

AI and Legal Education Survey Results

2024



AMERICAN BAR ASSOCIATION

Task Force on Law
and Artificial Intelligence

EXECUTIVE SUMMARY

Overview. In the AI and Legal Education Survey, we gathered insights from law school administrators and faculty regarding the integration of artificial intelligence (AI) into legal education. The survey was completed by 29 law school deans or faculty members between late December 2023 and mid-February 2024. A full list of questions can be found on the third page of this report.

AI in the Law School Curriculum. The survey results suggest that law schools are increasingly incorporating AI into their curricula. Over half of the law schools that responded to the survey (55%) reported that they offer classes dedicated to teaching students about AI. Moreover, an overwhelming majority (83%) reported the availability of curricular opportunities, including clinics, where students can learn how to use AI tools effectively.

Academic Integrity. A substantial percentage of institutions (69%) have adapted their academic integrity policies in response to generative AI.

Generative AI in Admissions. The survey revealed differing views on applicants' use of generative AI in the admissions process. While none of the respondents explicitly permit applicants to use generative AI, a majority of law schools (62%) have not yet decided how to approach the issue.

The Future. Looking forward, a substantial majority of responding law schools (85%) contemplate changes to their curricula in response to the increasing prevalence of AI tools.

Overall, the survey suggests that AI is already having a significant impact on legal education and is likely to result in additional changes in the years ahead. With a majority of responding law schools offering dedicated AI courses and providing opportunities for students to engage with AI tools, it is evident that legal education is evolving to meet the demands of a profession increasingly shaped by technological advancements.

EXECUTIVE SUMMARY

Trends Identified by the Survey. The survey indicates a trend towards integrating AI literacy across various legal disciplines, from legal writing to clinical practice, suggesting a broader acknowledgment that familiarity with AI tools and concepts is becoming essential for future legal professionals. Additionally, the proactive measures taken by many law schools to update academic integrity policies and consider curriculum changes demonstrate a commitment to preparing students for the challenges and opportunities presented by AI in the legal landscape.

From incorporating AI concepts into first-year courses to developing specialized concentrations and joint degree programs, law schools are actively seeking ways to equip graduates with the skills and knowledge necessary to succeed in a technology-driven legal environment.

Despite these limitations, the survey offers valuable insights into the growing awareness and proactive efforts within the legal education community to adapt to the transformative potential of AI. As AI continues to shape the future of legal practice, ongoing dialogue, experimentation, and collaboration among law schools will be crucial in developing effective strategies for preparing the next generation of legal professionals.

This survey's methodology was informal, so the results are not a scientifically reliable measure of how legal education as a whole is responding to AI. The limited sample size and potential response bias should be considered when interpreting the results. The survey was sent to 200 law school deans using an Association of American law schools listserve. Deans who responded either completed the survey or asked their faculty to respond. These survey responses do offer helpful insights into the extent to which law schools are engaging with AI-related issues.

SURVEY QUESTIONS

1. **AI in the Law School Curriculum** - Does your law school offer any classes that are focused primarily on teaching students about artificial intelligence? If yes, please specify the names of the classes.
2. **AI in the Law School Curriculum** - Does your law school offer students any classes or other curricular opportunities (e.g., clinics) where students receive opportunities to learn how to use artificial intelligence?
3. **Generative AI in Admissions** - Do you permit applicants to your law school to use generative AI when submitting their applications?
4. **AI in the Law School Curriculum** - Does your law school offer students any formal opportunities to learn about or use artificial intelligence in other parts of your university (e.g., through joint degrees or other formal interdisciplinary arrangements)?
5. **Academic Integrity** - Have you changed any of your academic integrity policies in light of generative AI?
6. **AI in the Law School Curriculum** - Does your law school offer 1Ls any formal opportunities to learn about or use artificial intelligence as part of the first-year curriculum aside from the use of online legal research tools like Westlaw and Lexis?
7. **The Future** - In light of the profession's increasing use of AI tools, are you considering changes to your current curriculum in any way (e.g., methods of assessment, curricular requirements, new concentrations/areas of study, new clinical opportunities, additional closed assessments, fewer take-home papers, new oral-presentation grading, guidelines for paper assignments)?

OPPORTUNITIES TO LEARN ABOUT AI

AI in the Law School Curriculum

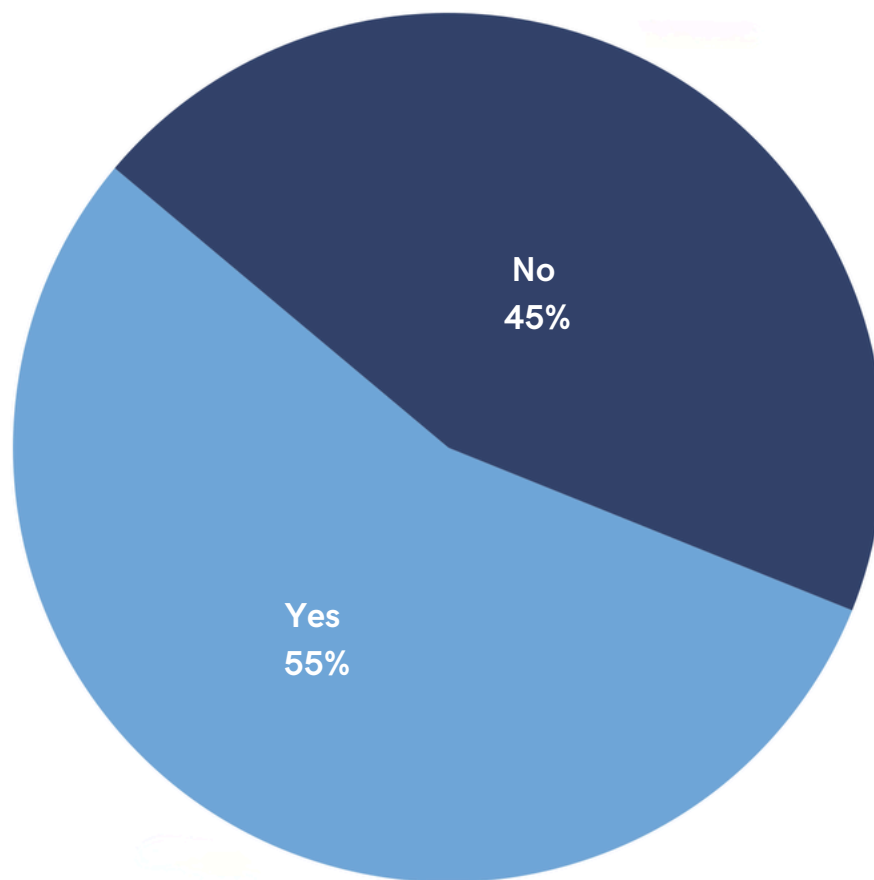
Survey Question 1

Does your law school offer any classes that are focused primarily on teaching students about artificial intelligence? If yes, please specify the names of the classes.

Survey Response

A majority (55%) of responding law schools reported offering classes specifically designed to teach students about AI.

AI Classes Offered in Law Schools



OPPORTUNITIES TO LEARN ABOUT AI

Representative Classes

Below is a list of the classes that responding law schools self-reported when asked what classes that were offered primarily focused on AI.

The types of class varied from those exclusively focused on AI to those that included it among other topics.

Courses range from practical applications like "Legal Problem Solving," to foundational classes such as "Artificial Intelligence and the Law" and "AI & Law." Specialized offerings delve into AI's implications in particular sectors, such as "AI in the Workplace," and "AI & Innovation Policy."

This diverse array of courses prepares students to navigate the complex interplay between AI and legal systems, with a focus on building skills to tackle modern legal challenges involving advanced technologies.

- AI & Innovation Policy
- AI & Law
- AI & Litigation Strategies
- AI & Tax Law: Theory and Practice
- AI and Large Language Models
- AI and the Law
- AI in Law Practice
- AI in Legal Practice
- AI in the Workplace
- AI, Technology, and the Law of Artificial Intelligence
- Artificial Intelligence & Law
- Artificial Intelligence and the Law
- Artificial Intelligence: Law, Policy, and Practice
- Artificial Intelligence, Law, Ethics, and Policy
- Big Data and the Law
- Big Tech and First Amendment
- Biotechnology and Medical AI
- Blockchain, Cryptocurrency, and Law
- Cyberlaw and Cybersecurity
- Cyberlaw and Practice
- E-Discovery
- Electronic Discovery
- Fintech Law & Policy
- Privacy Law, Risk Management, Insurance and AI
- Large Language Models for Lawyers
- Law and Artificial Intelligence writing seminar
- Legal Problem Solving (using AI solutions to solve legal problems)
- Quantum Technology: Legal and Societal Implications

OPPORTUNITIES TO LEARN HOW TO USE AI

AI in the Law School Curriculum

Survey Question 2

Does your law school offer students any classes or other curricular opportunities (e.g., clinics) where students receive opportunities to learn how to use artificial intelligence?

Survey Response

A substantial majority (83%) of responding law schools offer students classes or curricular opportunities, such as clinics, where they can learn how to use (not merely learn about) AI.

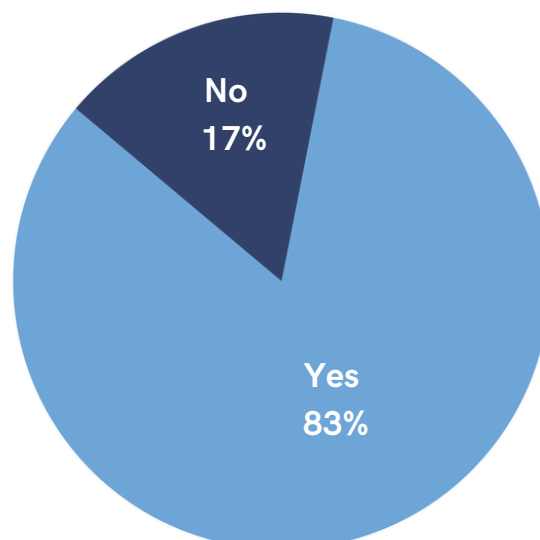
Diverse Application: AI tools and concepts are being taught across a broad spectrum of courses, including legal writing, trial advocacy, litigation drafting, transactional drafting, legal analytics, legal practice, and professional responsibility.

Hands-On Learning: A growing number of law schools emphasize hands-on learning with AI, such as in simulation-based classes, new types of clinics (e.g., Vanderbilt AI Law Lab, Suffolk Law's Legal Innovation and Technology Lab), and workshops. Law schools with labs teach students how to use AI to better serve the public (e.g., by assisting court systems and legal aid organizations).

Incorporation into Clinics: Legal clinics are introducing students to AI tools in various contexts, from intake and drafting to strategy formulation.

Innovative Formats: Some schools are offering unique course formats, such as symposia, lunch-and-learn sessions, and short-term intensive courses (e.g., a week-long January intersession program on generative AI.)

Opportunities to Use AI in Law Schools



AI USE BY LAW SCHOOL APPLICANTS

Generative AI in Admissions

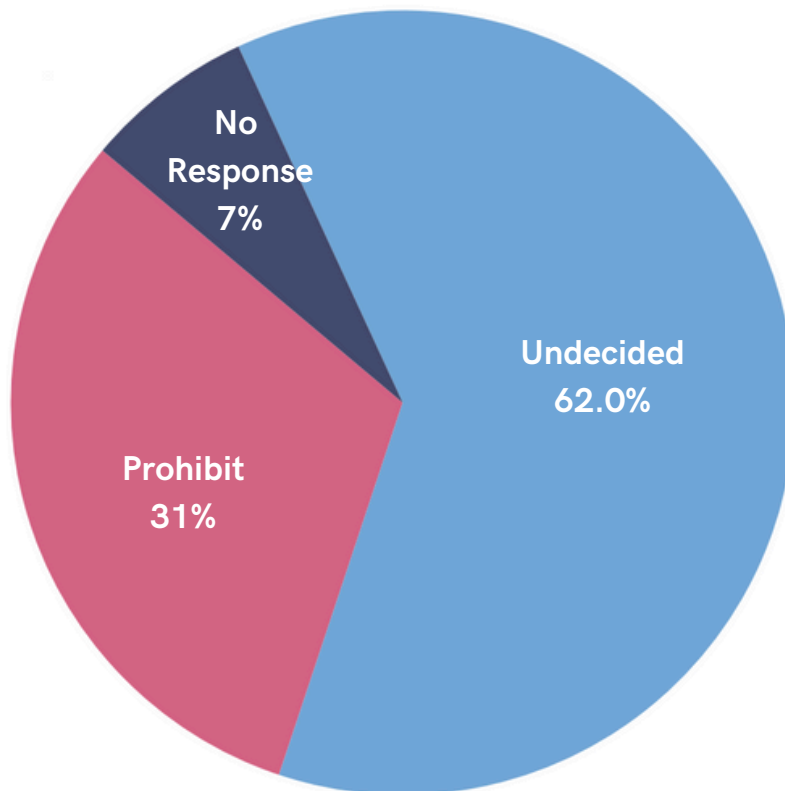
Survey Question 3

Do you permit applicants to your law school to use generative AI when submitting their applications?

Survey Response

31% of responding law schools explicitly prohibit applicants from using generative AI when preparing their applications. A large portion (62%) of responding law schools remain undecided. The remainder did not respond to the question.

Generative AI Use in Admissions



FORMAL OPPORTUNITIES TO LEARN OR USE AI

AI in the Law School Curriculum

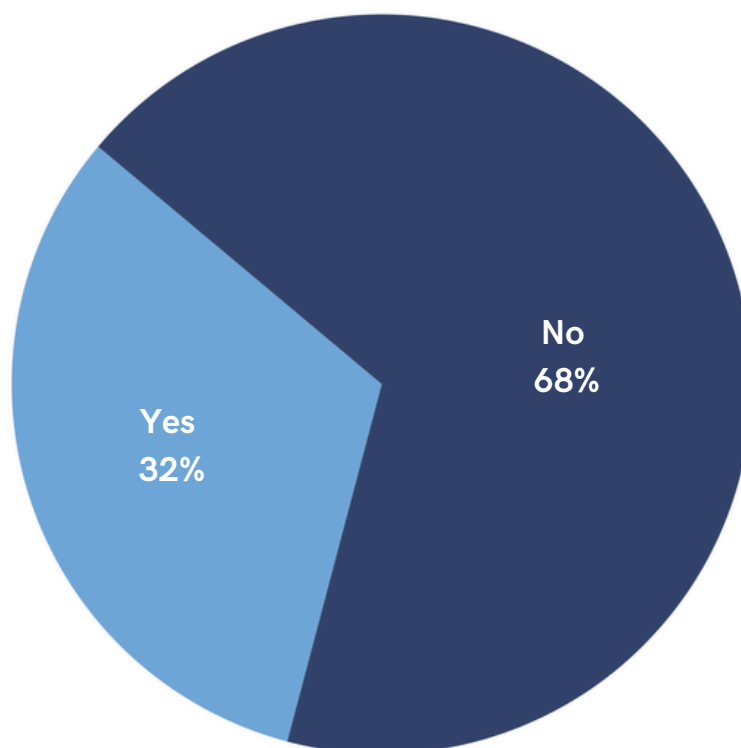
Survey Question 4

Does your law school offer students any formal opportunities to learn about or use artificial intelligence in other parts of your university (e.g., through joint degrees or other formal interdisciplinary arrangements)?

Survey Response

32% of responding law schools indicated that they offer formal opportunities for students to engage with AI through interdisciplinary arrangements with other parts of their universities. Schools that do offer AI opportunities frequently mentioned collaborations with other departments, such as Computer Science, Data Science, and Engineering. A few responses indicated that, although current opportunities may be limited, the law schools are looking to expand their AI education through partnerships with other schools within their universities.

Formal Opportunities to Learn or Use AI



UPDATES TO ACADEMIC INTEGRITY POLICIES

Academic Integrity

Survey Question 5

Have you changed any of your academic integrity policies in light of generative AI?

Survey Response

69% of responding law schools have updated their academic integrity policies in response to the emergence of generative AI.

Policies

The survey results reflects a range of different policy approaches for addressing AI:

Explicit Prohibitions and Permissions: Many law schools have adopted interim or permanent policies that either explicitly prohibit the use of AI tools in academic work or require explicit permission from the course instructor.

Emphasis on Instructor Guidance: A significant number of responses mention that individual instructors are given the discretion to allow or prohibit the use of AI in their courses.

Mandatory Disclosure of AI Use: Some institutions have implemented policies requiring students to disclose if they have used generative AI tools in their work, provided that no specific prohibition was mentioned by the instructor.

Plagiarism and Honor Code Revisions: Schools have clarified within their academic integrity policies that work produced by AI is considered the work of another, aligning the use of generative AI with existing definitions of plagiarism. Additionally, honor codes are being revised to address the challenges posed by AI, suggesting a holistic approach to maintaining academic integrity in the age of AI.

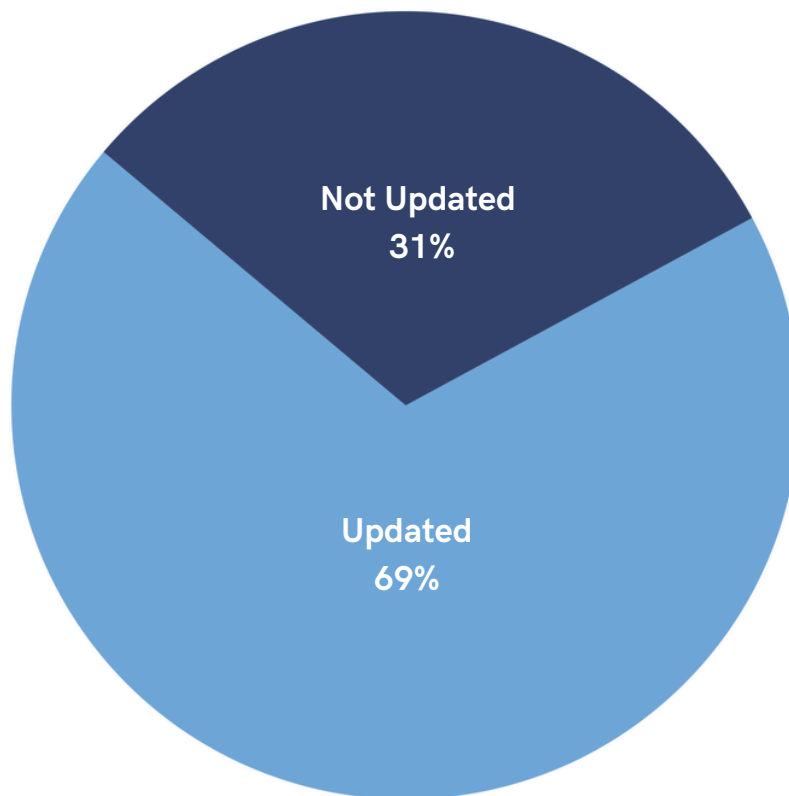
UPDATES TO ACADEMIC INTEGRITY POLICIES

Academic Integrity

School-Wide vs. Course-Specific Approaches: While some institutions have adopted or are in the process of developing university policies regarding AI, others have opted for more flexible course-specific policies. Furthermore, a few responses indicated that, although current opportunities may be limited, several law schools are looking to expand their AI education through partnerships with other schools within their universities.

Ongoing Policy Development: The establishment of faculty committees to work on AI policies and the review of existing policies suggest that law schools recognize the need for ongoing adaptation to technological advancements.

Updates to Academic Integrity Policies



AI INSTRUCTION IN THE FIRST YEARS

AI in the Law School Curriculum

Survey Question 6

Does your law school offer 1Ls any formal opportunities to learn about or use artificial intelligence as part of the first-year curriculum aside from the use of online legal research tools like Westlaw and Lexis?

Survey Response

The majority (62%) of responding law schools incorporate formal opportunities to learn about or use AI in their first-year curriculum.

First Year Curriculum Use

Responding law schools reported integration of AI tools into first year curricula in the following ways:

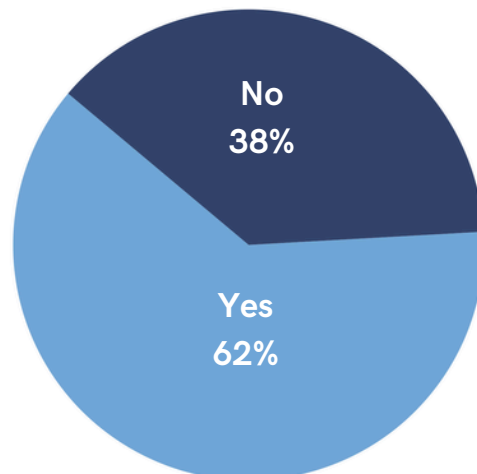
Legal Writing and Research: A notable trend is the integration of generative AI tools and concepts into 1L legal writing and research courses. For example, some courses include AI-powered editing tools like BriefCatch and Grammarly Premium or instruction in prompt engineering.

Professional Development Seminars: Some schools offer first-year seminars that include discussions or sessions on AI.

Orientation Sessions and Workshops: Some schools are making efforts to introduce 1Ls to generative AI through orientation sessions or lunch-and-learn workshops.

Required vs. Optional Learning: Law schools are offering both mandatory lessons and assignments involving AI as well as optional workshops or sessions.

AI Instruction in the First Year



CURRICULAR CHANGES

The Future

Survey Question 7

In light of the profession's increasing use of AI tools, are you considering changes to your current curriculum in any way (e.g., methods of assessment, curricular requirements, new concentrations/areas of study, new clinical opportunities, additional closed assessments, fewer take-home papers, new oral-presentation grading, guidelines for paper assignments)?

Survey Results

Nearly all (93%) of the responding law schools are considering changes to their curriculum in light of the profession's increasing use of AI.

Curriculum Changes

Responding law schools reported curriculum changes in the following ways:

New Concentrations and Courses: Some law schools are considering or already have begun to add new concentrations, areas of study, or courses specifically focused on AI, its applications in law, and its ethical implications.

Incorporation into Existing Courses: Beyond new courses, there's a trend towards integrating AI tools and concepts throughout the curriculum, especially within skills courses, legal writing, legal research, and professional responsibility courses.

Revisiting Assessment Strategies: Many law schools are reevaluating their methods of assessment to adapt to AI's capabilities. Options includes more closed-book, in-person exams; specific guidelines for AI use in assignments; and other forms of assessment that account for AI's impact on traditional testing and writing assignments.

Encouraging AI Use in Experiential Learning: There's a move towards encouraging the use of AI in experiential classes, suggesting a recognition of the practical, hands-on benefits of understanding and using AI tools in legal practice settings.

CURRICULUM CHANGES CONSIDERING AI

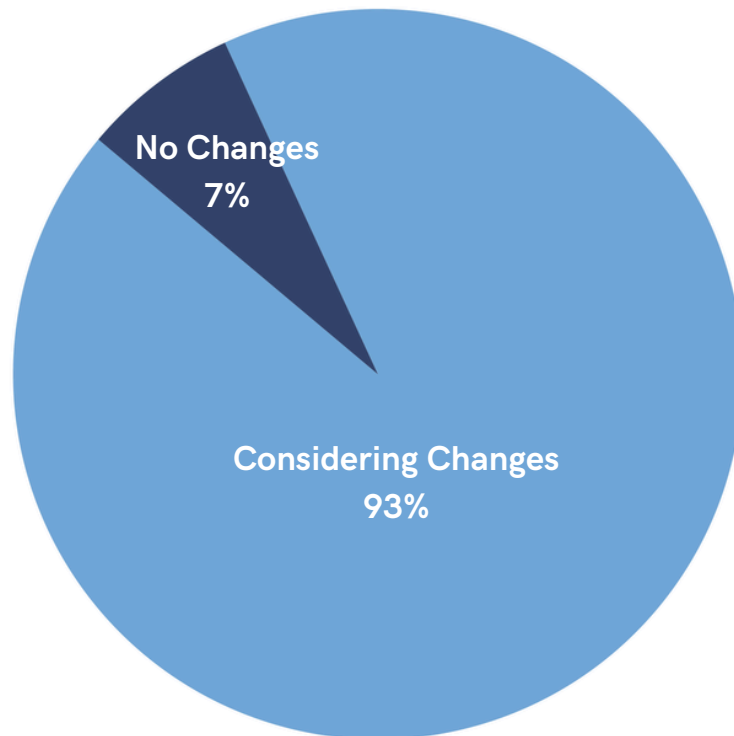
Faculty Dialogue and Committees: Ongoing faculty dialogues, committees dedicated to generative AI, and self-study processes indicate a widespread institutional effort to thoughtfully integrate AI into curricula. These discussions focus on balancing the innovative potential of AI with the need to maintain academic integrity and the quality of legal education.

Faculty Training and Development: Efforts to train faculty on AI and to provide them with resources, such as sample AI policy language for syllabi, reflect a commitment to equipping educators with the tools they need to adapt to evolving technology.

Enhanced Technology Training: Several law schools mentioned plans to provide regular opportunities for students to receive training in technology, including AI.

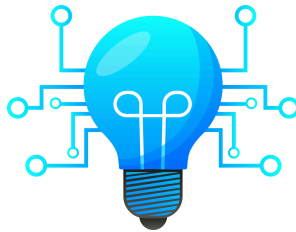
Explicit Instructions and Policies: A recurring theme is the need for clearer instructions and policies regarding the permissible use of AI in coursework and assessments.

Curriculum Changes Considering AI



KEY TAKEAWAYS

1. **Diverse Approaches:** The survey reveals a spectrum of approaches to AI integration, with some law schools proactively embracing AI and others in the early stages of considering how to respond to its growing influence. This variation suggests that law schools are at different stages of readiness and enthusiasm for adopting AI-related changes.



3. **Balancing Innovation and Integrity:** As law schools navigate the integration of AI, they are striving to balance the innovative potential of these technologies with the need to maintain academic integrity and the quality of legal education. This is evident in the ongoing faculty dialogues, dedicated committees, and efforts to develop clear policies and guidelines for AI use in academic settings.

2. **Multifaceted Impact:** The changes being considered by law schools are broad and multifaceted, reflecting the complex ways in which AI is affecting legal education. From reassessing student evaluation methods to introducing new tools and ethical considerations, law schools are grappling with a wide range of adaptations to prepare students for an AI-influenced legal profession.

4. **Collaborative Efforts:** The survey highlights instances of interdisciplinary collaborations and partnerships between law schools and other university departments, such as computer science and engineering. These efforts suggest a recognition of the value of cross-disciplinary knowledge and skills in preparing students for the future of legal practice.

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