2015 Legal Writing Symposium

hosted by

Melbourne Law School, Melbourne University

Program
Welcome

Plenary: Games (or Gamesmanship?) in Legal Education: Using "Fun" Exercises to Increase Student Engagement and Learning

Lurene Contento, Assistant Professor; Director, Writing Resource Center
The John Marshall Law School, Chicago

Today's students want to be entertained. But this doesn't mean you have to wear a clown suit or spend hours showing cat videos on YouTube. In this presentation, I will showcase several exercises that look and feel like games but that are really multi-faceted learning experiences. Students and faculty both "win." Students feel like they're being entertained, but we know they're engaged in learning.

1. Engaging first year law students in a compulsory legal research and legal writing skills topic

Samantha Kontra, Assistant Director of First Year Studies; James Murphy, Tutor; and Brendan Grigg, Senior Lecturer
Flinders Law School

The first year topic Legal Research and Writing is a compulsory first year skills topic for all law students at Flinders University. The three key components of the topic are:

1) Legal problem solving
2) Legal research skills
3) Professional/Plain English writing and English grammar
The topic introduces students to these skills in a variety of ways that include online modules, online formative and summative quizzes, lectures and workshops and a series of written assignments that are designed to reflect, as authentically as possible, the experience of a law clerk or newly admitted practitioner at a small suburban firm.

The aim of the presentation will be, first, to describe the main components of the teaching methodologies used in this topic, including the progression of written assignments and then to focus in more detail, on some more specific aspects of the topic, namely:

1) the development of problem solving skills; and 
2) a demonstration of the ways in which online grammar modules and quiz materials complement more conventional teaching methods and the assessment scheme.

2. Is Drawing OK? Communicating legal ideas effectively using pictures and symbols

Tania Leiman, Associate Dean, Teaching & Learning
Flinders Law School

This presentation draws on ideas gleaned from the recent LexisNexis ‘Innovation Inertia’ professional development series around Australia and recent conversations about future trends with principals of innovative law firms. Clients of legal services are demanding different, more concise and more accessible forms of communication from their legal advisors. These include flowcharts, decision trees, diagrams, pie charts etc. What role do we have in developing our student’s skills in communicating complex legal ideas in these ways? How valuable is this type of communication in demystifying the law, and in providing practical, pragmatic legal advice. Can developing these skills also benefit teaching and support student learning? Can this assist our students to meet the challenges of disruptive innovation currently facing the legal profession?

10:00 – 11:15
Room 224

1. Honing students’ data base research skills and speedy assimilation of information from cases

Suzanne McMeekin, Senior Lecturer and Janine Lay, Senior Lecturer
Auckland University of Technology

The purpose of this exercise is to examine the effect of common law fundamental principles on statutory interpretation as well as to hone students’ data base research, speedy assimilation of information from cases and oral presentation skills. The task for students is as follows:

1. Locate the case.
2. Which fundamental principle is engaged?
3. Set out the facts so that others can understand the case and how the fundamental principle is engaged.
4. Explain the statutory provision the court is interpreting. Be prepared to put the provision up on the doc camera.
5. How did the fundamental principle affect the court’s interpretation of the statutory provision?

2. The first-semester student: The legal-problem-solving apprentice

Kylie Fletcher-Johnson, Assistant Professor and First-Year Coordinator
Faculty of Law, Bond University

Students are asked to answer hypothetical legal problems very early in their studies. They are typically introduced to legal-problem-solving processes (eg IRAC, FILAC, MIRAT and CLEO) very early in their first-semester subjects. An ability to answer hypothetical legal problems is critical to the student’s success at law school. In my role as a teacher in a first-semester subject (Principles of Contractual Liability), I observe that some students remain confused about the process that they adopt to answer hypothetical legal problems well into their first semester. Further, many students fail to understand that the process they adopt can be applied with varying levels of sophistication. I am part way through developing a legal-problem-solving “apprenticeship” program. The program treats the student as a legal-problem-solving apprentice. The legal-problem-solving apprentice is a “cognitive apprentice” (Collins, Brown, and Newman, 1989). The legal-problem solving apprentice will be provided with: (1) instruction; (2) demonstration; (3) student and teacher examples; (4) self-guided practice; (5) teacher-guided practice; (6) opportunities to revise and reflect; and (7) individualised online feedback.

I shall present a high-level explanation of the program. Moving forward, I intend to develop the program into an online program. I am interested in exploring (in a brainstorming session) how to best preserve the benefits of a cognitive apprenticeship (such as cognitive transparency) in an online learning and teaching environment.

3. Staying on the right side of the Law: a relational model for integrating academic literacies into first year

Dr Gina Curró
College of Law and Justice, Victoria University

Building on the success of past collaboration (Curró and Longo, 2014), an academic literacies initiative combining expertise from the College of Law and Justice and Academic Support and Development, continued at Victoria University in 2015. The writing modules represent a move away from a predominately solitary, self-contained and silent teaching culture to more open sharing and discussion of teaching practices, especially in relation to assessment. Adopting a relational model (Ramsden, 1987), staff and student feedback form an important part of the evaluation process. Identifying as an applied linguist, my goal was to raise awareness of the elements and features of legal writing and of the “… complex cognitive processes of discovering and mastering the knowledge-making rules and practices, the values and roles that characterise the disciplinary cultures…” (Warren, 2002, p. 87). Genre approaches can uncover the differences between reflective, descriptive, critical and
analytical texts, which students are expected to produce. This tacit knowledge about writing is made more explicit to students providing them with concrete tools to develop control and mastery over their writing. The longer term aims of the initiative are improved academic outcomes for students and more rewarding teaching and learning experiences for staff.

11:45 – 1:00
Room 223

1. Identifying Ratio and Weighting Obiter

Linda Haller, Senior Lecturer
Melbourne Law School, Melbourne University

Identifying the ratio and obiter of a case, as well as ‘weighting’ obiter statements in a case, are key legal analytical skills. This workshop aims to model a ‘fun’, active and interactive way to introduce these skills to first year law students. Participants will leave with a ‘lesson in a box’ that they can use in their classrooms.

2. Project Story Circle

Tammy Johnson, Assistant Professor; Kim Weinert, Teaching Fellow
Faculty of Law, Bond University

Engaging law students with the process of legal analysis and writing is a challenge for legal educators. The challenge lies not only in designing tasks that will encourage law students to connect, but to allow the writing process to be enjoyable and relevant to contemporary law students so that they can start to develop their own writing style. One means of achieving this end is a Story Circle. The Story Circle concept is based on the childhood game where participants each contribute one small part to a storyline in order to create a complete narrative. In the context of legal analysis and writing, tutorial groups create their own Story Circle to answer a theoretical or problem-based tutorial question using an online Discussion Board contained within the subject’s learning management system (LMS). The Story Circle is designed to be a fun and interactive exercise that embraces an opportunity to explore a new way for students to explore the domain of legal analysis and effective communication.
1. Transforming Legal Writing: The Student Law Review of the University of South Australia

Julia Davis, Associate Professor, Law School, University of South Australia; Dr Colette Langos, Lecturer, Adelaide Law School

In 2014, two students of the Law School at the University of South Australia approached the School Board with a proposal to start a law review. This presentation tells the story of how we worked together with the students to bring the Law Review into being by introducing a new legal writing course that equipped second year law students to write their own articles for publication, not only in the Law Review but also in other publications here and overseas. We will share the insights into teaching legal writing that we have gained by helping the students to become better researchers and writers, and reflect on how the experience transformed not only the students’ attitudes to legal writing but also our own attitudes, both to our students and to our own writing.

2. Teaching Lawyers How to Communicate

The Hon. Peter Gray Adjunct Professor and Distinguished Jurist in Residence
Monash University, Faculty of Law

3. AGLC Bingo: Using Games to Encourage First Year Law Students to Engage with the Australian Guide to Legal Citation

Samantha Kontra, Assistant Director of First Year Studies and Brendan Grigg, Senior Lecturer
Flinders Law School

The first year topic Legal Research and Writing is a compulsory skills topic for all law students at Flinders University. A primary focus of this topic is to teach students how to use the Australian Guide to Legal Citation (AGLC), which is the referencing guide that they are expected to use throughout the entirety of their law studies and beyond. In Legal Research and Writing there is one two-hour workshop dedicated to introducing the students to the AGLC, using both tutor presentation methods and academic gameplay.

The aim of this presentation is to, first, demonstrate the way in which tutors in Legal Research and Writing teach students how to correctly use the AGLC, and, second, to model the interactive approach of AGLC Bingo, which is used to teach these skills in a fun environment that encourages student learning and engagement. There will be audience involvement aspect of this presentation, as part of the AGLC Bingo game.
1. Teaching the Neglected Art of Written Persuasion

Suzanne Ehrenberg, Professor of Legal Research and Writing
Chicago-Kent College of Law

Over the past two decades, written advocacy has assumed an increasingly significant role in the Australian appellate process. It is no longer the “poor second cousin” to oral advocacy and may indeed determine the outcome of an appeal. Written persuasion is now a critical component of the litigator’s toolbox. Thus, training law students in this often-neglected skill should be a high priority for Australian law schools. This presentation will offer suggestions for incorporating persuasive writing instruction into a legal skills curriculum. Drawing on over 25 years of experience teaching persuasive writing at American law schools, it will discuss several road-tested exercises that introduce students to the art of written persuasion.

2. Using client letters to demonstrate legal analysis and drafting

Dr Rosemary Langford, Senior Lecturer
Melbourne Law School, Melbourne University

In this presentation I plan to outline the benefits of using a client letter as a form of writing and assessment for students. This form of writing/assessment teaches students the following skills:
(a) to write in a manner suitable for non-legal clients and therefore to use plain English;
(b) this in turn means that students have to understand the concepts they are explaining (rather than rephrasing other authors’ opinions);
(c) to write clearly;
(d) to summarise the advice;
(e) to think in practical terms about what are the best options for the client going forward.

1. A Transformative Approach to Legal Writing

Paula Baron. Professor and Associate Pro-Vice Chancellor (Coursework) in the College of Arts, Social Sciences and Commerce (ASSC) at La Trobe University; Lillian Corbin, Associate Professor and Chair of Teaching and Learning in the School of Law at the University of New England
In our presentation, we argue that legal education would benefit by breaking down the boundaries between legal writing instruction and ethics. In our view, good legal writing is an inherently ethical practice: it is based upon an awareness of, and respect for the other; upon reflection and reflexivity; upon an awareness of the norms and conventions of the legal profession; and upon the fundamental professional ethical obligations of honesty, civility and competence and duty to law. We maintain that changing the way we teach legal writing by acknowledging its inherently ethical foundations could potentially enrich the instruction of legal writing, facilitate the professional identity of legal writers and develop more ethical legal practitioners.

But this is a challenge to much of the orthodoxy of legal writing instruction. In Australia, legal writing is either taught as a stand-alone subject or as part of an introductory course. It may be linked to the content of a substantive subject but it is rarely linked to professional ethics. Taught either as a stand-alone course or embedded in one or more subjects, the tendency is to teach legal writing in a formalistic and technocratic way, focussing primarily upon grammar, structure and genre. Our proposed approach is also challenging given general factors in the tertiary environment. Students often come to us with limited experience of, or interest in, formal writing. Time – and resources – for legal writing instruction are often in short supply. Increasingly, there is pressure from universities to assess by way of short answer or multiple choice questions across the curriculum.

The question for discussion is: in such an environment, how can we better value legal writing in law schools and transform our teaching and learning so as to produce thoughtful, ethical and reflective legal writers?

2. Reading Law – a Smart Casual professional development module on approaches to teaching reading to students

Alex Steel, Professor, Associate Dean (Academic)
University of New South Wales Law

Smart Casual is an OLT funded national project to develop online professional development modules for sessional staff – an initial three modules are at http://www.lawteachnetwork.org/smartcasual.html. One module currently being developed is on Reading Law. The module introduces the underlying sets of skills students need to read critically in law, and then examines in more detail the different approaches necessary for different genres of legal document: caselaw, legislation, contracts, articles, etc.. The current draft will be made available to participants prior to the workshop, and at the workshop we will be holding a discussion with participants around their reactions to the module.
3. Written submissions as pedagogical tools in teaching analytical and writing skills to law students

Louise Parsons, Assistant Professor and Director of Mooting
Faculty of Law, Bond University

Although frequently the least popular part of a mooting competition, the preparation of ‘written submissions’ teaches students critically important legal and professional skills. Research is hard; analysis is harder; and for most students, writing is the hardest. After completion of the moot competition, students acknowledge that they have learnt a great deal through the process of preparing written submissions. In particular they learnt that the writing process is ultimately part of the research process, part of the analytical process and part of the thinking process. Students also learn that when writing in a propositional fashion as opposed to an academic fashion, the analysis of the law needs to be sharper, the reasoning (analysis and justification) needs to be deeper, and the use of language needs to be clearer. Students also have to consider the relationship between arguments, and phrases such as ‘in the alternative’, ‘even if’ and ‘in any event’ assume a much greater importance than in standard academic writing. In the workshop I would like to demonstrate the essentials of writing effective written submissions for moot competitions, and explore in an interactive fashion with the workshop participants how written submissions can be incorporated in a tutorial program. One of the benefits that can be derived from such an exercise for students is an increased sense of engagement with the material. Engagement is increased by the fact that the written submissions have to defend the position of one of the parties in a dispute. Further, the hierarchy and strength of arguments need to be carefully considered. Last but not least, students’ writing skills will be improved because they will become aware of the increased need for accuracy not just in language but also in the citation of legal authority."

3:30 – 5:00
Room 109

1. Reflective Practice: using reflective, debriefing and peer-reviewed writing to develop critical reflection in Street Law

Cosima McRae
Melbourne Law School, Melbourne University

In this presentation, I outline how reflective writing practice is modelled, introduced and built into various aspects of the Street Law classroom and assessment. The presentation involves a participatory exercise for participants, who will spend five minutes writing a personal reflective piece using the STARL writing method. This demonstrates the effectiveness and utility of even short, discrete reflective writing for students and teachers. There will be time for questions and feedback at the end of the STARL exercise.
2. What’s Your Point? Developing a Thesis Statement with Peer and Instructor Feedback through Online Discussion Boards

Kay Lauchland, Associate Professor
Law Faculty, Bond University

Many law students face difficulty in developing a quality thesis statement. Indeed, many students have no experience of crafting a thesis. Students with an ESOL background may find the task even more troublesome. Law students in JD and LLB programs may struggle to find their own focus within a given assignment topic and at LLM level students may find it difficult to adequately refine their own essay topics. This presentation will consider these difficulties and explore the value of on-line peer feedback, with input from an instructor, as a tool in understanding and developing a good thesis for an essay.

3. Thank you and next steps

Dr Chantal Morton, Senior Lecturer, Director of the Office for Teaching and Learning in La Melbourne Law School, Melbourne University
Biographies (in alphabetical order)

Professor Paula Baron, Associate Pro-Vice Chancellor (Coursework) in the College of Arts, Social Sciences and Commerce (ASSC) at La Trobe University.

Professor Baron oversees academic matters for the schools of Business, Humanities and Social Sciences, Law and Education. Previously, she has held the position of Head of the School of Law at La Trobe, Dean of the Law Faculty at Griffith University, and Acting Dean and Pro-Vice Chancellor at Victoria University Wellington. She has published widely nationally and internationally in legal ethics, well-being in law, gender and the law and legal education.

Lurene Contento, Assistant Professor and Director of the Writing Resource Center, The John Marshall Law School

Lurene Contento has been teaching skills-based courses at the John Marshall Law School, a school known for its “practice-ready” focus, since 2001. She also teaches legal skills abroad, including in China and the Czech Republic. She develops all her courses around principles of interactive teaching and experiential education. Lurene has presented widely to law faculties, both in the U.S. and abroad, on topics ranging from plagiarism to problem-solving to using client communications to change perceptions of lawyers. She is currently Co-chair of Global Legal Skills 11, a conference series that brings together law faculty from around the world. She is also Chair of the Association of Legal Writing Specialists and serves on several other legal skills-related committees.

Dr Lillian Corbin, Associate Professor, School of Law, La Trobe University

Lillian Corbin was previously a member of the Griffith Law School and more recently La Trobe Law School. She holds a Bachelor of Laws, Bachelor of Business and a Graduate Certificate in Higher Education. She also has a PhD on the topic of the meaning of Professionalism in Australia, a thesis that reported on an empirical study of the role of both legal and accounting practitioners as compared to the perspective of students studying into those disciplines.

Lillian has a keen interest in Legal Education and a developing interest in teaching with technology. She also researches in the area of Legal Ethics and lawyer regulation.

Dr Gina Curro, Educational Developer, Victoria University

I draw on the PhD in Applied Linguistics for my work in curriculum design integrating writing interventions in diverse disciplinary and cross cultural contexts. The task of integrating academic literacies into first year units of study is formidable, especially when your field is outside of the Law. However, by collaborating with Law educators in open sharing of teaching and learning practices, there is benefit for both sides. The use of genre pedagogy to develop understanding of the linguistic elements and features in legal writing
conventions, is essential for successful writing outcomes. I have taught in Kuwait University for five years and upon returning to Australia worked at the University of Melbourne, James Cook, ANU and University of Southern Queensland. Currently, my research interests include thesis writing forums to promote research, writing retreats, genre pedagogy and discipline specific discourse, research education development, especially doctoral feedback and writing development.

**Associate Professor Julia Davis, School of Law, University of South Australia**

Dr Julia Davis joined the School of Law at the University of South Australia in 2008 after 13 years of teaching and research experience at both the undergraduate and postgraduate levels in the Faculty of Law at the University of Tasmania where she taught Tort Law, Jurisprudence, Sentencing Law, and Conflicts (Private International Law). She currently teaches Honours 1 and 2 and is the Supervising Academic Editor of the *University of South Australia Student Law Review*.

Over the period from 2007-present, Dr Davis has been awarded three large research grants from the Criminology Research Council and the Australian Research Council to develop and apply an innovative method of using juries to gauge informed public opinion on sentencing. Dr Davis has a strong commitment to helping students to develop their legal, advocacy and communications skills. She has been recognised many times for her leadership in teaching by the University of Tasmania, culminating in 2006 with the presentation of the Vice-Chancellor’s Award for Teaching Excellence for her innovative teaching practices, her achievements in developing imaginative and creative teaching and learning resources, and for her ability to enthuse, inspire and support her students. She was awarded Division of Business Awards for Achievement in Teaching and Learning in 2012 and 2014.

Dr Davis has published an innovative text on Torts as part of a new publishing initiative by Oxford University Press: *Connecting with Tort Law*. The aim of this book is to combine an exposition of the law with a detailed guide to the essential legal, study and problem solving skills that Torts students need to master for success at Law School.

**Professor Suzanne Ehrenberg, Legal Research and Writing, Chicago-Kent College of Law**

Professor Ehrenberg received her B.A. (magna cum laude, Phi Beta Kappa) from Williams College and her J.D. from the University of Chicago Law School. She practiced law for four years with the Chicago firm of Mayer, Brown & Platt and served as a staff attorney with the United States Court of Appeals for the Seventh Circuit.

Professor Ehrenberg joined the IIT Chicago-Kent faculty in 1985 and became associate director of the Legal Writing Program in 1988. In 1998, she was a visiting fellow at the University of New South Wales in Sydney, Australia. In 2001, she took a position with Northwestern University School of Law as a clinical associate professor. She returned to Chicago-Kent in 2004.
Professor Ehrenberg has taught a broad range of courses, including legal research and writing, remedies, law and literature, corporations, communication and legal reasoning, and appellate procedure.

**Kylie Fletcher-Johnson, Assistant Professor, First Year Coordinator, Faculty of Law, Bond University**

Kylie teaches Principles of Contractual Liability, Law of Obligations and Mining and Natural Resources Law.

Kylie joined Bond University, with undergraduate qualifications in nursing and law, in April 2008. She was subsequently awarded her Master of Laws with High Distinction in 2011. Kylie is currently enrolled as a PhD student at Bond University.

Kylie was employed in the legal profession for almost a decade prior to joining Bond University. She commenced her legal career in 1998, and was soon working as a valued member of a premier corporate and commercial team. In 2001, Kylie took up a position in a National top-tier firm where she was promoted to the position of Senior Associate. In this role, she primarily advised energy and resource sector clients on corporate, commercial, financial and regulatory issues.

In 2005, Kylie took up a position as Legal Counsel to a Queensland gas and electricity retailer. Much of her time in this role was spent advising the company on its large-scale downstream gas and electricity activities.

**The Hon Professor Peter R A Gray AM**

Peter Gray was a judge of the Federal Court of Australia for 29 years until his retirement in May 2013. Before his appointment as a judge, he practised at the Victorian Bar. During his judicial tenure, he also held office as a judge of the Industrial Relations Court of Australia, a Presidential Member of the Administrative Appeals Tribunal, a Deputy President of the National Native Title Tribunal, and Aboriginal Land Commissioner. He was appointed an Adjunct Professor of Monash Law School in 2013 and was the inaugural Distinguished Jurist in Residence during the second semester in 2014. He was the Judge in Residence at Melbourne Law School in the first semester in 2015.

Peter’s long-term interest in language and communication (including public speaking as a hobby) was enhanced by his experience as an advocate and a judge. His work among Aboriginal Australians sparked a particular interest in cross-cultural communication, particularly in the legal system. This interest has led him to forensic linguistics and to membership of the International Association of Forensic Linguists (IAFL) since 2003. He has served two four-year terms as an elected member of the Executive Committee of the IAFL. He has presented at the IAFL biennial conference in 2007 and was an invited plenary speaker at the IAFL biennial conference in Mexico City in 2013. He has published on issues of expert witnesses in the International Journal of Speech, Language and Law (of which he is a member of the editorial board). His chapter dealing with the contribution forensic linguists can make to the legal system is published in M Coulthard and A Johnson, *The*

For many years, Peter was a member of the Indigenous Justice Committee of the Australasian Institute of Judicial Administration and he still retains his membership of the Victorian Judicial Officers’ Aboriginal Cultural Awareness Committee. He is a member of the Elders and Respected Persons Panel of the Indigenous Law Students and Lawyers Association of Victoria – Tarwirri, and a mentor in the Victorian Bar’s scheme for mentoring Aboriginal law students and lawyers. He is a Freeman and accredited State Trainer of Rostrum Victoria, and the President of the Camberwell Music Society.

Brendan Grigg, Senior Lecture, Flinders Law School

Brendan was admitted to practice in 1998. Before joining the Flinders Law School in 2010 Brendan practised in native title law and environmental law at the South Australian Crown Solicitor’s Office. This included a role as in-house solicitor to the South Australian Environment Protection Authority. He has also practised at a specialist planning and development law firm in Adelaide. Brendan received a Faculty of Education, Humanities and Law Award for Excellence in Teaching in 2013. In 2014 he was a visiting scholar at the Department of Political Science of the Università Roma Tre, in Rome, Italy.

Dr. Linda Haller, Senior Lecturer, Melbourne Law School, Melbourne University

Linda Haller joined Melbourne Law School in 2006. She teaches Legal Ethics and Legal Method and Reasoning. Dr Haller has published and spoken widely in Australia and overseas in relation to the professional discipline and regulation of lawyers. She is a board member and Treasurer of the International Association of Legal Ethics. She was Chief Examiner of the Victorian Bar exam from its inception until 2013. Prior to her academic career, Dr Haller practised as a lawyer in Victoria and Queensland. Her current research includes an examination of advocates' immunity.

Tammy Johnson, Assistant Professor, Faculty of Law, Bond University

A sole practitioner for a number of years, Tammy eventually sold her practice to pursue her academic interests. Tammy practiced in the areas of property law, commercial law and succession and estate administration.

At Bond, Tammy teaches a number of subjects including Legal Drafting & Conveyancing, the Law of Succession and Administration of Estates, Land Law, Principles of Property Law and Business Law. She also sometimes assists in teaching Personal Property Transactions, Civil Procedure, Civil Remedies and Trust Accounts and Bookkeeping.

In 2008 Tammy received her Master of Laws (Corporate and Commercial Law) and she is now close to completing her PhD at QUT in the area of health law.
Samantha Kontra, Assistant Director of First Year Studies, Flinders Law School

Samantha Kontra teaches criminal law, tort law, and legal research and writing. She also teaches the law and ethics components of the Introduction to Professional Practice topic in the School of Nursing and Midwifery at Flinders University. In addition to her law degree, Sam holds a degree in Behavioural Science (Psychology) and is a PhD candidate writing her doctorate on legal negotiation.

Dr. Rosemary Langford, Senior Lecturer, Melbourne Law School, Melbourne University

Dr. Rosemary Teele Langford is a senior lecturer with the Melbourne Law School and teaches subjects such as Obligations, Corporations Law and Corporate Governance and Directors’ Duties. Rosemary has a first class honours degree in law from The University of Melbourne and a PhD in law from Monash University. Her book, Directors’ Duties: Principles and Application, was published by Federation Press in 2014. Rosemary also edits the Directors’ Duties section of the Company & Securities Law Journal and is on the advisory board of the SSRN eJournal, Fiduciary Law. Prior to entering academia she practised with Arthur Robinson & Hedderwicks (now Allens Linklaters). Rosemary’s main research interests lie in company law, equity and comparative law and her publications appear in a variety of international and Australian academic journals.

Associate Professor Kay Lauchland, Faculty of Law, Bond University

Kay Lauchland is a solicitor of the Supreme Court of Queensland and has worked as a commercial litigation lawyer. She has substantial experience as a law lecturer, and has taught in Hong Kong, Shanghai and Scotland. Kay teaches the subjects Civil Procedure, Australian Legal System, and Legal Ethics & Professional Conduct and is particularly interested in legal education and professional training.

Janine Lay, Auckland University of Technology

Janine teaches in part I of the law degree. Her teaching and research interests involve privacy, confidentiality and property.

Tania Leiman, Associate Dean (Teaching & Learning) Flinders Law School

Tania Leiman is Associate Dean, a supervising solicitor in the Flinders Legal Advice Clinic, and Director of First Year Studies. She currently teaches tort law, and in the social justice internship. She has received university teaching excellence awards and an ALTC citation.

Suzanne McMeekin, Senior Lecturer, Auckland University of Technology

Suzanne is a senior lecturer in law. She teaches Legal Reasoning and Writing on the first year of the LLB and her research interests include privacy and confidentiality, commercial speech and wills and trusts.
Cosima McRae, Melbourne Law School, Melbourne University

Cosima joined Melbourne Law School’s Institute for International Law and the Humanities as Research Fellow on the Indigenous Nation Building Project in January 2014. Previously Cosi was the research assistant for the ARC Discovery Project Financial Literacy and Financial Wellbeing and published work on behavioural economics in law reforms to combat predatory targeting and financial exclusion of vulnerable consumers. Cosi currently works on a collaborative project with the Consumer Action Law Centre, NSW Legal Aid and the Mildura Community Legal Service on consumer lease contracts and the harm they cause to financially vulnerable consumers, with Professor Ian Ramsay and Associate Professor Paul Ali.

Assistant Professor Louise Parsons, Faculty of Law, Bond University

Louise Parsons joined Bond University in 2006 after moving from South Africa. Louise was senior counsel at the South African Reserve Bank for many years where she headed the Corporate, Commercial and Employment Law section. She has many years of drafting experience at the South African Reserve Bank and from her time at SASOL, a large petro-chemical company in South Africa. She was also an editor and translator for SANLAM, a South African insurance company, the University of South Africa, and the South African Reserve Bank. Louise is admitted as an advocate of the High Court in South Africa. Louise has been the recipient of a number of teaching awards, including a Citation for Outstanding Contributions to Student Learning (Australian Government: Office for Learning and Teaching) in 2015, and the Vice Chancellor’s Quality Award Teaching Excellence, Bond University (2010). Louise is currently the Director of Mooting at Bond University, overseeing the mooting program. She is also a coach of moot teams.

Professor Alex Steel, Associate Dean (Academic), University of New South Wales, Law

Professor Steel researches and teaches in criminal law and legal education. In the criminal law field he has published widely on property and dishonesty and identity crimes. He is a co-author of *Penal Culture and Hyperincarceration: The Revival of the Prison* and the highly regarded *Criminal Laws: Materials and Commentary on the Criminal Law and Procedure of NSW*. Alex has also produced detailed law reform reports for Government and makes regular submissions to law reform bodies. Alex is a member of the Criminal Law Committee of the NSW Bar Association and has been an expert advisor to the NSW Law Reform Commission. He was previously a Consultant to the NSW Attorney General’s Department, Criminal Law Review Division. He regularly comments on criminal law matters in the media.

Alex also has strong research interests in legal education. His publications range across the pedagogy and regulation of legal education, curriculum design, assessment practices and student wellbeing. He is a Consultant to the Australian Law School Standards Committee and a co-convenor of the Legal Education Associate Deans Network. He blogs on legal education issues via [http://lawschoolvibe.wordpress.com](http://lawschoolvibe.wordpress.com)
Alex has received a Commonwealth Government Citation for Outstanding Contributions to Student Learning (2015); the LexisNexis ALTA Major Award for Excellence and Innovation in the Teaching of Law: Highly Commended (2013); Faculty of Law Award for Outstanding Research in Learning and Teaching (2013); Vice Chancellor’s Award for Teaching Excellence (2008); a UNSW Learning and Teaching Award (2005/6) and an Innovative Teaching and Educational Technology Fellowship (2003).

Kim Weinert, Semester Teaching Fellow, Faculty of Law, Bond University

Kim has completed her LLM (Research) entitled Reforming Not-for-Profit Organisations in Australia: A Work in Progress. Kim has also published and presented at international conferences on not-for-profit organisations. Kim’s research interests are focused on how and how not-for-profit organisations are mismanaged and how governance systems may improve and avoid mismanagement of not-for-profit organisations. Further, Kim is a lawyer who has worked in top-tier firms in the areas of industrial relations, insurance litigation and has been in-house lawyer and worked with The Hon Nicola Roxon MP in the health portfolio.