

TITLE: **Building a Better Legal Profession: Pathways to Bar Licensure**
DATE: **Friday, April 22, 2022**
TIME: **9:30 a.m. to 4:00 p.m. Central Daylight Time (CDT)**
FORMAT: **Remote via Zoom**

Morning Panels: Problems with the Bar exam

Afternoon Panels: Alternative Methods to Bar Licensure

[All Times Are Listed in Central Daylight Savings Time]

12:30 - 12:45 PM Defining Minimum Competence

How do we define minimum competence? The nationwide *Building a Better Bar* study proposes 12 interlocking building blocks that establish minimum competence. Although other definitions are possible, several state working groups have cited these building blocks with approval. The study's co-authors will briefly review their findings to provide a bridge between the morning panels and the afternoon ones.

Speakers: Deborah J. Merritt, The Ohio State University Moritz College of Law
Logan Cornett, Institute for the Advancement of the American Legal System

12:45 - 3:30 PM Alternative Pathways to Licensing

12:45 - 1:15 PM Alternative Exams (Beyond the NextGen Bar Exam)

What is not being tested by the current bar exam? What is still missing from the plans for the NextGen bar exam? Could a written exam be open book? Or focused on just performance tests? Should time limits be adjusted? How do written exams affect test takers with disabilities? Could written exams better incorporate principles of universal design?

Speakers: Joan W. Howarth, UNLV William S. Boyd School of Law
Commenters: Andi Curcio, Georgia State College of Law
Ruth Colker, The Ohio State University Moritz College of Law

1:15 - 1:45 PM Pure Diploma Privilege

Graduation from an ABA accredited law school leads to licensure in Wisconsin. Could that be a model nationally?

Speaker: Beverly Moran, Professor Emerita, Vanderbilt University
Commenters: Kevin Kelly, University of Wisconsin Law School (invited)
Two employers from Wisconsin (TBD from Kevin)

1:45 - 2:15 PM Curricular/Clinical Pathway

Could law schools develop a curricular track to licensure? How would this impact what law schools can deliver? What kind of doctrinal and clinical/experiential curriculum makes sense? Who has responsibility for offering this curriculum and for ensuring it

teaches necessary skills and knowledge? Could simulation, practicum, and clinical courses be offered by both clinical and doctrinal faculty?

Speaker: Claudia Angelos, NYU Law School
Commenters: Courtney Brooks, University of New Hampshire Franklin Pearce School of Law
Hemanth Gundavaram, Northeastern University School of Law (invited)
CLEA representative (TBD)

2:15 - 2:30 PM BREAK

2:30 - 3:00 PM Supervised Practice Pathway

Who will supervise? What kind of legal work should “count” and in what practice environments? How will applicants find supervisors? How much time/effort should be required of candidates? What is the role of bar examiners? Is the approach scalable?

Speakers: Catherine Bramble, Brigham Young University Law School
Louisa Heiny, The University of Utah S.J. Quinney College of Law
Commenters: Mary Lu Bilek, Former Dean and Professor of Law, UMass Law School and CUNY School of Law
Mai Linh Spencer, UC Hastings College of Law (invited)
Susan Griffith, Executive Director, Timpanogos Legal Center (invited)

3:00 - 3:30 PM Assessment/Regulation of Alternatives

All assessment methods must be valid, reliable, and fair. How can we meet those requirements when implementing alternative pathways to licensure? In particular, how can we reduce bias based on race, gender, and other characteristics?

Speakers: Deborah J. Merritt, The Ohio State University Moritz College of Law
Logan Cornett, Institute for the Advancement of the American LegalSystem
Commenters: Robert Chang, Seattle University School of Law
Melina Healey, Touro College Jacob D. Fuchsberg Law Center
Bar Examiner from New Hampshire (Courtney is contacting)

3:30 - 4:00 PM Zoom Discussion with all panelists and audience members.