

LIFT 2026: THE RESILIENCE CONFERENCE

MAY 21-22, 2026

9 A.M.-4:30 P.M. | 9 A.M.-12:30 P.M.

MITCHELL HAMLINE SCHOOL OF LAW

ST. PAUL, MINNESOTA

THURSDAY, MAY 21, 2026

9:00-9:30 a.m. | Breakfast

9:30-10:45 a.m. | Opening Remarks | Auditorium
LIFT & Mitchell-Hamline
Opening Remarks

10:45-11:00 a.m. | Break

11:00-12:00 p.m. | Keynote | Auditorium

Ann Masten, PhD, University of Minnesota

Keynote Address

Building a Resilience Framework for Training and Practice in Challenging Professions Key research on resilience in human development and its implications for helping students, faculty, and staff adapt and thrive in challenging environments.

12:00-1:00 p.m. | Lunch | Auditorium

Lunch

Box lunches will be available for participants

1:00-1:20 p.m. | Flash Talk | Room 223

Lynn Su, J.D., New York Law School

Mindful Lawyering: Fostering Resilience through Student-driven Initiatives

This presentation documents how student-designed group projects within a Mindful Lawyering course have helped generate institutional innovations—including a student wellness organization, therapy dog programming, and a dedicated meditation space—that promote community-wide resilience.

1:00-1:20 p.m. | Flash Talk | Room 225

Melissa K. Angelides, J.D.; Eric W. Shannon, MST, J.D., St. John's University School of Law

Notes from the Frontlines: Adoption of the In-house Mental Health Professional Model

This session traces the development and institutional adoption of the in-house mental health professional model, from the published scholarship advocating for integrated mental health counselor positions at law schools to the practical implementation and functioning of that model at St. John's Law.

1:20-1:30 p.m. | Break

1:30-1:55 p.m. | Interactive Workshop | Room 223

Nick Smith, J.D., University of Idaho College of Law

Teaching Executive Functioning to Law Students

This presentation examines how deliberate, semester-long instruction in executive functioning skills—including planning, organization, time management, and task initiation—can enhance clinical student performance and prepare graduates for the demands of legal practice.

1:30-1:55 p.m. | Flash Talk | Room 225

Craig T. Smith, J.D., University of North Carolina School of Law

Sustainable Resilience from the Start: Fostering Community and Professional Identity Among 1Ls

This session describes sustained, multi-stakeholder collaborations among faculty, staff, and students at UNC that promote resilience, relational development, and professional identity exploration beginning in the 1L year.

1:55-2:05 p.m. | Break

2:05-2:25 p.m. | Flash Talk | Room 223

Tatiana Posada, J.D.; Alex de Almeida, J.D., Mindfulness in Law Society

A Mindful Endeavor to Assist Law Students

This flash talk presents the Mindfulness in Law Society's current initiatives, highlighting practical strategies and evidence-based interventions designed to foster mindfulness capacity and resilience among law students.

2:05-2:25 p.m. | Flash Talk | Room 225

Benjamin Rigney, J.D., PhD; Nancy Winfrey, PhD, MEd, Wake Forest University School of Law

Teaching Character: Integrated V. Explicit Character Education

This presentation examines two complementary pedagogical approaches to character education in law school—explicit, direct instruction and implicit integration into existing coursework—and evaluates the respective advantages of each method for cultivating traits such as resilience.

2:25-2:35 p.m. | Break

2:35-3:00 p.m. | Interactive Workshop | Room 223

Mary Bowman, J.D., Arizona State University Sandra Day O'Connor College of Law

Helping Students Stay Connected to Their "why"

This session offers three pedagogical strategies—targeted student information sheets, a reflective exercise tied to the IAALS Foundations for Practice survey, and intentional problem design—to sustain 1L students' connection to their foundational motivations for pursuing legal education.

2:35-3:00 p.m. | Interactive Workshop | Room 225

Kendall Kerew, J.D.; ; Jerry Organ, J.D., Georgia State University College of Law (Kendall); ; University of St. Thomas School of Law (Jerry)

Building Resilience in the Legal Profession: the Rule of Law and Lawyer Identity

This workshop examines how internalizing the lawyer's ethical obligation as a public citizen with a special responsibility for the quality of justice can serve as a source of professional resilience for law students and practitioners.

3:00-3:15 p.m. | Break

3:15-3:35 p.m. | Flash Talk | Room 223

Andrea Pals, MS, AccessLex Institute Center for Legal Education Excellence

Resilience as Growth: How Academic Trajectories Predict Law School Success and Bar Passage

Drawing on multi-institutional empirical research, this presentation demonstrates that undergraduate and law school GPA growth trajectories are significant predictors of academic success and bar passage, and proposes resilience-oriented metrics and interventions for admissions and pedagogy.

3:15-3:35 p.m. | Flash Talk | Room 225

Melissa K. Angelides, J.D.; Kathryn Piper, J.D., St. John's University School of Law

Student-powered Support: Building Agency and Community in Law School

This session explores the institutional shift from faculty-directed student support to collaborative, student-led initiatives—including peer mentorship and programming—that cultivate self-efficacy, belonging, and sustainable professional identity development.

3:35-3:45 p.m. | Break

3:45-4:25 p.m. | Table Discussion | Auditorium

Michael Murphy, J.D., The Ohio State University Moritz College of Law

Reflections on a Moment of Zen

This table talk examines the implementation and cross-curricular adoption of a brief, 45-60 second guided reflection exercise at the beginning of class sessions as a low-barrier intervention for enhancing student focus, intentionality, and engagement.

3:45-4:25 p.m. | Table Discussion | Auditorium

Jerome Organ, J.D., University of St. Thomas School of Law

Fostering Peak Performance and Avoiding Burnout

This table talk posits that foundational wellbeing practices—adequate sleep, regular exercise, and sustained social connection—function not as competitors to academic effort but as essential prerequisites for the resilience, focus, and performance that law school demands.

3:45-4:25 p.m. | Table Discussion | Auditorium

Nancy Winfrey, PhD, MEd; Benjamin Rigney, J.D., PhD, Wake Forest University

The Power of Place: Developing Resilience through Place-based Education

This table talk explores how place-based educational approaches can serve as a framework for developing student resilience and counteracting the wellbeing deterioration commonly associated with the law school experience.

3:45-4:25 p.m. | Table Discussion | Auditorium

Ximena Amador; Claribel Diarte; Valeria Garcia; Kate Orozco; Kimberly Vazquez; Lynnae Thandiwe, J.D., Pima Community College

ColLegal: Foster Resiliency through Exponential Learning

This table talk describes a service-learning paralegal internship program that partners students with attorneys to support undocumented and refugee communities, fostering student resilience and professional development through peer mentoring and community engagement.

3:45-4:25 p.m. | Table Discussion | Auditorium

Stephen Rosenbaum, MPP, J.D., UC Berkeley; School of Law & Othring & Belonging Institute

Times of Uncertainty: Professional Identity Formation in the Era of Trump 2.0

This table talk advocates for intensified professional identity formation in law schools, through a required 1L course—and successive courses and extracurricular activities—integrating clinical skills, policy advocacy, collective action, reflective practice, and self-care in service of Rule of Law restoration.

4:25-4:30 p.m. | Closing Remarks | Auditorium

4:30 p.m. | Social | Pizza and Wine bar at Café Latte
Social Gathering

Join us off campus beginning at 4:30 PM at the Pizza and Wine bar at Café Latte located at 850 Grand Avenue just a block from campus. The pizza area is in the back of the restaurant.

The University of Pittsburgh School of Law Legal Initiative for
Fortitude & Transformation and Mitchell Hamline School of Law present

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MITCHELL HAMLINE SCHOOL OF LAW

ST. PAUL, MINNESOTA

FRIDAY, MAY 22, 2026

9:00-9:30 a.m. | Breakfast & Poster Session | Auditorium

Genara Freeman-Morris, J.D.; Charletta Fortson, J.D.; Arielle Young, J.D.; Emily Shaffett, J.D., Southern University Law Center

NextGen Collaboration: Building Bridges to Student Success

This poster addresses barriers to faculty collaboration and presents a framework for integrating doctrinal instruction, legal writing, and clinical experience to produce more practice-ready graduates through cross-disciplinary pedagogical partnerships.

9:00-9:30 a.m. | Breakfast & Poster Session | Auditorium

TBD, University of Pittsburgh School of Law

Pitt Law Students — TBD

9:00-9:30 a.m. | Breakfast & Poster Session | Auditorium

TBD, Mitchell Hamline School of Law

Mitchell Hamline Students -- TBD

9:30-10:25 a.m. | Keynote | Auditorium

Leo Omid Schumann, PhD, University of Pittsburgh

Keynote Address

Resilience in law students isn't a trait to be tested or a comfort to be given. It's a process that educators can scaffold wisely, using targeted psychological interventions that help students make meaning of struggle without removing the struggle itself.

10:25-10:35 a.m. | Break

10:35-10:55 a.m. | Flash Talk | Room 223

Patricia Jones Winograd, J.D., LMU Loyola Law School

Let Them Speak!: Teaching Self-talk as a Tool for Legal Thinking and Motivation

Grounded in educational psychology, this presentation examines how structured self-talk and metacognitive strategies can help law students reframe negative automatic thoughts, regulate emotional responses, and develop the self-regulation skills essential to sustained legal analysis.

10:35-10:55 a.m. | Flash Talk | Room 225

Joan P. Vestrand, J.D., Thomas M. Cooley Law School

Getting to Excellence: Teaching Psychological Resilience, Wellbeing, and Adaptive Mindsets

This session presents a comprehensive curriculum addressing mindset development, active learning methodology, character formation, and lawyer professionalism as integrated components of psychological resilience and professional success in legal education.

10:55-11:05 a.m. | Break

11:05-11:30 a.m. | Interactive Workshop | Room 223

Ben Bratman, J.D.; Camesha Little, J.D.; Olwyn Conway, J.D.; Paul Marchegiani, J.D., University of Pittsburgh School of Law; ; University of Detroit Mercy School of Law; ; American University Washington College of Law; ; UC Berkeley School of Law

Using Embodied Pedagogy to Foster Learning, Resilience, and Sustainability in Law School and the Legal Profession

This workshop demonstrates a scaffolded sequence of embodied learning exercises—from breathwork and grounding techniques to applied improvisation and legal simulations—that leverage embodied cognition theory to enhance student engagement, wellbeing, and learning outcomes across course formats.

11:05-11:30 a.m. | Interactive Workshop | Room 225

Leigh Argenteiri Coogan, J.D., University of Pittsburgh School of Law

Signal Lost, Strength Found: Building Confidence through Focused Writing without an Internet Connection

This workshop details an internet-restricted, in-class legal writing assignment administered through Exemplify that strengthens 1L student confidence and agency by demonstrating their capacity to perform legal analysis independently of technology.

11:30-11:35 a.m. | Break

11:35-12:05 p.m. | Panel | Room 223

Bram Elias; Tania Lefevre; Sam Ramsey, University of Iowa

All Together Now: Using Pedagogical, Advising, and Embedded Therapy Programs to Integrate Mental Wellness into Law School

This session presents the integrated pedagogical, advising, and institutional support strategies that Iowa Law has implemented to promote the mental health and wellbeing of its student population.

11:35-12:05 p.m. | Flash Talk | Room 225

Lisa M. De Sanctis, J.D., ; University of Florida, Levin College of Law

Permission to F-Bomb: Diffusing Rejection Sensitivity and Raising Resilient Writers

This presentation identifies Rejection Sensitivity Dysphoria (RSD) among law students and advances pedagogical strategies in Legal Writing to mitigate RSD-related and other adverse feedback reactions and to enhance student performance and wellbeing.

12:05-12:10 p.m. | Break

12:10-12:30 p.m. | Closing | Auditorium

LIFT & Mitchell Hamline team, Mitchell Hamline School of Law

Closing Session & Debrief