

Leslie Patrice Culver

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EDUCATION

SAINT LOUIS UNIVERSITY SCHOOL OF LAW, St. Louis, MO

Juris Doctor, May 2002

- Honors:* Academic Excellence Award, Legal Research & Writing
Dean's Scholarship
- Activities:* Executive Board, Childress Lecture Editor, *Saint Louis University Law Journal*
Faculty Fellow for Professor Camille Nelson (Dean, Univ. of Hawai'i-Manoa)
Moot Court I (*ranked 2/40*); Moot Court II (*TA & Board*)
Legal Research & Writing Teacher's Assistant for Professor Michael Murray (UMass)
Black Law Student Association; Christian Legal Society

TRUMAN STATE UNIVERSITY, Kirksville, MO

Bachelor of Science, Justice Systems (with Psychology minor), May 1999

- Honors:* Dean's List
Academic Achievement Awards
Presidential Honorary Scholarship

TEACHING & RESEARCH INTERESTS

Legal Methods (Legal Analysis, Writing, & Research); Legal Writing as Identity Development; Identity, Power & Professional Responsibility; Cultural Consciousness/Awareness; Intercultural Communication; Diversity, Inclusion, and Equity Initiatives/Pipeline Programs.

AWARDS & HONORS

UNIVERSITY OF UTAH, Salt Lake City, UT

Feb. 26, 2022

Black Cultural Center - 3rd Annual Black Faculty and Staff Award

Recipient of the Marcus Garvey Black Star Excellence Award – for those new faculty and staff to the University of Utah who have stepped up to the plate and helped build and broadcast the University of Utah in a positive light.

FULBRIGHT U.S. SCHOLAR 2020-2021, Bloemfontein, South Africa

Dec. 2020*

University of the Free State Faculty of Law

Finalist/Award Recipient: The awarded project includes interdisciplinary research and teaching to explore identity performance, and its affect both on South African marginalized practicing lawyers, and on South African law faculty's breadth of treatment of legal writing, particularly for marginalized law students. The project has two goals: first, to share interdisciplinary tools that may foster conscious identity performance, in efforts to disrupt barriers to professional mobility, and gain political visibility for South African lawyers; and second, to examine whether an interconnection exists between disrupting barriers in legal practice and a strong legal writing foundation during law school. *Covid-19 cancellation/withdrawal

RESEARCH INCENTIVE SEED GRANT PROGRAM, Salt Lake City, UT

FY2021

University of Utah & University of Utah S.J. Quinney College of Law

Grant Recipient: In the Fall of 2020 I conducted numerous workshops termed “A Dialogue on Cultural Awareness and Identity Performance.” The participants were law students enrolled at ABA-accredited law schools around the country, comprising approximately 550 total students. Before and following the workshop, the students were given a hypothetical to consider based on a conversation between a European-American woman (self-identifying as “White”) and an African American woman (perceived as “Black”). This grant supports the initial study of natural language processing and necessary coding tools to detect thematic clusters from those textual responses, and then determine if the resulting clusters are somehow related to the ethnicities of the respondents. Stated differently, can differences be drawn about the training benefits to groups (chiefly by race/ethnicity/gender) and detectable changes in group attitude, and even across years in law school.

ACADEMIC EXPERIENCE

UNIVERSITY OF UTAH-S.J. QUINNEY COLLEGE OF LAW, Salt Lake City, UT 2020 – present
Professor (Clinical) of Law

I teach within the first year *Legal Methods* program where I introduce first year law students to various legal writing genres and conventions of legal writing, rhetorical theories, and practices that support wholistic legal reasoning, and effective predictive and persuasive legal analysis. Discussed multicultural lawyering and identity as it shapes client-centered lawyering, and engaged students in client simulation through client interview, negotiations, contract drafting, individual and law firm conferences, and oral advocacy.

I also teach an upper-level writing seminar I developed in 2018 titled, *Identity, Power & Professional Responsibility*. Cast broadly under diversity, inclusion, and equity, this is a survey course that uses interdisciplinary scholarship to examine how traditionally marginalized group members use coping strategies to navigate their identities in a predominantly white spaces, disrupting the white normativity of the legal profession, and engages students in in-depth communication practices that can facilitate conscious identity performance in the legal profession. The course relies on students as co-facilitators, peer-reviewers on papers, and work-in-progress presentations like junior faculty writing workshops.

UNIVERSITY OF CALIFORNIA-IRVINE SCHOOL OF LAW, San Diego, CA 2018 – 2020
Visiting Professor

Legal Writing Courses:

Lawyering Skills I & II. Introduced first year law students to various legal writing genres and conventions of legal writing, rhetorical theories, and practices that support effective predictive and persuasive legal analysis. Discussed multicultural lawyering and identity as it shapes client-centered lawyering and engaged students in client simulation activities and oral advocacy. Further provided students with techniques and guidelines for systemic legal research both in print and online.

Upper-Level Courses:

Identity, Power & Professional Responsibility. While at UCI, I developed this seminar from my extensive research on identity performance and its nexus with ethnic, racial, and intercultural communication discourse. This seminar employed interdisciplinary scholarship to broadly examine how traditionally marginalized group members use coping strategies to navigate their identities in a predominantly white spaces, disrupting the white normativity of the legal profession, and engaged students in in-depth communication practices that facilitate conscious identity awareness and performance in the legal profession.

CALIFORNIA WESTERN SCHOOL OF LAW, San Diego, CA 2009 – 2020
Legal Writing Professor

Legal Writing Courses:

Introduction to Legal Skills, Legal Skills I & II. Introduced first year law students to various legal writing genres, conventions of effective legal writing, rhetorical theories, and practices that support persuasive legal analysis; as well as techniques and guidelines for systemic legal research both in print and online.

Legal Scholarship Training Seminar. Introduced upper-level students to scholarly writing for seminar courses. Students are exposed to topic selection, advanced research strategies, thesis development, citation for law reviews and other scholarly works, and strategies for navigating the writing process relying primarily on the Flowers Method (madman, architect, carpenter, and judge).

Advanced Pre-Trial Civil Litigation. Proposed and designed a legal drafting curriculum to strengthen upper-class law students fundamental legal writing skills. This course will use California civil procedure as a basis for drafting civil litigation documents to enhance students' practical lawyering skills by providing a variety of writing experiences with an emphasis on pretrial documents.

Upper-Level Courses:

Race & the Law. Examined the role law has and continues to play in defining and inscribing meaning to racial categories. Students presented oral case studies on the racialization of individuals and various ethnic groups, and prepared scholarly work and class presentations.

Women in the Law. Employed feminist pedagogy in examining legal and social class issues facing female attorneys, including early concepts of equality, equal treatment, contemporary feminist legal theories, and included student scholarly work and class presentations.

Clinical Externship. Focused on problem solving skills and professional development within the broader theme of the essentials of a professional lawyer. Students discussed vision mapping, emotional intelligence, authentic lawyering, inclusive thinking, diversity and bias in the legal profession, effective supervision, and feedback, mentoring and reputation and mindfulness and self-care.

Program Developer, Instructor, Director of A.I.M for Law Program 2010 – 2020
Standing for Achieve, Inspire and Motivate, this intensive diversity pipeline program provides substantial guidance for college students, specifically from underrepresented backgrounds, to pursue a legal education through mentorship and exposure to the legal profession. Part of implementation of program and material development in 2010, served as consistent instructor for oral advocacy, and assumed role of the Director in 2014. In addition, founded *Prepare to A.I.M. for Law* in 2015 – a high school youth conference that similarly inspires high school students to consider a legal career through exposure to the law. Finally, in 2018, founded a summer Legal Writing Intensive Boot-Camp for A.I.M. alumni who are admitted to law school in response to a gap I observed in the legal writing, and critical thinking skills of students from underrepresented groups during their first year of law school.

AMERICAN LEGAL STUDIES AND EXCHANGE – BRAZIL PROGRAM, San Diego, CA Summer/Fall 2014
Faculty Co-Director & Professor of Legal Writing and Comparative Legal Procedure
Served as Faculty Director of an intensive two-week program where international law professionals from Brazil were instructed in short term law courses at California Western School of Law to learn the U.S. legal system and develop skills and expertise to practice law internationally. In addition, I designed and taught the curriculum for the Legal Writing and Comparative Legal Procedure courses.

CONSORTIUM FOR INNOVATIVE LEGAL EDUCATION, Valetta, Malta Summer 2013
Co-Professor for Comparative Juvenile Justice

Examined the foundations of juvenile justice in the United States and compared the U.S. system to European systems to ultimately determine influence of foreign law in shaping the juvenile justice structure in the United States.

SAINT LOUIS UNIVERSITY SCHOOL OF LAW, St. Louis, MO

2007 – 2009

Assistant Professor of Legal Research & Writing | Missouri Civil Procedure

Instructed first year law students in the process of legal and analytical writing, as well as techniques and guidelines for systemic legal research in Legal Research and Writing. In addition, designed curriculum for upper class students that combined lecture of Missouri rules for civil practice with weekly drafting exercises to contextualize those rules.

PUBLICATIONS

I Wish I Read This Book Before Law School: Advice from Top Professors on How to Adjust, Succeed, and Thrive
Order

#1 Release in Business School Guides for 2021 on Amazon. Co-authored this book project that guides prospective law students, who reside globally, about navigating American law schools. The broader discussion proceeds in four parts: Before Law School, Your First Year, Navigating Law School, and Career and Professional Development. Based on my experience as a legal writer professor and as a scholar on identity performance, cultural consciousness, and issues related to diversity and inclusion, I authored the chapters concerning Legal Research & Writing during the first year; Legal Research & Writing Beyond the First Year; How to Take Care of Yourself; and Diversity, Inclusion & Equity.

(Un)Wicked Analytical Frameworks and the Cry for Identity, 21 NEV. L. J. 655 (2021).

SSRN

IRAC is not the arbiter of legal analysis. In fairness, it never claimed to be. Yet despite IRAC's confession as only a prototype of analytical structure incapable of providing creative depth—a sentiment that many within the legal academy have readily acknowledged for decades—its dominance persists sustained by a presumption of innocence. While my aim is not to challenge IRAC as a structural framework, I do cast IRAC as an overbearing character engendering an identity crisis in legal writing and stunted professional growth and cultural awareness in law students. I use the musical *Wicked*—the untold story of the Witches of Oz—as a contemporary framework to juxtapose identity performance with legal writing. I first compare IRAC to Glinda the Good Witch, and suggest that IRAC is a rigid, objective, and neutral approach to legal analysis, an approach that mimics white normativity. Thus, I question its ability to serve as an entry point for a more complex analysis or platform for Other experiences. Second, I compare Analytical Frameworks to the Wicked Witch of the West and suggest the richness of such frameworks are truly the transformative process of legal analysis, serving not as an impediment to students' authentic identity as lawyers, but as further development of it.

Broken Landscapes, Black Beauty, in Racism, Regulation, and the Administrative State, THE REGULATORY REV. (University of Pennsylvania Carey Law School) (Nov. 10, 2020); <https://www.theregreview.org/2020/11/10/culver-broken-landscapes-brown-beauty/> (using my knowledge as experienced identity scholar, with a focus on intercultural awareness and identity performance, to examine “how structural inequality and implicit biases affect who gets to be a lawyer and who finds success at law school and beyond.”).

No Matter How Loud I Shout: Legal Writing as Gender Sidelining, 69 J. LEGAL EDUC. 31 (2019).

SSRN

This Essay is part of a compilation of essays based on a 2019 AALS Discussion group titled, *Building Bridges Across Curricular and Status Lines: Gender Inequity throughout the Legal Academy*. This Essay views legal writing, which is often outside the unitary tenure program in legal academia, as a mode of gender sidelining. Despite many legal writing professors having served on law review, competed in moot courts, served as judicial clerks and as practicing attorneys prior to the academy, with many currently serving in Deanships, there still exists a false and exhausting need to parade such accolades to demonstrate their credibility within the academy. This Essay maintains that the

academic unsteadiness for legal writing faculty is the socially constructed byproduct of legal writing training falling outside the masculine vision of traditional case method study for law schools, combined with the overrepresentation of women as legal writing faculty. In this way, legal writing is gender sidelined and parity in status is the only systemic gesture to combat the gendered barrier of white males who dominant the legal academy.

Conscious Identity Performance, 55 SAN DIEGO L. REV. 577 (2018).

[SSRN](#)

This article expands on identity performance scholarship that describes the pressures marginalized groups feel to perform their identity in a predominantly white legal profession. It draws on an interdisciplinary theory that legal scholars have largely ignored, co-cultural theory, which describes how non-dominant cultures communicate in a dominant society. This theory catalogues the micro-level communication practices outsiders employ to navigate their workplaces. This article introduces the term *conscious identity performance* as an indispensable step toward empowerment for outsiders in the legal profession, who might otherwise internalize the insiders' stereotypes to their detriment.

The Rise of Self Sidelining, 39 WOMEN'S RTS. L. REP. 173 (2018).

[SSRN](#)

This Article examines the collision between the impostor phenomenon and gender sidelining, which results in a false endorsement of inadequacy and leads women to self-sideline. Specifically, it characterizes self-sidelining as rising from internal feelings of fear and doubt (imposter), that if externally validated by male gender preference (gender sidelining), can cause women to consciously or subconsciously discipline themselves to forgo their professional advancement. Ultimately, this Article exposes the social harm of self sidelining, even absent adequate legal remedies, and urges its awareness and presence in the ongoing gender inequity discussion in the legal profession.

My Enemy's Enemy and the Case for Rhetoric, 15 LEGAL COMM. & RHETORIC: JALWD 293 (2018).

[SSRN](#)

This Book Review examines *Race, Nation, and Refuge: The Rhetoric of Race in Asian American Citizenship Cases* by Doug Coulson where he analyzes race eligibility cases to underscore the value of rhetoric in judicial advocacy. Focusing specifically on Asian Americans, Coulson's thesis is to showcase the rhetorical dance that balances the United States' perceived threats to national security with the nation's subjective definition of whiteness and freedom. The Review highlights Coulson's belief that where immigrants utilized a rhetorical strategy that politically aligned their interest with the United States' national security, the advocate was successful in becoming free white persons for purpose of naturalization. The Review also questions whether this rhetorical strategy could provide a template for any marginalized group that seeks inclusion or status equality within a dominant societal structure to survive. That is, could marginalized and privileged groups find a common enemy that would unite them in the twenty-first century?

White Doors, Black Footsteps: Leveraging White Privilege to Benefit Law Students of Color, 21 J. GENDER, RACE & JUSTICE 37 (2017).

[SSRN](#)

This Article examines the value of intercultural mentoring relationships between white law professors and law students of color in efforts to reduce racial bias against these students. Research demonstrates that the success or failure of the law student of color in the legal profession strongly correlates with an acclimation toward positive interracial relationships. Using an interdisciplinary approach—a nexus between law, feminist communication theory, and social science disciplines—it argues that white privilege awareness among white law professors, who mentor students of color, and then leverage their white privilege to open professional doors for these students, will reduce implicit bias, and ultimately increase the retention of diverse attorneys.

“And I don't know why it is that you threw your life away:” Abolishing Life Without Parole, the Supreme Court in Graham v. Florida Now Requires States Give Juveniles Hope for a Second Chance, 20 B. U. PUB. INT. L.J. 35 (2010).

[SSRN](#)

This Article analyzes the story of juvenile Terrance Graham who was sentenced, at age sixteen, to life without parole for a non-homicide crime. After firmly abolishing the death penalty for all juveniles as a violation of the Eighth Amendment, the Court reaffirmed that juveniles are less culpable than adults by holding that life without parole is disproportionately harsh for juvenile non-homicide offenders, and thus violates the Eighth Amendment. This Article analyzes two issues left in the wake of *Graham*: (1) the inconsistency in the Court's reasoning when viewed against lengthy term of year sentences, and (2) the implicit requirement to reinstate effective parole boards considering Graham's new constitutional mandate to give juveniles a meaningful opportunity to reenter society.

15 MO. PRAC., *Civil Rules Practice (Rules 41-55)* §§ 41.01-55.33-8 (4th ed. 2012) (hardbound volume) and (4th ed. 2013-2018 Cum. Supp.).

12 MO. PRAC., *Jurisdiction, Venue, Limitations* §§1:1-8:394 (3d ed. 2009-2011, 2013-2014 Cum. Supp.).

WORKS IN PROGRESS

Of Watercolor and Rhetoric: Illuminating Legal Analysis with Creativity and Bravery (working title) in THRESHOLD CONCEPTS IN LEGAL WRITING (Kristin Tiscione & Melissa Weresh, eds. forthcoming 2022).

The broader edited volume explores the threshold concepts within legal writing as an interdisciplinary practice and a subject of study, specifically examining metaconcepts (e.g., legal writing as a meaning-making activity, legal writing as rhetorical with distinctive rhetorical conventions), and individual concepts such as legal writing creates and recreates the law, and legal writing denies its rhetorical nature). My specific chapter essay extends from the development of my Rhetorical Profile analytical framework and focuses on the need for legal writers to understand both the underlying doctrine of law and the rhetorical skills necessary to communicate meaning. Using my humble beginnings into water coloring, this chapter analogizes the tension I experienced, after a year of copying the work of others, between wanting more organic work and having the work accepted within the community of watercolor purists. Similarly, novice legal writers are too inexperienced to know they can influence and shape the rhetorical value of legal text for their reader. Moreover, they are often handed formulaic or reductive tools to 'engage' in legal analysis without foresight of the larger meaning-making picture they seek to create for the reader — be it predictive or persuasive. Yet broadly understanding that they *can* influence meaning for the reader is formative to the writer's identity as a lawyer. They are not powerless.

The Pale Veil: Decentering Whiteness as Power and Communication in the Legal Profession

Literature is replete with works discussing whiteness as a construct, but few works have explored the white man's voice on his own terms. Focusing on the American legal profession which is 86% white, this work is grounded in qualitative research and provides a unique account of how white, male lawyers think and talk about diversity. I, along with two co-researchers, used a phenomenological approach to interview approximately fifty lawyers across the country. This project focuses only on those who were perceived or identified as white males—which, as of 2020, the legal profession comprises 86% white and 63% male. Presented as constructed vignette within an autoethnography, this critical approach highlights behaviors that maintain the white males' lives and experiences as the referent point of normalcy, making them blind to their own centering of whiteness. It further challenges white male essentialism and pushes for a reimagining of the relationship between whiteness and power. Ultimately, the goal is to shift the gaze for the white male beyond their veil toward the oft invisible Other, inviting him in as a listener to recognize historical privilege and power, and be equipped to partner as an agent of change toward equality and inclusion.

The Rhetorical Profile

This essay is a pedagogical companion piece to *Modeling Wicked*. I describe the Rhetorical Profile as a method for teaching the process of legal analysis that pushes against IRAC's rigidity and dominance. This method is a contemporary means of engaging students in critical interrogation of the law by viewing and understanding legal writing in terms of genres (e.g., judicial opinions or motions), their corresponding conventions (e.g., governing rules,

analogical and deductive reasoning), and, developing tools to consciously provide depth and breadth into legal analysis, to construct an effective and persuasive legal analysis. As a holistic platform, as opposed to a new paradigm, it situates and gives space to the *already existing* questions student should consider at each stage of an analysis to engage consciously and confidently in critical legal analytical thinking.

PROFESSIONAL EXPERIENCE

REO™ INSTITUTE , San Diego, CA <i>Founder, Speaker, Trainer, Consultant</i> http://lesliepatrice.com/reo/ Initiative to equip those in legal education and legal profession with inter-cultural awareness and identity performance tools to confront harmful bias, empower conscious identity choices, and enable attorneys to better understand the complexities of representing clients within marginalized communities by “Rethinking Otherness.”	2020-present
SONLIGHT DESIGNS , Salt Lake City, UT <i>Website Design</i> https://sonlightdesigns.io/	2020-present
YOUNG LIVING BRAND PARTNER , Salt Lake City, UT <i>Executive Brand Partner</i> www.diffusedsonlight.com	2016-present
LESLIE PATRICE PHOTOGRAPHY , San Diego, CA <i>Lifestyle Photographer</i> www.lesliepatricephoto.com	2006 – present
HON. LAWRENCE G. CRAHAN , Missouri Court of Appeals, Eastern District, St. Louis, MO <i>Judicial Law Clerk</i>	2002 – 2003
HON. MARY K. HOFF , Chief Judge, Missouri Court of Appeals, Eastern District, St. Louis, MO <i>Judicial Law Extern</i>	2001
SAINT LOUIS UNIVERSITY SCHOOL OF LAW , St. Louis, MO <i>Faculty Fellow for Professor Camille Nelson</i>	2000 – 2002
MISSOURI COURT OF APPEALS, EASTERN DISTRICT , St. Louis, MO <i>Library Assistant, Laura T. Roy, Clerk of Court</i>	2000 – 2002
MISSOURI STATE PUBLIC DEFENDER , St. Louis, MO <i>Youth Advocacy Unit Intern</i>	Summer 2000



REO INSTITUTE: PRESENTATION , St. Louis, MO Husch Blackwell Law Firm <i>Invited ReO Institute Consultant</i> : Facilitated virtual discussion on the Black experience in the legal profession through understanding identity and culture as a necessary foundation for social location, identity performance, and meaningful individual growth.	Feb. 16, 2022
REO INSTITUTE: WORKSHOP , New Haven, CT Yale Law School <i>Invited ReO Institute Consultant</i> : Conducted virtual workshop focused on bias awareness for Yale Law Journal to equip Executive Board with strategic tools to disrupt harmful bias during author submission process; also facilitated	Jan. 20-21, 2022

dialogue exploring intercultural awareness and leadership as social process to build inclusive culture among YLJ editorial staff.

REO INSTITUTE: PRESENTATION & ORIENTATION, Athens, GA

Aug. 13, 2021

University of Georgia School of Law

Invited ReO Institute Consultant: Conducted in-person Dialogue on Cultural Awareness and Identity Performance as a part of law school's broader professional identity segment for the 2021 incoming 1L orientation, with additional (self-selected) facilitated small-group interactive dialogue that further explored multiple identities and practical steps to develop cultural awareness during law school.

REO INSTITUTE: PRESENTATION & ORIENTATION, New Haven, CT

Aug. 8-10, 16 2021

Yale Law School

Invited ReO Institute Consultant:

Conducted virtual cultural awareness and identity performance facilitated workshops during 1L Orientation with collective focus on invisible norms and biases in the legal profession, and exploring ethnic identity, differences, and law school as a medium for cultural awareness and empowerment through conscious identity performance.

Conducted virtual professionalism and leadership training for upper-level student organization leaders, with focus on promoting dialogue, modeling difficult/cross-cultural dialogues, and building community.

REO INSTITUTE: WORKSHOP, New Haven, CT

Apr. 5, 8, 2021

Yale Law School

Invited ReO Institute Consultant: Conducted virtual workshop focused on bias awareness for Yale Law Journal to equip Executive Board with strategic tools to disrupt harmful bias during author submission process and facilitated dialogue exploring intercultural awareness and leadership as social process to build inclusive culture among YLJ editorial staff.

REO INSTITUTE: PRESENTATION, Orange County, CA

Feb. 25, 2021

Orrick Law Firm (LA and Orange County)

Invited ReO Institute Panelist: Discussing the CROWN Act, conscious identity performance, and the Black experience in the legal profession.

REO INSTITUTE: PRESENTATION, Phoenix, AZ

Feb. 25, 2021

Arizona Collaborative Bar & South Asian Bar Association of Arizona

Invited ReO Institute MCLE Speaker: Virtual presentation: "A Conversation on Historical Roots of the American Legal Profession and Conscious Identity Performance for Traditionally Marginalized Attorneys"

REO INSTITUTE: WORKSHOP, Philadelphia, PA

Oct. 30, 2020

University of Pennsylvania Law School

Invited ReO Institute Consultant: Conducted virtual identity performance and strategic planning workshop focused on bias awareness and core values for The Regulatory Review to equip Executive Board with strategic tools to disrupt harmful bias during applicant admission and contributor submission process and build inclusive culture.

REO INSTITUTE: WORKSHOP, Philadelphia, PA

Oct. 23, 2020

University of Pennsylvania Carey Law School

Invited ReO Institute Consultant: Conducted virtual professionalism and leadership training for student organization leaders, with focus on promoting dialogue, modeling difficult/cross-cultural dialogues, and building community.

REO INSTITUTE: WORKSHOP, Philadelphia, PA

Oct. 16, 2020

University of Pennsylvania Law School

Invited ReO Institute Consultant: Conducted virtual training for JD/LLM Admissions Department focused on providing informative foundation for understanding the role of implicit and confirmation bias in the evaluation process of admission files to advance cultural awareness and create an inclusive and representative applicant pool.

REO INSTITUTE: WORKSHOP, Palo Alto, CA Sept. 18 & 25, 2020
Stanford University Law School
Invited ReO Institute Consultant: Conducted virtual professionalism and leadership training for student organization leaders, with focus on promoting dialogue, modeling difficult/cross-cultural dialogues, and building community.

REO INSTITUTE: PRESENTATION & ORIENTATION, Philadelphia, PA Sept. 1-4, 2020
University of Pennsylvania Carey Law School
Invited ReO Institute Consultant: Conducted virtual cultural awareness and identity performance presentation for 1L Orientation with collective focus on invisible norms and biases in the legal profession, and exploring ethnic identity, differences, and law school as a medium for cultural awareness and empowerment through conscious identity performance.

REO INSTITUTE: PRESENTATION & ORIENTATION, Lawrence, KS Aug.-Sept. 2020
University of Kansas School of Law
Invited ReO Institute Consultant: Conducted virtual cultural awareness and identity performance presentation for 1L Orientation and 2L/3L students with collective focus on invisible norms and biases in the legal profession, and exploring ethnic identity, differences, and law school as a medium for cultural awareness and empowerment through conscious identity performance.

REO INSTITUTE: PRESENTATION & ORIENTATION, Springfield, MA Aug. 20, 2020
Western New England University School of Law
Invited ReO Institute Consultant: Conducted virtual cultural awareness and identity performance presentation for Faculty to provide informative foundation for future faculty dialogue on issues within diversity, inclusion, and equity, with focus on faculty development/empowerment, and genuine student connection to foster productive social justice conversations.

REO INSTITUTE: PRESENTATION & ORIENTATION, Lawrence, KS Aug. 18, 2020
University of Kansas School of Law
Invited ReO Institute Consultant: Conducted virtual cultural awareness and identity performance presentation for Faculty to provide informative foundation for future faculty dialogue on issues within diversity, inclusion and equity, with focus on faculty development/empowerment, and genuine student connection to foster productive social justice conversations.

REO INSTITUTE: PRESENTATION & ORIENTATION, Malibu, CA Aug. 11-13, 2020
Pepperdine University Caruso School of Law
Invited ReO Institute Consultant: Conducted virtual cultural awareness and identity performance presentation for 1L Orientation during Launch Week with collective focus on invisible norms and biases in the legal profession, and exploring ethnic identity, differences, and law school as a medium for cultural awareness and empowerment through conscious identity performance.

REO INSTITUTE: PRESENTATION, San Diego, CA June 24, 2020
Appellate Defender, Inc.
Invited ReO Institute Speaker: Virtual presentation exploring implicit bias and cultural awareness in and through legal writing, and the impact on the broader legal community's efforts toward diversity and inclusion.

REO INSTITUTE: WORKSHOP, Philadelphia, PA May 11, 2020
University of Pennsylvania Law School
Invited ReO Institute Consultant: Conducted virtual half-day seminar focused on implicit bias for UPenn Law Review to equip Executive Board with strategic tools to disrupt harmful bias during 1L Law Review Creative Essay Write-on competition.

REO INSTITUTE: MCLE PRESENTER, Chula Vista, CA April 15, 2020*
South Bay Bar Association

Invited ReO Institute Speaker: Presenting Elimination of Bias MCLE, via ReO Institute, to explore identity performance and cultural awareness and their impact on access to and barriers to growth within the legal profession.
*Covid-19 cancellation.

REO INSTITUTE: MCLE PRESENTER, Irvine, CA Feb. 25, 2020
Orrick Law Firm | Orange County
Invited ReO Institute Speaker: Provided Lunch & Learn discussion to explore identity performance and cultural awareness in the law firm culture and broader legal profession.

SELECTED PRESENTATIONS & WORKSHOPS

2022 LWI BIENNIAL CONFERENCE, Washington, DC July 19-23, 2022
Georgetown University Law Center
CLE Presenter: Rhetoric and Analytical Frameworks as Responsive Organizational Structures to Persuade.
Invited Panelist: The Positive No.

CHRISTIAN SCHOLARS CONFERENCE ROUNDTABLE DISCUSSION ON RACE AND LAW June 8-10, 2022
Nashville, TN
Lipscomb University
Invited Discussant: Roundtable discussant asked to respond to and advance the ideas raised in the generative session, *Confession and Repentance: Understanding Christian Calls for Racial Justice and a Beloved Community in the American Church and Academy.*

UNIVERSITY OF UTAH, Salt Lake City, UT Apr. 2, 2022
Black Cultural Center & S.J. Quinney College of Law
Invited Speaker: Conducted Legal writing workshop overview for local undergraduate students as part of “Black Law Day.”

LUTIE LYTLE BLACK WOMEN LAW FACULTY TEACHING SERIES, Newark, New Jersey Oct. 1, 2021
Rutgers Law School
Invited presenter: Providing strategies during *Spotlight on Teaching* for effective structuring of legal writing courses.

UTAH STATE BAR ASSOCIATION JULY BAR CONVENTION, Sun valley, ID July 29, 2021
Invited Co-panelist: Opening Keynote Plenary - “Equity and Perspective – How Can Our System Be More Reflective of our Community in Seeking Civil Rights and in Dispensing Justice?” with Jeanetta Williams (NAACP); Kathryn Bond-Stockton (University of Utah); Kate Conyers (Utah alum, Criminal Law Practitioner); Dean Elizabeth Kronk Warner, S. J. Quinney College of Law (moderator)

LAW & SOCIETY ASSOCIATION (LSA) 2021 ANNUAL MEETING, Virtual May 29, 2021
Invited Co-panelist: Author Meets Reader: *Shortlisted: Women in the Shadows of the Supreme Court* Providing commentary of *Shortlisted* with co-author, Hannah Brenner Johnson, and connections of book to my personal research on identity performance across ethnicity and gender.

PUBLIC INTEREST LAW ORGANIZATION (PILO) WORKSHOP, Salt Lake City, UT Mar. 22, 2021
University of Utah S.J. Quinney College of Law
Invited Speaker: Conducted virtual professionalism and leadership training for student organization leaders of PILO, with focus on promoting dialogue, modeling difficult/cross-cultural dialogues, and building community.

BLACK CULTURAL CENTER (BCC) SPOTLIGHT SCHOLAR Feb. 9, 2021
Invited Speaker: Discussion of scholarly research on conscious identity performance.

- DEAN'S BOOK REVIEW** Jan. 21, 2021
Invited Panelist: Reviewing John Meacham's, *His Truth is Marching On: John Lewis and the Power of Hope*, with Dean Elizabeth Kronk Warner's monthly book review.
- AALS LWRR SECTION/NORTHEASTER ONE-DAY LEGAL WRITING WORKSHOP** Dec. 3, 2020
Invited Panelist: Integrating Race Issues in the LRW Classroom: Addressing Benefits and Challenges.
- INAUGURAL BLACK WOMEN & THE LAW SUMMIT, Malibu, CA** Nov. 6, 2020
 Pepperdine University Caruso School of Law (via Zoom)
Invited panelist: Supported broad theme of making visible the oft invisible Black woman in the law by discussing how institutions can be accountable for allyship, the role of mentorship, and how Black woman law students can be consciously performing their identities to move toward empowerment despite institutional or historical barriers in the legal profession.
- 2020 LWI MENTOR/MENTEE COFFEE BREAK EVENT** Sept. 18, 2020
 LWI New Member Committee
Invited speaker: Served as mentor for Speed Mentoring session offering expertise for new legal writing professors in the following areas: teaching excellence; scholarship; teaching online; diversity promotion; changing schools; promotion and tenure; global legal skills; service; work-life balance; book publishing; and status. Specifically, I offered mentoring advice on promoting diversity in the lives of faculty members to effectively bring this robust discussion into the classroom.
- GUEST LECTURER FOR OREGON'S PLUS PROGRAM, Eugene, OR** July 27, 2020
 University of Oregon School of Law (via Zoom)
Invited presenter: Discussion of exploring various practice areas, conscious identity performance, and the harm of self sidelining for Oregon Law's PLUS diversity pipeline program participants.
- VIRTUAL LEGAL CAREER BOOT CAMP, Various** July 22, 2020
 AltaClaro and Leg Up Legal University Law Center
Invited Presenter: "Diversity Pipeline 101" as part of Career Development Series for 1L, 2Ls and LLM students, with focus on understanding and navigating pipeline programs, internships, externships, clerkships, and fellowships.
- 2020 LWI BIENNIAL CONFERENCE, Washington, DC** July 15-18, 2020*
 Georgetown University Law Center
CLE Presenter: Rhetoric and Analytical Frameworks as Responsive Organizational Structures to Persuade.
Invited Panelist: The Positive No. *Covid-19 cancellation.
- AALS FACULTY FOCUS, Virtual Platform** June 30, 2020
Invited Panelist: "Racism, Justice, and Your Fall Classes!" with focus to share with junior and non-tenure track faculty how they might think about incorporating topics concerning racism, justice, diversity, and inclusion into their fall 2020 classes.
- 2019 GLOBAL LEGAL SKILLS, Phoenix, AZ** Dec. 12-14, 2019
 ASU Sandra Day O'Connor College of Law
Co-Presenter: Awakening the "Critical" in Critical Thinking.
Work-in-progress presenter: Hidden Voices: Stories of the Legal Profession.
- LATCRIT, INC./SALT ANNUAL FACULTY DEVELOPMENT WORKSHOP, Atlanta, GA** Oct. 17, 2019
 The American Hotel Atlanta/Georgia State University
Invited panelist: Navigating Promotion and Tenure.
- GUEST LECTURER FOR ADVOCACY TOPICS COURSE, Eugene, OR** Sept. 17, 2019
 University of Oregon School of Law (via Zoom)

Invited presenter: Conscious Identity Performance for upper-level Advocacy course.

CENTRAL REGIONAL LEGAL WRITING CONFERENCE, Chicago, IL Sept. 13-14, 2019
University of Illinois, John Marshall School of Law

Presenter: Something Wicked This Way Goes: Reviving Analytical Frameworks Across Disciplines.

FALL 2019 LEGAL WRITING WORKSHOP FACILITATOR, Durham, NC Aug. 8, 2019
North Carolina Central University School of Law

Invited facilitator: Legal Writing Program's 2019 Fall training session.

2019 SEALS ANNUAL CONFERENCE, Boca Raton, FL July 28-Aug. 3, 2019

Discussant: Identity and Legal Education.

Discussant: Diversity + Inclusion = Change.

Work-in-progress presenter: Modeling Wicked: The Untold Narrative of IRAC's Analytical Framework.

WRITING AS RESISTANCE (WAR) WORKSHOP FOR LEGAL WRITING PROFESSORS OF COLOR July 12-13, 2019
Greeley, CO

Work-in-progress presenter: Modeling Wicked: The Untold Narrative of IRAC's Analytical Framework.

SEVENTH APPLIED LEGAL STORYTELLING CONFERENCE, Boulder, CO July 9-11, 2019

University of Colorado

Invited Panelist: Race, Religion, and Careers: Stories of Professors of Color.

LUTIE LYTLE BLACK WOMEN LAW FACULTY CONFERENCE June 19-26, 2019

University Park, PA | Penn State Law

Work-in-progress presenter: Professional (Ir)Responsibility and the Unexamined Role of Conscious Identity Performance.

ALWD BIENNIAL CONFERENCE, Boston, MA May 29-31, 2019

Suffolk School of Law

Panelist: Leading in the Face of Hierarchy.

AALS 2019 ANNUAL MEETING, New Orleans, LA Jan. 3-5, 2018

Hilton New Orleans Riverside Hotel

Discussant: Building Bridges Across Curricular and Status Lines: Gender Inequity throughout the Legal Academy.

LEGAL WRITING ONE-DAY CONFERENCE, Eugene, OR Nov. 30, 2018

University of Oregon School of Law

Presenter: Picking up the Mantle: Junior Faculty's Role in Elevating the Discipline.

WEST COAST RHETORIC LAW & POLICY WORKSHOP, Las Vegas, NV Nov. 15-16, 2018

UNLV Boyd School of Law

Work-in-progress presenter: De-Racing Legal Writing.

WESTERN REGIONAL LEGAL WRITING CONFERENCE, Irvine, CA Sept. 28-29, 2018

University of California, Irvine School of Law

Presenter: From Cooks to Chefs: Developing the Rhetorical Profile.

GALEN DISTINGUISHED GUEST IN LEGAL WRITING, Eugene, OR Sept. 12-14, 2018

University of Oregon School of Law

Invited presenter: White Doors, Black Footsteps: Leveraging "White Privilege" for the Benefit of Law Students of Color, 21 J. GENDER, RACE & JUSTICE 37 (2017).

[Read More](#)

- 2018 SEALS ANNUAL CONFERENCE**, Fort Lauderdale, FL Aug. 6-11, 2018
Panelist: Connecting to the Possible: Advancing Despite Hierarchies.
Discussant: The Law School Dean and Legal Writing; Connecting Through Scholarship; and Connecting through Diversity: Teach, Learn, and Educate Yourself.
Work-in-progress presenter: Professional (Ir)Responsibility and the Unexamined Role of Conscious Identity Performance.
- LUTIE LYTLE BLACK WOMEN LAW FACULTY CONFERENCE**, Dallas, TX July 11-14, 2018
 SMU Dedman School of Law
Invited panelist: Recognizing and Responding to Gender Sidelining.
Presenter: Legal Writing as Identity.
- SUMMER INSTITUTE FOR DIVERSITY EDUCATION (SIDE)**, Athens, OH May 15-18, 2018
 Ohio University
Participant: Participated in 30-hour training under direction of Western Michigan University Professor of Communication Dr. Mark P. Orbe, an internationally known educator, author, and consultant. Received a Certificate in Diversity Training.
- GENDER SIDELINING SYMPOSIUM**, San Diego, CA April 26-27, 2018
 California Western School of Law
Co-organizer, Panelist Moderator
Presenter: The Rise of Self Sidelining, 39 WOMEN’S RTS. L. REP. 173 (2018).
- ROCKY MOUNTAIN LEGAL WRITING CONFERENCE**, Denver, CO March 23-24, 2018
 University of Denver Sturm College of Law
Presenter: Career Wellness: Confronting and Avoiding Self Sidelining.
- WEST COAST RHETORIC LAW & POLICY WORKSHOP**, Palo Alto, CA Feb. 9, 2018
 Stanford School of Law
Presenter: Sentence Organization Deferred, My Head Explodes.
- NEW ENGLAND REGIONAL JUNIOR FACULTY SCHOLARSHIP WORKSHOP**, Boston, MA Feb. 2, 2018
 New England Law
Presenter: The Rise of Self Sidelining.
- SOUTHERN CALIFORNIA JUNIOR FACULTY WORKSHOP**, Orange, CA Oct. 28, 2017
 Chapman University School of Law
Presenter: The Rise of Self Sidelining.
- CALIFORNIA WESTERN SCHOOL OF LAW FACULTY WORKSHOP SERIES**, San Diego, CA Sept. 19, 2017
 California Western School of Law
Presenter: The Rise of Self Sidelining.
- ALWD BIENNIAL CONFERENCE**, Minneapolis, MN July 19-21, 2017
 University of Minnesota School of Law
Presenter: White Doors, Black Footsteps: Leveraging “White Privilege” for the Benefit of Law Students of Color, 21 J. GENDER, RACE & JUSTICE 37 (2017).
- LUTIE LYTLE BLACK WOMEN LAW FACULTY CONFERENCE**, Ann Arbor, MI July 5-9, 2017
 University of Michigan School of Law
Presenter: Conscious Identity Performance.
- ROCKY MOUNTAIN LEGAL WRITING CONFERENCE**, Phoenix, AZ Mar. 10-11, 2017
 ASU Sandra Day O’Connor College of Law

Presenter: All I Really Need to Know About the Bluebook I Learned in Grade School.

ALWD Scholars Forum Workshop Presenter: Conscious Identity Performance.

U.S. ATTORNEY’S OFFICE SOUTHERN DISTRICT OF CALIFORNIA, San Diego, CA Feb. 22, 2017

Invited Black History Month Panelist: The Crisis in Black Education.

LEGAL WRITING ONE-DAY CONFERENCE, San Diego, CA Dec. 2, 2016

California Western School of Law

Co-Panelist: Creating models for K-20 pipelines to law school to encourage diverse populations to study law.

ROCKY MOUNTAIN LEGAL WRITING CONFERENCE, Boulder, CO Mar. 22-23, 2013

University of Colorado School of Law

Presenter: De-mystifying Legal Research: Using strategic tools designed to create order from seeming chaos, maximizing skill retention, and increasing confidence.

ROCKY MOUNTAIN LEGAL WRITING CONFERENCE, Las Vegas, NV Mar. 25-26, 2011

UNLV Boyd School of Law

Co-Presenter: Less Talk. More Teach: Creating effective and incremental writing and research exercises designed to maximize student learning and confidence.

LEGAL WRITING INSTITUTE ONE-DAY CONFERENCE, San Diego, CA Dec. 3, 2010

California Western School of Law

Panelist: Finding Time and Support for Your Own Scholarship & Why This is the Most Rewarding Job in Legal Education.

SALT CONFERENCE, San Francisco, CA Mar. 21, 2010

Golden Gate University School of Law

Invited Panelist: New Professor Series: New Teacher Pipeline Project: Breaking into the Legal Academy.

BLSA MIDWEST REGIONAL CONVENTION, St. Louis, MO Spring 2009

St. Louis University School of Law

Conducted Legal Exam workshops for first year law students.

Invited Panelist: The Law/yer Professor.

LEGAL RESEARCH & WRITING WORKSHOP LECTURER, St. Louis, MO 2000-2009

St. Louis University School of Law

Facilitator: Legal writing workshops for Black Law Student Association and Women’s Law Student Association, and for practicing attorneys of Mound City Bar Association.

DEPARTMENTAL SERVICE ACTIVITIES

UNIVERSITY OF UTAH-S.J. QUINNEY COLLEGE OF LAW

Curriculum Committee (2020-present)

Faculty/Staff Inclusion, Diversity, Equity, & Accessibility (IDEA) Committee (2021-present)

Pipeline Program Committee, *Academic Program Director* (2021-present)

Inclusive Design & Design Justice (ID//DJ) Initiative (with Amy Collier) | Liaison for College of Law (2021)

Utah Law Review 2021 Symposium Faculty Co-Organizer, *#Includetheirstories: Rethinking, Reimagining and Reshaping Legal Education*, Nov. 5-6, 2021 (drafted proposal submission, press blurb, and designed marketing graphic). The 2021 media press blurb:

The *Utah Law Review* is delighted to announce its 2021 Symposium entitled: *#Includetheirstories: Rethinking, Reimagining, and Reshaping Legal Education*. The entire world was shaken by the events of 2020; a year which the history books will pen with infamy. Along with a global health pandemic that tested

both human frailties and social infrastructures, the world witnessed the devastation of George Floyd, an African American man, dying under the knee of Derek Chauvin, a White male police officer. The nation erupted. As 2020 ended many organizations and institutions clamored both to process ethnic divides and injustices and gain tools and skills to create meaningful change and lasting impact. Legal education was one such institution.

This event will gather scholars and practitioners who have been deeply engaged in this work, to determine how law faculty might best prepare today's law students through teaching racism and related inequities in the classroom. A few law schools have grappled with race-silent neutrality within the 1L curriculum and diversity reading lists have been created, but, however elusive a goal, we have not yet arrived at an inclusive curriculum so the conversation must continue. We are excited to bring together academics and practitioners to offer practical and pedagogical steps toward rethinking, reimagining, and reshaping the legal education curriculum in efforts to #Includetheirstories.

To view the symposium, visit: <https://www.youtube.com/hashtag/includetheirstories>

CALIFORNIA WESTERN SCHOOL OF LAW

AALS Delegate (2018-2019)
Admissions Committee (2014-2015)
A.I.M. for Law Program (2009-2020) (*Director* 2014-2020)
Curriculum Committee (2016-2017)
Diversity Committee (former Chair) (2010-2015, 2017-2018)
Faculty Advisor for Black Law Student Association (2010-2019)
Faculty Advisor for Christian Legal Society (2010-2019)
Faculty Advisor for 1L students (2010-2018)
Faculty Advisor for Student Law Review Articles (2012-2019)
Faculty Supervisor for Clinical Externships (2010-2017)
Visiting Appointments Committee (2015-2016)

BAR ADMISSIONS, BOARDS, MEMBERSHIPS & COMMITTEES

State of Missouri
Missouri Bar Association
U.S. District Court for the Eastern District of Missouri

Board Member | Sirico Scholars' Workshop (2021-2024), *Site Coordinator* (2021-present)
Board Member | Genesis Recovery Sober Living (2013-2015)
Board Member | Affordable Housing Advocates (2010-2014)

American Bar Association
Law & Society Association (LSA)
Society of American Law Teachers (SALT)

AALS Committee for New Law Teachers Workshop (2021)
AALS LWRR New Scholars Program Committee (2017)
Association of Legal Writing Directors (ALWD) | Scholarship Grants Committee (2018), Chair of Scholars Forum Committee (2019-2020)
Legal Writing Institute (LWI) | Assistant Editor for Volume 22 of *Legal Writing: The Journal of the Legal Writing Institute*, Public Relations & Social Media Committee (2017-2018)
Writing as Resistance (WAR) Collective for Legal Writing Professors of Color | Designer, Member (2020-present);

Advancing legal writing as a discipline within the legal academy through substantive and practical scholarship support. Participating in writing workshops, scholarship retreats, and Works in Progress presentations.

SELECTED COMMUNITY SERVICE

CHILDREN’S MINISTRY, BARABBAS ROAD CHURCH, San Diego, CA 2018 – 2020
Member of Children’s Ministry that served Barabbas Road Church in supplementing, enhancing, and reinforcing biblical training through weekly lessons. Served with my husband as co-teachers in the four- and five-year-old classrooms, where we studied the weekly lesson, read the Bible to the children, and engaged them in interactive activities based on the lesson. Ultimately supported the broader ministry by providing parents with resources to build a strong foundation in Christ for their children.

PASTORAL SUPPORT TEAM, ROCK CHURCH, San Diego, CA 2012 – 2018
Member of Pastoral Support Team that assist Rock Church pastors in officiating weddings, baptisms, hospital visits and conducting counseling sessions; and gain deeper understanding in doctrine, theology, and other components of church leadership. Also, serve as teacher for women’s ministry.

SAN DIEGO HUMANE SOCIETY, Volunteer Photographer, San Diego, CA 2010 – 2012

DELTA SIGMA THETA SORORITY, INC., St. Louis, MO, San Diego, CA 1998 – 2009
Served as Co-Chair and mentor for Delta Academy, a program, which prepares young African American girls for full participation as leaders in the 21st Century. Served as Undergraduate Co-Advisor of Truman State chapter.

REFERENCES

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