



ASSOCIATION OF ACADEMIC SUPPORT EDUCATORS



Meet the Team

AASE SCHOLARSHIP COMMITTEE

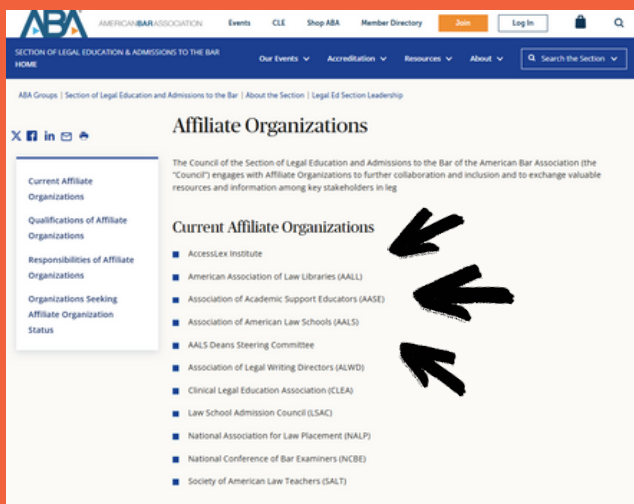
Titichia Jackson - Penn State Dickinson Law (Co-Chair and Board Liaison)
Ashley M. London - Duquesne-Kline Law (Co-Chair and AccessLex Scholarship Administrator)
Lelia Lawlor - Washington and Lee University School of Law (Co-Chair)

April Milburn-Knizner - Duquesne-Kline Law
Anna Fodor - Marquette University Law School
Dayna Smith - Vermont Law & Graduate School
Guion Johnstone - University of Kentucky J. David Rosenberg College of Law
Eurilynn Williams - Florida A&M University College of Law
Christopher Engle-Newman - University of Denver Sturm College of Law
Lavanya Sabin - Washington and Lee University School of Law
Jennifer Spreng - Southern Illinois University- Simmons Law School
Sarah Filer - Dale E. Fowler School of Law-Chapman University
Laura Page - University of Maine School of Law



AASE is now an official affiliate organization for the ABA Section of Legal Education & Admissions to the Bar.

You can find AASE on the [ABA's website](#) under the list of [affiliate organizations](#).



In Case You Missed It...



Scholarship 101: Getting Started! Getting Help! Getting Funded!

On Friday, September 26, the AASE Scholarship Committee hosted, "Scholarship 101: Getting Started! Getting Help! Getting Funded!". Held via Zoom, the program was designed for scholars at every stage of their career development.

Presenters demystified the process of getting started with writing, securing help and assistance, and, most critically, finding funding. Attendees of the event celebrated the presenters and gave positive feedback about the information provided. The program underscored the importance of scholarship as the "currency of legal academia." The presentation was especially helpful for those looking to advance their careers or considering an application for this year's AASE AccessLex Scholarship Grants.

Look for announcements for future events hosted by our various committees! If there is content you would like to see, let the Board know.

Follow, comment, and like us on our social media platforms:



Member Spotlight:

Amanda Compton

Amanda Compton's journey into ASP is both inspiring and heartfelt. Initially a tenured law professor at Charleston School of Law, Amanda made a significant life change to be closer to her husband in the DMV area. This move led her to pivot to ASP, but her dedication to student success in bar exams had long been a part of her teaching philosophy. Even as a doctrinal professor, Amanda infused her pedagogy with ASP practices, such as review sessions, practice questions, and final exams designed to mirror bar exam questions. Her personal experiences as a law student deeply influenced her approach to teaching, ensuring her students were well-prepared for the bar exam.

Amanda's commitment to academic support extends beyond her classroom. She has actively participated in scholarly activities, including presenting at LexCon '24, where she presented strategies to help LLM students prepare for the bar exam. Her work involved examining curriculum, policies, and procedures to better support these students.

At her previous institution, she played a crucial role in directly assisting LLM students,



showcasing her versatility and dedication to diverse student populations.

For Amanda, the most rewarding part of her role is witnessing the "lightbulb moments" when students grasp complex concepts. She finds immense satisfaction in easing student concerns and helping them embrace the bar skills class, which is sometimes initially met with resistance. Her ability to clarify and set students' minds at ease is a testament to her effectiveness and passion as an educator.

In her new role at GW Law, Amanda is excited about the opportunity to be the architect of an integrated bar support program. She looks forward to pulling together various pieces of programming and developing new initiatives under the bar support umbrella.

Amanda offers valuable advice for both new and seasoned ASP professionals. For newcomers, she emphasizes the importance of patience with all stakeholders, including students, faculty, and administrators. Understanding the holistic needs of students and advocating for the necessary resources are key to a successful program. For seasoned ASPers aspiring to teach doctrinal law, Amanda highlights the importance of producing scholarship and advocating for support and parity within their institutions. She encourages collaboration and collective efforts to enhance the status and recognition of ASP and legal writing professors.

Amanda's journey and contributions to academic support are reminiscent of the transformative journeys in "The Wizard of Oz," "The Wiz," and "Wicked." Just as Dorothy and Elphaba navigated their paths with courage and determination, Amanda has navigated her career with a steadfast commitment to student success. Her story serves as an inspiration to educators and academic support professionals alike, proving that with heart, brains, and courage, one can achieve great things.

Member Spotlight:

Jennifer Ciarimboli

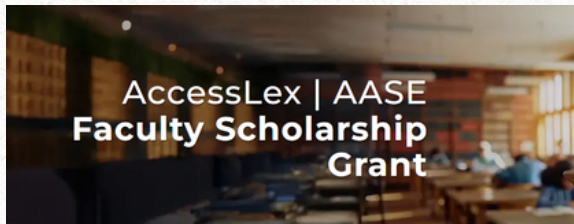


Jennifer Ciarimboli's recent recognition as a 2024-2025 AASE AccessLex Scholarship Grant recipient is a testament to her innovative work and commitment to legal education. The grant supports her research, which has led to a significant achievement: her article, "Honing Homework: Assigning Less and Better to Increase Learning and Quality of Life in Law School," has been accepted for publication in Volume 32 of the *Widener Law Review*. This accomplishment highlights her dedication to improving student learning outcomes and well-being.

Professor Ciarimboli's journey to her current role as an Associate Professor in the Suffolk University Law School Academic Support Program is marked by a diverse and accomplished legal career. Before entering academia, she served as an in-house counsel at both Re:Sources, a Publicis Groupe Company, and at Sapient Corporation.

In these roles, she advised on various global legal issues, including contracts and compliance. Her career began as an associate at Goodwin Procter LLP. Her experience with academic support started even before law school, at the New England Institute of Art. This multifaceted background provides her with a unique and valuable perspective on legal education and the challenges students face.

Professor Ciarimboli's academic credentials include a B.A. in English, cum laude, from Boston University and a J.D., cum laude, from the University of Notre Dame Law School, where she was an Article Editor for the *Notre Dame Law Review*. She is a member of the Massachusetts bar. Her passion for both the law and the success of future legal professionals is evident in her work, where she continues to make a significant impact on legal education.



Updates from Access Lex Grant Recipients

Prof. Kari Milligan (Mitchell Hamline) article is posted on SSRN. She was a recipient of our 2023-24 AASE AccessLex Scholarship Grants. - [When LSAT Doesn't Matter: And Other Surprising Finds from a Deep Dive into Academic Probation in Law School by Kari Milligan, Ryan LeCount :: SSRN](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4960352). Give her a download! Her article (co-authored with Dr. Ryan Jerome LeCount) will be published in California Western law Review.

The authors conducted a deep dive into data for students on academic probation from 2018 through 2024, which resulted in three valuable finds. First, many students appear to not be placed on academic probation because of deficits in LSAT-tested skills, and therefore need for interventions that focus on non-LSAT-tested skills. Second, four sessions of one-on-one, skills based tutoring appears to be the optimal "dosage" for students on academic probation. Third, students who have been out of college longer have a more challenging time getting off academic probation than their more recent counterparts. Therefore, they require additional institutional support. As part of this study, the authors explored three unique interventions for students on academic probation, outlined in Appendix A, each providing different advantages for law schools.

Prof. Elissa Crowder (Trinity Law School), a recipient of our 2024-25 AASE AccessLex grants has her article, Mistakes about Mistakes: Error Analysis as an Untapped Tool for Law School Success, published in the Pace Law Review, 45 Pace L. Rev. 445 (2025). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4960352

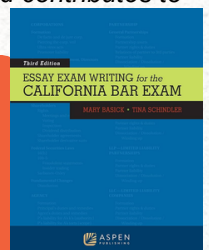
Mistakes: everyone makes them, perhaps the new law student more than most. But why do our students continue to make the same errors despite our concerted efforts to prevent them? This article explores this question and provides ideas on how to utilize mistakes to fuel the learning process. Science has proven that the human brain is hardwired to benefit from errors. However, the psychological effects of failing, cultural systems, and the American educational system are frequent barriers to this biological process. To overcome these obstacles and most effectively employ error analysis, I propose a three-step model. First, professors must lay a foundation of psychological safety for students who make mistakes by fostering healthy attitudes and mindsets towards failure. Second, legal educators need to deliberately elicit several specific types of errors instead of waiting for them to occur naturally. Third, instructors must provide carefully crafted feedback in an interactive setting. This article further provides examples and recommendations of what these three steps should look like in the law school classroom.

Prof. Katie Armstrong (Dayton) a recipient of our 2024-25 AASE Access Lex grants has her article, Passing the Bar in and Through Community: The Science Behind Why We Truly Do Better Together, forthcoming in the University of Dayton Law Review, Vol. 51, 2026. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5200720

Law school graduates preparing for the bar exam often face isolation, leading to mental health challenges, decreased motivation, and impaired performance. This sense of loneliness, coupled with the known mental health and substance abuse issues in the legal profession, underscores the urgent need for change. Research shows that community engagement enhances mental and physical well-being, fosters motivation, and improves educational outcomes. However, little scholarship addresses the role of community in bar exam preparation, leaving a critical gap. This Article explores the transformative power of community during bar preparation. It provides a detailed view of a law school that has successfully implemented a communal bar study model, offering insights into its structure, benefits, and replicability. Drawing from psychological theories, motivational science, and past scholarship, the Article demonstrates how mentorship programs, structured group activities, gamification, and wellness initiatives can foster meaningful peer and institutional support. Practical examples illustrate how law schools can adopt similar models, with attention to overcoming challenges and tailoring efforts to meet student needs. Ultimately, the Article asserts that fostering community during bar study enhances academic performance and contributes to healthier, more connected graduates.

KUDOS!

New Book Alert: Dean Mary Basick and Professor Tina Schindler (UC Irvine School of Law):
Essay Exam Writing for the California Bar Exam (3d ed.).





NEW ASP Scholarship



ASP SCHOLARLY PUBLICATIONS

AASE members continue to produce excellent scholarship. Here are some of the latest publications:

Professor Rory Bahadur (Washburn University School of Law) and Professor Kris Franklin (New York Law School): "Designing Directed Questions: A Conceptual Blueprint". You can download their article on SSRN.

Professor Jennifer Ciarimboli (Suffolk University Law School): "*Honing Homework: Assigning Less and Better to Increase Learning and Quality of Life in Law School*" will be published in Volume 32 of the Widener Law Review.

Professor Kris Franklin (New York Law School) and Catherine Martin Christopher (Texas Tech University School of Law): "Defining the Discipline: Six Pillars of Academic Success Programming in Law Schools" was recently published in Vol. 73 No. 3 of the Journal of Legal Education.

Professor Titichia Jackson (Penn State University, Dickinson): "Reimagining Legal Education: Aligning Curriculum and Pedagogy with the NextGen Bar Exam" was accepted for publication in the Lincoln Memorial University Law Review. You can find her article on SSRN.

Professor Ashley London (The Thomas R. Kline School of Law of Duquesne University): "Advocate-Don't Hallucinate! Appellate Court Staff Attorneys as Vanguard for Ethical AI Use" was accepted for publication by The Federal Circuit Bar Journal, a specialty publication from The George Washington University Law School. You can download her article on SSRN.

Professors April Milburn Knizner and Megan Montcalm (The Thomas R. Kline School of Law of Duquesne University): "TL;DR: The Truth About Gen Z Law Students & Why They Need More, Not Less" was accepted by the Albany Law Review. Their article is also available on SSRN.

Professor Laura Mott (Lincoln Memorial) and Professor Paula Manning (Detroit Mercy) have their article, "Rest My Case: Sleep Science Should Inform J.D. Program Structures and Licensure Examinations to Enhance Performance, Equity and Well-Being." set for publication in the Minnesota Journal of Law, Science, and Technology.

Professor Dawn Young: "Visible Learning: Adapting Primary and Secondary Pedagogical Approaches to Legal Education" was recently published in Vol. 73 No. 3 of the Journal of Legal Education.

**DON'T
FORGET**

If your work is not listed in our Scholarship Library on the AASE website, please send the details to Ashley London so it can be added.

The goal is to create a repository of all our work to help us cite one another and build our scholarly profiles.

WAYS YOU CAN HELP:

Get Involved!

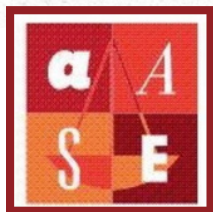


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Have you visited the new AASE Website?

Did you happen to know? You can search the Career Center for current postings! New positions will be added and edited regularly. Check it out.

https://aaselaw.org/networking/opening_search.asp

Click 'Search' to view what's active. You can update all your settings under your photo at the top of this page, and click "Account & Settings" to decide what you get notifications for, and how often.

NEW
BLOGPOST

The Law School Academic Support Blog has a new home: <https://lawschoolaspblog.com/>

The former webpage will be discontinued at the end of this month.

However have no fear. . . All 4,207 posts from the previous blog have been moved to the new AASE website.

To submit new posts for the blog email InfoMediaAASE@gmail.com.



AASE Needs You . . .
Join a Committee! While you are visiting the new website please pick a committee and sign up!



JD ADVISING

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