

## PART I: AI & LEGAL EDUCATION

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### PREFACE

Every student entering law school hears learning to “think like a lawyer” is the primary objective of the three-year process and learning to “practice like a lawyer” happens after graduation. This entrenched approach is much maligned, however, by those who have walked the path. In syndicated articles, online forums, and blog posts from practicing attorneys nationwide, this lamentful group calls for improvement, arguing it is a substantial disservice invoked on law students not to be practice-ready. However, the degree to which any law school can accomplish practice-readiness is largely dictated by hours in the day.

The main structural hurdle is the fact that passing the bar is the main objective of law school, not drafting practice-ready briefs and delivering cunning courtroom litigation. Yet, having a J.D. alone is proving to be insufficient when the time comes to find employment.

The landscape of legal education has fundamentally changed with recent developments. Recently, artificial intelligence has passed all components of the bar in the top decile of test-takers, and in a fraction of the time. This tool (generative AI or genAI) has shifted the practice-ready conversation. Within this fundamental shift, machines are now capable of bring us all the information, all at once. Law school and learning and practice-readiness are all morphing in front of our eyes.

Taken together, the recent collision between these intersections highlights the importance of this triad. In a series of cases, attorneys incompetently employing technology have been sanctioned or had cases dismissed due to improperly using genAI.<sup>1</sup> Surprisingly, even before these cases, modern law students are drilled into knowing that state bars across the land require attorneys to pledge an oath to stay technologically abreast or hire someone who is.<sup>2</sup>

Moreover, there is a prickly relationship between the law and technology which has a substantial and storied history.<sup>3</sup> Now, in repeating the law’s worst educational sins, some schools, firms, and judges have placed the kibosh on using genAI altogether, let alone proactively learning or teaching it.

Legal interns and associates are valuable when they assist veterans in shipping work products—memos, briefs, motions, client communications, etc. In the modern landscape, new hires must be deft at employing the technology that builds attorney work product. Anymore,

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<sup>1</sup> Merken, Sara “New York Lawyers Sanctioned for Using Fake ChatGPT Cases in Legal Brief” REUTERS (Jun. 26, 2023, 3:28 AM CST) [www.reuters.com](https://www.reuters.com)

<sup>2</sup> Wellen, Serena “Learning the Law with AI: Why Law Students Are Tentative to Use ChatGPT” LAWNEXT (Jun. 2, 2023) [www.directory.lawnext.com](https://www.directory.lawnext.com)

<sup>3</sup> 2023 *Year-End Report on the Federal Judiciary*, Chief Justice John Roberts (Jan. 2024) [www.supremecourt.gov](https://www.supremecourt.gov)

efficiently navigating Boolean searches and ripping out the complexities of Word formatting are table stakes. Anymore, law school graduates must be able to navigate a host of legal technologies.

Ask any recent legal intern about their employer's reliance on computers, applications, software, network connections, credentials and security, hardware ports and devices, digital documents, email rules, contact management, Teams, Zoom, two-factor authentication... and you will get a sense of the true zeitgeist if not already had. Recent moves by legal database powerhouses Westlaw and Lexis have forced legal technology to be front and center with a new horse pulling the cart and old notions of "thinking like a lawyer", while necessary, are no longer sufficient for the freshly minted lawyer.<sup>4</sup>

AI currently dominates legal conversations, but many in the academy naively think genAI means ChatGPT. It is understandable given the legal tech drum beat has hyperbolically sounded for many years.<sup>5 6</sup> But conversely, thought leaders nationwide are holding this time is different and putting money in that mouth.<sup>7</sup> They embrace the view that those with AI assistants in their tool belts will dominate those who do not, cannot, or will not embrace the technology. These legal leaders do not think AI will replace lawyers; instead, they believe lawyers who use AI will replace those who do not.<sup>8</sup>

In considering a law school's curriculum, incorporating legal tech into the substantive offering during a student's 1L year is the only option. For the sake of argument here but later demonstrated, assume this is the case. If so, two questions remain: where and how will legal technology be added to the law school curriculum, and should law schools and their professors be responsible for introducing the technology—or should the students themselves take the reins?<sup>9</sup>

This essay will argue the academy should NOT principally be responsible for teaching tech but instead should facilitate a credit-based student organization to do so. First, law professors are not only ill-equipped to teach technology but more importantly, they are not positioned to stay on top of the ever-changing field. Second, by placing the curriculum in the hands of students, it begins the process of practice-ready skill building. At the same time, the program addresses a general trend and what some in the academy have called for: a break from coddling professors and helicopter parenting.<sup>10</sup>

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<sup>4</sup> Hill, Julianne "Law Students Will Gain Access to LexisNexis' Generative AI" (Dec. 20, 2023, 8:14 AM CST) [www.abajournal.com](http://www.abajournal.com)

<sup>5</sup> Levin, Matt "There's Evidence that AI has Downsides for the Legal Industry" Marketplace (Jul. 19, 2023) [www.marketplace.org](http://www.marketplace.org)

<sup>6</sup> Ambrogi, Bob "Survey Says Gen AI Puts Law Librarians and KM Professionals at Risk of Obsolescence" LawNext (Jul. 6, 2023) [www.lawnext.com](http://www.lawnext.com)

<sup>7</sup> Lerner, Steven "What KPMG's AI Commitment Could Mean for Legal" (Jul. 12, 2023, 5:19 CDT) [www.law360.com](http://www.law360.com)

<sup>8</sup> Moreno, Ivan "AI Practices Law 'At The Speed of Machines' Is It Worth It?" LAW360 (Jun. 7, 2023 2:27 PM EST) [www.law360.com](http://www.law360.com)

<sup>9</sup> Skolnik, Sam "Big Law's AI Challenge Drives New Conversation About Training" Bloomberg Law (Aug. 25, 2023, 5:00 AM) [www.bloomberglaw.com](http://www.bloomberglaw.com)

<sup>10</sup> Grant, Emily "Helicopter Professor" Gonzaga Law Review, Vol. 53:1 (2017/18)

## INTRODUCTION

The integration of genAI into the legal profession marks a pivotal shift in legal practices and services. This paper critically examines the risks of law schools failing to adequately prepare students for using genAI in their legal careers and it proposes a framework for effectively integrating AI education into legal curricula.

GenAI is no longer a futuristic concept but a present-day reality in the legal field.<sup>11</sup> This rapid technological advancement necessitates a corresponding evolution in legal education.<sup>12</sup> The significance of incorporating AI education in law schools is underscored by the practical and ethical challenges arising from using AI in legal practice.<sup>13</sup> Issues such as algorithmic bias, privacy concerns, and the need for critical analysis of AI-generated data are paramount. Law students must be equipped with the knowledge of AI's functionality and the skills to use it responsibly and effectively in their practice.

Current law school curricula, in most cases, does sufficiently address AI and its implications, creating a gap between legal education and practice. By addressing the integration of AI into legal education, this paper aims to contribute to the ongoing discourse on legal education reform. It highlights the importance of adapting legal curricula to the demands of modern legal practice, ensuring that the next generation of lawyers is equipped for a future where AI is an integral part of the legal profession.

Drawing on diverse sources like academic research, case studies, and expert opinions, this paper offers a holistic view of the necessity and benefits of technology education in law schools, particularly genAI. The following begins with an analysis of the current state of AI in the legal field and education in particular. Then, the risks associated with inadequate AI education in law schools are examined. Lastly, a close look of the potential benefits of integrating AI education into the curriculum is taken. The centerpiece of the paper is a proposed educational framework detailing essential components like core competencies, course content, and methods for practical training.

Through a student-led organizational approach, four specific objectives are met: relevant subject matter development, resume building, contact networking, and project management exposure. This paper concludes by describing the hows and whats of accomplishing such a program.

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<sup>11</sup> Anghel, Irina “Law Firms Are Recruiting More AI Experts as Clients Demand ‘More for Less’” Bloomberg Law (Jul. 5, 2023) [www.bloomberglaw.com](https://www.bloomberglaw.com)

<sup>12</sup> Francis Ward, Stephanie “Some Law Schools Already Are Using ChatGPT to Teach Legal Research and Writing” ABA Journal, Vol. 109, No. 3 (Jun/Jul 2023) [www.abajournal.com](https://www.abajournal.com)

<sup>13</sup> *AI for Lawyers: Ethical Concerns and Best Practices*, LexisNexis University CLE (delivered Jul. 7, 2023)

## I. CURRENT STATE OF AI IN LEGAL EDUCATION

The legal profession stands at a pivotal intersection with the advent of genAI technologies.<sup>14</sup> As these technologies permeate various facets of legal practice, there is a growing imperative for law schools to integrate AI education into their curricula.<sup>15</sup> This section examines the current state of AI in legal education, identifying the existing gaps and emerging trends.

### GenAI in Legal Practice and Education

The legal industry has witnessed a surge in the adoption of generative AI technologies. A LexisNexis Legal & Professional survey involving lawyers and law students across multiple countries revealed a high awareness of genAI tools like ChatGPT among lawyers (89%) and a notable usage rate (41%). Despite this high awareness, the application of genAI specifically for legal purposes remains relatively low (15%), though 43% of lawyers either currently use or plan to use these tools in their legal work.<sup>16</sup> With these numbers increasing by the day, week, and month during this “emergent” period, awareness will grow until plateauing, at which point the next cycle in the tech will begin: adoption, dispersed application, and application development growth.<sup>17</sup> Surprising to many, the life cycle within the best-resourced organizations is several years ahead, with many firms having already trained and launched models on proprietary training corpora.<sup>18</sup> Beginning up to ten years ago, as processing chip speeds, connections between clouds, and storage limitations all grew exponentially, the most prominent law firms began investing once potential advantages were recognized.<sup>19</sup> This disparity between awareness and application highlights a gap in practical AI education that law schools are poised to fill.

### Law Schools' Response to AI Technologies

Law schools increasingly recognize the need to update their curricula to include AI education. For instance, Yale Law School has introduced courses focusing on AI, reflecting a broader trend among U.S. law schools.<sup>20</sup> Suffolk University Law School, under the instruction of Dyane O’Leary, is offering a new course titled “Generative AI for Lawyers,” aimed at bridging the gap between theoretical knowledge and practical AI skills.<sup>21</sup> However, the challenge lies in integrating AI education into existing law school curricula, ensuring it reaches a broad student base. A solid roadmap can be charted only with top leadership embracing genAI’s advancement

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<sup>14</sup> Long, Adam David “Unpacking All Three Sides of the AI Debate” (Jul. 27, 2023) [www.lawsnap.substack.com](http://www.lawsnap.substack.com)

<sup>15</sup> *The Implications for GenAI on Legal Education – A Conversation with Andrew Perlman*, ABA Task Force on Law and AI (Dec. 14, 2023, 1:00 EST) [www.americanbar.org](http://www.americanbar.org)

<sup>16</sup> *Lexis International Legal Generative AI Report* (Aug. 22, 2023) [www.lexisnexis.com](http://www.lexisnexis.com)

<sup>17</sup> *Technology Life Cycle*, Wikipedia (Jan. 9, 2024 5:56 PM CST) [www.en.wikipedia.org](http://www.en.wikipedia.org)

<sup>18</sup> Reynolds, Matt “The Real Game Changer: Dentons is Latest Major Firm to Launch GPT-powered Chatbot” ABA Journal: Artificial Intelligence & Robotics (Aug. 14, 2023, 1:54 PM CDT) [www.abajournal.com](http://www.abajournal.com)

<sup>19</sup> Broudie, Marly “How AI Legal Research Tools Are Shifting Law Firm Processes” Law360 (Nov. 11, 2023) [www.law360.com](http://www.law360.com)

<sup>20</sup> Skolnik, Sam “Big Law’s AI Challenge Drives New Conversation About Training” Bloomberg Law (Aug. 25, 2023, 5:00 AM) [www.bloomberglaw.com](http://www.bloomberglaw.com)

<sup>21</sup> *Ibid.*

into education. Efforts by the American Bar Association, several of its subcommittees, and some leading law schools have spearheaded efforts showing promising collaboration.<sup>22 23 24</sup>

### Gap in AI-Related Legal Education

Despite these efforts, a significant gap remains in legal education regarding tech in general and AI in particular. Most current law school curricula do not comprehensively address AI's use, ethical considerations, and practical implications in legal practice. This gap is particularly concerning given the increasing reliance on AI tools by legal professionals for tasks such as legal research, document review, and contract analysis. A report by Arizona State University's law school emphasized the need for law students to be comfortable and knowledgeable in AI technologies, as law firms are actively seeking candidates with these skills.<sup>25</sup>

## Emerging Initiatives and Challenges

Some law schools are taking proactive steps to incorporate AI education. Courses and electives specifically addressing AI in law are emerging, but the challenge lies in integrating these topics into the broader legal curriculum. Whether AI education will become a standard part of legal education or remain an elective offering remains. To help define the landscape, administrators like Suffolk Law Dean Andrew Perlman have dug into the technology by writing law articles, drafting Supreme Court briefs, and crafting deposition questions using genAI.<sup>26</sup> While others are test driving large language models specifically trained on legal corpora such as CoCounsel which exist in sandboxed environments.<sup>27</sup>

## Conclusion

The current state of AI in legal education reflects a landscape of growing awareness but limited practical application. While some law schools have begun introducing AI-related courses, a significant gap remains in integrating this knowledge into the standard legal curriculum. This gap presents both a challenge and an opportunity for legal educators to reshape legal education to meet the demands of a rapidly evolving technological landscape.

## II. RISKS AND CHALLENGES

The integration of generative AI into legal education and practice presents a myriad of risks and challenges. As the legal profession increasingly adopts AI technologies, the imperative for lawyers to understand and navigate these risks becomes crucial. This section explores the various risks and challenges arising from using genAI in the legal sector.

<sup>22</sup> *Staying Abreast of GenAI and Ahead of the AI Revolution*, Cyberlaw Committee, ABA CLE (delivered Aug. 14, 2023)

<sup>23</sup> *AI – The New Frontier*, ABA Presidential Speaker Series (Nov. 20, 2023) [www.youtube.com](https://www.youtube.com/watch?v=U3333333333)

<sup>24</sup> Hill, Julianne “Profs Trade Notes as Law Schools Write genAI Policies” ABA Journal: Artificial Intelligence & Robotics (Jan. 02, 2024, 1:12 PM CST) [www.abajournal.com](https://www.abajournal.com)

<sup>25</sup> Skolnik, *supra* note 18.

<sup>26</sup> Reynolds, Matt “How ChatGPT and Other AI Platforms Could Dramatically Reshape the Legal Industry” ABA Journal, Vol. 109, No. 3 (Jun/Jul 2023) [www.abajournal.com](http://www.abajournal.com)

<sup>27</sup> Roemer, John “How Fisher Phillips Helped Test and then Implement Casetext’s CoCounsel into Its Practice” ABA Journal: Artificial Intelligence & Robotics (Nov. 29, 2023, 3:11 PM CST) [www.abajournal.com](https://www.abajournal.com/artificial-intelligence/roemer-how-fisher-phillips-helped-test-and-then-implement-casetexts-cocounsel-into-its-practice)

## Ethical and Practical Risks in AI Application

Legal AI technologies, while powerful, bring inherent risks that require careful use to avoid serious mistakes. The Federal Rules of Civil Procedure Rule 11 states that any attorney filing a signed document with the court certifies the accuracy of both the facts and the law, while the Model Rules of Professional Conduct includes, but is not limited to, 1.1 cmt. 8, 3.3, and 5.3 cmt. 3, which each addresses different requirements attorneys have in understanding the benefits and risks associated with using technology, including AI. This understanding is crucial for competent client service and compliance with ethical standards, including avoiding false statements of law or fact and effectively supervising technology providers.<sup>28</sup>

## Security and Privacy Concerns

Using generative AI tools like ChatGPT in legal practice can blur the lines between security and privacy. Cybersecurity expert Mark D. Rasch points out the risks, particularly for lawyers using AI chatbots for research, case strategy, or drafting sensitive documents.<sup>29</sup> This emerging technology's capacity to handle sensitive information raises significant concerns about data privacy and security, requiring legal professionals to be vigilant and well-educated about these tools. This has led leaders at several firms to create their own models trained on a corpus of proprietary data in siloed environments to ensure confidentiality.<sup>30</sup>

## Misuse of AI Technology

The misuse of AI technology can have severe consequences. While moving quickly to adopt AI, law firms need to weigh the benefits against these risks and unknowns. Law firm Allen & Overy's approach, which includes a robust training and verification program for its AI platform, highlights the importance of proper usage guidelines and training.<sup>31</sup> Also, the risk that AI platforms have nefarious actors at the controls is another consideration any tech-savvy training program should consider according to Erik Brynjolfsson, senior fellow at Stanford University's Institute for Human-Centered Artificial Intelligence and director of the Stanford Digital Economy Lab.<sup>32</sup>

## Challenges in Navigating AI's Limitations

A key challenge for legal professionals is understanding and navigating the limitations of AI technology. While AI can enhance efficiency and accuracy in certain tasks, its limitations in understanding complex legal nuances and ethical implications necessitate a high degree of human oversight and critical judgment. Lawyers must be trained in using AI tools and recognizing their

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<sup>28</sup> Long, Adam David "7 Legal AI Hazards and How to Steer Clear: Lessons from a Courtroom Disaster" (Jun. 8, 2023) [www.lawsnap.substack.com](http://www.lawsnap.substack.com)

<sup>29</sup> Reynolds, Matt "What Cybersecurity Threats do GenAI Chatbots like GPT Pose to Lawyers?" (Jun. 21, 2023, 1:23 PM CDT) [www.abajournal.com](http://www.abajournal.com)

<sup>30</sup> Reynolds, Matt "Law Firms Moving Quickly on AI Weigh Benefits with Risks and Unknowns" (Jul. 20, 2023, 8:46 AM CDT) [www.abajournal.com](http://www.abajournal.com)

<sup>31</sup> "A&O Announces Exclusive Launch Partnership with Harvey" Allen & Overy Press Release (Feb. 15, 2023) [www.allenoverly.com](http://www.allenoverly.com)

<sup>32</sup> Howley, Daniel "AI Snake Oil Is Here, and It's a Distraction" Yahoo Finance (Jun. 21 2023) [www.finance.yahoo.com](http://www.finance.yahoo.com)



limitations and potential biases as Renée McDonald Hutchins, Dean of the University of Maryland Francis King Carey School of Law, has noted.<sup>33</sup>

### Conclusion

The risks and challenges associated with generative AI in legal practice underscore the need for comprehensive AI education within law schools. Such education should focus on how to use these technologies and understanding their ethical, security, and practical implications. Preparing future legal professionals in this way is essential for the responsible and effective use of AI in legal practice, ensuring the maintenance of high ethical and professional standards in the face of rapidly evolving technology.

### III. BENEFITS OF INTEGRATING AI EDUCATION

Integrating AI education into law school curricula offers significant benefits, preparing students for a future legal landscape increasingly influenced by AI technologies. Additionally, students at all higher education levels use technology to study smarter, research more effectively, and prepare for class more engagingly. This section highlights the key advantages of incorporating AI education. Even though the call is for this effort to be student-self-directed, all student groups need a faculty advisor, and the best-positioned member(s) for that purpose are law librarians and their support staff.<sup>34</sup>

#### Enhanced Efficiency and Quality in Legal Tasks

The introduction of generative AI in the legal sector promises to make various tasks more efficient and, in some cases, improve their quality. Ben Allgrove, a chief innovation officer at Baker McKenzie in London, notes that generative AI is set to enhance efficiency in tasks traditionally performed by paralegals, potentially transforming the nature of these roles and the legal sector's ability to handle more work.<sup>35</sup> This underscores the need for law schools to equip students with skills to harness the efficiency and quality improvements AI offers.

#### Changing the Paradigm of Legal Education and Practice

Collaterally and in a parallel, integrating genAI into legal education can also help reshape how law students engage with their curriculum. Academics in both private and public industry consistently illustrate AI's profound impact in general education, and law schools stand to benefit significantly from similar AI applications.<sup>36</sup> AI can revolutionize study habits by harnessing technologies like GPT-4 through offering personalized learning experiences. Students can interact with AI to receive tailored feedback on practice essays, enhancing their analytical and

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<sup>33</sup> Lorek, Laura “How Lawyers Can Take Advantage of ChatGPT and Other LLMs Disrupting the Legal Industry” ABA Journal (May 11, 2023) [www.abajournal.com](http://www.abajournal.com)

<sup>34</sup> O’Grady, Jean “Another AI Survey—Another Cliché about the End of Librarians—But I See the Rise of The Chief Query Officer!” (Jul. 13, 2023) [www.deweybstrategic.com](http://www.deweybstrategic.com)

<sup>35</sup> Basu, Kaustuv “Paralegals Race to Stay Relevant as AI Threatens Their Future” Bloomberg Law (Jun. 8, 2023) [www.news.bloomberglaw.com](http://www.news.bloomberglaw.com)

<sup>36</sup> Khan, Sal “Harnessing GPT-4 So That All Students Benefit. A Non-Profit Approach for Equal Access” Khan Academy Blog (Mar. 14, 2023) <https://blog.khanacademy.org>

argumentative skills crucial for legal practice.<sup>37</sup> This technology can also curate and administer quizzes based on individual learning progress, ensuring students are consistently challenged and supported in their studies. Such AI-driven tools streamline the learning process and imbue students with a practical, nuanced understanding of subjects such as the law.<sup>38</sup> This paradigm shift extends beyond academia into legal practice, where future lawyers trained with AI bring a higher level of preparedness and adaptability. The promise of AI in legal education lies not just in academic excellence but in fostering a new generation of tech-savvy, innovative legal professionals ready to navigate the complexities of modern law.

### Ethical and Critical Engagement with AI Technologies

By incorporating AI into legal education, law schools can prepare students to critically engage with AI's ethical, privacy, security, and regulatory aspects. As observed by Stacy Leeds, Dean and Regents Professor at The Sandra Day O'Connor College of Law at Arizona State University, courses examining AI's legal, policy, and ethical issues, including safety, discrimination, and liability, are crucial. These courses enable students to understand the complexities of AI systems, fostering a technologically adept and ethically informed mindset. Ranked as the nation's most innovative school since 2016, the school permits genAI to help prepare admission applications.<sup>39</sup> These benefits also tie into the mission of law school clinics that focus on the ethical and moral issues of social justice issues and disadvantaged populations.<sup>40</sup> Finally, engagement with the technology is also engendering a new etiquette and culture, highlighting the need for young lawyers to be guided in what is acceptable and what is not.<sup>41</sup>

### Conclusion

The benefits of integrating AI education into law school curricula are multifaceted. They not only enhance the efficiency and quality of legal tasks but also foster a more profound understanding of AI's ethical and practical implications in legal practice. As the legal profession continues to evolve with technological advancements, law schools have a critical role in preparing future lawyers for a landscape where AI is not just a tool but a fundamental aspect of legal practice and education.

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<sup>37</sup> Ng, Andrew "Taught by a Bot" DeepLearning.AI (Jun. 14, 2023) [www.deeplearning.ai](http://www.deeplearning.ai)

<sup>38</sup> "New Survey Finds Students are Replacing Human Tutors with ChatGPT" Intelligent (Oct. 4, 2023) [www.intelligent.com](http://www.intelligent.com)

<sup>39</sup> "ASU Law to Permit use of GenAI in Applications" Press Release (Jul. 27, 2023) [www.law.asu.edu](http://www.law.asu.edu)

<sup>40</sup> Ambrogi, Bob "New Product Uses GPT4 for Immigration Law Research, Drafting and Summarization, (Jun. 21, 2023) [www.lawnext.com](http://www.lawnext.com)

<sup>41</sup> Gerstenzang, Michael and Stiepleman, David "Generative AI is a Catalyst for Law Firms and Talent Development" Bloomberg Law (Sep. 25, 2023, 3:00AM CDT) [www.news.bloomberglaw.com](http://www.news.bloomberglaw.com)



## PART II: STUDENT GROUP CURRICULUM FRAMEWORK

### **PIONEERING THE FUTURE OF LAW WITH LEGAL TECHNOLOGY STUDENT GROUPS**

In an era where generative AI and technological advancements are reshaping the legal landscape, creating Legal Technology Student Groups (LTSG) at law schools is not just innovative; it is essential. The LTSG initiative is designed through the lens of the four objectives: relevant subject matter development, resume building, contact networking, and project management exposure. The program answers the challenges that law schools have had difficulty addressing. It is a forward-thinking concept designed to equip law students with the tools and skills necessary to thrive in the modern landscape of a historically prominent profession.

Educational Journey and Leadership Development: The LTSG program offers a unique educational progression. 1Ls will be presented foundational tech concepts through 2L/3L presentations and programming. Like Law Journal / Review programs that facilitate content mastery while giving a select few leadership and managerial roles, the program reflects the professional growth trajectory in law careers. This structure imparts knowledge and cultivates essential skills of group collaboration and proactive engagement.

Real-World Relevance and Adaptability: The legal profession has been almost entirely eaten by tech.<sup>42</sup> Legal ecosystems can survive briefly without some of it, but they are fully hobbled when technology is deficient for any longer.<sup>43</sup> Ultimately, this affects Due Process and Justice. LTSGs are the most reasonable response to this shift, ensuring that law students are not just observers but active participants in this transformation. By engaging with legal tech, students will be better prepared to meet the demands of future employers and excel in their careers.

Dynamic Curriculum through Industry: The curriculum, encompassing generative document drafting and review, e-discovery, and asset and collateral management, is tailored to keep pace with industry trends while an introduction to coding, database management, and cybersecurity lays the groundwork for advanced topics.<sup>44</sup> Regular updates and revisions throughout each academic year by students selected for leadership positions ensure the curriculum remains cutting-edge.

Networking and Career Advancement: Collaboration with legal technology vendors through student outreach programs provides invaluable industry insights and networking opportunities. These interactions can lead to internships and job prospects, giving LTSG members a competitive edge. LTSG member involvement outside of high education refines vital soft skills like communication, negotiation, and strategic thinking. The experience of initiating dialogues with industry experts develops confidence and professionalism, indispensable skills in any legal setting.

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<sup>42</sup> Andreessen, Marc “Why Software Is Eating the World” Andreessen-Horowitz (Aug. 20, 2011) <https://a16z.com>

<sup>43</sup> “Kansas Chief Justice Says Restoration of Court Records after Cyber Attack is on the ‘Near Horizon’” Associated Press (Jan. 10, 2024, 4:51 PM CST) [www.kmbc.com](http://www.kmbc.com)

<sup>44</sup> Park, Yun “Companies Grapple With Limits in Bringing AI Into the Boardroom” Bloomberg Law (Aug. 11, 2023, 4:00 AM CDT) [www.bloomberglaw.com](http://www.bloomberglaw.com)

Institutional Support and Resource Allocation: With backing from law schools, LTSGs will access necessary resources, including mentorship from faculty and legal tech professionals, funding, and event spaces. Legal librarians would serve as the primary faculty advisor while considering that students are vested with programming choices. This support underscores the commitment of the institution to innovative legal education.

## **ROADMAP: ESTABLISHING AND SUBSEQUENTLY MAINTAINING AN LTSG**

### **YEAR 1: Foundation and Curriculum Development**

Evolution of Legal Tech: Establish a repeatable presentation(s) that map out the history and development of legal technology and its different aspects. These presentations will be refined and added to over the months and years as specific subjects are incorporated. In addition to laying a foundation for the program, painting this historical picture for students helps with future knowledge acquisition; knowing where we came from gives a better understanding of where we are. This historical context is vital for appreciating the capabilities and limitations of current technologies.

Basic Technical Skill Acquisition: Introduce foundational technical skills for understanding legal tech. For example, an introductory presentation on Python programming and vector databases would demystify much of AI and genAI (large language models) in particular. This training also allows legal practitioners to envision solutions when facing problems. By being familiar with the technology's architecture and capabilities, the practitioner can imagine and then implement their solution without needing expensive outside assistance. Finally, technical familiarity also addresses the gap in traditional legal education that has caused many lawyers to misunderstand and be sanctioned due to a lack of such knowledge.

Curriculum Creation: Through a group of Founding Member students totaling at least five, identification of foundational topics will first be identified and scheduled for researching. As mentioned above, genAI for work product creation and review, e-discovery, and digital asset management are examples of primary subject matters but should be determined by each LTSG. This step should consider the development of case studies, vendor presentations with application examples, and law firm presentations highlighting current use environments. Government and non-government agencies also have a valuable role during this engagement phase. Curriculum development during the first year of an LTSG also encourages collaboration among students to build a comprehensive corpus of materials, thereby exposing students to versioning techniques and document-sharing tools for accuracy and consistency.

### **YEAR 2: Onboarding and Teaching New Members**

Structured Onboarding for 1Ls: Attempt to implement a structured onboarding process for the first class of new members, focusing on imparting the foundational knowledge created in the previous year. Founding members would fulfill this duty through an original two-year commitment.

Schedule: Receive institutional support and require 1Ls to attend bi-weekly pass-fail classes. These classes might be remote and require hands-on tech use or pre-recorded lessons with quizzes to end

class; ultimately, each LTSG determines the best practice. Scheduling for an LTSG would be drawn from existing LARW programming hours.

Collaboration with Administrators: Engage with law school administration to ensure consistency with school policies and procedures and to address concerns about programming specifics. Requirements and policies dictated by directed by the American Bar Association will also need to be considered.

Engagement with Legal Community: Continue relationship growth with legal tech companies, law firms, and practitioners for guest lectures, presentations, and collaborative projects. This provides practical insights and networking opportunities, which fosters the overarching culture of an LTSG.

### YEAR 3: Leadership Transitions and Pedagogical Refinement

Leadership Refinement: Articulate in the form of a *Leadership Transition Program* lessons learned from the previous two years. Maintain an *Operating Manual* for 2L and 3L leadership, ensuring preparation and guidance to the next cohort of 1Ls. Choose the next student leadership team.

Showcase and Document Successes: Showcase projects and achievements by having planned from the beginning to have this data readily accessible. In addition to engaging and innovative programming that engenders enthusiasm, the material can be used in future 1L instruction.

Continual Curriculum Update: Regularly update the curriculum to include the latest legal tech trends and advancements, ensuring the LTSG stays at the forefront of legal education. This process should be approached as a weekly deliverable and committed to as one would do in a job with an employer, but again, each LTSG decides the specifics.

Alumni Network and Continuity: Establish an alum network to provide mentorship, resources, and opportunities for current members. This helps maintain continuity and evolve the group based on real-world feedback.

Publications and Research: Encourage members to publish research and articles on legal tech topics, contributing to the broader discourse and establishing the LTSG as indispensable in legal education.

This roadmap provides a straightforward, structured approach to establishing and maintaining an LTSG, ensuring it becomes an integral and progressive part of legal education. The LTSG's focus on history, practical skills, ongoing curriculum development, and real-world engagement positions it as a vital resource for law students preparing for a technologically advanced legal landscape.