

**AALS Sections on
Academic Support & Empirical Study of Legal Education and the Legal Profession
January 2019 Annual Meeting in New Orleans, LA: Thursday January 3, 2019, 1:30-4:30 p.m.**
Circling the Square: Fresh Partnerships to Understand Student Learning and Bar Performance through Empirical Studies

Workshop Design. Academic support plays a critical role in promoting student success and learning, and empirical research into various learning processes can yield vital information to help all law faculty promote effective learning. This three-hour workshop, jointly offered by the Section on Academic Support Programs and the Section on Empirical Study of Legal Education and the Legal Profession, features work identified through a call for proposals, many of which addressed learning issues and the bar examination. It includes two plenary panels that feature empirical research on bar examination performance and related issues, followed by eleven concurrent break-out sessions through which participants can explore in greater depth topics covered in the plenary sessions and work in progress on academic support and related issues.

Plenary 1: What We Know About Bar Performance (1:30 p.m.)

Moderator: Staci Rucker, Assistant Dean for Academic Affairs, Student Affairs and Diversity, University of Cincinnati College of Law and Chair, AALS Section on Academic Support

Program and Panelists:

- *Emerging Issues in Academic Support & Bar Support*, (Sara Berman, Director of Programs for Academic Support and Bar Success, AccessLex Center for Legal Education Excellence)
- *Success, Supports, & Factors in Bar Examination Performance: What We Learned through Data Analysis & Implications for Curriculum Design* (Amy N. Farley, Assistant Professor of Educational Leadership, University of Cincinnati School of Education; & Christopher M. Swoboda, Associate Professor and Associate Director of Research Methods, University of Cincinnati School of Education)
- *Predictive Modeling and Bar Performance: Data Analysis & Individualized Student Interventions* (Michael Barry, Assistant Dean and Practitioner in Residence, St. Mary's University School of Law)

Plenary 2: What Might We Do with What We Know? (2:30 p.m.)

Moderator: Neil Hamilton, Holloran Professor of Law and Co-Director of the Holloran Center for Ethical Leadership in the Professions; Chair-Elect, AALS Section on Empirical Study of Legal Education & the Legal Profession

Program and Panelists:

- *Resilience, Belonging, Learning, Mindsets, and Metacognition in Legal Education* (Victor Quintanilla, Professor of Law, Maurer School of Law and Co-Director, Center for Law, Society & Culture; Adjunct Faculty, Department of Psychological and Brain Sciences, Indiana University-Bloomington, & Jennifer Gundlach, Clinical Professor of Law and Senior Associate Dean for Experiential Education, Maurice A. Deane School of Law, Hofstra University)
- *The Relationship between Law School Coursework & Bar Exam Outcomes* (Robert Kuehn, Professor of Law and Associate Dean for Clinical Education, Washington University School of Law)
- *Battling Bias on the Multistate Bar Exam* (Christina S. Chong, Lecturer & Associate Director of Academic Skills, University of California-Irvine School of Law)

Concurrent Breakout Sessions (3:30 p.m.)

- 1. *Getting Started with Empirical Work on Academic Support & Bar Success* (Sara Berman, Director of Programs for Academic Support and Bar Success, AccessLex Center for Legal Education Excellence)
- 2. *Data Analysis, Bar Performance, and the Curriculum*, (Amy N. Farley, Assistant Professor of Educational Leadership, University of Cincinnati School of Education; Christopher M. Swoboda, Associate Professor and Associate Director of Research Methods, University of Cincinnati School of Education; Joel Chanvisanuruk, Assistant Dean for Academic Success and Bar Programs, University of Cincinnati College of Law)
- 3. *Data Analysis, Bar Performance, and Individual Student Interventions* (Assistant Dean and Practitioner in Residence Michael Barry, St. Mary's University School of Law)
- 4. *Resilience, Belonging, Learning, and Mindsets in Legal Education* (Victor Quintanilla, Professor of Law, Maurer School of Law and Co-Director, Center for Law, Society & Culture; Adjunct Faculty, Department of Psychological and Brain Sciences, Indiana University-Bloomington).
- 5. *Metacognition and Its Role in Learning* (Jennifer Gundlach, Clinical Professor of Law and Senior Associate Dean for Experiential Education, Maurice A. Deane School of Law, Hofstra University)
- 6. *Fostering Growth Mindset Through UW Resilience Lab* (Melissa Berry, Assistant Dean, Student & Career Services University of Washington School of Law)
- 7. *Law School Coursework and Bar Exam Outcomes* (Robert Kuehn, Professor of Law and Associate Dean for Clinical Education, Washington University School of Law)
- 8. *Battling Biases: How Can Diverse Students Overcome Bias on Multistate Bar Exam* (Christina S. Chong, Lecturer & Associate Director of Academic Skills, University of California-Irvine School of Law)
- 9. *Identifying Risk and Plus Factors from Admission Through Bar Study* (Andrea Curcio, Professor of Law, Georgia State University College of Law; Dr. Kimberly D'Haene, Georgia State University Director of Academic Success, Georgia State University School of Law; & Hong Jiang, Senior Research Associate, Office of Institutional Research)
- 10. *The Elephant in the Room: Removing Stigma from Mandatory Academic Support Counseling and Courses* (Joni Wiredu, Director of Academic Excellence, Washington College of Law, American University & Kertisha Dixon, Assistant Director of Academic Excellence, Washington College of Law, American University).
- 11. *Professionalism Education and the Road to Bar Passage* (Deborah Moss Vollweiler, Professor and Associate Dean for Academic Affairs, Shepard Broad College of Law, Nova Southeastern University; and Chance Meyer, Assistant Dean for Academic Success & Professionalism, Nova Southeastern University, Shepard Broad College of Law, Nova Southeastern University)