq, is the Director of the Paralegal Studies Program at the University of Hartford. Ms. Graziani serves as a co-chair of the Paralegals Committee of the Hartford County Bar Association, and is past co-chair of the Paralegals Section of the Connecticut Bar Association. Ms. Graziani is admitted to practice before the courts of the State of Connecticut, the United States District Court (District of Connecticut), and the United States Supreme Court. Ms. Graziani's practice has focused on the representation of regulated industrial, financial and commercial establishments, and select citizen plaintiffs in state and federal court, focusing on environmental law.

Ms. Graziani presents regularly on topics relevant to paralegals. She is involved in legal education at both the undergraduate and doctoral levels. Regina's teaching background includes courses in Introduction to Law, Legal Research, Legal Writing, Civil Litigation, Criminal Law, Torts, Career Development, Higher Education Law, and American Politics.

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### **Julianna Groot**

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Julianna earned her Juris Doctor and Certificate in Environmental and Land Use Law from the Florida State College of Law in 2007. Julianna is licensed to practice in all Florida state courts, all federal courts in the Middle District of Florida, and the United States Court of Appeals for the 11th Circuit. She is a member of the 18th Judicial Circuit Pro Bono Committee and currently serves as President of the Seminole County Bar Association Legal Aid Society. Julianna Groot is currently full-time faculty and Program Manager for Seminole State College's ABA approved Legal Studies Program, where she has discovered a passion for teaching aspiring paralegals and law students how to be exceptional legal professionals. Prior to becoming Program Manager, she served as the college's interim in-house counsel. Julianna has extensive experience practicing in both federal and state court, with an emphasis on federal practice. Julianna offers her students the knowledge and experience she gained from her years in private practice and continues to acquire by maintaining an active practice part-time. She has also discovered that teaching improves her abilities as a practicing attorney in a unique and profound way, as teaching forces a deeper and more intricate knowledge of the material being

taught than mere pragmatic practice alone.



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**Marie Harrigan, JD**

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Marie Harrigan, JD, Director of Loyola University Chicago's Institute for Paralegal Studies, has been with Loyola for over 20 years. Previous positions include: Assistant Director and Part-Time Faculty. Marie twice served on the Approval Commission of the American Bar Association's Standing Committee on Paralegals and regularly conducts site visits to paralegal programs seeking ABA approval or reapproval. Marie has worked primarily in public interest law throughout her legal career, having worked for CARPLS Legal Aid and the Chicago Legal Clinic. Marie earned her BA in economics and JD from Fordham University in New York.



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**Jeffrey Herron, JD**

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Jeffrey Herron serves as the Vice President for Institutional Effectiveness, Planning and Compliance at Middlesex County College, in Edison, New Jersey. He recently completed a three year term as an AAFPE representative on the American Bar Association Standing Committee on Paralegals Approval Commission. He has been involved in Paralegal Education since 2004, and served as the Director of the Paralegal Studies Program at Middlesex from 2013 until 2019. He previously served as the Director of the Paralegal Program at Burlington County College (now Rowan College at Burlington County) between 2006 and 2009, also serving as Associate Dean of Liberal Arts.



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**Robyn Ice, JD, MFA**

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Robyn Ice, JD, MFA, is a Professor of Practice and Director of the General Legal Studies Program at Tulane University's School of Professional Advancement, where she also teaches the practicum course each semester, placing interns in law offices and working to ensure their success. Before joining Tulane in 2014, Ms. Ice practiced environmental and toxic tort law for 23 years, first in Atlanta and then in New York City, including twelve years as a partner with the firms Alston & Bird, LLC, Rosenberg & Estis, P.C., and Troutman Sanders, LLC; and four as in-house counsel with Zurich Insurance. Ms. Ice serves on the Approval Commission for the American Bar Association's Standing Committee on Paralegals, is an active participant and regular presenter at AAFPE conferences and has assisted in the development of the New Orleans Paralegal Association's Mentoring Program. Ms. Ice received her B.F.A. from West Virginia University, magna cum laude; M.F.A. from the University of Georgia; and J.D., cum laude, from Georgia State University College of Law, where she served as Editor in Chief of the Georgia State University Law Review. Before entering law school, Ms. Ice performed as a puppeteer and designed costumes and puppets for theatre and television for over a decade.



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**Tiffany Johnson, JD**

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Tiffany graduated from the the Georgetown University Law Center and has taught various law-related subjects at the secondary and post-secondary level for over 15 years. She now works as a freelance legal brief writer; teaches workshops on persuasive writing, visual rhetoric, and presentation strategy; and coordinates the Legal Studies Program at the University of Memphis.

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### **Suzanne Kissock**

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Suzanne Kissock is an Associate Professor in the Department of Criminal Justice, Legal Studies, and Social work at Missouri Western State University (MWSU). She has served as the director of the ABA-Approved MWSU Legal Studies Program since 2006. From 2012 to 2015, Suzanne served as one of AAFPE

representative on the ABA Paralegal Approval Commission. Ms. Kissock received the Jesse Lee Myers for Excellence in Teaching in 2009 and the James Scanlon Award for faculty service to the community in 2014. Suzanne received her JD from St. Louis University School of Law in 1996. Suzanne practiced law before accepting her position at MWSU in 2005. Ms. Kissock specialized in the areas of criminal law, family law, and juvenile law. In 2004, she was appointed by Governor Carnahan to serve on the Juvenile Justice Advisory Group. Ms. Kissock has served on the Board of Directors for the St. Joseph Chapter of the YWCA, the Ladies Union Benevolent Association, the Northwest Missouri Children's Advocacy Center, and the Social Welfare Board. She resides in St. Joseph with her husband Tim, and their daughters.

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### **Bruce Lamb, JD, MPA**

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Bruce is a lawyer, teacher, and nonprofit consultant. Admitted in Washington and Oregon, he has practiced law for 35 years. At Highline College he teaches nonprofit law, medical law and ethics, civil rights law, legal

research and writing, civil procedure, business law, and other courses. As a volunteer attorney for Northwest Immigrant Rights Project, he represents immigrants and refugees in immigration court. He has served as staff and on the boards of directors of CASA Latina, International Leadership Academy of Ethiopia and other nonprofit organizations, and has served as a nonprofit consultant on a wide variety of projects through 501 Commons. He obtained a B.A. (1981) and an MPA (2007) from U.W. In 1984 he received his J.D. from the University of Oregon. His CLE teaching includes Ethics in Civil Litigation and Ethics in Pro Bono Representation.

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### **Chris Little Simcox, JD**

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Chris Little Simcox, Esq, is an Assistant Professor at Bucks County Community College in the Business Studies Department specifically in the Paralegal degree and certificate program. She is on the Board of Directors of AAFPE as the

Director of the Associates Programs. She teaches all the law classes in this program including animal law. She is also a practicing attorney in the Bucks County Area and has practiced for 24 years in the areas of family law, wills, estates, bankruptcy and animal law. She is licensed to practice both in Pennsylvania and New Jersey.

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### **Faith Litvack, JD**

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Faith began practicing law 26 years ago, first as an assistant state attorney in the 19th Judicial Circuit of Florida and then in family law, as a litigator and a Florida Supreme Court certified mediator. With a passion for teaching, she considers herself fortunate to have been hired as a professor in the

Paralegal Studies Program at Florida State College at Jacksonville. Now in her second year, Faith is also the faculty advisor for the Legal Studies Association, a student organization at FSCJ. Additionally, she has presented at two international conferences on legal issues.

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**Clayton Long, JD**  
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Clayton Long has been teaching paralegal students at the Chippewa Valley Technical College since 2001. He has a B.S. in Economics from the University of Wisconsin-River Falls, and J.D. from the University of Wisconsin-Madison. Before coming to Chippewa Valley Technical College, Attorney Long was a practicing attorney in Wisconsin, focusing in the areas of criminal, family, and appellate law.

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**Toni Marsh**  
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Toni Marsh is the founding director of the George Washington University paralegal studies program and an associate professor of Paralegal Studies.

Professor Marsh, the author of *Juvenile Law*, designed and launched the first formal paralegal education program in the nation of Tanzania at the University of Bagamoyo; the curriculum is now used throughout the nation of Tanzania. She also designed and launched the Paralegal Studies program at the University of North Carolina in Charlotte.

This year, Professor Marsh is working with the GW Global Women's Institute, UNICEF and the Gates Foundation to design GenderPro, the first credential for gender professionals.

Professor Marsh presents on paralegals and access to justice, expanding paralegal roles, the unauthorized practice of law, and paralegals in tribal communities in the US, Ecuador, and Tanzania.

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**Jill Martin, JD**  
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Jill E. Martin is Professor and Chair of Legal Studies at Quinnipiac University in Hamden, Connecticut. She has been active in paralegal education since 1985. She is a past president of AAFPE, served on the ABA Approval Commission,

was Editor in Chief of the *Journal of Paralegal Education and Practice*, and National Conference Chair. She currently serves as Credentials Chair. Jill has researched and published in the areas of citizenship policy and Federal Indian law and policy, and started the Scholarship and Research panel to showcase the variety of research conducted by AAFPE members.

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**Judith Mathers Maloney, Esq**  
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Judith Mathers Maloney, Esq, is the Director, Legal Studies/Paralegal Studies at Molloy College in Rockville Centre, New York, where she is also a member of the adjunct faculty. Judith is an attorney admitted to practice in the State of New York and maintains a small, select private law practice. She has been involved in legal education at the university and graduate level at

institutions throughout downstate New York for more than a decade. Judith is a member of the Board of AAFPE, and frequently presents on paralegal and legal education and the paralegal profession.

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### **Thomas McClure, JD, MS**

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Thomas E. McClure, JD, MS, is the Director of Legal Studies and Associate Professor in the Department of Politics & Government at Illinois State University. Prior to entering academia, he served as a judicial law clerk for the Illinois Appellate Court and was engaged in

private practice for 26 years. Tom is a co-author of Fundamentals of Criminal Practice, a paralegal education textbook. He also has written book chapters concerning the First Amendment, the Fourth Amendment, and judicial election funding. He has published articles in peer-reviewed journals concerning the effectiveness of court-connected domestic battery diversion, the association between judicial selection and impartiality, and the relationship between judicial impartiality and campaign finance. Tom has served on the ABA Standing Committee on Paralegals Approval Commission since August 2016. He has been Chair of the Commission since 2018.

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### **Elizabeth McGuan, JD**

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Elizabeth McGuan received her Juris Doctor, summa cum laude, from the Northern Illinois University College of Law in 2010. Prior to attending law school, Elizabeth earned a Bachelor's of Arts degree in Spanish Language and Literature from the University of

Michigan, Ann Arbor and a Paralegal Certificate from William Rainey Harper College in Palatine, Illinois. A Certified Domestic Relations mediator, Elizabeth concentrates her practice in family law and family-based immigration law. Since January 2016 she has served as adjunct Faculty in the Paralegal Studies Program at the College of DuPage, teaching Introduction to Legal Research and Writing and Immigration Law.

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### **Gayle Miller, JD**

**College of Lake County**  
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Gayle Miller, JD, Professor and Department Chair of Legal Studies, is the founding faculty of the ABA-approved Legal Studies Program at the College of Lake County (CLC), Illinois, where she teaches legal studies courses in traditional, hybrid and online formats and

has primary responsibilities for placement for paralegal field work and internships. Gayle is AAFPE's Director for the Central Region and previously served on the AAFPE Board as the Director of Certificate Programs. At her institution, Gayle is a faculty senator, she is also the chair of the Divisional Peer Review (tenure) Committee and is the faculty member of the Enrollment Management Commission.

She is a past president of the Association of Women Attorneys of Lake County, served for many years as chair of the Associate Member Committee of the Lake County Bar Association, and is a past member of, and continues to conduct site visits for the ABA Approval Commission to the Standing Committee on Paralegals. Gayle's area of practice is criminal defense, beginning her legal career with the Cook County Public Defender's Office where for 10 years she represented indigent clients charged with jailable crimes. Born, raised and educated in Chicago, she earned her J.D. with honors from IIT Chicago-Kent College of Law, and her BA with honors and distinction in Criminal Justice from the University of Illinois at Chicago.

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### **Keeley Mitchell, JD, MBA**

**Delaware County Community College**  
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Keeley's love affair with the law began 25 years ago. And while she enjoyed practicing law as a commercial real estate and business attorney, Keeley always knew deep in heart that education and helping people were her true calling. It was this calling that lead her to quit practicing law and

become a legal recruiter for a few years before becoming the Director of Public Service and Government Relations at the University of Pittsburgh School of Law. It is this same calling that lead her to her current position as Director of Paralegal Studies at Delaware County Community College. Additionally, Keeley has presented and written on issues involving legal education. She obtained her J.D. from Georgetown University Law Center, and her B.A. in Political Science and Psychology from New York University, and most recently, her M.B.A. from The Pennsylvania State University.



**Marissa Moran, JD**

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Marissa J. Moran is an attorney admitted to practice before the U.S. Supreme Court, New York State, New Jersey, the United States Southern and Eastern Districts of New York, and New Jersey District Courts. She received her B.A. in Economics, cum laude, from Fordham University and her law degree from

Brooklyn Law School. Prof. Moran interned at the U.S. Attorney's Office, Southern District of New York/SDNY and upon graduation, clerked in the SDNY for Bankruptcy Chief Judge Burton R. Lifland and worked as an associate at the firms Kaye, Scholer, Fierman, Hays, & Handler and Emmet, Marvin & Martin located in NY City. She is a professor in the Department of Law & Paralegal Studies, New York City College of Technology, CUNY, where she currently teaches Legal Technology, Forensic Science & the Legal Process, and Legal Document Preparation. She has taught business law courses as an adjunct clinical professor at NYU-Stern School of Business. Her area of scholarship and her published articles relate to the blended areas of technology & law and forensic science & law. She served as the campus grievance counselor from 2010-2016 working on a record number of cases about faculty contractual issues related to employment. She serves as ABA, International Legal Education Committee Year-In-Review editor and as a judge for the ABA Law Student Division National Appellate Advocacy Competition; the Cardozo Law School International Moot Court Honor Society, Oxford Competition; and as a national/local judge for the "We the People" constitutional law and mock trial competitions.



**Margaret Phillips, JD**

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Margaret L. Phillips, J.D., is an Associate Professor and the Director of the Paralegal Studies program at Daemen College, a four year college outside of Buffalo, New York. Margaret started as the Director of the program in 2011. Prior to that she was a

Lecturer at the University of Buffalo Law School, where she taught Legal Research and Writing to first year law students. She was also served as a litigation association at Connors & Vilaro and Phillips Lytle, and as an Appellate Court Attorney for the New York State Supreme Court Appellate Division, Fourth Department.

At Daemen Margaret teaches Law for Society, Legal Research and Writing, Advanced Legal Research and Writing, Paralegal Internship, Paralegal Senior Project, and the Paralegal Clinic. She has published articles on paralegals and ethics, trends in legal education, a book review on a legal textbook, and her paralegal studies textbook, "A Practical Guide To Legal Research and Analysis for Paralegal and Legal Studies Students" (West Academic 2019) will be available in November 2019. Margaret earned her J.D. cum laude, from the University at Buffalo Law School, where she served as the Executive Editor of the Buffalo Law Review and was awarded the Philip Halpern Award for Excellence in Writing. She earned her B.A. from Barnard College.



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Dr. Richard is an Associate Professor of History & Legal Studies at Winona State University in Winona, MN. He is also the director of the Legal Studies Program. Dr. Richard also serves as the AAFPE Director of Baccalaureate Programs and the National Coordinator of Lambda Epsilon Chi. Born and raised in Opelousas, Louisiana, he received his law degree from the Paul M. Hebert Law Center at Louisiana State University and his PhD in history from the University of Mississippi. His publication and research interests focus on the United States federal court reform of prisons and the history of the carceral state. He is also licensed to practice law in the state of Minnesota.



**Kelly Rodgers, JD**  
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Kelly has been the Mock Trial Director at Hamline since fall of 2014. Her duties, along with coaching the mock trial teams, include teaching Beginning Mock Trial, Legal Systems and a variety of other courses within the Legal Studies Department.

Kelly teaches hands-on learning and works with students to discover and develop their own individual learning styles to prepare for their remaining years and work life. She believes that both teaching and learning should be active processes.

As Mock Trial Director, Kelly is involved in planning and hosting 3-4 high school and college mock trial tournaments a year, as well as, the high school mock trial summer camp. Another major part of her program at Hamline is giving back to the local community. Kelly and her students work with local high schools, Hancock Elementary, Metro Deaf School, Minnesota State Academy for the Deaf and Hard of Hearing and a variety of other programs to implement and assist in creating mock trial activities or programs. Currently Kelly and her co-coach are writing a book on how to teach college students valuable trial skills through the activity of mock trial.

Kelly brings her experience not only from competing in mock trial at the national level for Hamline University School of Law, but from court appearances, and teaching with the National Institute of Trial Attorneys.

Prior to coming to Hamline, Kelly worked as an Inside Account Manager at Thomson Reuters and as an associate at a local creditor's rights firm.



**Jeff Rubel, JD, MPA**  
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Jeff Rubel received his Masters of Public Administration and J.D. from the University of Arkansas. Prior to joining the faculty at the University of Cincinnati, Clermont ("UC Clermont"), he was a partner in a 30-member business law firm in Kalamazoo, Michigan. He has been a Professor of Legal Studies at UC Clermont for over 20 years. He is also the Director of International Education for UC Clermont.

Jeff has a passion for the Latin American culture and has traveled extensively throughout Mexico and Central America. Jeff and his family spent his first sabbatical in Queretaro, Mexico, where he taught U.S. Business Law and International Commercial Treaties at the Instituto Tecnológico de Monterrey Campus Queretaro, Queretaro, Mexico. In 2015 Jeff spent his second sabbatical in Mexico and Spain. Jeff was the first person to establish and sustain a study abroad program on the UC Clermont campus. Taking his first

group of students abroad in 2009, he has now led nine separate Study Abroad Programs with over 100 students.



**Julie Shadoan, JD**

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Julie Shadoan graduated from Butler University in Indianapolis, Indiana, with a double major in history and political science. She relocated to Bowling Green, Kentucky, to pursue a master's degree in history at Western Kentucky University. After completing the coursework toward that degree, she began her legal career as a paralegal working in a Bowling Green real estate law firm. She left that firm to attend law school at DePaul College of Law in Chicago, Illinois. Upon graduation, she returned to Bowling Green to practice as an associate in a firm concentrating on medical malpractice defense and mass tort litigation. Within three years, she became a partner in her own firm and changed her practice focus to real estate, corporate and estate planning services.

In 2003, Ms. Shadoan left full-time practice to accept a teaching position at Western Kentucky University. She currently serves as the Unit Leader for the Paralegal Studies Program and holds the rank of full professor. During her tenure at WKU, she has taught classes in various subject matters including legal research and writing, tort law, real estate law, business law, estate planning and civil procedure, delivering curriculum via the traditional face to face classroom, online and interactive video with regional campuses of WKU. She supervises all paralegal interns and serves as an adviser to paralegal majors.

Ms. Shadoan was the founding Director of the WKU Student Legal Services Clinic, an on-campus provider of free or scaled legal services to WKU students open since 2015. In addition to her duties as Director, she has provided pro bono legal services to Clinic clientele and the WKU community in areas of estate planning, landlord/tenant and other civil disputes.



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Melanie is a Professor of Law at Stevenson University and an Adjunct Professor at the University of Maryland School of Law. She joined the full-time faculty at Stevenson in 2002, where she teaches Legal Research and Writing, Mock Trial, and several civil litigation courses. Prior to teaching, Ms. Snyder clerked for the Honorable John C. Eldridge on the Maryland Court of Appeals and litigated employment cases for six years with Lerch, Early & Brewer, LLC., in Bethesda, Maryland. Ms. Snyder received her B.A. from Miami University of Ohio and her J.D., magna cum laude, from the University of Baltimore School of Law.



**Michael Speck, MA, JD**

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You know him. You probably don't love him, and you've probably heard more than enough from him. But if he has an option he wants to share it and offer it up for criticism.



**Shana Stump, JD**

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Shana Stump is a Clinical Associate Professor of Political Science in the Indiana University School of Liberal Arts at IUPUI. She is an attorney licensed to practice in Indiana who served as a law clerk to an Indiana Supreme Court justice and practiced civil

litigation at a large law firm before teaching full time. Professor Stump teaches F2F and online courses in the Political Science Department and Paralegal Studies and Legal Studies programs, including Introduction to Law, Constitutional Law, Gender and the Law, Litigation, and Legal Research and Writing. Professor Stump has presented at national, regional, and local teaching conferences on critical reflection, teaching critical thinking, and online course design. She has presented to lawyer and paralegal audiences on topics that include the Indiana Constitution and technology and the law.

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Hayle Sugarman is a Professor and Director of the ABA-approved Paralegal Studies Program at Middlesex Community College in Bedford and Lowell, MA. This academic year, she is also serving as co-chair of the College's Strategic Planning Committee. Hayle is a member of the American

Association for Paralegal Education and is a frequent speaker at their conferences.

Hayle is also the co-author of the Massachusetts Continuing Legal Education Department's A Practical Guide to Ethics for Paralegals and Legal Assistants. She formerly taught in the ABA-approved paralegal programs at North Shore Community College and Northern Essex Community College, and at Boston University Law School. From 2000 – 2005, Hayle practiced civil litigation at Hanify & King, PC in Boston, MA, and at Collier Shannon Scott LLP in Washington, DC. Hayle earned her J.D. from The George Washington University School of law and her B.A. in political science from the University of Florida.

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**Jessica Watson**

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None.



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Asha Wilkerson, driven by a desire to empower and affect change within her local community, serves as the Director and Department Chair of the Paralegal Studies Program at American River College in Sacramento, CA. In this role,

she revels in showing students how to explore, design, and thrive in careers in the law and beyond.

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Jennifer Will is an Assistant Professor at Hamline University in St. Paul, Minnesota, where she has been teaching since 2017. Before coming to Hamline, Jennifer practiced employment law for nearly twenty years, first at a large private law firm

in Minneapolis, and later as in-house counsel for a nonprofit healthcare organization. Jennifer received her BA from Hope College in Holland, Michigan, and her JD from the University of Michigan Law School, where she was a member of the Michigan Law

Review.