



Future Law Works: Reports and Next Steps

No. 1: *The 2018 Law's Futures Roundtable, Claremont, CA*

Big themes that emerged from this roundtable:

1. **A shared vision?** Amid pressures for change, legal education should respond *collaboratively* to change and should drive change *collaboratively*. *Collaboration* should take place both within legal education (among law schools) and across the university (richer partnerships with other units). Law schools themselves must build cultures of growth and resilience as parts of institutional ecologies.

Key questions:

Why does legal education matter? What's the mission?

How do we maintain focus on the paramount goal, which is working toward the betterment of society?

What do we mean, today, by "legal education"?

What is law's place in the university or in any other educational setting?

How does legal education complement other educational and professional institutions, including contemporary law schools?

2. **Legal education outcomes?** The focus of education and training should be on producing adaptive, resilient graduates rather than only on producing graduates with specific functional skills. New graduates need technical and technology skills (beginning with elementary and foundational skills, such as how to build and use a spreadsheet), but cross-cutting knowledge is equally if not more important. Mentorship should be a critical part of the program.

Key question:

How should legal education build and draw productively on links to professional worlds, including but not limited to the world of law practice?

3. **Institution building?** Program and curricular design should focus on project-based learning, on a range of experiential opportunities (including but not limited to externships), and on modularity in design and content. Developing new and effective programming is best supported in organizational settings that encourage piloting and that encourage working

with small-scale experiments – lots of them. These may include labs or virtual labs; they may include organizational settings à la Bell Labs that are directed to experimentation and innovation. Pooled results and insights are far more likely to produce useful interventions than outcomes limited to a single institution.

Key question:

How can higher education and legal education build a community or network of labs, to study challenges and investigate solutions (pragmatic and financial models, tools, and strategies) on a pooled or shared basis?

#