



RAISING THE BAR

EVIDENCE-BASED THINKING ABOUT THE BAR EXAM

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From the Director



Growing up, back when there were only three television networks and a handful of unaffiliated local stations, television programming relied on reruns of long-cancelled shows from earlier decades. For me, one of these programs was “The Adventures of Rocky and Bullwinkle and Friends”, an animated children’s show with short segments, including one entitled “The World of Commander McBragg”.

Commander McBragg was a stock character: an older, wealthy, authoritative man who would corner members of his posh gentlemen’s club and force them to listen to incredulous stories of his adventures abroad. Reliable features of a Commander McBragg story were encounters with an incredible adversary or condition. He always bravely overcame the condition or vanquished the adversary in the most absurd way, conveniently leaving the exploit with zero evidence of its occurrence. The joke was that the entire bit was delivered with such bravado and conviction that the commander’s hapless colleagues were socially obliged to vaguely concur.

To be clear, as a television program produced in the early 1960s, Commander McBragg’s tales were blithely colonial and highly problematic. But for young viewers of that time, the gleeful absurdity came in part from watching an adult tell an obviously incredible story and then resolve the conflict with an absurd and self-promoting intervention.

Today, memories of Commander McBragg come to mind as an absolute counterfactual to the scholarship highlighted in this issue of *Raising the Bar* by the Association of Academic Support Educators (AASE) and AccessLex Institute® Faculty Scholars. I’ll explain why.

The AASE | AccessLex Faculty Scholars are competitively selected from academic and bar support educators proposing a research article related to work in the field. Scholars are provided mentors by, and from, AASE. They receive research stipends from AccessLex to support their writing, pursuit of publication, and presentation. What distinguishes these Scholars from Commander McBragg is that they are true field researchers.

Academic support program (ASP) and bar prep educators accompany law students on their entire law school experience – first introducing them to the mechanics and conceits of the law school classroom during orientation. ASP educators stand alongside law students as they seek to understand the outcomes and implications of their first semester and first year grades. ASP educators also support and guide law students in the bar application process, including the administrative pursuit and appeal of testing accommodations when necessary. And finally, these educators prepare law students for the bar exam and offer consolation and direction when a candidate’s bar exam outcome is not ideal.

Why does the nature of this role matter, particularly for research and publication? Because ASP educators have lived in the field in which they study. Their insights are proximate to the student population about whom they write, and as such their work is profound.

When given the platform to speak and write about their work, ASP educators have the opportunity to convert their intuition and wisdom into accurate discernments about legal education and the systems law students navigate today. They observe the repeated experiences of law students and can most clearly evaluate the intended – and unintended – system outcomes of legal education and the bar exam. Then, when an ASP educator proposes an intervention, it is unfailingly one that addresses a gap in the system.

The AASE | AccessLex Institute Faculty Scholar program seeks to elevate the voices of the ASP and bar prep educator community. I encourage you to read this issue of *Raising the Bar* to learn about the program’s outcomes and the work of its authors. In a profession built on stature and station, it’s easy to limit our listening to the Commander McBraggs whose absolute certainty is conveyed by their voice and position. But it is necessarily the voices from outside those clubs that are the most connected to law student reality and keyed to the insights most poised to generate impactful change in legal education.

Joel Chanvisanuruk, M.P.A., J.D.

Senior Director, Programs for Academic and Bar Success
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AASE Faculty Scholarship Grant Program

Writing for Success: The Life-Changing Impact of the AccessLex | AASE Faculty Scholarship Grant Program for Students and Professors

Ashley M. London is an Associate Professor and the Director of Bar Studies at the Thomas R. Kline School of Law of Duquesne University. She currently serves as the administrator of the AccessLex | AASE Faculty Scholarship Grant Program.



A robust bar passage rate means a law school is fulfilling its promise to students investing significant time and money into their legal education — and the AccessLex | AASE Faculty Scholarship Grant Program invests in the faculty members uniquely committed to supporting those outcomes.

Demonstrating excellence in teaching, scholarship, and service are the pillars of most law school tenure and promotion considerations. Many members of AASE serve as non-tenure track faculty, employed via 12-month contracts to support bar takers through the rigors of a 10-week summer study period. Engaging in excellent teaching and service is a hallmark of bar studies and academic success programming (ASP), which focuses on innovative teaching, pedagogy, student support, and outcomes. But these topics remained largely unexplored in published scholarly writing until AccessLex and AASE decided to change the game.

In 2021, AccessLex recognized that these faculty members providing hands-on instruction could contribute meaningfully to an emerging body of pedagogy-focused scholarship if they had financial support similar to their tenure-track or tenured colleagues. Partnering with AASE, the only national nonprofit organization dedicated to ASP and bar studies professionals, was a natural fit. The grant program was spearheaded by Professor Cassie Christopher, the Dean’s Distinguished Service Professor of Law and Director of Bar Studies at Texas Tech School of Law, who still serves as an active mentor today. Elevating the voices and expertise of those teachers on the frontlines of producing strong outcomes for law schools raises the standing of ASP and bar studies professionals in a career where scholarship and publications are both respected and expected.

“AccessLex has been a partner, a collaborator, and a megaphone for ASP and bar prep professionals.”



Since its inception, the program has supported AASE members writing on a variety of topics, such as building a sense of belonging in law school, best practices in asynchronous teaching, meeting the needs of neurodiverse students, and challenging the current state of legal licensure. This body of scholarship focuses intensively on meeting the needs of law students and bolstering their abilities to succeed both in law school and on the bar examination. “Insights provided by this scholarship are valuable to every law school professional, not just those working in ASP and bar studies,” said Elizabeth Stillman, current President of AASE and Associate Professor of Academic Support at Suffolk University Law School.

“AccessLex has been a partner, a collaborator, and a megaphone for ASP and bar prep professionals,” Stillman said. “Hearing from members on the cusp of publication is a highlight of our national conference every year, and the announcement of each new cohort of recipients is one of our most anticipated moments.”

Scholarship enhances the productivity and creativity of faculty engaging in the process. It allows scholars to develop their technical fluency and has a direct impact on the quality of instruction offered to students. The AccessLex | AASE grant in particular opens doors for recipients to present at local and national legal education conferences, which offer platforms for sharing expertise and refining skills. It has also had a direct impact on many recipients who have been able to move from non-tenure track to tenure-track and tenured positions in law schools across the country.

“Receiving this grant ultimately helped me secure a tenure-track position at my law school, and it provided me with mentorship and support to write my first law review article, which has since led to three more articles,” said Elissa Jacobs, 2024-25 grant recipient and



Many participating scholars report that this grant has changed their lives by improving their career trajectories, helping them become better teachers, and building their confidence in a career where they often feel pressured to produce measurable results such as solid bar passage outcomes.

“This program lifts people up in a culture that deeply values scholarship and offered me the encouragement, mentorship, collegial discourse, and financial support I needed to write and publish my article, *Preparing Law Students for Legal Research on the NextGen UBE Bar Exam*,” said Anne G. Johnson, 2023-24 grant recipient and professor of practice at the University of Baltimore School of Law. “Since the publication of my article, I was able to move from a staff ASP position at Mercer Law to a faculty position at the University of Baltimore School of Law as a Professor of the Practice. Thank you, AccessLex | AASE for lifting me and all of the AccessLex | AASE Faculty Scholars!”

Every article produced under the aegis of this scholarship program raises the profile and credibility of ASP and bar studies professionals nationally and adds to the growing body of literature focused on promoting student success in law school. The AccessLex | AASE Scholarship Grant Program remains a true success story for this field, which in turn directly benefits law students. After all, engaged, curious, and supported teachers raise the bar for everyone around them.

Assistant Professor of Law at South Texas College of Law Houston. “Taking the time to write an ASP-focused piece has also improved my teaching, as it has allowed me to spend significant time studying pedagogical scholarship and teaching strategies.”

The grant program is administered by AASE through a competitive blind judging process that occurs each spring. Five recipients are chosen to receive \$5,000 each to assist them in hiring a research assistant, paying for the fees for publication submission, and as a stipend over the summer to support their scholarly endeavors. Through the program, new writers are also supported with formal mentorship and accountability partners. Since 2021, the program has produced 13 articles published in flagship law reviews across the country including Michigan State, Tennessee, Mitchell Hamline, St. Mary’s, St. Thomas (Florida), California Western, Pace, Widener, University of Dayton, and University of Memphis, as well as the Journal of Legal Education and Law Library Journal, and more are in the pipeline. Many scholars go on to continue their scholarly journeys after successfully completing the program.

“The AccessLex | AASE Scholarship Grant Program equipped me with the motivation and skills to engage in scholarship,” said Kari Milligan, Assistant Professor of Law at Mitchell Hamline School of Law and a 2023-24 grant recipient. “Since receiving a grant, I have published two articles (Wisconsin Law Review Online and California Western Law Review) and have a third accepted for publication in the Duquesne Law Review. Due to this scholarly engagement, my institution placed me on the tenure track.”

“This program lifts people up in *a culture that deeply values scholarship* and offered me the *encouragement, mentorship, collegial discourse, and financial support* I needed to write and publish my article...”



READ MORE: [Law Library Journal](#)

Preparing Students for Legal Research on the NextGen UBE Bar Exam

Anne G. Johnson is a Professor of the Practice and Assistant Director of Academic Success at University of Baltimore School of Law and was a 2023-24 AccessLex | AASE Faculty Scholar.

Legal research is a fundamental skill that is necessary for the competent practice of law. The National Conference of Bar Examiners (NCBE) has decided to test legal research on the NextGen Uniform Bar Exam (NextGen UBE). This addition to the NextGen UBE creates pressure on law schools to determine whether to change curricula or adjust the way that legal research classes are taught or assessed to ensure that students master this tested skill.

The value of legal research has long been stressed by the American Bar Association's MacCrate Report, the Carnegie Report, ABA Standards 302 and 314, the Model Rules of Professional Conduct, and the resulting innovative teaching methods and assessments that encourage law students to "think like a lawyer."

To determine how legal research is being taught nationwide, I reviewed surveys, textbooks, NCBE materials, and related scholarship, beginning with the Association of Legal Writing Directors/Legal Writing Institute Survey to determine the various types of legal research curricula most commonly used nationwide. My review then focused on the legal research courses and programs offered at Georgia law schools. Numerous legal research textbooks were reviewed to determine the fundamental skills that the NCBE would likely test on the legal research portion of the NextGen UBE. These fundamental research skills were compared with all available NextGen UBE materials, including the Foundational Concepts and Principles and Foundational Skills Tested, and all the available sample questions. These textbooks and NCBE materials were used to highlight the relevant and illustrative questions provided by the NCBE and to anticipate future question types.



“My article calls on all faculty to work collaboratively ... **so we can best prepare the next generation of lawyers.**”

This review of scholarship revealed a vibrant discussion about the integration of skills, such as legal research, into the law school curriculum. My article contributes to that conversation by strongly encouraging collaboration among doctrinal faculty, academic success faculty, teaching librarians, and legal research faculty to leverage the science of metacognition and spaced repetition while teaching legal research to best prepare law students for the NextGen UBE and the practice of law.

My article also recommends law schools incorporate critical legal information literacy by encouraging students to examine not only the research results they find, but also the purpose behind the information and the systems that create that authority to encourage a greater understanding of the law and the forces that shape its development. Such knowledge would equip bar takers to identify necessary legal resources, weigh their authority, draft better searches, analyze results, and ultimately pass the NextGen UBE.

Further, my work advises law schools to anticipate new question types and the impact that the increased usage of generative artificial intelligence by law students and lawyers will have on testing and the practice of law.

As we move into this new era of testing, my article calls on all faculty to work collaboratively to anticipate the legal research skills that can and will be tested on the NextGen UBE, now and in the future, so we can best prepare the next generation of lawyers.



Put Me In, Coach: Enhancing Foundational Lawyering Skills Across the Curriculum with Neurodivergent Law Students in Mind

Erica M. Lux is an Assistant Professor of Law and Director of Academic and Bar Success Programs at Texas Tech University School of Law. She was a 2023-24 recipient of the AccessLex | AASE Faculty Scholarship Grant.

A growing topic in legal academic literature, neurodiversity addresses the variances in how individuals experience the world and more generally refers to those with intellectual or developmental disorders. These students are socially termed “neurodivergent” to avoid otherwise stigmatizing labels. In law school, the number of neurodivergent law students matriculating each year continues to increase. Yet, the Law School Survey of Student Engagement (LSSSE) [Disability in Law School Report](#) recently highlighted that disabled and neurodivergent law students experience more academic challenge and less satisfaction compared to their peers. In my article, *Put Me in, Coach: Enhancing Foundational Lawyering Skills Across the Curriculum with Neurodivergent Law Students in Mind*, I argue that law school curriculum must more holistically integrate experiential learning into traditionally Socratic classrooms to support the skill needs of these students.

The article begins by describing neurodiversity and identifies some of the more common conditions in law students, such as autism, ADHD, learning disabilities, and anxiety disorders, which are often co-occurring with one another. However, not every neurodivergent law student is diagnosed, whether because of funding challenges, cultural stigmatization, outdated assessments,

“Experiential learning allows neurodivergent law students to put *professional skills and executive functioning to work in the classroom.*”

or physician bias — and these barriers can more greatly impact women, people of color, and LGBTQ persons. As a result, not all neurodivergent law students are able to receive formal accommodations.

A lack of accommodations can negatively impact a neurodivergent person’s ability to succeed, based on skills and processes unique to them. Put another way, neurodivergent law students can experience a broad range of successes and challenges depending on the condition(s) they have, as well as the severity of the condition. Data indicates that some of the more frequent challenges experienced by neurodivergent law students are related to executive functioning processes like working memory, task switching or cognitive flexibility, and planning and prioritization. Additionally, some neurodivergent individuals struggle with social skills and cues, missing hidden curriculum or messages between the lines, which can impact their professional skill building. At the same time, neurodivergent law students also have strengths in pattern recognition, creativity, and empathy.

Against this backdrop, I argue that law school faculty should adopt more experiential learning within traditional classrooms to allow neurodivergent law students, especially those who are underdiagnosed, to fully build the necessary foundational lawyering skills that will make them successful in school,

licensure, and in practice. Experiential learning allows neurodivergent law students (and all law students more broadly) to put professional skills and executive functioning to work in the classroom as they learn doctrinal material. The article discusses the primary and least-intrusive ways that faculty can incorporate this learning: Modular case simulations and modeling. Case simulations are a flexible, fictitious step away from live clients in the classroom, providing more depth than traditional hypos. Modeling provides neurodivergent law students with the ability to see lawyers’ thought processes in the safer classroom environment, helping students fill gaps. Of course, these teaching methods will not work in every situation, but they present viable options for neurodivergent law students to more concretely learn the practice of law in the classroom.

The article concludes by addressing opportunities for law schools to create more resources for neurodivergent law students from orientation through long-term career placement. Complementing this research, Susan Landrum (Fordham University) and I are co-authoring a book that will directly support neurodivergent law students through strategies for navigating law school, academic success, and building their community. That project is forthcoming next year.

When LSAT Doesn't Matter and Other Surprising Finds from a Deep Dive into Academic Probation in Law School

Kari E. Milligan is an Assistant Professor of Law at Mitchell Hamline School of Law and a 2023-24 AccessLex | AASE Faculty Scholar. Her article, co-authored with Ryan Jerome LeCount (Chair of the Department of Social Justice and Social Change and Associate Professor at Hamline University), was published in the California Western Law Review.

For decades, legal educators have relied heavily on LSAT scores and undergraduate GPAs to predict which students are likely to succeed in law school and ultimately pass the bar exam. These metrics undoubtedly have predictive value during admissions and across broad student populations. Yet our recent study suggests they tell only part of the story — particularly once students encounter academic difficulty.

Our article, *When LSAT Doesn't Matter and Other Surprising Finds from a Deep Dive into Academic Probation in Law School*, examines one of the least-studied populations in legal education: Students placed on academic probation. Drawing on data from 212 Mitchell Hamline law students placed on probation between fall 2018 and fall 2024, we sought to answer a simple question: What actually helps these students recover?

The findings challenge several assumptions that have shaped academic support programming for years.

The first — and perhaps most surprising — finding is that many students placed on academic probation did not appear to struggle because of deficits in the skills measured by the LSAT. Nearly half of the students in our sample entered law school with LSAT scores of 150 or higher, scores generally associated with successful bar passage rather than failure. Moreover, our statistical analysis indicated that LSAT scores did not significantly affect whether a student ultimately left academic probation.

These findings suggest that many academically struggling students possess adequate reading comprehension, logical reasoning, and analytical reasoning skills. Instead, they may struggle with competencies the LSAT does not



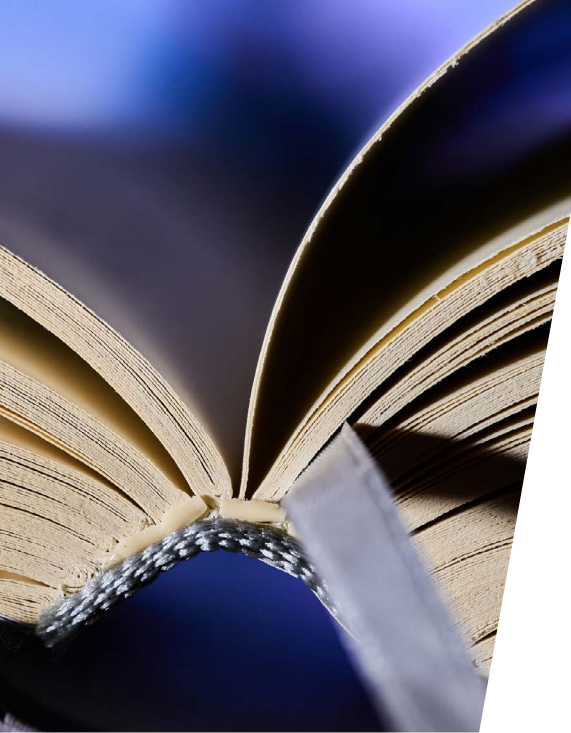
measure, including time management, effective study strategies, self-regulated learning, exam execution, metacognition, or adapting to the unique demands of legal education.

This distinction matters. If students are struggling because of non-LSAT-tested skills, interventions focused exclusively on doctrinal review or analytical reasoning may overlook the actual source of the problem.

Our second finding concerns the intensity of academic support. Using an iterative treatment comparison, we examined the relationship between one-on-one, skills-based tutoring and students' likelihood of leaving academic probation. Students who attended three or fewer tutoring sessions remained less likely than not to recover academically. Once students completed at least four tutoring sessions, however, their probability of leaving academic probation consistently exceeded 50%. Additional tutoring produced comparatively modest gains, suggesting that approximately four sessions represented the point at which students received the greatest benefit from these sessions.

Although additional research is warranted, this finding offers practical guidance for academic support professionals attempting to allocate limited institutional resources. Rather than accepting sporadic participation, law schools may achieve better outcomes by ensuring students receive a minimum threshold of four individualized, skills-based tutoring sessions.

Finally, our analysis identified a group of students who may require additional institutional attention: Those who graduated from college



“LSAT scores did not significantly affect whether a student ultimately left academic probation.”

less recently. After controlling for other variables, the year in which students completed their undergraduate education significantly predicted whether students successfully left academic probation. Students returning to school after longer absences faced greater challenges than classmates who entered law school soon after college.

This finding has growing significance as legal education continues to attract non-traditional students, particularly through part-time and distance-learning programs. Students who have spent years away from formal education may require more intentional support in rebuilding study routines, adapting to rigorous academic expectations, and reacquiring effective learning strategies.

Collectively, these findings suggest that academic probation should not be viewed simply as evidence of insufficient analytical aptitude. Instead, probation often reflects the interaction of multiple factors — including study behaviors, life circumstances, learning strategies, and educational transitions — that are potentially remediable.

Research on academic probation remains surprisingly limited despite the profound consequences probation and dismissal have for students and institutions alike. Students placed on probation frequently face substantial financial burdens, emotional distress, and uncertainty about their professional futures. Yet relatively little empirical work has examined this vulnerable population.

Our hope is that this study serves as a starting point rather than an endpoint. By better understanding why students struggle — and which interventions genuinely help — we can move beyond assumptions and develop evidence-based approaches that improve student success while expanding opportunity within legal education.

2026-27 Scholar Program

The Association of Academic Support Educators and AccessLex Institute's Center for Legal Education Excellence® are pleased to announce the 2026-27 recipients of the AccessLex | AASE Faculty Scholarship Grant.

Joel D. Smith

Assistant Director of Academic Success
South Texas College of Law Houston



When Silence is the Signal: Early-Alert Systems as a Pedagogy of Proactive Academic Support

Thao Tran

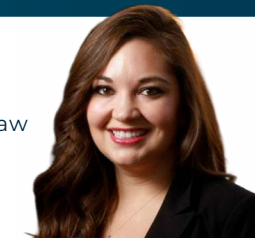
Assistant Director of Bar Success Programs
Boston College Law School



Naming the Hidden Skills: Executive-Function-Informed Instructional Design and the Path to Excellence in Legal Education

Mary Apodaca

Director of Bar Success and Assistant Professor of Law
University of Hawai'i at Mānoa
William S. Richardson School of Law



Crisis as a Catalyst: Mitigating the Disparate Impact of Emergency Disruptions on Bar Candidates for Equitable Licensure

Tia Gibbs

Director of Academic Advisement and Bar Success
Georgia State University College of Law



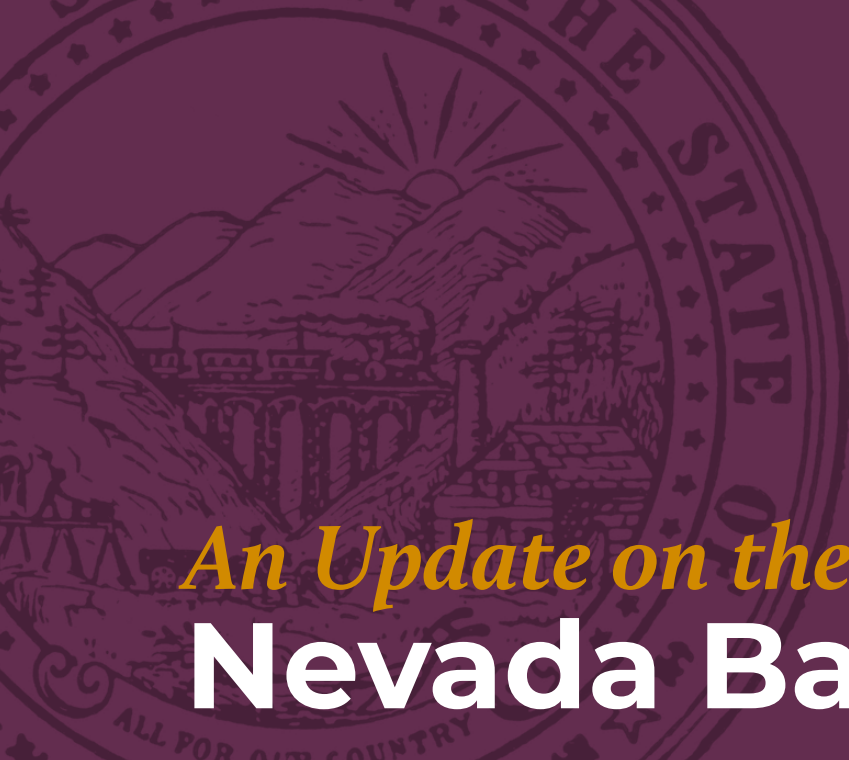
Character, Fitness, and the Modern Applicant: A Call for Transparent Standards on Speech Related Conduct

Guion Johnstone

Director of Academic Enhancement and Bar Support Program/Assistant Clinical Faculty
University of Kentucky Rosenberg College of Law



Uncertain Standards at the Gate of the Profession



An Update on the **Nevada Bar Exam**

Joan W. Howarth is Professor Emerita at the University of Nevada Las Vegas William S. Boyd School of Law, Dean Emerita at Michigan State University College of Law, and a Nevada Bar Examiner. Deborah Jones Merritt is Distinguished University Professor and John Deaver Drinko/Baker & Hostetler Chair in Law Emerita at The Ohio State University Moritz College of Law. Both are national experts on attorney licensing reform and co-chairs of Nevada's Foundational Law Exam Development Committee.

Change is often noisy, dramatic, and disruptive. But the best changes arrive quietly, like an incoming tide. Without fanfare or drama, the State Bar of Nevada has introduced an innovative three-part licensing system (the Nevada Comprehensive Licensing Examination or the [Nevada Plan](#)) that benefits applicants, clients, and the public. The State Bar has already rolled out two of the three components, while still administering the last two sessions of the legacy exam. Nevada's transition from the old to the new has been quiet, calm, and orderly, so we are pleased to make some noise about the successful launch of the Nevada Plan.

The Nevada Plan has three parts: (1) the [Foundational Law Exam](#) (FLE), a 100-question multiple-choice exam, offered four times a year in testing centers, that candidates may take any time after completing three semesters of law school; (2) a modest [Supervised Practice](#) requirement that can be done during or after law school; and (3) a post-graduation one-day [Lawyering Performance Exam](#) (LPE) consisting of three performance tests.

Some 2027 law graduates have already completed one or two of these licensing components. Students were able to start the Supervised Practice requirement when the program opened in January, and the new Foundational Law Exam (FLE) was offered without a hitch in May.

The Supervised Practice component requires applicants to spend at least 40 hours representing clients under supervision. That representation must include competently interviewing or counseling a client, as well as three more lawyering activities from a menu

“New lawyers will obtain licenses more quickly in Nevada than in other states: Many will complete two of the components in law school and the third in the month after graduation, all without weeks of expensive bar prep.”

of eight. Candidates may fulfill the requirement through clinics or externships at any ABA-accredited law school, and placements at public interest organizations or pro bono projects at private firms in Nevada. Candidates have readily found opportunities to satisfy this modest requirement. Some have even turned temporary placements into full-time jobs.

The Foundational Law Exam (FLE) covers the seven Multistate Bar Exam subjects but narrows its scope to 20 foundational concepts for each subject. To guide candidates, the State Bar created a detailed outline of which rules are tested under each concept. The outline is available on the State Bar's website — free — to everyone. By focusing on foundational concepts, and testing candidates much closer to when they studied subjects in law school, the FLE promotes greater long-term retention. In this, as in other parts of the Nevada Plan, the State Bar followed the best cognitive science research.

The first administration of the LPE will be in January 2027, initiating a January/June schedule for that component. New lawyers will obtain licenses more quickly in Nevada than in other states: Many will complete two of the components in law school and the third in the month after graduation, all without weeks of expensive bar prep.

Nevada's tidal change includes a signal achievement: The State Bar administered the first FLE just a year and five days after the Nevada Supreme Court approved the Nevada Plan. With a grant from AccessLex, the State Bar recruited subject matter experts to draft the content outline and create 420 high-quality multiple-choice questions. Question creation

followed a rigorous process including multiple levels of review and pre-testing. About 400 law students and recent graduates pre-tested each batch of 210 questions, providing feedback on both question design and the test center experience. Both pre-tests generated positive candidate feedback and excellent psychometric results, so Nevada was able to administer the first FLE in May 2026. That exam readily met conventional psychometric standards for reliability and question quality.

Psychometricians led a standard setting study to set a cut (passing) score for the FLE, and the Nevada Supreme Court adopted a cut score based on that study. [Results](#) from the first FLE were released on July 24, 2026, showing a 76% pass rate. Unsuccessful candidates will be able to try again in October or December of this year or in multiple administrations next year.

Nevada has produced the only new bar exam to be launched without a hitch. The Nevada Plan's firm foundation on the best research regarding minimum competence and assessment is also important. The Nevada Plan's new timing synchronizes licensing with legal education and lowers the cost of licensure for candidates. Anyone concerned about legal writing skills and rigor will appreciate that, with its focus on performance tests, the Nevada Plan requires substantially more writing than the NextGen UBE, and encompasses 10 hours of testing compared to the NextGen UBE's nine. Some jurisdictions may also share Nevada's goal of becoming less dependent on the NCBE. Requiring candidates to have successfully practiced under supervision should be compelling to jurisdictions concerned that our tradition of licensing new lawyers with no experience with clients is insufficient public protection.

Nevada is ready to collaborate with any jurisdiction interested in this new model. Subject matter experts are creating another 400–600 questions to fully stock the FLE's question bank. Interested jurisdictions can license those questions, which focus on federal law and consensus rules, to administer to their candidates. Other portions of the model are easily replicable in other jurisdictions. Inquiries should be addressed to Sydney Lisy, Admissions Director, State Bar of Nevada at sydneyl@nvbar.org.

Conference Corner

- [Association for the Study of Higher Education Annual Conference \(November 3-6\)](#)
- ⚠ [LexCon '26 Financial Capability and Student Success Conference \(November 11-13\)](#)
- ⚠ [Association of American Law Schools Annual Meeting \(January 5-8, 2027\)](#)
- [American Educational Research Association Annual Meeting \(April 14-18, 2027\)](#)

Please email RTB@accesslex.org about upcoming bar-related conferences.

⚠ Indicates that AccessLex will have a presence at this conference.

Publications and Posts

- Merrill Balassone, [California Supreme Court Approves Adoption of NextGen Uniform Bar Exam](#), Cal. Cts. Newsroom (July 15, 2026).
- Jane Ellen Cross, [The AI Trap: How Over-Reliance on Generative AI Undermines Professional Development for Law Students and Young Attorneys](#), 50 Nova L. Rev. 277 (2026).
- Sara Merken, [Tech Problems, Cancellation Mar New U.S. Bar Exam for Some Test Takers](#), Reuters (July 29, 2026).
- Bonnie J. Shucha, [Closing the AI Readiness Gap: A Framework for Law Schools](#), 32 Persps.: Teaching Legal Rsch. & Writing (forthcoming 2026).
- Karen Sloan, [Washington Allows Some Law Grads to Skip Bar Exam After Botched Test](#), Reuters (Aug. 6, 2026).

Please email RTB@accesslex.org with recent and forthcoming bar-related publications, posts, and podcasts to be included in future issues of *Raising the Bar*.

References for Legal Educators

Research and Data

- [AccessLex Resource Collections](#)
- [Analytix by AccessLex®](#)
- [Legal Education Data Deck](#)

Student Resources

- [AccessLex Law School Scholarship Databank](#)
- [AccessLex Student Loan Calculator](#)
- [MAX by AccessLex®](#)

Research Fellowships, Grants, and Partnerships

- [AccessLex Bar Success Intervention Grant Program](#)
- [AccessLex Bar Success Research Grant Program](#)
- [American Association of Law Libraries \(AALL\)](#)
- [Professionals in Legal Education Developing Greater Equity \(PLEDGE\) Initiative](#)

ASP and Bar Success Resources

- [ABA Bar Information for Applicants with Disabilities](#)
- [AccessLex Building Bar Skills Modules](#)
- [CALI Lessons](#)
- [JDEdge by AccessLex®](#)
- [NCBE Bar Admission Guide](#)
- [NCBE's The Bar Examiner](#)
- [NCBE Bar Exam Fundamentals for Legal Educators](#)
- [Raising the Bar Past Issues](#)

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ACCESSLEX.ORG

Joel Chanvisanuruk, Senior Editor
Fletcher Hiigel, Managing Editor



EMPOWERING THE NEXT GENERATION OF LAWYERS®

AccessLex Institute® is the leading nonprofit organization dedicated to empowering the next generation of lawyers by improving legal education's access, affordability, and value. The organization devotes substantial resources to financial education and scholarship programs, while funding and conducting actionable research on the most critical issues facing legal education. AccessLex seeks to increase diversity and expand access to legal education through policy advocacy, research, grantmaking, and data analysis. Its academic success and bar preparation programming – in combination with its affiliate, Helix Bar Review by AccessLex® – reflect a commitment to increasing first-time bar passage rates nationwide while making bar review more affordable and effective. Member law schools include the nearly 200 nonprofit and state-affiliated ABA-approved institutions. Founded in 1983, AccessLex Institute is headquartered in West Chester, PA.
