

LEAVING LANGDELL BEHIND

Reimagining Legal Education for a New Era

Date

Friday, October 7, 2022

Registration and Coffee 8:00-8:30 AM

Opening Remarks 8:30-8:50 AM

- [Garry Jenkins](#), Dean, University of Minnesota Law School
- [Leah Reiss](#), Editor-in-Chief, Minnesota Law Review, Vol. 107
- [Joshua Gutzmann](#), Lead Symposium Articles Editor, Minnesota Law Review, Vol. 107

Keynote Address 8:50-9:30 AM

- [Judith Gundersen](#) is the president of the National Conference of Bar Examiners and has been with the Conference since 2000, where she also served as the Director of Test Operations and Program Director for the Multistate Essay Examination and the Multistate Performance Test. Prior to joining NCBE, Gundersen worked at the Madison, WI, office of the law firm Foley & Lardner LLP before becoming an assistant district attorney in the Dane County District Attorney's Office in Madison, where she worked for 10 years. She obtained her BA from the BA from the University of Wisconsin–Milwaukee and her JD from the University of Wisconsin Law School.

Panel #1: Equitable Admissions: Redesigning Admissions to Comport with Twenty-First Century Values 9:30-10:45 AM

- Moderated by [Cari Haaland](#), Associate Dean of Admissions, University of St. Thomas School of Law.
- [Anthony Niedwiecki](#), President and Dean of Mitchell Hamline School of Law.
- [Anahid Gharakhanian](#) has been serving as Vice Dean at Southwestern Law School since 2020 (and previously served as Vice Dean from 2012 to 2016). She teaches Legal, Analysis, Writing, and Skills, and has directed Southwestern's Externship Program since 2005. Anahid has worked closely with Southwestern's Admissions Office since 2012. She has been involved with the Institute for the Advancement of the American Legal System's various projects, including Building a Better Bar and serving on the Foundations for Practice Advisory Committee; she also serves on LSAC's Diversity, Equity, and Inclusion Committee. Gharakhanian is a co-author of "*More than the Numbers*": *Empirical Evidence of an Innovative Approach to Admissions*, 107 MINN. L REV. ___ (2023) (forthcoming).
- [Natalie Rodriguez](#), is the Associate Dean for Academic Innovation and Administration at Southwestern Law School. Prior to serving in this role, she was the Assistant Dean for Academic Success and helped build a comprehensive academic and bar support curriculum. She has been involved in various bar passage studies including the California State Bar "Performance Changes on the California Bar Examination" and the Institute for the Advancement of the American Legal System "Building a Better Bar: Capturing Minimum Competence" study. She currently serves on the California Supreme Court Blue Ribbon Commission for the Future of the Bar Exam. Rodriguez is a co-author

of “*More than the Numbers*”: *Empirical Evidence of an Innovative Approach to Admissions*, 107 MINN. L. REV. ____ (2023) (forthcoming).

- [Elizabeth A. Anderson](#) is the founder of and lead research consultant for Embraced Wisdom Resource Group, LLC. She is also an Academic Analytics Advisor for IAALS' Foundations for Practice project. Anderson is the co-author of “*More than the Numbers*”: *Empirical Evidence of an Innovative Approach to Admissions*, 107 MINN. L. REV. ____ (2023) (forthcoming).

Panel #2: Redesigning the Law School Curriculum 10:45 AM-12:00 PM

- *Moderated by* [Jon Lee](#). Lee is an Associate Professor of Law at the University of Oklahoma College of Law. His scholarship on professional regulation has appeared in the Boston College Law Review, North Carolina Law Review, and BYU Law Review, among others. He currently serves on the National Conference of Bar Examiner's Content Scope Committee and drafts prototype questions for the NextGen Bar Exam. Prior to arriving at Oklahoma, he was an award-winning teacher at the University of North Carolina School of Law and University of Minnesota Law School, and he served as a senior administrator at both institutions.
- [Bennett Capers](#) is the John D. Feerick Research Professor at Fordham Law School, teaching Evidence, Criminal Law, and Criminal Procedure. His articles and essays have been published in the California Law Review, Columbia Law Review, Cornell Law Review, Fordham Law Review, Michigan Law Review, Minnesota Law Review, New York University Law Review, and UCLA Law Review, among others. He co-edited CRITICAL RACE JUDGMENTS: REWRITTEN U.S. COURT OPINIONS ON RACE AND LAW (Cambridge University Press), FEMINIST JUDGMENTS: REWRITTEN CRIMINAL LAW OPINIONS (Cambridge University Press), and CRIMINAL LAW: A CRITICAL APPROACH (Foundation Press), and has a forthcoming book about prosecutors, THE PROSECUTOR'S TURN (Metropolitan Books). He has been a Visiting Professor at Yale Law School, University of Texas School of Law, and Boston University School of Law.
- [Susan McMahon](#), Associate Clinical Professor of Law, Sandra Day O'Connor College of Law, Arizona State University; co-author of *The Contextual Case Method: Moving Beyond Opinions to Spark Students' Legal Imaginations*, 108 VA. L. REV. ONLINE 72 (2022); author of ____ 107 MINN. L. REV. ____ (forthcoming).
- [Robert R. Kuehn](#), Professor of Law, Washington University in St. Louis School of Law; co-author of *A Study of the Relationship between Law School Coursework and Bar Exam Outcomes*, 68 J. LEGAL EDUC. 623 (2019); author of *Pricing Clinical Legal Education*, 92 DENV. UNIV. L. REV. 1 (2014).

Lunch 12:00-1:00 PM

Legal Pedagogy Workshops 1:00-2:00 PM

The Symposium will offer several options for short breakout sessions in which professors will share their innovative teaching methods. Attendees will have the opportunity to choose which methods interest them the most and learn about small practical adjustments they can make in their teaching.

Panel #3: In(doctrine)ation: Alternatives to the Case Method 2:15 PM-3:30 PM

- Moderated by [Daniel Schwarcz](#), Fredrikson & Byron Professor of Law, University of Minnesota Law School; co-author of *The Impact of Individualized Feedback on Law Student Performance*, 67 J. LEGAL. EDUC. 139 (2017); two-time teaching award winner; American Law Institute Early Career Scholars award winner (2017).
- [Beth H. Wilensky](#), Clinical Professor of Law, University of Michigan Law School; author of *Reimagining Legal Education: Incorporating Live-Client Work into the First Year Curriculum*, MICH. BAR J.; author of ___ 107 MINN. L. REV. ___ (forthcoming).
- [Sherri Lee Keene](#), Associate Professor of Law, Legal Practice, Georgetown University Law Center; co-author of *The Contextual Case Method: Moving Beyond Opinions to Spark Students' Legal Imaginations*, 108 VA. L. REV. ONLINE 72 (2022); author of ___ 107 MINN. L. REV. ___ (forthcoming).
- [Oscar J. Salinas](#), Director of Academic Excellence Program & Clinical Professor of Law, University of North Carolina School of Law; author of *Improving Bar Success: Curricular Changes at University of North Carolina School of Law*, BAR EXAM'R (Summer 2019); author of *Beyond the Socratic Class: Helping Prepare Practice-Ready Students by Incorporating Client Interviews in the 1L LRW Class*, LEARNING CURVE (Summer 2015); author of ___ 107 MINN. L. REV. ___ (forthcoming).
- [Sandra Simpson](#) is a Professor of Law at Gonzaga University School of Law, where she has taught since the fall of 2007. She is the author of *Law Students Left Behind: Law Schools' Role in Remediating the Devastating Effects of Federal Education Policy*, 107 MINN. L. REV. ___ (forthcoming 2023). Her scholarship centers on the science of teaching and student learning and outcomes assessments. She is a widely published author in these areas. Her most recent work was published in *ASSESSMENT OF TEACHING AND LEARNING: A COMPREHENSIVE GUIDEBOOK FOR LAW SCHOOLS* (Carolina Academic Press 2021). In addition, she serves as one of the four directors of the Institute for Law Teaching and Learning, a non-profit organization dedicated to improving legal pedagogy.

Panel #4: The Future of Lawyer Accreditation 3:30-4:45 PM

- Moderated by [Carol Chomsky](#). Chomsky is Professor of Law at the University of Minnesota Law School, where she has been on the faculty since 1985 and served as Associate Dean for Academic Affairs in 2012-2015. Her scholarly work includes textbooks incorporating active learning strategies to teach contracts and sales law and articles on testing and diversity, the history of women lawyers, American Indian legal history, and late nineteenth century American legal history. She is a member of the Collaboratory on Legal Education and Licensing for Practice, a group of scholars who study and write about the bar exam, licensing, and legal education, and co-chaired one of the Working Groups participating in the Minnesota Board of Law Examiners' comprehensive two-year study of the bar examination. She is a co-author of *A Merritt-Orious Path for Lawyer Licensing*, 82 OHIO STATE L.J.883 (2021), and *Diploma Privilege and the Constitution*, 73 SMU L. REV. FORUM 168 (2020), and she is an active member of the Society of American Law Teachers and served as co-President in 2000-2002. Before entering academia, she clerked for Judge Spottswood W. Robinson on the D.C. Circuit and practiced law in Washington, D.C.
- [Catherine Christopher](#), Associate Dean for Bar Success & Dean's Distinguished Service Professor of Law, Texas Tech University School of Law; author of *Modern Diploma Privilege: A Path Rather Than a Gate*, 107 MINN. L. REV ___ (forthcoming 2023).
- [Deborah Jones Merritt](#) is the Distinguished University Professor and John Deaver Drinko-Baker & Hostetler Chair in Law Emerita at The Ohio State University Moritz College of Law and is the coauthor of a leading study on lawyer competence, *Building a*

Better Bar: The Twelve Building Blocks of Minimum Competence (Dec. 2020). She has written numerous other articles on legal education and lawyer licensing and has consulted with several states on new pathways to licensure. Her article, *Protecting the Public Through Better Education and Better Licensing*, is forthcoming in 107 MINN. L. Rev. ____ (2023).

- [Danette McKinley, Ph.D.](#) Dr. McKinley is the Director of Diversity, Fairness, and Inclusion Research for the National Conference of Bar Examiners (NCBE). She is the staff lead for NCBE's Diversity and Inclusion Committee, and she is staff co-lead for the Diversity, Fairness, and Inclusion implementation workgroup. Prior to her work with NCBE, Dr. McKinley conducted research on the licensure and certification of health professionals for more than 30 years and was responsible for developing and implementing a research agenda that supported the missions, advocacy efforts, innovation endeavors, and thought leadership activities of the Educational Commission for Foreign Medical Graduates and its Foundation for Advancement of International Medical Education and Research. Dr. McKinley received her BA in psychology from Williams College, her MA in educational research methodology from the University of Pittsburgh, and her PhD in educational psychology from Temple University.

Concluding Remarks 4:45-5:00 PM

- [Leah Reiss](#), Editor-in-Chief, Minnesota Law Review, Vol. 107
- [Joshua Gutzmann](#), Lead Symposium Articles Editor, Minnesota Law Review, Vol. 107

Reception 5:00-6:00 PM

Also Featuring . . . Rare Books Exhibit on the History of Legal Education

The University of Minnesota Law School's fall 2022 rare books exhibit will be on the history of legal education. It will cover some early European developments and texts along with texts from the modern period. It will also include some material related to historical legal education here at the University of Minnesota Law School. Tours by Associate Law Librarian and Curator of Rare Books and Special Collections [Ryan Greenwood](#) may be offered.