ALWD Visiting Scholars Committee: Interested Scholar Form

The purpose of this form is to encourage those interested in being an ALWD Visiting Scholar to submit their qualifications and interests for inclusion in a database maintained on the ALWD website.

Please review the information about the Visiting Scholars program and then complete the following information sheet. This form will be published in the database.

Name:

Olympia Duhart

School:

Nova Southeastern University Shepard Broad College of Law

Email address:

olympia@nova.edu

General background (describe your professional life in a paragraph):

Olympia Duhart teaches Legal Research and Writing (LRW), Constitutional Law, and First Amendment Law at Nova Southeastern University Shepard Broad College of Law. She is Professor of Law, Associate Dean for Faculty & Student Development and Director of the Legal Research & Writing Program. From 2014 to 2016, Duhart served as Co-President of the Society of American Law Teachers with Ruben Garcia of University of Nevada, Las Vegas. Before joining the Nova faculty, Duhart worked at Ruden McClosky and volunteered with the Florida Innocence Project. She also taught high school English and Creative Writing at Marjory Stoneman Douglas High School in Parkland. Professor Duhart has worked as a staff reporter for The Miami Herald. She continues to engage the public through publications in the SALTLAW blog, The Huffington Post, and The New York Times. She was a producer for a podcast mini-series on Women in the Law. She is also a co-author (with Camille Lamar Campbell) of Persuasive Legal Writing: A Storytelling Approach. She is passionate about service and volunteers in numerous professional service organizations including SALT, AALS, ABA, LWI, ALWD and the National People of Color. At Nova, she serves as the advisor for the Frist Generation Professionals Legal Society. Professor Duhart writes in the areas of teaching methods, assessment, and vulnerable communities.
Areas of scholarly interest consistent with the purpose of the grant program (“The Legal Communication & Rhetoric Visiting Scholars Grants are intended to further support, strengthen, and encourage scholarship focusing on the study and practice of professional legal writing.”):

Relevant areas of scholarly interest include active teaching methods and assessment. These are both essential to the study and development of professional legal writing. First, active teaching methods rooted in a student-centered approach is essential to effective writing instruction. Further, while most law professors are just now learning the language of formative assessment, LRW professors have long been experts in this field.

A representative list of your scholarship; please include any available links to online versions of your publications:

[available at https://jle.aals.org/home/vol67/iss2/6/]

[available at https://digitalcommons.law.seattleu.edu/sulr/vol39/iss4/5/]

[available at https://scholars.law.unlv.edu/nlj/vol16/iss1/10/]


*Frederick Douglass on Shelby County*, 17 BERKELEY J. AFR.-AM. L. & POLY 141 (2015).
[available at https://scholarship.law.berkeley.edu/bjalp/vol16/iss2/15/]

[available at https://scholarlycommons.law.cwsl.edu/cwlr/vol48/iss2/15/]

[available at https://dspace2.creighton.edu/xmlui/handle/10504/40726]

Blowing the Lid Off: Expanding the Due Process Clause to Defend the Defenseless Against Hurricane Katrina, 13 TEXAS WESLEYAN L. REV. 411 (Symposium 2007).


Ideas for programming that you might offer a host school, including potential topics and target audiences:

Potential programming topics include workshops for faculty on teaching methods, formative assessment and alternative assessment (that is, moving beyond multiple-choice quizzes to more creative assessment methods). Successfully leveraging technology, building on the principles of gamification in the classroom and focusing on the social brain make for more exciting classes, more effective assessment and deeper learning. This would benefit both LRW and doctrinal faculty. For alumni or local practitioners, a hands-on persuasive writing workshop is another option.

In no more than 300 words, describe why a host school should consider you as a Visiting Scholar:

When I left my job as a reporter to teach high school English, I had to take several graduate-level classes to become certified to teach 16-year-olds American Literature. Courses included cognitive science, teaching methods, classroom management and the psychology of motivation. Throughout my high-school teaching career I continued to engage in training to refine my teaching. I was introduced to rubrics, self-reflection, professional development, self-editing techniques and “live writes” as various tools that could be used to help students. This was back in the 1990s. When I started teaching legal writing to law students, I was stunned that the only requirement was a JD degree. Essentially, hiring committees were telling candidates: You attended law school, so you can teach law school. It was like thinking: You have been on a plane, so you can fly a plane. Clearly, the job of pilot and passenger were vastly different.

A host school should consider me as a Visiting Scholar because I am committed to engaged, energetic and innovative teaching. And I know that work must be intentional. Effective teachers at any level know that the most effective instruction is student-centered, and that
teachers must guide students into developing ownership of the learning process. What does this look like in real time? Multiple attempts to practice (and sometimes fail), opportunities to collaborate, engaging in work that encourages students to approach problem-solving creatively and always honoring a rigorous commitment to developing capable and ethical lawyers. Given the additional administrative and service duties that so many faculty confront today, it also means meeting these lofty goals in an efficient manner that respects the time constraints professors must navigate. If I am selected as a Visiting Scholar, I would lead both doctrinal and LRW faculty on Active Teaching and Assessment methods that address these important considerations.

Please attach a copy of your cv.

CV attached.

Please submit your completed application in a Word document, along with your cv, to Alyssa Dragnich at alyssa.dragnich@asu.edu no later than February 1, 2019.