

**SUFFOLK LAW
LEGAL PRACTICE SKILLS**

CELEBRATES

**50
YEARS**

**NEW ENGLAND LEGAL
WRITING CONFERENCE:**

**THE FUTURE OF
LEGAL EDUCATION
IS GOLDEN**

Thursday, November 2, 2023

*Suffolk University Law School
120 Tremont Street | Boston, MA*





THE SCHEDULE

- 
- 8:00 a.m.-1:00 p.m. Registration
1st Floor | Lobby
- 8:00 a.m.-4:00 p.m. Sponsor Tables
1st Floor | Lobby
- 8:00 a.m.-8:45 a.m. Breakfast, sponsored by BARBRI
1st Floor | Keches Room
Welcome by Associate Dean Sarah Boonin
- 9:00 a.m.-10:15 a.m. Collaboration Corner | Professional Identity Formation & Well-Being Part 1
2nd Floor | Classroom 295
- 10:25 a.m.-12:10 pm. Tech Circle | Impact of Legal Technology on the Practice of Law
2nd Floor | Classroom 295
- 12:10 p.m.-1:00 p.m. Lunch
1st Floor | Keches Room
- 1:10 p.m.-2:40 p.m. Bar Briefs | NextGen Bar Exam
2nd Floor | Classroom 295
- 2:40 p.m.-2:55 p.m. Coffee Break, sponsored by AccessLex, Aspen Publishing,
Carolina Academic Press, and LexisNexis
1st Floor | Keches Room
- 2:55 p.m.-3:55 p.m. World Café | Fostering a Global Perspective in Legal Practice
1st Floor | Keches Room
- 4:05 p.m.-4:50 p.m. Collaboration Corner | Professional Identity Formation & Well-Being Part 2
1st Floor | Keches Room
- 5:00 p.m.-7:00 p.m. Reception & Suffolk Law Legal Practice Skills 50th Anniversary Celebration
5th Floor | Mills Family Lounge and Smith Commons
Remarks by Dean Andrew Perlman

GUEST WI-FI / SOCIAL MEDIA TAGS

Conference Username: LPSGoldenAnniversary

Case Sensitive Password: FiftyGoldenYearsAndFiftyMore



#LPS50 | #NEConf | @SuffolkLPS

PROGRAM & PRESENTERS

8:00-8:45 A.M.

BREAKFAST (SPONSORED BY BARBRI)

1st Floor | Keches Room

Welcome by Associate Dean Sarah Boonin

9:00-10:15 A.M.

COLLABORATION CORNER | PROFESSIONAL IDENTITY FORMATION & WELL-BEING—Part 1

2nd Floor | Classroom 295

Moderated by Shailini George, Suffolk University Law School

In Parts 1 & 2 of these collaborative sessions, we will explore ways in which professional identity formation and well-being are being incorporated into legal writing and other classes through curricular innovation, with the goal that presenters and participants alike will be inspired and empowered to positively impact their students' professional identity and well-being.

Writer Identity Formation and Well-Being: Healthy, Happy, Hardy, Human

Heidi Brown, New York Law School

In Professor Roz Ivanić's (a Yugoslav-born British linguist) impactful book, *Writing and Identity*, she outlines three stages of writer identity formation: (a) autobiographical: the unique life experience and writing background each student brings to our classrooms; (b) discursal: the voices our students adopt and experiment with when stepping into unfamiliar discourse communities (i.e., law); and (c) self-as-author: the eventual writer persona our students craft and construct over time, having developed confidence and authority in their assertions. This presentation advocates for deploying Ivanić's three phases of writer identity formation to motivate our students to proudly identify as "real" writers—with carefully curated processes and confident, authoritative, and authentic voices for positive and provocative change.

Using Communities of Practice to Foster Well-Being in the Legal Writing Classroom

Amy Stein, Maurice A. Dean School of Law, Hofstra University

Communities of Practice (CoP) are "groups of people who share a concern, a set of problems, or passion about a topic, and who deepen their knowledge and expertise in this area by interacting with each other on an ongoing basis." This presentation will discuss how Professor Stein has divided her legal writing class into CoP and is piloting a program with the University Wellness Center focused on creating health and well-being practices that students can carry with them through their legal careers.

The Prosecutor's Dilemma: Professional Identity Development Through the E-Memo Assignment

Kathleen Luz & Marni Goldstein Caputo, Boston University School of Law

The "Prosecutor's Dilemma" assignment is a brief, closed, objective professional email assignment in which, unbeknownst to students, half played the role of prosecutor and half public defenders, as they analyzed whether a person committed "breaking and entering" under Massachusetts law. In addition to pondering the concept of objectivity when faced with different roles, students also engaged in a policy analysis, forcing them to consider their professional identities, when asked to recommend whether the prosecutor should use their discretion to criminally prosecute or divert the person to drug treatment.

A Memo to Self: Nurturing Well-Being Through a Predictive Self-Analysis

Katya Cronin, George Washington University Law School

Studies show that a person experiences higher levels of motivation, satisfaction, and overall well-being when their actions are aligned with their values, interests, and goals. This presentation offers an approach to nurturing students' well-being by engaging them in much-needed self-reflection using the tools of predictive memo writing.

Critical Perspectives: Examining the Skills Taught in the First Year Legal Writing Class from a Variety of Perspectives

Angie Arey, University of Maine School of Law

Prof. Arey has introduced a *Critical Perspectives* module into her 1L legal writing curriculum to provide an opportunity for students to critically examine the skills they are learning and consider how those skills fit into their own professional identities. *Critical Perspectives* is a series of class sessions, over the course of the year, devoted to providing time for the students to read scholarship about and reflect on the skills they are learning and consider the perspectives of others related to those skills.

10:25-12:10 P.M.

TECH CIRCLE | IMPACT OF LEGAL TECHNOLOGY ON THE PRACTICE OF LAW

2nd Floor | Classroom 295

Moderated by Dyane O'Leary, Suffolk University Law School

The only thing not changing about technology in 2023 is the determination of our Tech Circle participants to keep pace. The question is not whether technology impacts teaching and the modern practice of law—it's how, when, and to what extent. Join us as we aim to connect several of today's many complex technology dots.

Innovative Examples for Fostering a Dynamic Classroom Community

Elizabeth Bloom, Northeastern University School of Law & Stevie Leahy, Suffolk University Law School

This presentation will provide specific examples for building and managing a dynamic online classroom community that promotes student-centered learning and strives for the best possible version of content delivery in the face of the inevitable next challenge. The presenters were both instrumental in creating a part time flexible learning program at Northeastern and will highlight the benefits and challenges of this space.

Not Another ChatGPT Presentation: Remote Work for the Remote-Weary

McKenzie Osborne, University of South Carolina School of Law

The presentation will detail how to use remote instruction and meetings to prepare students to use this technology as a communication option in practice. It will also mention difficulties encountered while teaching students how to maintain professionalism through a screen, including a discussion on the pros and cons of remote teaching and learning.

Learning from Working: What We Learn from Working with AI Legal Assistants

Ryan Groff, New England School of Law

Today's AI isn't even a year old, but it has had an unprecedented impact on legal professionals. This presentation will provide a short history of applying LLM AI to the law; examples of how this technology works; and a few thoughts on the ethical implications of generative AI in particular.

Pedagogy Pivots

Kim Hawkins, New York Law School

This presentation will offer practical suggestions for skills professors to teach four new AI-relevant skills, first identified by Professor S. Scott Graham (Associate Professor in the Department of Rhetoric and Writing at the University of Texas at Austin): (1) prompt engineering, (2) source generation and fact-checking, (3) "rapid genre generation," and (4) "output revision."

Embracing AI Today; Drafting Tomorrow's Contracts

Adam Eckart, Suffolk University Law School

How can AI be used in transactional practice and how can we prepare students for that use? This presentation will focus on discussing two AI tools specific to contract drafting and will offer strategies for integrating these tools into a contract drafting or legal writing course.

Using ChatGPT's Powers for Good

Jennifer Mitchell, University of Baltimore School of Law

This presentation will discuss how ChatGPT can provide a jump start to writing exams by not only providing a fact pattern but doing so with the instruction that it mimics a NextGen bar question and provides a sample answer. Techniques to be more effective in generating hypotheticals for exams, research, and writing problems will be discussed.

Faculty/Student Co-Creation of AI Policies

Danielle Pelfrey Duryea, Boston University School of Law

This presentation will propose that law students can and should be co-authors of course policies on the use of generative artificial intelligence tools. By providing students with the information they need to make informed policy choices, law teachers can dispel myths about these rapidly-evolving technologies, support students in evaluating the tools' strengths and weaknesses, and develop students' ability to use the tools strategically and ethically.

Bias in Generative AI: Implications for Legal Practice

Desmund Wu, University of Wisconsin Law School

What does bias in AI look like, and what does it mean for legal practice? This presentation will show how AI is trained to be biased, with examples of biased responses, followed by a discussion about how AI-driven bias might impact the practice of law.

12:10-1:00 P.M.

LUNCH

1st Floor | Keches Room

1:10-2:40 P.M.

BAR BRIEFS | NEXTGEN BAR EXAM

2nd Floor | Classroom 295

Moderated by Sabrina DeFabritiis, Suffolk University Law School

This session will explore various ways in which professors can collaborate and incorporate concrete exercises and assessments into legal writing, skills, and doctrinal courses to help introduce and prepare students for the NextGen bar exam. Participants and attendees should leave these presentations with clear and specific take-aways to use in their classrooms.

Preparing Legal Skills Instructors for the NextGen Bar: Practical Strategies

Ashley Arrington, Texas Tech University School of Law

The NCBE's final content scope outlines and sample questions reveal explicit "foundational skills" tasks that easily translate into clear learning objectives. Utilizing such tools, this presentation will suggest practical approaches for aligning lawyering skills course objectives with NextGen bar expectations to build effective exercises and assessments.

Multistate Performance Tests: A Bridge to the NextGen Exam

Jennifer Ciarimboli, Suffolk University Law School

This presentation will explore how we can use existing UBE materials, specifically Multistate Performance Tests, to create exercises for students that will help them develop both law practice skills and NextGen skills. The presenter will share the ways she has used, and plans to use, released Multistate Performance Tests to create varied exercises in similar formats to NextGen's proposed Integrated Question Sets and Longer Writing Tasks.

Right Out of the Gate: Developing Issue Spotting Skills in First Semester Legal Writing to Prepare Students for the NextGen Bar Exam

Rosa Castello & Rachel Paras, St. John's University School of Law

Rosa Castello and Rachel Paras, two professors from different disciplines within St. Johns' Law School, identified an opportunity to acclimate students early in their law school career to legal problems where the facts were incomplete and the legal rules affecting the outcome of a case based on those facts were not identified for them. Rather than provide 1L legal writing students with a complete fact pattern and relevant cases for their closed universe problem, Rosa and Rachel created a preliminary exercise that would require students to think about relevant facts, law, and cases to prepare students to approach questions like the ones that will appear on the NextGen Bar Exam.

Teaching (Research) to the Test? Preparing Students for Multiple Choice Research Questions

Em Wright, Stetson University College of Law

This short presentation will offer strategies for incorporating process-oriented evaluation in research instruction to prepare students to answer NextGen Bar Exam questions.

Teaching Through the Pleadings (and Other Documents)

Gigi Hodo Walker, Boston University School of Law

1Ls are often unable to bridge the gap between what lawyers do and what they read in their doctrinal casebooks. By working with the underlying pleadings and incorporating the lessons learned into their own work, they can begin to bridge this gap and also work at levels of Bloom's Taxonomy below the "create" level. Further, this approach will force law schools to acknowledge the lack of inclusivity in the law by, for example, addressing what the court leaves out or includes in the facts and how that often reflects racism, sexism, and elitism.

Client Considerations: Collaborating with Clinical Faculty in the 1L Legal Writing Program to Pave the Way for Success on the NextGen Bar Exam

Sara Wolff, University of Maine School of Law

The NextGen Bar Exam is going to ask students to demonstrate proficiency in client counseling and in understanding the impact of client considerations on legal advice. In this presentation, Prof. Wolff will share two exercises—based on collaborations with, and inspiration from, our clinical faculty--that we have incorporated/will incorporate into our 1L legal writing program to both introduce students to these client-centered lawyering skills and encourage students to develop these skills further in their 2L and 3L years.

Preparing Students for the NextGen Bar Exam Through Interdisciplinary Exercises and Assessments

Lisa Freudenheim & Laura D'Amato, Boston University School of Law

With the NextGen Bar Exam's focus on testing skills in a doctrinal context, the presenters will discuss opportunities for deeper collaboration and barrier-breaking between legal writing, academic support, and 1L doctrinal faculty.

2:40-2:55 P.M.

COFFEE BREAK (SPONSORED BY ACCESSLEX, ASPEN PUBLISHING, CAROLINA ACADEMIC PRESS, AND LEXISNEXIS)

1st Floor | Keches Room

2:55-3:55 P.M.

WORLD CAFÉ | FOSTERING A GLOBAL PERSPECTIVE IN LEGAL PRACTICE

1st Floor | Keches Room

Moderated by Rosa Kim, Suffolk University Law School

This session will offer innovative and practical ideas for teaching cross-cultural competency and infusing international law in the classroom, as well as useful insights about global lawyering from experiences teaching and consulting abroad.

Bringing the World Into the Classroom

Heidi Gilchrist, Brooklyn Law School

Professor Gilchrist will explore ways to bring international law into the 1L legal writing classroom. She will detail a semester-long course she has taught designed to focus on bringing an international law case in an international forum and will also discuss smaller ways to bring the world into the classroom.

Fostering Student Reflection on Cross-Cultural Communication Through a Climate Change Exercise

Robin Juni, George Washington University Law School

This presentation will provide participants with a structured teaching module to enhance student learning on cross-cultural communication through an environmental negotiation exercise. The presentation will provide guidance on creating an experiential learning structure to foster student learning with respect to cross-cultural communication issues that arise in interaction with counterparties, internal decision-makers, and allies in environmental negotiations.

A Semester in Tashkent—Cross-Cultural and Comparative Insights

Joan Blum, Boston College Law School

In the spring of 2023, Prof. Blum was a Fulbright Scholar at Tashkent State University of Law in Uzbekistan. Through the Fulbright Travel Program, she also had the opportunity to lecture at four law schools in Kazakhstan. She will share some of the cross-cultural and comparative insights she gained from her six-month immersion in the culture of legal education in Central Asia, and also (as time permits) from her earlier experience in Bosnia working on legal writing with war crimes judges, legal officers, and trial monitors, and, as a Fulbright Specialist, with law faculty and students.

Developing Better Leaders Through Cross-Cultural Training

Kathleen Elliott Vinson, Suffolk University Law School

Professor Vinson will share how teaching a Global Leadership course can help law students develop a global perspective and cross-cultural competency. Her presentation will discuss the different modules in the course, including highlighting some exercises and assessments that faculty could use in other courses and contexts.

4:05-4:50 P.M.

COLLABORATION CORNER | PROFESSIONAL IDENTITY FORMATION & WELL-BEING—Part 2

1st Floor | Keches Room

Moderated by Shailini George, Suffolk University Law School

Charting Pathways of Well-Being, Connectedness, and Meaning

Craig Smith, University of North Carolina School of Law

This presentation will discuss UNC Law's initiative to teach 1Ls about professional-identity development in a 1-credit, team-taught course that: (1) incorporates instruction from full-time and adjunct faculty, law school staff, and alumni; (2) includes a focus on well-being, connectedness, and meaning; and (3) emphasizes reflection and growth over time.

Happiness and Well-Being in the Lawyering Skills Classroom and Beyond

Beth D. Cohen & Jessica Mahon Scoles, Western New England University School of Law

This presentation will discuss two strategies that demonstrate how to integrate well-being and professional identity formation into the Lawyering Skills program and the law school culture in general. Those strategies are the use of "Short PIF reflections" in Orientation and throughout Lawyering Skills and providing free access to a meditation app.

Professional Identity Formation: Protecting What Matters

Mel Weresh, Drake University Law School

This interactive presentation is designed to encourage educators to consider the pressure new lawyers may face to change aspects of their personal identity in order to assimilate into the dominant professional culture. Attendees will then learn how to help identify these pressures for law students so that students can be more deliberate about maintaining aspects of their personal identity as they develop their professional identity.

5:00-7:00 P.M.

RECEPTION & SUFFOLK LAW LEGAL PRACTICE SKILLS 50TH ANNIVERSARY CELEBRATION

5th Floor | Mills Family Lounge and Smith Commons

Remarks by Dean Andrew Perlman, Suffolk University Law School



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