

**National Institute for Teaching Ethics & Professionalism**  
**October 6-9, 2016**  
**Mercer University School of Law, Macon, Georgia**

**Participant Biographies**

**Debra Austin** is Professor of Practice at the University of Denver Sturm College of Law. She writes and speaks about how neuroscience research can improve law student and lawyer wellbeing. *Killing Them Softly: Neuroscience Reveals How Brain Cells Die from Law School Stress and How Neural Self-Hacking Can Optimize Cognitive Performance*, 59 Loy. L. Rev. 791 (2013), shines a bright light on lawyer depression, substance abuse, and suicide, and its application of neuroscience to the chronic stresses of law school and law practice depict how law students and lawyers suffer cognitive brain damage that impairs them from doing precisely what their studies and practices require. *Drink Like a Lawyer: The Neuroscience of Substance Use and Its Impact on Cognitive Wellness*, 15 Nev. L. J. 826 (2015), uses neuroscience research to demonstrate how self-medication with substances like alcohol, marijuana, and study drugs impairs law student and lawyer thinking. *Food for Thought: The Neuroscience of Nutrition to Fuel Cognitive Performance*, Oregon L. Rev. (2016 Forthcoming), examines neuroscience research that explores the relationship between diet and increased risk of cognitive damage, such as dementia and Alzheimer's disease, and describes optimal nutrition habits that build and maintain a healthy lawyer brain. She was awarded a Legal Writing Institute-Association of Legal Writing Directors-LexisNexis 2012 Legal Writing Scholarship Grant to write her article on stress in legal education and lawyering. She was awarded a Hughes-Ruud Research and Development Fund grant to attend 2014 Neuroscience Boot Camp at the University of Pennsylvania. She teaches Lawyering Process and Advanced Legal Research. She received the William T. Driscoll Master Educator Award in 2001.

**Richard L. Cruess** is Professor of Orthopedic Surgery and a Core Member of the Centre for Medical Education at McGill University. An orthopedic surgeon, he served as Chair of Orthopedics (1976-1981), directing a basic science laboratory and publishing extensively in the field. He was Dean of the Faculty of Medicine at McGill University Montreal, Canada from 1981 to 1995. He was President of the Canadian Orthopedic Association (1977-1978), the American Orthopedic Research Society (1975-1976), and the Association of Canadian Medical Colleges (1992-1994). He is a Companion of The Order of Canada and of L'Ordre National du Québec. McGill University has established the Richard and Sylvia Cruess Chair in Medical Education. Since 1995, with his wife Dr. Sylvia Cruess, he has taught and carried out independent research on professionalism in medicine. They have published widely on the subject and been invited speakers at universities, hospitals, and professional organizations throughout the world.

**Sylvia R. Cruess** is an Endocrinologist, Professor of Medicine, and a Member of the Centre for Medical Education at McGill University. She previously served as Director of the Metabolic Day Centre (1968-1978) and as Medical Director of the Royal Victoria Hospital (1978-1995) in Montreal. She was a Member of the Deschamps Commission on Conduct of Research on Humans in Establishments. Since 1995, with her husband Dr. Richard Cruess, she has taught and carried out research on professionalism in medicine. They have published extensively on the subject and

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been invited speakers at universities, hospitals, and professional organizations throughout the world. She is an Officer of the Order of Canada, and McGill University has established the Richard and Sylvia Cruess Chair in Medical Education.

**Clark D. Cunningham** is the Director of the National Institute for Teaching Ethics and Professionalism, the co-editor of the International Forum on Teaching Legal Ethics & Professionalism, and holds the W. Lee Burge Chair in Law & Ethics at the Georgia State University College of Law, where he teaches The Client Relationship and Fundamentals of Law Practice. His scholarship emphasizes the use of interdisciplinary and comparative approaches to such varied topics as statutory interpretation, constitutional law, and legal education reform. He was selected to write the chapter on best practices for learning professional responsibility for Building on Best Practices: Transforming Legal Education in a Changing World (2015) His multi-year research collaboration with Paul Maharg produced an empirically validated method for assessing effective lawyer-client communication which has been adopted for use in Scotland, England, the United States, Australia, Japan, and Hong Kong. In 2006, in recognition of his work on developing empirical methods for assessing competence for legal practice, he became the second American to be admitted to membership in the Society of Writers to Her Majesty's Signet (UK), the world's oldest bar association. He served as the international member of the Expert Advisory Group which prepared new threshold learning outcomes for legal education in Australia. He has been a member of the Georgia's Chief Justice's Commission on Professionalism since 2002. He served a two year term as Convener of the Global Alliance for Justice Education, an organization of over 700 law teachers, lawyers, and leaders of nongovernmental organizations from more than 50 countries. He is the former Vice-Chair (Research) and a current member of the Advisory Board of the Academic and Professional Development Committee of the International Bar Association. He previously was a law professor at Washington University in St. Louis (1989-2002) and the University of Michigan (1987-89).

**A. James Elliott** is Associate Dean at Emory University School of Law. He practiced law in Atlanta with the firm of Alston & Bird for 28 years. He is a past president of the State Bar of Georgia and of its Young Lawyers Division. He has served on several Supreme Court commissions dealing with professionalism and lawyer discipline. He is a co-founder of Georgia's legal services program, which has provided legal services to almost one million poor Georgians, and of Georgia's mandatory IOLTA program, which has raised \$100,000,000 for legal charities. He teaches Legal Professionalism, Banking, and Commercial Real Estate Finance. He is the recipient of the Arthur von Briesen Award, given annually by the National Legal Aid and Defender Association to one lawyer in private practice for substantial volunteer contributions to the legal assistance movement for the poor and of the Emory University Emory Williams Award given to a faculty member who has demonstrated excellence in teaching.

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**Larry Golemon** is the Executive Director of the Washington Theological Consortium. He has served the wider church in a variety of capacities: youth minister, local pastor, college and seminary professor, mission-educator, and researcher. He is an ordained Presbyterian minister (PCUSA). He has taught at the Dominican University of California, San Francisco Theological Seminary, Gettysburg Theological Seminary, Virginia Theological Seminary, and Howard University School of Divinity. He served as a researcher for the national study of clergy education by the Carnegie Foundation for the Advancement of Teaching, and co-authored their findings in *Educating Clergy* (2006). He coordinated the interfaith research project at Dominican University of California, entitled “Sacred Visions and the Social Good,” which explored religion in public life among Buddhists, Sufis, Native Americans, and faith-based Catholic and Protestant parishes. While at the Alban Institute, he directed the Narrative Leadership project, which explored story-based transformation of congregational life. He also coordinated the “Ecumenical Project” at Virginia Theological Seminary, which identified capacities and new possibilities for ecumenical teaching and learning. He continues to write in theological education, with a forthcoming book that explores how Protestants, Catholics, and Jews have educated clergy for American culture, specifically as culture-builders in religious and public life.

**Freda Grealy** is Head of the Diploma Centre at the Law Society of Ireland’s Education Department. She qualified as a lawyer in Ireland in 1997 and worked in law firms in private firms for ten years. She qualified as a solicitor in England and Wales and is a member of the New York State Bar. She provides post qualification professional education (CPE) courses for lawyers in Ireland in specialised legal topics. She has expanded the Diploma Centre, has implemented many innovative ICT improvements and has increased overall accessibility for diploma courses. She is a Ph.D. candidate under Professor Avrom Sherr in the Institute of Advanced Legal Studies. Her research work focuses on professional legal education and ‘professional identity and the lawyering role’. The areas of ethics and professionalism is a major part of this research. She has developed a discrete ‘intervention’ course in ‘Legal Ethics and Lawyering Skills’ for a number of Irish trainee lawyers where she is experimenting with a variety of teaching approaches. She is the founding member of the Irish Rule of Law Initiative group ‘Irish Lawyers Legal Education Partnership Project – South East Asia’. She taught in Vietnam this April in the area of ‘legal ethics, professionalism & pro bono’ as part of the NGO BABSE – Clinical Legal Education project in legal ethics.

**Benjamin Grimes** is the Deputy Director of the Professional Responsibility Advisory Office at the US Department of Justice. He recently retired as a Lieutenant Colonel from the US Army after serving more than twenty years in uniform, and at the time of his retirement served as the Deputy Staff Judge Advocate (Deputy Legal Advisor) at the Army Intelligence and Security Command. He previously served as an Associate Professor and Vice Chair of Criminal Law at The Judge Advocate General’s Legal Center & School where he was one of two faculty members primarily responsible for teaching ethics and professional responsibility to military attorneys – from new Judge Advocates to seasoned Military Judges of all military services working at both the trial and

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appellate levels. After graduating from the United States Military Academy at West Point, he began his military career as a helicopter pilot and served in Alabama, Kentucky, and South Korea. He was selected for the Army's Funded Legal Education Program and joined the Army Judge Advocate General's Corps in 2003, serving as an Administrative Law Attorney and Trial Counsel (military prosecutor) in Germany and as the Senior Trial Counsel for Multi-National Corps—Iraq in Baghdad, Iraq. Following his deployment, he spent time as a Trial Defense Counsel and Judge Advocate Recruiting Officer before earning his LL.M. and assuming duties as the Senior (Supervisory) Defense Counsel for Joint Base Lewis-McChord, in Washington.

**Neil W. Hamilton** is Holloran Professor of Law and Founding Director of the Holloran Center for Ethical Leadership in the Professions at the University of St. Thomas School of Law. He served as Interim Dean in 2012 and Associate Dean for Academic Affairs twice at St. Thomas. From 1980-2001, he served as Trustees Professor of Regulatory Policy at William Mitchell College of Law. He has taught Professional Responsibility and an ethics seminar to law students and professionals for over 30 years. He is the author of four books, over seventy law journal articles, and over 100 shorter articles as a bi-monthly columnist on professionalism and ethics for the *Minnesota Lawyer* from 1999-2012. Most recently, he published *Roadmap: The Law Student's Guide to Preparing and Implementing a Successful Plan for Meaningful Employment* (ABA Books 2015), which received the American Bar Association's Gambrell Award for excellence in professionalism. Among other awards from the practicing bar, the Minnesota State Bar Association gave him its highest honor, the Professional Excellence Award, in 2004. He received the University of St. Thomas Presidential Award for Excellence as a Teacher and Scholar in 2009. And in 2012, *Minnesota Lawyer* honored him again for outstanding service to the profession and placed him in its Circle of Merit for those who have been honored more than once. The Holloran Center, which Professor Hamilton directs, focuses on interdisciplinary research, curriculum development, and programs to help the next generation form professional identities with a moral core of responsibility for self and responsibility and service to others. Hamilton's research and scholarship likewise focuses on the professional formation of new entrants into the ethics of the professions, particularly the legal profession.

**Paul Haskins** is lead counsel for the Standing Committee on Professionalism of the American Bar Association and editor of *The Professional Lawyer*. As committee counsel, he coordinates the program and policy initiatives of the ABA Professionalism Committee and counsels Committee members on substantive matters as well as ABA protocol and procedure, while contributing to the Committee's work product. He is editor and a contributing author of two recent ABA books, *Essential Qualities of the Professional Lawyer* and *The Relevant Lawyer: Reimagining the Future of the Legal Profession*. A core element of the ABA Professionalism Committee's mission is assisting law schools in their efforts to improve lawyer professionalism and competence. The Professionalism Committee is a regular sponsor of NIFTEP workshops. He joined the ABA in 2005 as staff counsel for three standing committees in the Legal Services Division: Lawyers' Professional Liability, Lawyer Referral and Information Service, and Legal Assistance for Military Personnel. He was instrumental in creating the ABA Military Pro Bono Project, which matches

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military members and their families with lawyer volunteers on civil law matters. He served in the Office of the Executive Director before joining the Center for Professional Responsibility in July 2011. Before joining the ABA, he was a litigator in private practice in Chicago.

**Mark Jones** is Professor of Law at Mercer University's School of Law. In recent years his interests have included legal history, legal philosophy, and issues of professionalism. He currently teaches courses in U.S. Immigration Law and Comparative Law as well as a course entitled Fundamental Perspectives on Law. For several years he has been coordinating a University-wide initiative on "Professionalism and Vocation Across the Professions" that is now incorporated within the broader Mercer University "Phronesis Project for the Exploration of Character, Practical Wisdom, and Professional Formation," which he co-directs. His long-term research agenda, which comprises several articles and at least one book, is concerned with exploring law in its broader historical, jurisprudential, and transnational context and with tracing the influence of such a broader understanding of law upon evolving notions of legal professionalism and the historical development of legal education in the United States.

**Kendall Kerew** is a Clinical Assistant Professor and Director of the Externship Program at Georgia State University College of Law. In addition to the Externship Program, she heads the law school's Academic Success Program, which she redesigned in 2013. She joined Georgia State's law faculty in 2005 and taught Research, Writing & Advocacy until 2010. Prior to joining Georgia State, she spent her first two years of practice as an associate with King & Spalding focusing on employment law and the subsequent five years as an Assistant Attorney General with the Georgia Attorney General's Office representing the state in matters involving education, elections, local government, and employment law. She is author of "Writing for Practice," a chapter in Learning from Practice: A Text for Experiential Legal Education (Wortham et al., 3d ed. 2016) and presented on professional identity formation at the Externships 8 Conference with Tim Floyd and Kelly Terry: "Finding True North: Fostering Students' Formation of Professional Identity So They Can Develop Guiding Principles for Practice." She is Co-Chair of the AALS Clinical Legal Education Section's Externship Committee.

**Larry Krieger** is Clinical Professor and Co-Director of Clinical Externship Programs at Florida State University College of Law. He co-directs the Externship Program and supervises criminal justice externships at the College of Law. His teaching focuses on litigation skills and the sources of lawyer professionalism. He was one of 26 law professors featured in the 2013 book, What the Best Law Teachers Do (Harvard University Press). He conducts research on the well-being, satisfaction, values, and motivations of law students and lawyers and his publications on law student well-being and career planning have been used at more than half of the law schools in the United States, Canada, and Australia.

**Paul A. Lewis** is a Professor in the Department of Religion in Mercer University's College of Liberal Arts. His major teaching interests are in moral development, ethical method, bioethics, social ethics, public theology, and ethical issues in science and technology. He is currently working on

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a reading of the Old Testament as invitation to develop wisdom and a study in Christian ethics entitled "Faithful Innovation: A Christian Practical Wisdom." These projects grow out of his interests in pedagogy and character development, which he is doing in conjunction with the Phronesis Project (<http://www2.mercer.edu/phronesis/>), a Mercer initiative devoted to exploring character, practical reasoning, and professional formation.

**Patrick Longan** holds the William Augustus Bootle Chair in Professionalism and Ethics at Mercer University's Walter F. George School of Law. He is a member of the Georgia Chief Justice's Commission on Professionalism, the Advisory Board for the National Institute for Teaching Ethics and Professionalism, and the Formal Advisory Opinion Board of the State Bar of Georgia. He teaches Mercer's first year course on professionalism, the upper-level Law of Lawyering course, Judicial Field Placement, and Jurisdiction and Judgments. He received the 2005 National Award for Innovation and Excellence in Teaching Professionalism from the Conference of Chief Justices, the ABA Standing Committee on Professional Responsibility and the Burge Endowment for Legal Ethics. In his academic career, he has also taught at Stetson University, the University of Florida, Southern Methodist University, the Charleston School of Law, John Marshall Law School, and Georgia State University. Before entering law teaching, he served as a law clerk to Senior United States District Judge Bernard M. Decker in Chicago and practiced law with the firm of Andrews & Kurt in Dallas, Texas.

**Debra Moss Curtis** is a full-time Professor of Law at Nova Southeastern University College of Law in 2001. Her current teaching focus is on Contracts, UCC: Secured Transactions and UCC: Sales. She was promoted to Full Professor with tenure in 2008, and will assume the role of Associate Dean of Academic Affairs starting in January 2017. Her scholarship focuses on the areas of curriculum reform, attorney ethics, professionalism, and critical reading. Her two most recent works focus on professionalism. Her work in progress examines the role of education in preventing professionalism problems. Her most recent published work, "*The Codification of Professionalism: Can You Sanction Lawyers Into Being Nice,*" published in the Journal of the Legal Profession, discusses the intersection of attorney discipline and professionalism codes. She is also the co-author of "*Legal Education at a Crossroads,*" a book examining curricular change in law schools nationwide. She recently completed service as one of four Chairs of "Vision 2016," the Florida Bar's comprehensive three-year study of the future of the legal profession. In that role, she led the legal education group of the commission in defining competencies for legal education as well as exploring pathways and making recommendations as to how the Bar can help legal education achieve them. In the past, she has also served on the Professionalism Committee and as Reporter for the Hawkins Commission on Attorney Discipline. She was also a co-founder and frequent presenter in the Bar's "Benchmarks" program promoting adult civics education.

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**Mary Helen McNeal** is Professor and Director of the Elder Law Clinic at Syracuse University College of Law. From 2005-2011 she was Director of the Office of Clinical Legal Education, and in 2008 initiated the Elder Law Clinic. She also teaches Professional Responsibility, and in 2016 launched a new 1L Professional Responsibility course that incorporates experiential learning and emphasizes professional identity formation. Her research and writing focuses on elder law and the representation of seniors, culture and lawyering, clinical teaching, and ethical issues in legal services practice. *Say What: The ACA, Medicare and Hearing Aids* was recently published in the Harvard Journal on Legislation. Prior to coming to Syracuse, she was Clinic Director at the University of Montana School Of Law, where she supervised students in a variety of practice settings, and also taught Public Interest Lawyering. Prior to being on the Montana faculty she was Visiting Assistant Professor at Boston College Law School and Law School Assistant Professor at the University of Maryland School of Law. She has served on the Association of American Law Schools (AALS) Clinical Section's Task Force on the Status of Clinicians in the Academy, on the AALS Equal Justice Task Force, and as Chair of the AALS Clinical Section. She also has worked extensively on equal justice issues.

**Jerome (Jerry) Organ** joined the University of St. Thomas School of Law in Minneapolis as a founding faculty member in 2001 and served as Associate Dean for Academic Affairs from 2005-2009. He presently serves as Co-Director of the Holloran Center for Ethical Leadership in the Professions. At St. Thomas, he has taught Property, Land Use Controls, Client Interviewing and Counseling, Environmental Law Seminar, Foundations of Justice and Mentor Externship. Prior to joining the St. Thomas faculty, he taught at the University of Missouri-Columbia School of Law for ten years after practicing environmental law for several years at Foley and Lardner in Milwaukee. His recent scholarship and teaching emphasis has focused on the culture of law schools, with an emphasis on fostering a more integrated and holistic approach to legal education that specifically fosters formation of professional identity. This approach is integrated into the Property and Lawyering casebook that he has coauthored. It also has been a component of his analysis of the impact of student scholarship programs on law school culture, and his analysis of law school missions. His scholarships look at the changing landscape of legal education, from analyzing the changing demographics of law students (and the related issues of attrition, bar passage and employment outcomes), to documenting the varied affordability of legal education across different geographic regions and across different LSAT categories. His most recent scholarship focuses on a multi-school survey of law students funded partly by the ABA Enterprise Fund and partly by the Dave Nee Foundation and the extent to which law school culture can be changed to better help students who are dealing with substance use and mental health challenges.

**Laurel Rigertas** is an Associate Professor at Northern Illinois University College of Law. Since joining the NIU law faculty in 2006, she has taught professional responsibility, torts, advanced torts and lawyering skills. She recently started teaching a new course, "The Mindful Lawyer,"

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which introduces law students to mindfulness as a tool for effective lawyering and self-care. She is also the coordinator of a first-year course, "Introduction to the Legal Profession: History, Culture and Values." This course is a speaker series that introduces first-year law students to a variety of topics relevant to their emerging professional identities. Her research and scholarship focuses on the legal profession, particularly in the areas of ethics, professionalism, and access to the legal system. Many of her articles focus on issues related to the unauthorized practice of law. Prior to joining the NIU law faculty in 2006, she practiced complex commercial litigation as a partner with Michael Best & Friedrich LLP in Chicago, which she joined in 1999 as an associate. She began her law career in 1997 at Jenner & Block in Chicago, where she also focused on complex commercial litigation.

**Tiffany Roberts** is the Deputy Director of the National Institute for Teaching Ethics and Professionalism (NIFTEP) and Adjunct Professor of Law at the Georgia State University College of Law. She co-founded Lawyers United for a New Atlanta (LUNA) in 2015 in response to calls for criminal justice reforms in Atlanta and was featured as a critic's choice for one of four Best Citizen Activists by Creative Loafing Atlanta. In 2010 she was appointed by Mayor Kasim Reed to sit on a community panel for the selection of the Atlanta's next police chief. Her appointment was based on her leadership role in a local community safety organization focusing on police accountability. She presently volunteers with several organizations that promote justice, fairness and equity in the criminal justice system. She opened a solo law practice after over two years of practicing felony indigent defense at the Office of the Public Defender, Atlanta Judicial Circuit. In 2008 she presented at the International Conference on the Future of Legal Education on her research in Durban, South Africa on the value of mandatory clinical experience to law students. Also in 2008 she published a student note in the Tennessee Journal of Law and Policy based on her research abroad funded by the Study Space Fellowship at the Georgia State University Center for the Comparative Study of Metropolitan Growth, "The Ties That Bind: Capitalizing on the Existing Social Fabric in Public Housing to Revitalize Neighborhoods and Avoid Displacement in Panama City, Panama." At Georgia State Law she co-teaches Transition to Practice and Fundamentals of Law Practice with Professor Clark Cunningham.

**Alain Roussy** serves on the faculty of law at University of Ottawa. He completed his articles as a law clerk at the Supreme Court of Canada with the Honourable Justice Ian Binnie and was then called to the bar as a member of the Law Society of Upper Canada in 2003. He subsequently joined Osler, Hoskin & Harcourt LLP in Toronto as a lawyer practising business law. In 2005, he joined Heenan Blaikie LLP in Toronto where he practised in litigation and labour law. In 2008, he became in-house legal counsel at the University of Ottawa. As such, he was called upon to manage a wide range of legal files for the University, including litigation, labour and employment, academic affairs and campus security. Since 2015, he has been a member of the Ottawa Health Science Network Research Ethics Board. The main focus of his research is on professional responsibility and legal ethics. Among other things, he is currently

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conducting a study on the ethical development of law students.

**Jack Sammons** is the Griffin B. Bell Professor of Law Emeritus at Mercer University School of Law where he taught from 1978 to 2013. His articles, plays, and some of his other writings are collected online by SSRN at [http://papers.ssrn.com/sol3/cf\\_dev/AbsByAuth.cfm?per\\_id=54430](http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=54430).

In 2014, a festschrift on his work was published at 66 Mercer L. Rev. 265 (2014). He was a founder of the Georgia Chief Justice's Commission on Professionalism and served for many years at Vice Chairman of the Georgia Formal Advisory Opinion Board. He currently lives in Thetford Center, Vermont.

**Kelly S. Terry** is a Professor of Law at the University of Arkansas at Little Rock William H. Bowen School of Law, where she is Director of the Public Service Externship Program and Pro Bono Opportunities. She also serves as a Co-Director of the Institute for Law Teaching and Learning, which is a national organization focused on best practices in law teaching, curriculum design, and assessment that is sponsored by the law schools at UALR Bowen, Washburn, and Gonzaga. Prior to becoming a law professor, she practiced law for 12 years in a variety of settings, including private practice and state and federal government. She started her legal career as a trial attorney in the Civil Division of the U.S. Department of Justice in Washington, D.C., and, after that, served as an assistant attorney general in the Criminal and Civil Departments of the Arkansas Attorney General's Office. Immediately prior to joining the UALR Bowen faculty, she was a partner in a mid-sized commercial law firm in Little Rock, where she focused on business litigation and appellate practice. She teaches the Public Service Externship course and co-teaches a course for first-year students called Professionalism and the Work of Lawyers. Her expertise includes legal education, externship pedagogy, assessment, and access to justice.

**Elizabeth (Elly) Vozzolla**, Ph.D., is a Professor in the Department of Psychology at the University of Saint Joseph in West Hartford, Connecticut. She is a former long-time Director of the university's Honors Program. Her scholarly projects have included studies of college faculty's moral reasoning about affirmative action, children's moral understanding of the Harry Potter series, emerging adults' moral perceptions of the Twilight young adult novels and student and faculty perceptions of the long term influence of a just community school. She is the author of Routledge Press's Moral Development: Theory and Applications (2014) and, with Sharon Lamb; the invited annotated bibliographic entry for moral development (2011) in Oxford Bibliographies Online.

**Carwina Weng** is Clinical Professor of Law and Director of the Disability Law Clinic at Indiana University-Bloomington. She assists indigent clients with Social Security, Veterans' and Medicaid disability benefits. She also teaches The Legal Profession, a required first year course that integrates ethics, foundational professionalism competencies, and exploration of the legal

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profession to assist students with professional identity formation. She previously has taught at Boston College Law School and Florida Coastal School of Law. In addition, she has practiced poverty law with The Legal Aid Society of New York and family and domestic violence law with Greater Boston Legal Services.