IMPLEMENTING ABA STANDARD 303(b)(3):
POSITIVE LEGAL EDUCATION THROUGH A
COMMUNITY OF INQUIRY

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According to William Adams, Executive Director of Legal Education and Bar Admissions at the American Bar Association (ABA), “Full implementation [of 303(b)(3)] was expected by 2023.” The revised Standard requires that law schools provide “substantial opportunities” for professional identity development (PID). Though the ABA’s Standards and Rules of Procedure for Approval of Law Schools and the related interpretations allow flexibility, the ABA left law schools without detailed guidance; without a unified professional identity concept, law schools across the country will implement a patchwork of programs, some stronger than others, that may curtail a global strengthening of the profession. Fortunately, scholars at the University of St. Thomas School of Law’s Holloran Center have conceptualized a socialization process that develops professional identity. Yet even that excellent work leaves the granular teaching methods to law schools’ and professors’ discretion. While prior efforts have addressed broader curriculum reform for PID, this Article builds on previous scholarship and offers an andragogy option for delivering PID at the classroom level. Adopting the Foundational Competencies Model (FCM) and Four Foundational Professional Development and Formation Goals (PD&F Goals), this Article revisits Professor Debra S. Austin’s call for a Positive Legal Education (PLE) movement. The Article suggests that, when combined with the Community of Inquiry (CoI) teaching framework and andragogy methods, positive legal education provides an ideal philosophy for meeting the PD&F Goals to achieve the FCM. The discussion includes suggestions for law schools to employ positive psychology in a CoI so that students can learn, grow, and flourish while in law school, on the bar exam, and in the profession. The appendices provide a timeline of major developments in legal education, a lesson plan template, and an example of the template in use. With a PLE/CoI andragogy model, the academy can improve law student well-being and help develop professional identities through achieving the PD&F Goals that establish FCM. Those professional strengths can trickle into law practice for a healthier profession with thriving attorneys who flourish.
INTRODUCTION

**Positive Psychology**: “[T]he scientific study of human flourishing. It focuses on individuals’ and communities’ positive aspects and strengths as a path to wellbeing.”

**Positive Education**: “Positive education is the combination of traditional education principles with the study of happiness and wellbeing.”

**Community of Inquiry**: “An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding.”


3. The community of inquiry is broadly defined as any group of individuals involved in a process of empirical or conceptual inquiry into problematic situations. According to C.S. Peirce, “Unless we make ourselves hermits, we shall necessarily influence each other’s opinions; so that the problem becomes how to fix belief, not in the individual merely, but in the community.” Charles S. Peirce, *The Fixation of Belief*: 12 POPULAR SCI. MONTHLY 1, 7–8 (1877), https://philpapers.org/archive/PEITFO.pdf. This paper concerns the concept within a law school setting, as opposed to, for example, a political think tank.

For decades, the legal academy has bemoaned that legal education wants for innovation, and the American Bar Association (ABA), alarmed with waning professionalism, systemic racism, and poor lawyer mental health, has conducted numerous studies that have influenced revisions for the Standards and Rules of Procedure for Approval of Law Schools (ABA Standards), including the recent Standard 303 revision. Beginning with the 2023–2024 academic year, law schools must offer students “substantial opportunities” for professional identity development. However, the new Standard 303(b)(3) poses an ambiguous mandate without suggestions for implementation or data-tracking that might prove compliance.


7. Bales & Adams, supra note 6, at 2 (discussing proposed revision to Standard 303 that includes explicit reference to the formation of professional identity); see also AM. BAR ASS’N, supra note 5, Standard 303.

8. AM. BAR ASS’N, supra note 5, Standard 303(b) (Interpretations 303-5, 303-8), at 19–20; see also AM. BAR ASS’N, supra Standard 304(a)(3).

9. See Bales & Adams, supra note 6, at 2–4 (lacking objective criteria to meet Standard 303 even in the interpretations); AM. BAR ASS’N, supra note 5, at 18.
Meanwhile, after repeated studies over decades, the status quo remains relatively unchanged for legal professionals: Substance abuse rates and mental health disorders and their symptoms are significantly higher among law students and lawyers, compared with the general population. Studies over the decades have also made clear that law school itself causes poor mental health. Despite awareness and various efforts, the data has never seen statistically significant improvement. Apparently, lack of intentionality creates a professional identity mired in misery.

Most professors and schools maintain obsolete educational practices, such as grading curves, rankings, and the Langdellian Socratic case method—teaching techniques that mind, brain, and education science has proven to drive toxic competitiveness, personal silos rather than communities, and poor mental well-being among law students. Studies have also proven that the mental health problems that students develop during law school carry into the profession. As the National Task Force on Lawyer Well-Being explained in 2017:

To maintain public confidence in the profession, to meet the need for innovation in how we deliver legal services, to increase access to justice, and to reduce the level of toxicity that has allowed mental health and substance use disorders to fester among our colleagues, we have to act now. Change will require a wide-eyed and candid assessment of our

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members’ state of being, accompanied by courageous commitment to re-envisioning what it means to live the life of a lawyer.\textsuperscript{15}

What if the legal academy sets aside professors’ pontifications and antiquated teaching methods for a healthier learning framework that benefits students, professors, law school communities, and the profession?

This Article embraces Neil Hamilton and Louis Bilionis’s Foundational Competencies Model (FCM) and Four Foundational Professional Development and Formation Goals (PD&F Goals) while echoing Debra S. Austin’s call for a Positive Legal Education movement (PLE).\textsuperscript{16} This Article adds an andragogic teaching framework, the Community of Inquiry (CoI), applied with positive psychology.\textsuperscript{17} With an intentional, student-focused andragogy classroom structure, law professors may better impart the foundational competencies for professional identity development. The structure, with clear institutional and course objectives, can help law schools measure professional identity development outcomes that prove compliant with ABA Standard 303(b)(3).\textsuperscript{18}

Following this introduction, Part I provides a stark reminder about the sad state of law student and attorney mental health, a status quo that law schools and the profession can’t seem to overcome. Part II provides an overview of positive psychology/education, and Part III explains the CoI. This Article then brings the concepts together and argues that PLE applied in a CoI offers a solution for implementing ABA Standard 303(b)(3) so that students may realize the Hamilton/Bilionis PD&F Goals for FCM. More importantly, this proposal hopes to arouse a much-needed cultural shift in legal education. With the PLE/CoI teaching framework, the academy can shift focus from its shortcomings, problems to repair, and realize how best to

\begin{footnotesize}
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\item\textsuperscript{15} Report from the National Task Force on Lawyer Well-Being, ABA (Nov. 9, 2018), https://www.americanbar.org/groups/lawyer_assistance/task_force_report.
\item\textsuperscript{16} See infra notes 85 & 19 and accompanying text.
\item\textsuperscript{17} See infra notes 101 & 19 and accompanying text.
\item\textsuperscript{18} The ABA requires that law schools have objectives and learning outcomes. AM. BAR ASS’N, supra note 5, Standard 301(b), at 17; see also Debra S. Austin, Positive Legal Education: Flourishing Law Students and Thriving Law Schools, 77 MD. L. REV. 649, 652, 656, 685, 693 (2018). However, the Council has proposed revisions to Standard 302 that will impact institutional level objectives. See Memorandum from Bridget Mary McCormack, Chair, Council on Legal Educ. & Admissions to the Bar and William Adams, Managing Dir. Of Accreditation & Legal Educ. to Interested Parties and Entities Regarding Matters for Notice and Comment: Standards Revisions related to Academic Freedom and Freedom of Expression, Learning Outcomes and Assessment, and Library and Information Resources 4–6 (Aug. 30, 2023), https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/comments/2023/23-aug-notice-comment-acad-freedom-outcomes-assessment-library.pdf.
\end{itemize}
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use institutional and teaching strengths that already exist. The model helps law schools build competent, self-reliant, resilient professionals with purpose, grit, and compassion—lawyers who can flourish as professionals. These traits are essential for mental well-being during and beyond law school.19

This Article does not conclude; instead, it invites a continuous conversation about legal education’s strengths so the academy and the profession may move legal education forward in ways that grow strong, adaptable, positive professional identities—law students and lawyers who flourish.

I. STATUS QUO AND THE HOPES FOR STANDARD 303(b)(3)

The legal industry and law schools have a well-being and substance abuse crisis.20 Perhaps it always has. Since at least the early 20th century, scholars have considered these issues, and the most recent Law Student Survey on Well-being revealed that even the most ardent efforts, such as the National Task Force on Lawyer Well-Being, have hardly made inroads for systemic change.21 The prior work has culminated in the 2023–2024 Standards and Rules of Procedure for Approval of Law Schools (ABA Standards), including revisions to Standards 303 and 508.22 Though intentions are good, the lack of clear guidance favoring flexibility for law schools has created an undocumented hodgepodge of professional identity development (PID) and mental well-being approaches (assuming schools have created PID programs).23 Inconsistent programming and outcomes may

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19. Austin, supra note 18, at 693.
20. See Confino, supra note 10, at 650; Mental Health Information, supra note 10; Law Deans Clearinghouse for Mental Health, supra note 10; Robinson, supra note 10.
22. AM. BAR Ass’N, supra note 5, Standard 303 (Interpretations 303-5, 303-8), at 19–20.
dampen hope for statistically significant improvements in law student and lawyer well-being as a profession that operates nationally and globally.

A. The Ongoing Sad State of Legal Education

Though conversations about professional identity development and mental well-being in law date back to at least 1914,24 the recent movement to add a mandate for PID and mental well-being concepts into the law school curriculum began earnestly after the 1992 MacCrate Report.25

The MacCrate Report was perhaps inspired in part by a longitudinal study conducted from 1981 to 1984 at Arizona Law School.26 That study was published in 1986.27 Researchers followed 320 law students and found that, before law school, students experienced mental distress symptoms28 at the same rate as the general population. However, after beginning law school, 17–40% suffered from depression (depending on demographic), and 20–40%
reported “significant symptom elevations.” The 1991 Association of American Law Schools (AALS) student survey made similar findings.

The Carnegie Report, in 2007, further hastened the effort to reinvent legal education. That analysis made five key observations:

**OBSERVATION 1.** Law School Provides Rapid Socialization into the Standards of Legal Thinking.

**OBSERVATION 2.** Law Schools Rely Heavily on One Way of Teaching to Accomplish the Socialization Process.

**OBSERVATION 3.** The Case-Dialogue Method of Teaching Has Valuable Strengths but Also Unintended Consequences.

**OBSERVATION 4.** Assessment of Student Learning Remains Underdeveloped.

**OBSERVATION 5.** Legal Education Approaches Improvement Incrementally, Not Comprehensively.

The Carnegie Foundation for the Advancement of Teaching recommended three legal education apprenticeships: (1) doctrine, (2) skills, and (3) professional identity—what it means to be a lawyer. The American Bar Association (ABA) made some Standards revisions after the Carnegie Report, but subsequent student surveys (and lawyer surveys) revealed only slight improvement.

Seven years later, twenty-two years after the MacCrate Report, the 2014 Survey of Law Student Well-being covered fifteen law schools and revealed that 17% of law students had depression, and 37% had anxiety. That same year, the Yale Mental Health Alliance found that an astounding

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29. Id. at 246.
31. See Sullivan, supra note 24, at 332–33; SULLIVAN ET AL., supra note 24, at 5.
32. SULLIVAN ET AL., supra note 24, at 5–7.
33. Id.
34. ABA, Survey of Law Student Well-Being (Mar. 20, 2020), https://www.americanbar.org/groups/lawyer_assistance/research/law_student_survey (includes an infographic with data; but see also Organ et al., supra note 21 (offering detailed analysis of the data).
35. See Organ et al., supra note 21; Confino, supra note 10, at 653.
70% of Yale Law students “reported . . . mental health challenges.” Two years later, a study of practicing attorneys found that of the 12,825 licensed and employed attorneys surveyed, 36.4% were problem drinkers, 28% suffered depression, and 19% were experiencing anxiety. The Hazelden Betty Ford study noted that the rate of problem drinking among lawyers in 1990 was only 18%—the alcohol problem had almost doubled over 24 years.

The 2021 Updated Survey of Law Student Well-being (Updated SLSWB) is the most recent study, and the participating law schools more than doubled. The Updated SLSWB invited approximately 24,000 participants at 39 law schools; however, only 5,000 or 23% responded. Comparing the 2014 survey, alcohol consumption “within the past thirty days” (of answering the survey) declined from 53% to 44%, and binge-drinking within the prior two weeks declined from 43% to 33%. However, according to Cut, Annoyed, Guilty, and Eye (CAGE) assessment responses, the percentage of law students who may be problem drinkers increased from 25% to 27%. Thus, though in 2021, there were fewer law student drinkers, problem drinkers among them had increased, and the decrease in drinking shifted with gains in the use of street drugs and prescription drugs.

Meanwhile, more students in 2021 arrived at law school with a mental health diagnosis compared to 2014; 54% screened positive for anxiety or mental distress, with 43% reporting moderate to severe symptoms. Suicidal
ideation among law students also significantly increased since 2014.\textsuperscript{47} The extent to which the pandemic and social distancing affected these statistics remains unclear. Nevertheless, over 40 years, substance abuse and mental health problems have remained relatively consistent.\textsuperscript{48} For all the analysis and realizations, ABA Standards revisions and wellness efforts have done little to improve the literal sad state of legal education.

With public sentiment about the profession waning and a clear, relentless mental health and substance abuse crisis,\textsuperscript{49} the ABA and other organizations convened the National Task Force for Lawyer Well-Being. The National Task Force for Lawyer Well-Being made several recommendations for law schools in its 2017 report, \textit{The Path to Lawyer Well-Being: Practical Recommendations for Positive Change} (the Task Force Report).\textsuperscript{50} The Task Force Report called for a holistic approach and defined well-being as “a continuous process in which lawyers strive for thriving in each dimension of their lives: [emotional, occupational, intellectual, spiritual, physical, and social].”\textsuperscript{51} The report also notes that:

\begin{quote}
[W]ell-being is a team sport. The contexts in which we live and work, such as organizational and professional cultures can play a powerful role in helping or harming individual well-being. Each of us contributes to our workplace and institutional cultures, and each is affected by it. What this means is that we’re all in this together.\textsuperscript{52}
\end{quote}

\textsuperscript{47} See id. at 467.
\textsuperscript{48} See id. at 454–60, 463.
\textsuperscript{50} PATH TO LAWYER WELL-BEING, supra note 49, at 3.
\textsuperscript{51} Id. at 9 (emphasis added).
\textsuperscript{52} Read the Report That Launched a Movement, INST. FOR WELL-BEING IN L., https://lawyerwellbeing.net/the-report (last visited May 12, 2024).
In addition to the general recommendations for all stakeholders, the Task Force Report made several recommendations for law schools:

   27.1 Provide Training to Faculty Members Relating to Student Mental Health and Substance Use Disorders.
   27.2 Adopt a Uniform Attendance Policy to Detect Early Warning Signs of Students in Crisis.
   27.3 Provide Mental Health and Substance Use Disorder Resources.


29. Empower Students to Help Fellow Students in Need.

30. Include Well-Being Topics in Courses on Professional Responsibility.


32. Facilitate a Confidential Recovery Network.

33. Provide Education Opportunities on Well-being Related Topics.
   33.1 Provide Well-Being Programming During the 1L Year.
   33.2 Create a Well-Being Course and Lecture Series for Students.

53. See PATH TO LAWYER WELL-BEING, supra note 49, at 4 (noting as stakeholders judges, regulators, legal employers, bar associations, law schools, lawyers, professional liability insurance carriers, and lawyer assistance programs; The ABA House of Delegates adopted a resolution at the 2018 Mid-Year Meeting urging stakeholders to adopt the recommendations).
34. Discourage Alcohol-Centered Social Events.

35. Conduct Anonymous Surveys Relating to Student Well-Being.\footnote{Id. at 5.}

Recommendations 27–32 are somewhat reactionary programming to assist students already in crisis, while only 33–35 are preventative.

In August 2019, Bree Buchanan and Johnnie Nguyen wrote to the Bar Council of the Section of Legal Education and Admissions to the Bar on behalf of the ABA Commission on Lawyer Assistance Programs, The National Task Force on Lawyer Well-Being, and the ABA Law Student Division.\footnote{Letter from Bree Buchanan, Chair, ABA Comm’n on Law, Assistance Programs et al., to Mary Kearin, Admin. Assistant, ABA Council of the Section of Legal Educ. & Admissions to the Bar (Aug. 12, 2019), https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/council_reports_and_resolutions/august-2019/19-aug-d5b-comments-on-substance-abuse-and-well-being.pdf [hereinafter Buchanan Letter].} Citing the Law Student Survey and the Hazelden Study,\footnote{Jerome M. Organ et al., Suffering in Silence: The Survey of Law Student Well-Being and the Reluctance of Law Students to Seek Help for Substance Use and Mental Health Concerns, 66 J. LEGAL EDUC. 116, 116 (2016); Krill et al., supra note 38.} the letter bluntly stated, “[l]aw students are experiencing significant challenges in the areas of substance use (including alcohol) and mental health.”\footnote{Buchanan Letter, supra note 55.} Buchanan and Nguyen’s organizational constituents urgently requested that the ABA:

1. [A]rticulat[e] professional well-being as a fundamental learning outcome in Section 302;

2. [Interpret] Section 303 [to require] that two hours in the Professional Responsibility course be dedicated to education on substance use and mental health;

3. [E]nsur[e] that law school student services as defined in Section 508 include the substance use and mental health counseling desperately needed on every campus in this era.\footnote{Id.}

The ABA Council acted. In March 2021, Scott Bales, then Council Chair of the ABA Section on Legal Education and Admission to the Bar, and William Adams, Managing Director of Accreditation and Legal Education at the ABA, provided a Memorandum for Notice and Comment (March 2021
Memo) for proposed changes to Standards 303 and 508. As to Standard 303 and the proposed mandate to provide “substantial opportunities” for “professional identity development,” the March 2021 Memo explains that:

Interpretation 303-5 allows flexibility so that law schools can incorporate opportunities for student professional identity development into the curriculum, co-curricular activities, and professional development activities in meeting this part of the Standard while also defining “professional identity.”

And for Standard 508, the March 2021 Memo explained:

Recognizing concerns about mental health and substance abuse among law students, student well-being resources were added to the list of required student support services listed in Standard 508. “The Standard has also been updated to define both “student well-being resources” and “reasonable access” so that these clearly define what is required by the Standard.

Ultimately, the ABA amended Standard 303(b), adding subsection 3, requiring that law schools “provide substantial opportunities” to develop professional identity—an identity that should include mental well-being. The Standard 303 revision also adds a subsection c that requires cross-cultural anti-bias training, at least at the beginning of law school and once more before graduation. The ABA also amended Standard 508, adding a provision requiring schools to provide student well-being resources to avoid the stigma associated with seeking such resources. The revisions of Standards 303(b)–(c) and 508 were born of articulated needs, including concerns about mental health issues, substance abuse, suicidality, and career

59. Bales, supra note 6, at 1.
60. Id.
61. Id.
62. AM. BAR ASS’N, supra note 5, Standard 303(b), at 18.
63. Id.
64. Id. Standard 303 (Interpretation 303-5), at 19.
65. Id. Standard 303 (Interpretation 303-6), at 19.
dissatisfaction. The ABA fully implemented the revisions in the fall of 2023. However, in preserving flexibility, law schools are left to invent multiple opportunities in an already crowded curriculum without any guidance to track outcomes. Of course, Standard 303 does not explicitly require outcomes, merely “opportunities.” However, if a school is to devote resources towards intentional efforts that build students’ professional identity development, administrators and regional accreditors will likely want proof that a program achieves its goals. Indeed, the U.S. Department of Education has expectations.

During the comment period for the ABA Standards 303 and 508 revisions, more than 40 comments were offered about the Standard 303 revisions; the comments were overwhelmingly supportive. However, some professors expressed concerns about the practicality of defining professional identity and the challenges of measuring outcomes. Professor Kenneth Klein, California Western School of Law, noted:

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67. See Am. Bar Ass’n, supra note 5, Standard 303 (Interpretations 303-5, 303-8), at 19–20; see also Bales, supra note 6, at 2 (listing concerns over mental health and substance abuse as motivators of the revisions).

68. See Am. Bar Ass’n, supra note 5, at vii (noting the standards were approved through August 2023); see also List and Explanation of Standards, ABA, https://www.americanbar.org/groups/legal_education/resources/standards (last visited May 12, 2024).

69. Neil W. Hamilton & Louis D. Bilionis, Revised ABA Standards 303(b) and (c) and the Formation of a Lawyer’s Professional Identity, Part I: Understanding the New Requirements, NALP BULLETIN+: PDQ (NAT’L ASSOC. FOR L. PLACEMENT), May 2022, https://www.nalp.org/revised-aba-standards-part-1 (citing email from Professor Kendall Kerew to Neil Hamilton summarizing a communication from William Adams to the deans).

70. Am. Bar Ass’n, supra note 5, Standard 303 (Interpretations 303-5, 303-8), at 18–20.


72. Notices of Proposed Standards Changes and Responses to Proposed Standards Changes, ABA, https://www.americanbar.org/groups/legal_education/resources/notice_and_comment (last visited May 12, 2024); see E-mail from Christopher Newman, Visiting Professor of Prac., Externship Program, Univ. of Denver Sturm Coll. of L., to Fernando Mariduena, Paralegal, Am. Bar Ass’n, Comment on Standard 303 (Mar. 5, 2021, 11:41:27 AM) (supporting the revision and noting prior scholarship on the issue); Letter from Lauren Bartlett & Anjum Gupta, Co-Presidents, Clinical Legal Educ. Ass’n, to Council of the Sec. of Legal Educ. & Admissions to the Bar, Am. Bar Ass’n, (Mar. 5, 2021), (explaining that professional identity development is a central objective of experiential legal education); E-mail from Cindy Archer, Professor of Lawyering Skills, Univ. of California Irvine Sch. of L., to Fernando Mariduena, Paralegal, Am. Bar Ass’n, (Apr. 14, 2021, 6:38:12 PM) (supporting the revision and suggesting that it does not go far enough and should also consider a lawyer’s role to society).
Any lawyer, judicial officer, or law professor would support repetitively exposing law students to what it means to be a professional. But identifying and assessing values and personality traits seems fraught. The identification of which are the correct values and personality traits would seem doomed to a disturbing frequency of doing much harm on metrics of implicit bias, systemic racism and sexism, and equity considerations. And it is far from apparent how one would assess the development of values and personality traits.  

And that is where the legal academy finds itself, with well-intentioned standards and little guidance for implementing or measuring professional identity development outcomes.  

Given the academy’s notorious inertia against change and its attachment to bad or absent andragogy, law schools, at least for the foreseeable future, will probably continue consorting with known problematic instruction that breeds toxic cultures, mental illness, and substance abuse. Studies make clear that lawyers’ mental health issues begin or are exacerbated in law school, and those problems come into law practice. The andragogical shortcomings introduce young lawyers into the profession with diminished mental well-being and weak professional identities. Law school culture hangs off classroom demands, and law professors’ andragogical approaches must support community, rather than competition, if we are to see the needed cultural shift.

Perhaps the legal academy perpetuates a self-defeating prophecy through periodic study that shows no improvement—that’s just how it is? Until law schools make a solid effort to exorcise bad teaching (i.e., grading curves, rankings, and poorly employed Langdellian Socratic case method),

73. E-mail from Kenneth S. Klein, Professor of L., California W. Sch. of L., to Fernando Mariduena, Paralegal, Am. Bar Ass’n (Mar. 31, 2021).  
74. See Sullivan, supra note 24, at 332–33.  
77. PATH TO LAWYER WELL-BEING, supra note 49, at 1.  
why bother conducting another study about law student or lawyer mental well-being? The profession and the academy should use those resources for change rather than reiteration. The academy should take a cue from positive psychology and focus on what it has done and continues to do well, building on its strengths. Those existing methods, often appearing organically rather than intentionally or purposefully, align well with Positive Legal Education (PLE) and the Community of Inquiry (CoI) and can accomplish the Professional Development and Formation Goals (PD&F Goals) so that students achieve the Foundational Competencies Model (FCM).

B. Defining Professional Identity: The Four Foundational Professional Development Goals to Create Lawyer Foundational Competencies

This Article need not reinvent the exceptional work of conceptualizing what it means to be a legal professional. Instead, this Article furthers those definitions with a teaching framework that supports professional identity development outcomes. Debra S. Austin,79 R. Lisle Baker,80 Louis Bilionis,81 Neil Hamilton,82 David Jaffe, Jerome Organ,83 and many other diligent ABA and AALS committee members and scholars have written extensively about law student well-being and professional identity issues. The University of St. Thomas School of Law Holloran Center has conducted many studies and held symposia to collect resources about ethics,
Implementing ABA Standard 303(b)(3)

professionalism, and well-being in law.\textsuperscript{84} A definition for professional identity development will help readers understand how positive psychology through a CoI can develop a strong sense of professional identity and well-being in students, and thus, future lawyers.

However, professional identity is just that—identity. Identity is personal. The profession lacks the personal knowledge to dictate a cookie-cutter ideal of the supreme professional identity. Doing so would perpetuate many of the issues this Article hopes to remedy. Rather, the FCM offers a broad concept for an ethical and balanced professional with stable well-being. The effort to define a professional identity mandates an exploration of self, aided by law schools’ and professors’ guidance or coaching. Neither the profession nor the academy should dictate a particular personality that students should achieve, other than an ethical disposition with a sense of diligence and fiduciary duty to clients.

When followed, the prevailing model, Hamilton and Bilionis’s FCM, leads to outcomes that achieve the PD&F Goals.\textsuperscript{85} However, the FCM/PD&F Goals need a precise teaching framework with which law professors may help students achieve those goals and competencies. The FCM/PD&F Goals are highly compatible with PLE through a CoI and andragogical principles.

Hamilton and Bilionis’s synthesis emerged from the ABA Standards and Model Rules of Professional Conduct.\textsuperscript{86} ABA Standards and Rules of Procedure for Approval of Law Schools, Interpretation 303-5 offers a broad overview of professional identity. Interpretation 303-5 delineates two “focuses”: (1) “what it means to be a lawyer” and (2) “the special obligations lawyers have to their clients and society.”\textsuperscript{87} Interpretation 303-5 vaguely describes the process of professional identity development, such as the exploration of “values, guiding principles, and well-being practices” with reflection and growth over time during each year of law school.\textsuperscript{88} The process may include classes, “co-curricular,” and, in a circular way, “professional development activities.”\textsuperscript{89} Interpretation 303-5 makes clear that the 303(b)(3)

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  \item \textsuperscript{84} See generally Holloran Center for Ethical Leadership, UNIV. OF ST. THOMAS SCH. OF L., https://law.stthomas.edu/about/centers-institutes/holloran-center (last visited May 12, 2024).
  \item \textsuperscript{85} See NEIL W. HAMILTON & LOUIS D. BILIONIS, LAW STUDENT PROFESSIONAL DEVELOPMENT AND FORMATION: BRIDGING LAW SCHOOL, STUDENT, AND EMPLOYER GOALS 10–13 (2022) (“At the center of the Foundational Competencies Model—visually and conceptually—is each student’s internalization of a deep responsibility and service orientation to others, especially the client, that creates trust.”) (explaining the foundational competency model as related to forming the legal profession).
  \item \textsuperscript{86} See Id. at 5–7.
  \item \textsuperscript{87} AM. BAR ASS’N, supra note 5, Standard 303 (Interpretation 303-5), at 19.
  \item \textsuperscript{88} Id.
  \item \textsuperscript{89} Id.
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and (c) obligations are flexible. Thus, each law school may help students find their individual professional identities that support the law school’s mission and local needs. Perhaps the move to require PID opportunities calls on prospective students to deeply consider the law schools they target for admission.

Much like the mission of positive psychologists to base strategies on science, the FCM/PD&F model is based on empirical data. Each PD&F Goal addresses the two focuses espoused in Interpretation 303-5 and informs “what it means for an individual to think, act, and feel like a lawyer”—professional identity. The PD&F Goals are:

1. Ownership of continuous professional development toward excellence at major competencies that clients, employers, and the legal system need;

2. [A] deep responsibility and service orientation to others, especially the client;

3. [A] client-centered problem-solving approach and good judgment that ground each student’s responsibility and service to the client; and


Goal one—continuous professional development—asks the professional to plan, manage, and control their learning processes and requires ongoing coaching to foster belonging. Building these skills can improve student performance during law school and on the bar exam. These ideas are also key concepts in sound andragogy design.

Consistent with the Preamble of the Model Rules of Professional Responsibility, the second goal requires professionals to understand the

90. Id.
91. For a list of relevant empirical studies, see HAMILTON & BILIONIS, supra note 85, at 7–9.
92. Id. at 2.
93. Id. at 1–2; Hamilton & Bilionis, supra note 69.
94. HAMILTON & BILIONIS, supra note 85, at 4.
95. Id. at 3–4.
“deep care” involved in fiduciary relationships so that clients have trust in the lawyer’s professional discretion and judgment in the profession.97

Somewhat overlapping with the second goal, the third goal builds the foundation for client-centered problem-solving that emerges from continued professional development and the nature of the attorney-client relationship.98 Hamilton and Bilionis suggest a new model of attorney skills competencies—an expansion of the Delta Model of Lawyer Competency.99 They developed the FCM based on empirical studies about what clients and legal employers need.100

Figure 1. Foundational Competencies Model101

97. HAMILTON & BILIONIS, supra note 85, at 5 (discussing the how the lawyer’s relationship with the client is a foundational aspect of the profession, as can be seen by the way the Model Rules of Professional Conduct emphasize the attorney-client relationship).

98. Id. at 7 (claiming that due to demand from professional firms, centering students in a client-first approach will prepare them for their future careers).

99. Id. at 9–10; Alyson Carrel & Cat Moon, Developing the Delta Model, DESIGN YOUR DELTA, https://www.designyourdelta.com/about (last visited May 12, 2024).

100. HAMILTON & BILIONIS, supra note 85, at 10; see also id. app. A at 17–27 (discussing the findings of the major studies used in crafting the Delta Model of Lawyer Competency).

101. HAMILTON &BILIONIS, supra note 85, at 12. The Author is grateful to Neil Hamilton and Louis Bilionis for allowing this graphic’s use here. This model is based on the Delta Model created by Cat Moon and Alyson Carrel. To learn more about the Delta Model, see Carrel & Moon, supra note 99.
The final goal calls for well-being education so that students and future lawyers take care of themselves, skills that are transferrable to clients, and that they realize the benefits of self-determination theory—a branch of positive psychology.102

II. POSITIVE PSYCHOLOGY AND POSITIVE EDUCATION (POSED)

One may think that psychology simply concerns the mind’s functions, but the art and science of psychology have many tendrils. Psychology is a broad field that intertwines natural and social sciences, studying conscious and unconscious human thought and behavior.103 There are numerous psychology focus areas, sometimes called movements or perspectives.104 Professor Dodge Fernald categorizes psychology into six perspectives: biological, psychodynamic, behavioral, humanistic, cognitive, and evolutionary.105 However, other scholars omit evolutionary psychology as a perspective or approach, and some include cross-cultural.106 With so many areas focusing on different questions and problems, along with the lack of a unified theory, scientific validation of psychology has developed at a slower pace than other sciences.107 Abraham H. Maslow first coined the term “positive psychology” in 1954, contributing to a humanist foundation, but

102. See Hamilton & Bilions, supra note 85, at 13 (explaining that the self-determination theory offers an empirical framework for examining student well-being and how improving student well-being helps students, instructors, and staff); see also The Theory, CSDT, https://selfdeterminationtheory.org/theory (last visited May 12, 2024). Self-determination theory considers the intrinsic and extrinsic motivations that influence cognitive and social development among individual differences.

103. See Dodge Fernald, Psychology: Six Perspectives 3 (2008).

104. Kendra Cherry, Major Branches of Psychology: 18 Psychology Areas You Can Study, Verywell Mind (Mar. 12, 2023), https://www.verywellmind.com/major-branches-of-psychology-4139786 (identifying the major branches of psychology as: abnormal, behavioral, biopsychology, clinical, comparative, cognitive, counseling, cross-cultural, developmental, educational, experimental, forensic, health, industrial-organizational, personality, school, social, and sports.

105. Fernald, supra note 103 at 17.

106. 7 Psychological Perspectives (Importance and Points of View), NC Psychoanalysis (Oct. 14, 2020), https://ncpsychoanalysis.org/7-psychological-perspectives (including both evolutionary and cross-cultural psychology as major perspectives in the field); Kendra Cherry, What Is Cross-Cultural Psychology?, COLUMBIA UNIV., SCH. OF PRO. STUD. (Apr. 6, 2022), https://careeredsignlab.sps.columbia.edu/blog/2023/06/27/what-is-cross-cultural-psychology (discussing the main components of cross cultural psychology and arguing for its inclusion as a major psychological approach).

the concept simmered until the late 1990s when Martin Seligman and Mihaly Csikszentmihalyi engineered a positive psychology framework, publishing their seminal paper in 2000.108

The benefits of positive psychology aren’t merely personal; people who flourish contribute their well-being to others, institutions, and communities, and collectives may also develop from positive psychology principles.109 Positive psychology can help each law student learn the skills to develop Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA),110 the positive psychology framework, and those students may then move into practice as attorneys with strong professional identities and stable mental well-being. Applying positive psychology throughout a law school environment could create a much-needed cultural shift throughout the profession.

A. Positive Psychology

Positive psychology . . . takes you through the countryside of pleasure and gratification, up into the high country of strength and virtue, and finally to the peaks of lasting fulfillment: meaning and purpose.

—Martin E.P. Seligman, Ph.D.111

Positive psychology emerged from psychologists’ humanistic perspective of the mid-20th century.112 As mentioned above,

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108. Seligman & Csikszentmihalyi, supra note 1, at 5.
109. See Noel Williams et al., The Impact of Positive Psychology on Higher Education, 5 WM. & MARY EDUC. REV. 83, 90–92 (2018) (noting that positive psychology benefits higher education learning environments, administration and faculty environments, social environments, residential environments, and community environments). But see Corentin Montiel et al., Fostering Positive Communities: A Scoping Review of Community-Level Positive Psychology Interventions, FRONTIERS PSYCH. Sept. 20, 2021, at 1, 1 (noting the viability of positive psychology’s impact on communities but noting that there is a gap in research literature regarding community variables that may inhibit full community benefits).
111. MARTIN E.P. SELIGMAN, AUTHENTIC HAPPINESS: USING THE NEW POSITIVE PSYCHOLOGY TO REALIZE YOUR POTENTIAL FOR LASTING FULFILLMENT at xiv (2002).
Abraham Maslow’s *Motivation and Personality*\(^{113}\) coined “positive psychology” in 1954.\(^{114}\) A reaction to Freud’s psychoanalytic theory\(^{115}\) and Skinner’s behaviorism theory,\(^{116}\) humanistic psychology or the “third force”\(^{117}\) calls for a holistic consideration of the individual and prioritizes concepts that support positive growth, such as free will,\(^{118}\) self-efficacy,\(^{119}\) and self-actualization.\(^{120}\) The humanistic holistic approach to psychology emphasizes the development of the whole person: Humans are the sum of many parts, not just past experiences and trauma, psychopathologies, or current behaviors.\(^{121}\)


\(^{114}\) MOTIVATION, supra note 113, at 353.


\(^{118}\) Whether humans truly have free will remains debated. From Freud (human subconsciousness influences decisions) and Skinner (environmental factors influence decisions) to neuroscientists, many notable scholars have shown that free will does not exist or that free will exists only if humans believe they have free will. See Adam Bear, *What Neuroscience Says About Free Will*, SCI. AM. (Apr. 28, 2016), https://blogs.scientificamerican.com/mind-guest-blog/what-neuroscience-says-about-free-will; Seth J. Schwartz, *Do We Have Free Will?*, PSYCH. TODAY (Nov. 19, 2023), https://www.psychologytoday.com/us/blog/proceed-your-own-risk/201311/do-we-have-free-will.


\(^{121}\) See Huy P. Phan et al., *Introducing ‘Holistic Psychology’ for Life Qualities: A Theoretical Model for Consideration*, 7 ELIYON, Jan. 2021, at 2–4 (arguing for a new model of humanistic psychology that considers the spectrum of negative and positive experiences and characteristics as sources of vitality, motivating a person to improve and reach a state of flourishing).
Positive psychology arose from the work of the “Five Fathers”: William James, Abraham H. Maslow, Martin Seligman, Mihaly Csikszentmihalyi, and Christopher Peterson. James dared consider optimal human functioning against the trend during his lifetime that focused on defining psychopathology, sparking positive psychology in the late 19th century, and Maslow theorized that fulfilling innate human needs would culminate in self-actualization. Finally, Seligman, Csikszentmihalyi, and Peterson synthesized a new, somewhat humanistic paradigm, adopting Maslow’s term positive psychology.

Given that they were emerging psychology scholars during humanistic psychology’s golden age, it’s no coincidence that Seligman, Csikszentmihalyi, and Peterson challenged the well-developed behavioral and psychoanalytical schools of psychology. Psychoanalysis explores past trauma to understand someone’s mental health challenges but with little hope for improvement, just realizations and coping to minimize symptoms; though the early humanist psychologists helped people look inward, the end goal was still focused on overcoming something from the past or in treating pathologies. According to some scholars, neither psychoanalysis nor humanist psychology are based on credible science. However, Seligman’s

123. MOTIVATION, supra note 113; see also EDWARD HOFFMAN, THE RIGHT TO BE HUMAN: A BIOGRAPHY OF ABRAHAM MASLOW (1988).
124. Seligman & Csikszentmihalyi, supra note 1, at 5.
127. HOFFMAN, supra note 123.
128. MOTIVATION, supra note 113; Seligman & Csikszentmihalyi, supra note 1, at 5, 7.
129. See generally MARTIN E.P. SELIGMAN CURRICULUM VITAE UPDATED: MARCH 25, 2024 (2024), https://ppc.sas.upenn.edu/sites/default/files/seligmancv.pdf (showing the timing of his education as contemporary to the development of humanistic psychology).
133. See Adolf Grünbaum, Is Psychoanalysis a Pseudo-Science? Karl Popper Versus Sigmund Freud, 31 ZEITSCHRIFT FÜR PHILOSOPHISCHE FORSCHUNG 333, 334–35 (1977); Jerome C. Wakefield, Is Behaviorism Becoming a Pseudoscience? Replies to Drs. Wyatt, Midkiff and
furtherance of humanistic psychology with a better-defined positive psychology model gives credence to humanistic psychology because Seligman created well-designed scientific studies to prove his theories and the PERMA framework, including follow-up validation studies.\textsuperscript{134}

Most psychologists distinguish humanistic and positive psychology.\textsuperscript{135} The differences seem subtle, but the interventions or methods are significant.\textsuperscript{136} For example, humanistic psychology might suggest that a person should change their environment to affect positive outcomes and self-actualization—a focus on somewhat uncontrollable exterior stimuli. However, positive psychology indicates that focusing on character strengths rather than external exposures or psychopathologies provides a greater opportunity for humans to reach optimal functioning and flourishing.\textsuperscript{137} Nevertheless, there are significant overlaps between humanistic and positive psychology,\textsuperscript{138} most notably, the rejection of behaviorist theories and psychoanalysis, which focus on the root causes of psychopathology, such as.

\textsuperscript{134} For a list of Seligman’s research, see Positive Psychology Research, UNIV. OF PENN. POSITIVE PSYCH CTR., https://ppc.sas.upenn.edu/research/positive-psychology-research (last visited May 12, 2024).

\textsuperscript{135} See Stephen Joseph, How Humanistic Is Positive Psychology? Lessons in Positive Psychology from Carl Rogers’ Person-Centered Approach—It’s the Social Environment that Must Change, FRONTIERS PSYCH., Sept. 2021, at 2–3 (discussing how positive psychology separated itself from humanistic psychology, only to develop from and reincorporate the ideas of humanistic psychology); Alan S. Waterman, The Humanistic Psychology-Positive Psychology Divide: Contrasts in Philosophical Foundations, 68 AM. PSYCH. 124, 124–26 (2013) (discussing the emergence of positive psychology compared to humanistic psychology and continuing to analyze the philosophical differences between the two disciplines); Alan S. Waterman, Further Reflections on the Humanistic-Positive Psychology Divide, 69 AM. PSYCH. 92, 93 (2014) (responding to academic criticism of The Humanistic Psychology-Positive Psychology Divide: Contrasts in Philosophical Foundations, and concluding that the philosophical differences between the two psychological approaches will not be reconciled in the near future).


\textsuperscript{137} See Nansook Park, Classifying and Measuring Strengths of Character, in THE OXFORD HANDBOOK OF POSITIVE PSYCHOLOGY 33–34, 37 (C.R. Snyder et al., eds., 3d ed. 2021) (discussing the development of character traits as a measurable conceit and the development of the hypothesis of signature traits as the key to flourishing).

\textsuperscript{138} CAIN ET AL., supra note 136.
traumatic childhood events and the negative behaviors that result from past trauma.\footnote{139}

Positive psychology does not entirely abandon the value of psychoanalysis, behaviorism, or humanistic psychology; as Seligman explained, positive psychology is a supplement to “psychology-as-usual” and urged that:

Removing the disabling conditions of life is laudable, but it is not the same endeavor as building the \textit{enabling} conditions of life.

\ldots [B]uilding the skills of having better relationships, more meaning in life, more engagement, and more positive emotion is almost entirely different from building the skills of fighting depression, anxiety, and anger. So, positive psychology aims to develop interventions that build the \textit{enabling} conditions of life, not just interventions that decrease misery.\footnote{140}

Positive psychology aims to help individuals, institutions, and communities flourish.\footnote{141} Flourishing has been described as “[Moving] beyond the confines of simple happiness or wellbeing; it encompasses a wide range of positive psychological constructs and offers a more holistic

\begin{thebibliography}{99}


141. See MARTIN E.P. SELIGMAN, \textit{FLOURISH: A VISIONARY NEW UNDERSTANDING OF HAPPINESS AND WELL-BEING} 11–12 (2011) (reviewing the origins of well-being theory in the context of the theory of positive psychology and finding that the goals had grown to encompass “flourishing by increasing positive emotion, engagement, meaning, positive relationships, and accomplishment”).}

\end{thebibliography}
perspective on what it means to feel well and happy.” According to Seligman, flourishing is the result of paying careful attention to building and maintaining the five aspects of the PERMA model. “[Flourishing] is the combination of positive emotions, engagement, relationships, meaning, and accomplishment . . . that forms the foundation for individuals to live their most fulfilling life.” Positive psychology posits that individuals can reach a point of well-being or flourishing when they cultivate the PERMA framework through their character strengths.

People who reach a state of flourishing find fulfillment in their lives, accomplishing meaningful and worthwhile tasks and connecting with others at a deeper level—in essence, living the “good life.” Though positive psychology builds PERMA through character strengths, character strengths are not static. The positive psychology process can help people develop lesser strengths and balance strengths that overpower and that hinder one from flourishing. Positive psychology encourages the development of balanced individuals with stable mental well-being—people with room to grow more and flourish.

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143. Id.


145. See PERMA™ Theory of Well-Being and PERMA™ Workshops, supra note 110; SELIGMAN, supra note 141, at 16 (discussing the PERMA framework); Our Flourishing Measure, HARVARD UNIV.: THE HUMAN FLOURISHING PROGRAM, https://hfh.fas.harvard.edu/measuring-flourishing (last visited May 12, 2024); “Character strengths” refers to the widely accepted VIA Character Survey that sets forth 24 character traits. See also The 24 Character Strengths, VIA INST. ON CHARACTER, https://www.viacharacter.org/character-strengths (last visited May 12, 2024).

146. See generally SELIGMAN, supra note 141, at 16–21, 26, 28–29 (detailing the elements of well-being and how they describe a life well-lived).

147. See id. at 41–43, 81 (showing practical applications for how well-being can be changed through understanding character strengths).

148. See id. at 40–51 (explaining how well-being can be changed through understanding character strengths; among the 24 character strengths, some will be stronger than others).
Seligman summarized each element:

<table>
<thead>
<tr>
<th>Positive Psychology Framework: PERMA</th>
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</thead>
<tbody>
<tr>
<td>Positive Emotions</td>
<td>“Involves not only feeling good but also an acknowledgement that the past may not have been ideal, promoting a positive outlook surrounding future prospects.”</td>
</tr>
<tr>
<td>Engagement</td>
<td>“A passion or activity that an individual can become engaged or absorbed in that gives them personal fulfillment.”</td>
</tr>
<tr>
<td>Relationships</td>
<td>“Intimate connections with other people (e.g., family, friends) who provide the individual with emotional support.”</td>
</tr>
<tr>
<td>Meaning</td>
<td>“An individual’s reason for continuing to persevere, often related to their work, passions, or personal connections, despite battling hardships.”</td>
</tr>
<tr>
<td>Accomplishment</td>
<td>“A sense of accomplishment is a result of working toward and reaching goals, mastering an endeavor, and having self-motivation to finish what you set out to do. This contributes to well-being because individuals can look at their lives with a sense of pride.”</td>
</tr>
</tbody>
</table>

Table 1.

People can discover their “character strengths” through several psychology surveys or assessments, but as the only free, scientifically
validated strengths assessment survey, the VIA Character Strengths Survey from the VIA Institute on Character\textsuperscript{155} is widely regarded. The character strengths taxonomy has six families with three to four specific strengths each:
Positive psychology and the path to flourishing are not without critics. Some misperceive positive psychology as toxic positivity, but as James Maddux, a professor at George Mason University, explained:

> [W]hile positive psychology is concerned with enhancing happiness and well-being, it is not simply about looking at the “bright side” of everything or always “seeing the glass as half full.” It is also not about ignoring pathology, pain, suffering, and evil. It is, however, about actively searching for the many aspects of life that we can appreciate, value, enjoy, and savor and about helping people who might not be pathological, pained, suffering, or evil make their lives better.

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156. The 24 Character Strengths, supra note 145 (the author created this table based on a graphic from the VIA Institute on Character source).
Critics deride past and ongoing commercialization of self-care and self-help books and programs, gimmicks that often have only tangential ties to the science of positive psychology. Unlike many self-help items and concepts that are often inaccessible to people who are marginalized, positive psychology interventions can be used by anyone for free, as the field generously offers materials online. Many self-help programs lack any proof of success; meanwhile, the science of well-being has been proven through scientific study. The self-help industry certainly offers some people what they need, but positive psychology is a field of scientific study, not an item for sale. Entrepreneurs sell self-help tokens; psychologists

159. See, e.g., Joseph Smith, Is Positive Psychology All It’s Cracked Up to Be?, VOX, https://www.vox.com/the-highlight/2019/11/13/20955328/positive-psychology-martin-seligman-happiness-religion-secularism (last updated Nov. 20, 2019) (claiming that many decry positive psychology’s rampant consumerism, as therapists and self-help coaches use the psychology to promote “wild claims for their lucrative products”); see also Nora Sissenich, Consumerism Is Not Self-Care, SCI. SURVEY (Apr. 23, 2021), https://thesciencesurvey.com/editorial/2021/04/23/consumerism-is-not-self-care (criticizing the commercialization of self-care through “the idea that without [buying certain] new product[s], we will never be happy or satisfied”).


162. Compare, e.g., Suzanne Moore, The Self-Care Industry Is Peddling Exhautsing, Dangerous Drivel, GUARDIAN (May 7, 2018), https://www.theguardian.com/commentisfree/2018/may/07/the-self-care-industry-is-peddling-exhausting-dangerous-drivel (discussing how self-help programs are sought out as a broken panacea for a failing social system), with Charlotte Liberman, How Self-Care Became So Much Work, HARV. BUS. REV. (Aug. 10, 2018), https://hbr.org/2018/08/how-self-care-became-so-much-work (revealing the connections between self-care and increasing stress, and that “[d]espite the fact that mindfulness meditation is now popular enough to be a billion dollar business, the science behind it remains a work in progress”), and Nancy Colier, How the $11 Billion Self-Care Industry Is Failing Women, YOURTANGO (Oct. 23, 2022), https://www.yourtango.com/health-wellness/how-11-billion-self-care-industry-failing-women ("The real problem with our self-care system, however, is the basic premise upon which it’s built, namely, that self-care is something we buy or do—as opposed to something we are—as in self-caring."); and Ed Diener et al., Advances in Subjective Well-Being Research, 2 NATURE HUM. BEHAV. 253, 253 (2018) (reviewing well-being research methods across a large body of studies and the future potential of the field of research). The field of study is so robust, it now has its own journal: The Journal of Positive Psychology, TAYLOR & FRANCIS ONLINE, https://www.tandfonline.com/journals/rpos20 (last visited May 12, 2024).

163. See Page Nicewaner & Ashton Matlock, Nicewaner & Matlock: Pros and Cons of “Self-Care Culture,” STANDARD (Apr. 5, 2021), https://www.the-standard.org/leisure/nicewaner-matlock-pros-and-cons-of-self-care-culture/article_8e4276c2-90d2-11eb-a66c-3b882b20a42.html ("[I]n an attempt to feel better, the guise of self-care culture has provided quick fixes for people to deal with mental health issues when no other solution is offered.")
who have adopted the positive approach offer techniques to improve well-being so that individuals develop meaning and purpose.

Finally, to reach a point of flourishing—positive psychology’s goal—takes tremendous effort. James Maddux explained: “If positive psychology is to be concerned with helping people find meaning and purpose in life, then we must not forget that finding meaning and purpose is sometimes a struggle and is often the result of struggle, and not the result of taking the path of least resistance.”

No one in the positive psychology field who has studied or written about positive psychology has ever said that the philosophy is a silver bullet cure-all for poor mental health. In fact, Seligman acknowledged that no one should ignore psychopathologies, marginalized demographics, physical or developmental delays, or character weaknesses. It is simply another mental healthcare tool. Positive psychology does not suggest that mental health may be improved simply by “seeing the glass as half full” or “looking at the bright side.” No human can simply will away life problems.

Whether movement, religion, philosophy, or commodity, Seligman and his colleagues developed positive psychology through scientific study. The studies have shown that institutions, such as schools, can deploy positive psychology (i.e., “positive education” or PE) methods that improve students’ individual well-being, their outcomes, and communities.

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164. Maddux, supra note 158.
165. Seligman, supra note 141 at 238–41.
166. See Seligman & Csikszentmihalyi, supra note 1, at 10.
168. See generally Positive Psychology Research, supra note 135 (listing Seligman’s research and publications on positive psychology).
170. See MARTIN SELIGMAN & ALEJANDRO ADLER, GLOBAL HAPPINESS POLICY REPORT, 2018, CH. 4–POSITIVE EDUCATION, at 52–73 (2018); see also Angela L. Duckworth et al., Self-Control in School-Age Children, 49 EDUC. PSYCH. 199, 199–200, 202 (2014) (studying self-control and educational outcomes in a positive psychology context); Lauren Eskreis-Winkler et al., The Grit Effect: Predicting Retention in the Military, the Workplace, School and Marriage, FRONTIERS PSYCH., Feb. 2014, at 2 (studying whether a single personality trait, grit, is a reliable determiner of staying in educational programs); Brian Galla et al., The Academic Diligence Task (ADT): Assessing Individual Differences in Effort on Tedium but Important Schoolwork, 39 CONTEMP. EDUC. PSYCH. 314, 315, 318 (2014) (developing a test to measure academic diligence based on direct behavior, which then could create an objective baseline for positive psychological studies); Benjamin D. Plummer et al., A Behind-the-Scenes Guide to School-Based Research, 8 MIND, BRAIN, EDUC. 15, 17 (2014) (finding that creating positive relationships with clinical subjects is key to creating successful school-based research); Seligman, supra note 142, at 240–41.
supporting professional identity developments that trickle into law practice.171

B. Positive Education

Though humanistic psychology has been used in schools for centuries,172 positive psychology education offers a framework that can build child or adult meaningful educational experiences and, when coupled with a CoI, modern learning.173 One could argue that humanistic psychology developed from humanist education. In fact, long before Carl Rogers, Abraham Maslow, and James F.T. Bugental envisioned humanistic learning theory for modern education, John Dewey174 and Jerome Bruner175 theorized that with scaffolding and discovery learning, schools could teach life skills in a meaningful way that influences positive social outcomes, including self-esteem and self-help.176 Maslow furthered John Dewey and Bruner’s work with character learning.177

171 Austin, supra note 17, at 656, 658, 672–73, 675, 694.
176 See Tiffany Sauber Millacci, Ph.D., Humanistic Psychology’s Approach to Wellbeing: 3 Theories, positivepsychology.com (July 9, 2022), https://positivepsychology.com/humanistic-psychology/humanistic-psychology; see also Juan Balbi, Epistemological and Theoretical Foundations of Constructivist Cognitive Therapies: Post-Rationalist Developments, 1 DIALOGUES PHIL., MENTAL & NEURO SCI. 15, 18–19, 24–25 (2008) (explaining Bruner’s rational constructivist theories and continuous change to a person’s self-identity). Kelly’s original ideas surrounding the psychology of constructs at an individual level should become the foundation of understanding how humans relate to one another in larger group settings like schools. See generally 1 GEORGE A. KELLY, THE PSYCHOLOGY OF PERSONAL CONSTRUCTS, THEORY AND PERSONALITY 74–127 (Routledge 1991) (1955) (discussing how a person defines themself through internal means, and the way this reflects in their statements and personality).
177 Millacci, supra note 176.
Today, PosEd carries forward the prior humanistic educational concepts and adds the positive psychology framework. PosEd goes beyond humanistic skill-building for success and helps teachers and students prioritize strengths to facilitate educational growth, rather than dwelling on past performance. Though much of the positive education scholarship has focused on K-12 settings, a “well-being university” movement is well underway. There’s no reason to suggest that PosEd would create negative outcomes in law schools. Coupled with a CoI teaching framework, PosEd could help law students, law professors, and the legal industry experience a much-needed cultural shift and improved professional identity.

In the Global Happiness Policy Report 2018, Seligman and Dr. Alejandro Adler analyzed the application of PosEd in several countries and school settings. Seligman and Adler only considered schools that measure outcomes and that also use a replicable set of validated interventions to achieve those outcomes. Their introduction explains:

To the extent that teachers transmit optimism, trust, and a hopeful sense of the future, this will positively influence their students’ perception of the world. . . . [H]ope, trust, and happiness cause better well-being, and so the guiding hypothesis of Positive Education . . . is that positive schools and positive teachers are the fulcrum for producing more well-being in a culture.

The report looks at Bhutan, the earliest nation-wide PosEd adopter. Bhutan measures its success, not by Gross National Product but by Gross National Happiness (GNH). Its Education Ministry is charged to educate for GNH. Compared to control schools, the schools in Bhutan that implemented a GNH Curriculum with positive psychology saw increased academic performance and significantly increased student well-being. The

179. See SELIGMAN & ADLER, supra note 170.
181. See SELIGMAN & ADLER, supra note 170.
182. See id. at 54–55.
183. Id.
184. Id.
185. Id.
186. Id.
187. Id.
positive interventions that Bhutan educators used align well with CoI teaching methods. The pilot program was so successful that Bhutan has implemented the PosEd curriculum nationwide. As of the 2018 Global Happiness Policy Report, countries studying or adopting PosEd curriculums included China, India, the United Arab Emirates, Israel, Australia, Mexico, Peru, and the United Kingdom.

The 2018 analysis notes five best practices for developing and implementing a PosEd curriculum:

1. Rigorous ongoing evaluation;

2. Analyses of effect sizes and intervention duration;

3. Cultural adaptation of evidence-based interventions;

4. Treatment fidelity measurements; and

5. The promotion of teacher empowerment and creativity to refine local interventions.

In the 2019 Global Happiness Policy Report (GHPR), Seligman and Alejandro offered a “how to” guide, even including a checklist. They further defined the work of developing PosEd in three aspects:

1. The goal of PosEd is to produce both well-being as well as to forward the traditional outcomes of schooling.

2. PosEd measures the well-being outcomes before and after measures of “happiness,” which are decomposed into elements less vague than the highly ambiguous term, “happiness.” In addition, PosEd measures the relief of ill-being or unhappiness, typically depression and anxiety. Third, PosEd measures academic success.

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188. See id.

189. Id.


191. See SELIGMAN & ADLER, supra note 170, at 54–55.

192. GHPR 2019, supra note 190, at 54.
3. PosEd uses reasonably well-validated interventions that increase well-being and decrease ill-being . . . \textsuperscript{193}

The 2019 GHPR reports on PosEd applications at Geelong Grammar School (Australia), University of Adelaide (Australia), and TecMilenio University (Mexico).\textsuperscript{194} It also reiterates Bhutan’s success and includes a list of all nations with PosEd programs, having grown to 26 countries by 2019.\textsuperscript{195} Successful PosEd interventions that have been measured and verified are: identifying character strengths, coaching programs (including health), community engagement, school restructuring to value students of diversity, “whole school” approaches and training, goal setting, gratitude exercises, and use of technology, such as blogs.\textsuperscript{196} Each of these techniques align with a CoI approach and could easily be adopted by law school professors.

\textsuperscript{193} Id. at 55.
\textsuperscript{194} Id. at 56–61.
\textsuperscript{195} Id. at 64, 69–70.
\textsuperscript{196} Cecilia Cesa Schiavon et al., \textit{Positive Education: Innovation in Educational Interventions Based on Positive Psychology}, 36 SCH. & DEV. PSYCH., 2020, at 4, 6.
III. COMMUNITY OF INQUIRY (COI): AN IDEAL TEACHING METHOD

During the 19th and 20th centuries, the art of education evolved into educational pedagogy, an applied science. Though we’ve yet to realize current shifts in education, hindsight being a necessity to understanding our past, the 21st century seems to be merging science and art into a new pedagogy.

Researchers found that the demands of a knowledge-based society, student expectations, technological innovation, and rapidly changing workplaces are driving changes in educational practices. Scholars have identified seven key elements that make up the “new pedagogy”:

1. Blended Learning;
2. Collaborative Approaches To The Construction Of Knowledge/Building Communities Of Inquiry And Practice;
3. Use Of Multimedia And Open Educational Resources;
4. Increased Student Control, Choice, And Independence;
5. Anywhere, Anytime, Any Size Learning;
6. New Forms Of Assessment;
7. Self-Directed And Non-Formal, Online Learning.

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198. Historical Significance, THE HIST. THINKING PROJECT, https://historicalthinking.ca/historical-significance (last visited May 12, 2024) (explaining a basic premise in the study of history—that determining the significance of an event as having historical value requires a reference to the past that considers the current state of affairs; what may seem insignificant in the present could have great significance in the future).
199. See, e.g., RUDOLF STEINER & PAUL M. ALLEN, EDUCATION AS AN ART 24, 33 (3d ed. 1979) (describing how Rudolf Steiner created the Waldorf education method, based on his philosophy anthroposophy); JEFF HALSTEAD, NAVIGATING THE NEW PEDAGOGY: SIX PRINCIPLES THAT TRANSFORM TEACHING 71, 143 (2011) (“Certainly there is a science to teaching, but there is also an art to this craft that creates a magic that borders on alchemy.”); CONTACT N. NORD, A NEW PEDAGOGY IS EMERGING . . . AND ONLINE LEARNING IS A KEY CONTRIBUTING FACTOR 2–4 (2020), https://teachonline.ca/tools-trends/how-teach-online-student-success/new-pedagogy-emerging-and-online-learning-key-contributing-factor (scroll to bottom of webpage).
201. Id. at 5–9.
This evolution will lead to more accessible and flexible learning environments, shared power between student and teacher, and increased use of technology. For law schools, andragogy methods, Positive Education (PosEd), and CoI can meet the new challenges while offering multiple opportunities for professional identity development that create law students and lawyers who flourish. The days of “chalk and talk” are dead.

A. Taxonomies, Intelligences, and Framework

To fully integrate a PosEd/CoI teaching approach, professors should be aware of the broader trends in educational psychology. Many people think that learning theory ends with Gardner’s Theory of Multiple Intelligences or Bloom’s Taxonomy. Educators and students glom onto the idea that pupils are certain “types” of learners, an implication of information processing abilities. However, Bloom’s work categorized learning outcomes, not brain processing, and even Gardner cautioned against the use of any one learning style as an absolute control for teaching any particular student.

The seven intelligences function within the theories about how humans learn, and those theories are complimented by systems to manage educational objectives and the actual pedagogical means of teaching—theory, taxonomy, and methods. There are at least 32 learning theories of which only three are widely accepted—that is, how humans acquire information: behaviorism,
cognitivism, and constructivism. The new pedagogy/andragogy, no matter the underlying theory or taxonomy, focuses on the student experience.

Behaviorism helps students perform objectively observable behaviors. Unobservable mental activities are discounted. Teachers model desired outcomes and reinforce behaviors that help students move towards achieving objectives. Teachers program instruction in small steps or sequences, building many tasks into one larger objective. Behaviorist education—performance-based—certainly could have an impact on law student professional identity development as to work product output or clinical classes, but the behaviorist theories fall short in creating a robust, socially aware professional with independent judgment.

On the opposite spectrum, cognitivism involves acquisition or reorganization of cognitive structures through which humans process and store information. Students must be self-aware and perform metacognitive tasks to fully embrace change (i.e., learning). While modeling appropriate outcomes, teachers “chunk” information and engage students in active and motivational learning. Law professors probably find the constructivism theory most comfortable and compatible with professional school, especially with the Langdellian Socratic case method. Under the constructivist theory, students adjust existing mental models to accommodate new experiences. Professors guide students to understand the world we live in and to apply new understandings to current and future problems.


209. See STEINER & ALLEN, supra note 199, at 33 (discussing the importance of student education); HALSTEAD, supra note 199, at 72–74, 76, 80, 106 (grounding teaching in student experience, and the unique limits of student experience, noting that instruction is best delivered “through well-constructed and well-delivered learning experiences that students will become adept at the skills and content necessary for productive, well-rounded lives”); CONTACT N. NORD, supra note 199, at 2, 9.

210. SCHUNK, supra note 208, at 79.

211. Id.

212. Id. at 110–11.

213. Id.


215. SCHUNK, supra note 208, at 125.

216. Id.

217. See id. at 144 (discussing how teachers can break down tasks to improve learner information processing).

218. Charlene Tan & Connie S. L Ng, Constructivism in Education, OXFORD RSCH. ENCYCLOPEDIA 1, 2 (2021).
No matter which learning theory a professor leans towards, actual teaching (the pedagogy/andragogy) is best developed when professors consider the learning taxonomies. Where the teaching theories guide approaches, the taxonomies organize the broad theories into learning outcomes or objectives. Like the learning theories, there are many taxonomy models, but the following have been widely discussed:

1. Bloom’s Taxonomy/Anderson Revision 2001;
2. TeachThought Learning Taxonomy;
3. Six Facets of Understanding;
4. Marzano/Kendall Taxonomy;
5. Webb’s Depth of Knowledge Framework;
6. Fink’s Taxonomy of Significant Learning; and
7. The SOLO Taxonomy.

Most professors are probably familiar with Bloom’s Taxonomy. Under the Bloom schema, students reach mastery when they are able to remember, understand, apply, analyze, evaluate, and create. Generally, the alternative taxonomies encapsulate these same concepts—milestones in achieving mastery and self-reliance—but with different language and visual depictions. For example, the Six Facets of Understanding helps students explain, interpret, and apply while also developing perspective, empathy, and self-knowledge. Marzano and Kendall offer a four-level concept, each with specific pedagogical techniques: retrieval, comprehension, analysis, and knowledge utilization. Like the learning theories, the learning objectives

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221. Id.
222. Id.
taxonomies overlap, and law professors may benefit from considering each of them or a combination.

Theories and taxonomies aside, in the broadest classifications, learning is either active or passive. Is one better than the other? Studies lack consistency because of design variances. However, a 2009 study showed that although passive learners and active learners in a business school curriculum showed similar content mastery, active learners scored higher.\textsuperscript{224} Perhaps, that could be a clue to bar passage success.

Passive learning does not engage interaction between professor and student; rather, the teacher transfers knowledge to the class, usually by lecture.\textsuperscript{225} Examples of passive learning include reading, watching, or listening. However, education scholarship has yet to unify a definition for active learning.\textsuperscript{226} No matter how well-versed in human intelligence, learning theory, taxonomies for learning objectives, or specific pedagogical philosophy, active learning engages the educator as an artist.\textsuperscript{227} Active learning requires that the professor think outside the lectern box.\textsuperscript{228} Learners are held responsible for their own learning, like professionals.\textsuperscript{229}

The flipped classroom provides an example of active learning.\textsuperscript{230} Comparing entirely online classes with blended classes, a 2021 study found that students engaged more with video than in blended classes,\textsuperscript{231} but according to another study, the costs may outweigh the benefits:\textsuperscript{226}

\begin{itemize}
  \item \textsuperscript{224} See Norbert Michel et al., \textit{Active Versus Passive Teaching Styles: An Empirical Study of Student Learning Outcomes}, 20 HUM. RES. DEV. Q. 397, 410, 414 (2009).
  \item \textsuperscript{225} See id. at 397, 400; Kyoungwon Seo et al., \textit{Active Learning with Online Video: The Impact of Learning Context on Engagement}, 165 COMPUTS. & EDUC. 1, 2 (2021); Mario Tani et al., \textit{Drivers of Student Engagement in Higher Education: A Behavioral Reasoning Theory Perspective}, 81 HIGHER EDUC. 499, 514 (2021).
  \item \textsuperscript{226} See PHIL KIRKMAN, CAMBRIDGE INT’L EXAMINATIONS, ACTIVE LEARNING LESSONS FROM THE ARTS (2014), https://www.cambridgeinternational.org/images/177926-phil-kirkman.pdf (explaining the need for creative thinking to support students, using arts education as example).
  \item \textsuperscript{227} Active Learning, UC BERKELEY: CTR. FOR TEACHING & LEARNING, https://teaching.berkeley.edu/teaching-guides/running-your-course/active-learning (last visited May 12, 2024).
  \item \textsuperscript{228} Id.
  \item \textsuperscript{230} See B. Jane Mandernach, \textit{Effect of Instructor-Personalized Multimedia the Online Classroom}, 10 INT’L REV. OF RSCH. IN OPEN & DISTANCE LEARNING 1, 1 (2009). However, technology costs decrease
There is considerable evidence that well-designed multimedia resources can enhance learning outcomes, yet there is little information on the role of multimedia in influencing essential motivational variables, such as student engagement. A comparison of student engagement between courses that feature increasing numbers of instructor-personalized multimedia components reveals conflicting evidence. While qualitative student feedback indicates enhanced engagement as a function of instructor-generated multimedia supplements, quantitative data reports no significant differences in engagement or learning between the various levels of multimedia inclusion. Findings highlight the complexity surrounding the appropriate use of multimedia within an online course. University policymakers and instructors are cautioned to examine carefully the cost-benefit ratio of multimedia inclusion for online learning environments.

B. Mind, Brain, and Education Science

The development of mind, brain, and education science (MBE) is having significant impacts on teaching methods. MBE is a multidisciplinary field that combines neuroscience, psychology, and education to study how teaching methods can help people learn more efficiently. As suggested by Professor Nancy Millar, law professors should draw from MBE science to inform our teaching:

[MBE science] offers to law professors and others the tools to recognize and address students’ learning difficulties through techniques based on empirical evidence. By integrating research from neuroscience, psychology, and education, MBE science is able to “create more powerful teaching tools” superior to any tool coming from just one discipline.

over time, and tech vendors often offer discounts for educators, while online learning management systems have become the norm.

232. Id.
234. Id. at 390.
235. Id.
According to MBE scientists there are five well-established principles about the human brain:

1. [H]uman brains are as unique as faces;
2. [A]ll brains are not equal because context and ability influence learning;
3. [E]xperience changes the brain;
4. [T]he brain is highly plastic; and
5. [T]he brain connects new information to old information.\(^{236}\)

These characteristics should influence an andragogic approach for adult learners. Students bring individual levels of intelligence, experiences, skills, and biases, suggesting that learning experiences should be personalized through differentiated instruction.\(^ {237}\) Universal design for learning (UDL) helps teachers differentiate instruction to offer highly accessible materials for a wide audience of different experiences and abilities.\(^{238}\) Law students are adults with life experiences and undergraduate degrees, and professors should meet them where they are.

C. “Andragogy”? Did He Mean “Pedagogy”?

One might pause to ask, “pedagogy/andragogy—isn’t it the same thing?” Ubiquitous use of “pedagogy” for all things related to instructional methods has created an overlap of general learning science that applies to all humans, regardless of age.\(^{239}\) However, in developing a Positive Education (PosEd) curriculum in a CoI, law professors should remember that they teach adults, not children. But when developing classroom methods, law professors

\(^{236}\) Id. at 391–97 (emphasis added) (citing Maureen F. Fitzgerald, What’s Wrong with Legal Research and Writing? Problems and Solutions, 88 L. LIBR. J. 247, 250 (1996)).


\(^{238}\) See The UDL Guidelines, CAST, https://udlguidelines.cast.org (last visited May 12, 2024).

should look to both “andragogy” and “pedagogy” materials, to the extent that
“pedagogy” research may address learning generally, rather than as it applies
only to children. This discussion views andragogy as a primary theory with
several subsets that could inform teaching of adults, all of which overlap well
with PosEd and the CoI.

Though pedagogy and andragogy share a basic construct that includes a
teacher, a subject, and a learner, each term corrals different teaching
methods—one for children (peda-) and another for adults (andra-). For
andragogy, the basic construct includes self-directed learning. Numerous
studies have shown that adult learners need approaches different from
children, and law schools educate adults, not children. In fact, the
separation has been so distinct that in September 1989, the journal, Adult
Learning, was launched. Yet, legal educators frequently reference
pedagogy research to inform law school instruction. Surprisingly, in early
brainstorming and workshopping for this Article, many colleagues had never
heard the term andragogy. To the extent that pedagogy studies analyze
teaching methods or learning science generally, perhaps the semantics don’t
matter. However, since Malcolm Knowles reintroduced andragogy theory,


242. 15 Top Strategies for Teaching Adult Learners (+ FAQs), UNIV. OF SAN DIEGO: PRO. & CONTINUING EDUC., https://pce.sandiego.edu/15-top-strategies-for-teaching-adult-learners-faqs (last visited May 12, 2024); Kasia M. Derbiszewski & T. Nicole Tucker-Smith, SUPERCHARGE YOUR PROFESSIONAL LEARNING: 40 CONCRETE STRATEGIES THAT IMPROVE ADULT LEARNING (2020). There is enough scientific research for andragogy that the topic has a devoted journal, Adult Learning, SAGE J., https://journals.sagepub.com/description/ALX (last visited May 12, 2024).

243. See David Merson, How Old Is Too Old for Law School?, JURIS EDUC. (Jan. 18, 2023), https://www.juriseducation.com/blog/how-old-is-too-old-for-law-school (stating that the “average age of law students is 25 or younger,” however, there are statistics for ages 30 and above); see also Rebecca Flanagan, Anthropogy: Towards Inclusive Law School Learning, 19.1 CONN. PUB. INT. L. J. 93, 98–99 (2019) (suggesting the need for a new learning theory for “emergent adulthood” that reflects current law school demographics; whereas andragogy has traditionally been viewed as a theory for other types of adult learners).

244. See Adult Learning, supra note 242.

245. A Lexis+ search for the word “pedagogy” in law review articles revealed 8,921 results. A Lexis+ search for the word “andragogy” revealed only 148 search results. The search history is on file with the author.
learning scientists have separated the field from child learning research. Improving legal education calls for a review of scientific research specific to adult learning, not child development research.

Some scholars argue that current law students are somewhere between adolescence and adulthood, and therefore, neither pedagogy nor andragogy are appropriate. Whatever the academy calls its teaching processes, the reality holds that today’s law students are unique among other professional school students and different from past generations, and law schools should adopt teaching methods that protect student well-being and provide opportunities for professional identity development so that those students can flourish when they practice law. More of the same will produce more of the same.

1. “Andragogy” History/Overview

In 1833, German educator Alexander Knapp first coined “andragogy.” Analyzing Plato’s work on education, Knapp realized that Plato included adults as learners, and Knapp included a separate book section on adult learning. However, Knapp did not create an adult learning theory—rather he concluded that adults also need education and suggested important developmental qualities, generally and for trades. However, scholars debated the topic, and the term fell out of use. Andragogy reappeared in 1921 when Eugen Rosenstock-Huessy recognized that adult education demands a unique philosophy, specialized teachers, and unique methods. In 1926, Eduard Lindeman carried the concept further in his

246. Knowles, supra note 240, at 351.
247. See Merson, supra note 243; Flanagan, supra note 243, at 98–99 (suggesting the need for a new learning theory for “emergent adulthood” that reflects current law school demographics, whereas andragogy has traditionally been viewed as a theory for other types of adult learners).
248. Flanagan, supra note 243, at 98–99 (suggesting the need for a new learning theory for “emergent adulthood” that reflects current law school demographics, whereas andragogy has traditionally been viewed as a theory for other types of adult learners).
250. Loieng, supra note 249, at 630, 632.
251. Id.
252. See ALDRED, supra note 249 (discussing opposition to the use of the term by German philosopher Johan Herbart and the response in academia).
book, *The Meaning of Adult Education.* However, work in developing andragogy fell silent again, with the exception of some European educators in the 1950’s, including Franz Poggerle. An interesting note is that andragogy seems to capture interest among academic circles following times of war (returning soldiers in need of new skills) and economic shifts, such as urbanization and industrialization. However, it wasn’t until Malcolm Knowles published his version of andragogy in 1970 that the term became well-established. He went on to publish more than 200 articles and books on adult education.

Since its widespread recognition, Knowles’s concept of adult education has not been without critics. For example, some have argued that there are some social settings that cannot suffer the self-direction suggested by Knowles’s andragogy, such as church and civics. Scholars have also questioned andragogy as a valid field for scientific study, apart from learning generally. Thus, andragogy scholars have been siloed from pedagogy scholars, and the separation of andragogy and pedagogy limits the centuries of pedagogical development, some of which has been about human learning generally, while other important findings have been specific to child education.

255. See generally FRANZ POGGELER, INTRODUCTION INTO ANDRAGOGY: BASIC ISSUES IN ADULT EDUCATION (1957) (an apparent gap in literature specific to andragogy between the World Wars).
256. In the 1820’s and 1830’s, Germany was in turmoil, leading to the Hambach Festival where protesters advocated for the unification of German states—post enlightenment, beginning of industrialization, and Romanticism; 1920’s—post-World War I; 1950’s—post World War II; 1970’s America—time of significant social change and return of Vietnam veterans. John A. Hescke, *A History of Andragogy and Its Documents as They Pertain to Adult Basic and Literacy Education,* 25 PAACE J. LIFELONG LEARNING 1 (2016).
259. Knowles, supra note 240, at 350–52; THE MODERN, supra note 257, at 45; see also REISCHMANN, supra note 257, at 3–4 (discussing Knowles’s notion that maturity entails self-directed action is not often accepted in adult education, since values such as family, religion, and civic education frequently favor “we” over “self”).
260. Knowles, supra note 240, at 386; THE MODERN, supra note 257, at 59; see also REISCHMANN, supra note 257, at 5 (explaining andragogy encompasses all types of learning, including “formal and informal,” purposeful, “institution-supplied,” and self-directed learning).
261. REISCHMANN, supra note 257.
2. Andragogy Discussions in Legal Education

As for legal education, andragogy does not appear in scholarship until 1982 when Frank S. Bloch saw its value in clinical education.\textsuperscript{262} That article wasn’t cited until 1987.\textsuperscript{263} Over the last 41 years, andragogy has only appeared in 150 law review articles and 2 appellate court opinions.\textsuperscript{264} Until 1996, that scholarship was limited to a passing glance or being specifically about clinical legal education.\textsuperscript{265} In 2000, David D. Garner received renewed praise for the Langdellian case method; however, he did not thoroughly explore the alternatives that he recognized were available—noting lecture, textbook, problems, and clinical methods.\textsuperscript{266} And andragogy has not been without critics in legal education, some scholars noting that graduate students are atypical adults and that someone’s precise age is irrelevant to their self-sufficiency and other adult characteristics.\textsuperscript{267} Most recently in 2018, Rebecca Flanagan suggested that today’s law students are somewhere between adolescence and adulthood and that the hierarchy and formality of the legal profession requires a more formal teaching theory.\textsuperscript{268} Nevertheless, even the youngest first-year students are actual adults with agency. Even though law students may be at different places within a spectrum of adulthood, this does not mean child or adolescent learning theory is appropriate in law schools. A PosEd/CoI meets these concerns and can work for pedagogy, andragogy, and all in between.

\textsuperscript{262} Bloch, \textit{supra} note 240, at 321. Like other time periods when andragogy returned to the zeitgeist, 1982 was an economically challenging time in the United States, during which legal education was in the midst of shifting from didactic and Socratic method to experiential learning. \textit{See also} Leah Wortham \textit{et al.}, \textit{Clinical Legal Education: Reflections on the Past Fifteen Years and Aspirations for the Future}, 36 CATH. UNIV. L. REV. 337, 356 (1987).

\textsuperscript{263} Wortham, \textit{supra} note 262, at 356.

\textsuperscript{264} Based on this author’s search of Westlaw and Lexis within secondary sources, filtered to law reviews and journals for the search term “andragogy.” The search history is on file with the author.


Meanwhile, Jennifer Rosen Valverde has suggested that the benefits of andragogy theory in clinics can also be realized in the doctrinal classroom. Metacognition and differentiated learning, andragogical techniques, continue to be hot topics. But as anyone knows, the world has changed significantly since 2019, post-pandemic. One can argue that the “emerging adults,” described in Flanagan’s pre-pandemic piece, had a “baptism by fire” with a pandemic introduction to adulthood, self-reliance, isolation, and loneliness. With the change to entirely online learning, other legal scholars found the value of andragogical principles across the law school curriculum. In fact, law schools have been expanding virtual offerings since the pandemic.


3. Knowles Andragogy Principles:

Malcom Knowles developed the andragogy principles:

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Autonomy</th>
<th>Experience</th>
<th>Accessible</th>
<th>Hope</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowles’s Principles</strong></td>
<td>“Adults understand why something is important to know or do.”</td>
<td>“Freedom to learn in their own way.”</td>
<td>“Learning is experiential.”</td>
<td>“Scaffolding to encourage learning when the student is ready.”</td>
</tr>
<tr>
<td><strong>Optimal Adult Learning</strong></td>
<td>Learning is relevant.</td>
<td>Learning is self-directed.</td>
<td>Learning is experiential and uses background knowledge. Problem-centered learning.</td>
<td>Relevant for current roles.</td>
</tr>
</tbody>
</table>

Table 3.274

By purposefully employing these andragogy principles into instruction, adult educators and learners will experience greater success in the classroom.275 When employed thoughtfully and with intention, Knowles theorized that adult learners would achieve the following outcomes:

*Adults should acquire a mature understanding of themselves... They should accept... and respect themselves [and always strive] to become better.*

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273. The author created this header row to further iterate Knowles’s principles in pragmatic, modern terms. These concepts overlay well with Positive Legal Education (PLE) and CoI hallmarks. See Talisha Holmes, *5 Principles for Teaching Adult Learners*, GEN. ASSEMBLY, https://generalassembly/blog/principles-teaching-adults (last visited May 12, 2024).


Adults should develop an attitude of acceptance, love, and respect toward others. They should learn to challenge ideas without threatening people.

Adults should develop a dynamic attitude toward life. They should accept that they are always changing and look at every experience as an opportunity to learn.

Adults should learn to react to the causes, not the symptoms, of behavior. Solutions to problems lie in their causes, not their symptoms.

Adults should acquire the skills necessary to achieve the potentials of their personalities. Every person is capable of contributing to society and has an obligation to develop his own individual talents.

Adults should understand the essential values in the capital of human experience. They should understand the great ideas and traditions of history and realize that these are what bind people together.

Adults should understand their society and should be skillful in directing social change. In a democracy the people participate in making decisions that affect the entire social order. It is imperative, therefore, that every factory worker, every salesman, every politician, every housewife, know enough about government, economics, international affairs, and other aspects of social order to be able to take part in them intelligently.\footnote{276}{See \textit{Malcolm Knowles, Informal Adult Education: A Guide for Administrators, Leaders, and Teachers}} 9–10 (4th ed. 1955).

Those outcomes align well with professional identity development. Clearly, teachers of adults have a far different job than the K–12 educators. The legal academy should look to mind, brain, and learning science about adults, not children.
D. The Community of Inquiry’s Four Presences

The CoI offers an excellent teaching framework to employ andragogy principles. The CoI arose from social-constructivist theories posited by 19th and early 20th century philosophers, such as John Dewey and Charles Sanders Peirce. However, its current iteration was designed in 2000, coincidentally the same year that Seligman and Csikszentmihalyi published their paper about positive psychology. Despite aging roots, the CoI framework has seen greater adoption and development due to the growth of law school clinics and online learning during the COVID-19 pandemic.

In the CoI process, students learn through the development of three elements or presences: social, cognitive, and teaching. The model is meant to be adaptable, and in fact, many scholars have added to the CoI triumvirate. Some researchers include a fourth presence—learning

277. Sami Paavola & Kai Hakkarainen, Community of Inquiry and Inquiry-Based Learning, ENCYC. OF EDUC. PHIL. & THEORY, 1, 7 (2018).

278. See Seligman & Csikszentmihalyi, supra note 1, at 5; Col Framework, coi.athabascau.ca/coi-model (last visited May 12, 2024).


Implementing ABA Standard 303(b)(3) presence. The CoI is especially applicable to online learning and found greater recognition during the COVID-19 pandemic.  

Figure 2

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282. See, e.g., Elvira Popescu & Gabriel Badea, Exploring a Community of Inquiry Supported by a Social Media-Based Learning Environment, 23 J. EDUC. TECH. & SOC’Y 61, 61–62 (2020) (discussing the history of adding learning presence to the CoI framework, and explaining why the category is particularly useful when studying online education settings).


1. Cognitive Presence

Cognitive presence is the extent to which learners can construct and confirm meaning through sustained reflection and discourse.286 Students should actively engage with the content and explore their own ideas, thoughts, and beliefs. These meaningful connections connect with the content and facilitate learning.287 Teachers should set high expectations for student inquiry and help students identify learning goals. Throughout the process, professors should examine, challenge, and probe students’ responses to encourage deeper analysis—an overlap with teaching presence. Learning activities and formative assessments must be relevant, challenging, collaborative, and require analytical thinking. Students should have reflective discussions, share their thoughts and emerging questions with classmates, and experience collaborative projects. Formative assessments should require students to apply what they’ve learned in real-world situations.

2. Social Presence

Social presence offers students “the ability . . . to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities.”288 Social presence methods help develop a sense of safety and comfort so that students will be receptive to the teaching presence and cognitive presence methods.289 Professors can strengthen social presence, even in a flipped or online classroom, for example with discussion forums. The forums could have a separate thread for introductions (which is especially useful in large classes), logistics, and major assignments. With appropriate humor and vulnerability, students view teachers as authentic, relatable, and approachable.


287. Parrish et al., supra note 286; Garrison et al., supra note 285, at 10, 11; Kreijns et al., supra note 286, at 140.

288. CoI Framework, supra note 278; Kreijns et al., supra note 286, at 145.

289. Effective Learning Experiences, supra note 285.
3. Teaching Presence

Teaching presence concerns the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes. Teaching presence concerns andragogy. It manifests in everything the teacher does to shape, guide, and support learning experiences. Professors must have an authentic, purposeful, and consistent presence and set clear, challenging expectations for students. Announcements and discussion forums allow for teaching presence in addition to regular class time. With frequent engagement, teachers can stay abreast of students’ realizations and progress while allowing encouraging feedback, guidance, and direction. Materials and information should come from diverse sources and be presented according to principles of universal design for both learning and differentiated learning so the class is accessible to the widest student pool.

When most educators think of differentiated instruction, they probably recall Fleming and Mills’s VARK Modalities: visual, auditory, reading/writing, and kinesthetic. While these are valid learning modalities, unfortunately, many teachers and students make too much of the VARK theory and view the “learning styles” as absolute, one way or another, for learners. In fact, Fleming and Mills clearly stated in their seminal paper that it was a survey of “preferences.” Professors and law students should not perpetuate the myth that students learn by only one modality; learning encompasses all modalities, regardless of the learner’s preferences. Nevertheless, the VARK modalities can be helpful guides for developing lesson plans that strive towards differentiated instruction and universal design for learning.

Teachers who employ differentiated instruction involve all students in a range of methods so that they may acquire knowledge, the skills to process that knowledge, and the ability to employ processes to make sense of ideas and problems—professional identity development (PID). Depending on many factors, including social and economic demographics, the materials a

290. Designing a Community of Inquiry, supra note 280; Presences, supra note 280; Relationships, supra note 280.
293. Fleming & Mills, supra note 291 (emphasis added).
teacher uses in differentiated instruction must vary. While a pure
differentiated environment might go so far as to set unique expectations for
each student, based on their individual needs, such individualized curricula
are not possible in the current law school model. However, it is still possible
to differentiate learning through content, process, product, and environment
by adopting UDL principles.\footnote{294}

4. Learning Presence

Learning presence was not an original branch of the CoI. This new prong
emerged around 2010.\footnote{295} It focuses on learner self-efficacy as well as self-
and co-regulation, focusing on the active roles of students in terms of
metacognitive, motivational, and behavioral traits.\footnote{296} Learning presence
mediates the relationships among teaching presence, social presence, and
cognitive presence. However, given the andragogy principles and goals and
the professional identity definition, learning presence should be a part of a
law school’s PosEd/CoI methods.

\footnote{294. The UDL Guidelines, supra note 238.}
\footnote{295. See Peter Shea et al., Learning Presence: Additional Research on a New Conceptual Element
Within the Community of Inquiry (CoI) Framework, 15 INTERNET & HIGHER EDUC. 89, 90 (2012).}
\footnote{296. Catherine A. Honig & Diane Salmon, Learner Presence Matters: A Learner-Centered
Exploration into the Community of Inquiry Framework, 25 ONLINE LEARNING J. 95, 113 (2021).}
IV. BRINGING IT ALL TOGETHER: POSITIVE EDUCATION (PosED) IN A COMMUNITY OF INQUIRY (CoI) FOR PROFESSIONAL IDENTITY DEVELOPMENT THAT BUILDS FOUNDATIONAL MODEL COMPETENCIES

The responsibility rests upon the profession to see that its membership is composed of good timber. The law school of the future will not only be an institution designed to impart some learning of the law but, also, it will be an institution created for the purpose of grounding students in the foundation stones of government, in logic, psychology, and ethics. It will develop the ability to analyze and see through, and to despise sham and hypocrisy.

—Millard. F. Caldwell

Former Florida Governor and Florida Supreme Court Justice, Millard F. Caldwell, wrote those words in 1949. Decades later, the academy still cries for revolution and a design that creates lawyers with strong professional identities and well-being who can flourish in the profession. Caldwell’s vision parallels Hamilton and Bilionis’s Foundational Competencies Model/Professional Development and Formation (FCM/PD&F) Goals and can be fulfilled through PosEd in a CoI.

While some law school professors might organically employ andragogy methods, an approximation of the CoI, and even positive psychology/education, intentionality matters. A great educator must have a plan to develop meaningful learning. Compounding the conundrum, the legal academy notoriously lags behind other professional schools in self-study and innovation. As described by Professor Rebecca Flanagan, University of Massachusetts School of Law:

298. Id.
300. Gouthro, supra note 299, at 70.
301. Flanagan, supra note 243, at 135; Christine N. Coughlin et al., See One, Do One, Teach One: Dissecting the Use of Medical Education’s Signature Pedagogy in the Law School Curriculum, 26 GA. ST. L. REV. 361, 370–71, 411 (2010); Morrison Torrey, You Call That Education?, 19 WIS. WOMEN’S L J. 93, 93–94 (2004) (“There is so much wrong with legal education today that it is hard to know where
The one thing law schools, as a whole, have not done is apply advances in learning and cognitive sciences to the teaching methodology. While graduate and professional education in general has been slow to adopt best practices in teaching methods, law schools are unique in their reticence to reconsider teaching methods to better serve their students.\textsuperscript{302}

Debra S. Austin called for a Positive Legal Education (PLE) movement in 2018.\textsuperscript{303} Yet, like Professor Bloch’s call for andragogy in clinical legal education in 1982, the PLE movement hasn’t inspired the academy’s masses. Are these concepts already applied in law schools? Yes and no. According to Jordan Alter Confino’s analysis, many schools offer at least some positive psychology applications.\textsuperscript{304} However, PosEd has not been widely integrated into doctrinal classes, much less across a school’s curriculum, while andragogy methods have hardly received attention beyond clinical and experiential classes.\textsuperscript{305} The andragogy of the doctrinal law school class is still dominated by Langdell’s Socratic case method—a technique proven to cause toxic competition and poor mental well-being for law students.\textsuperscript{306}

\textit{A. Curriculum Level Development}

Through institutional analysis, community development, and intentionality, law professors can build a cultural shift in legal education. Like an individual exploring growth through positive psychology, law schools should reflect on what they do well and use those strengths to empower programs, professors, students, and the bar. Law schools should reflect upon the definition of professional identity offered by Hamilton and Bilionis. Perhaps a radical thought, the academy should consult education experts to help assess, plan, and implement the systemic changes that, in turn, might lead to the much-needed cultural shift that allows students to develop strong professional identities for flourishing in school and practice.

\textsuperscript{302} Flanagan, supra note 243, at 135; see also Stuckey, supra note 265, at 653, 672–73. In 2023, the academy still struggles to implement Stuckey’s suggestions. \textit{Id.}
\textsuperscript{303} Austin, supra note 18, at 672–73.
\textsuperscript{304} Confino, supra note 10, at 665.
\textsuperscript{305} See Lexis, Westlaw, and SSRN search results (on file with Author).
\textsuperscript{306} Austin, supra note 18, at 672–73.
But how? Seligman and Adler offer a checklist for developing a PosEd curriculum, which this author has corralled into three phases.

<table>
<thead>
<tr>
<th>Phase 1 Planning</th>
<th>Phase 2 Development</th>
<th>Phase 3 Review &amp; Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Contextual and cultural immersion and understanding”</td>
<td>“Curricular development and adaptation”</td>
<td>“Post-intervention [review and] measurements”</td>
</tr>
<tr>
<td>“Multi-stakeholder engagement”</td>
<td>Educator training</td>
<td>“Evidence-based policy design and institutional embeddedness”</td>
</tr>
<tr>
<td>“Needs and goals assessment”</td>
<td>Implementation</td>
<td>“Large-scale policy implementation”</td>
</tr>
<tr>
<td>“Quantitative baseline measurement[s]”</td>
<td>“Ongoing training and embedding”</td>
<td>“Ongoing evidence-based evaluation, adaptation, and evolution”</td>
</tr>
</tbody>
</table>

Table 4.

Hamilton and Bilonis offer a similar approach to broader curriculum reform while also providing ten principles specific to building a professional identity development (PID) curriculum:

1. Milestones within a competency based model;
2. Sequencing;
3. Engage students where they are in professional development;
4. Continuous reflection and self-assessment;
5. Mentoring and coaching;

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308. HAMILTON & BILONIS, supra note 85, at 119–38, 141.
6. Recognize pivotal points of development to offer support;

7. Connect professional development to the student personally;

8. Reimagine the concept of assessment as to the PD&F goals;

9. Student portfolios;

10. Program assessment on PD&F goals will be easier if schools follow the first nine principles. 309

Assuming stakeholder buy-in, the exact tasks a law school must undertake for PosEd and CoI curriculum development will vary. For example, differences in law school missions, location, student demographics, status as public or private, and other variables will impact needs and bureaucracy. An independent law school might have more flexibility for expedient design and implementation, but a public law school may have stronger fiscal structures to support robust reform.

B. Granular Course-Level Implementation

If leaders and constituencies embrace a PosEd/CoI model across a curriculum, delivery relies on creative and intentional educators. Following the PosEd/CoI concepts and the FCM/PD&F PID, law professors should intentionally plan class sessions so that over time a law student comes to understand “what it means to be a lawyer and the special obligations that lawyers have to their clients.” Appendix B provides a class session lesson plan matrix that can ensure intentionality, and, if used regularly and across well-mapped curriculum outcomes, can provide substantial and frequent opportunities for PID. Further, curriculum and outcome mapping coupled with a learning management system (i.e., Canvas or Blackboard) can help professors and students track professional development over time.

The PosEd/CoI lesson plan matrix can be used for legal writing, doctrinal, or clinical classes. The PosEd/CoI class plan matrix considers four points for each class session: desired outcomes and PD&F Goals that the class session targets, information delivery, student engagement, and formative assessment.

309. Id. at 65–67.
Law professors should think intentionally, rather than simply delivering material in a way that aligns a class session’s timing on a linear path for subject matter coverage as noted in a syllabus. What is the bigger picture for a topic on a given day? Why does the broad view and its minutiae matter to the overall class and the overall curriculum? How can professors deliver the material in a way that achieves the class and programmatic objectives while imparting professional confidence through PosEd?

Outcome considerations should include how that coverage relates to bar exam objectives, programmatic outcomes, course outcomes (in consultation with all professors who teach a particular course), and PD&F Goals. Curriculum mapping that includes the PD&F Goals can help ensure that all objectives are being met by everyone who teaches a subject. Every class session need not strive to affect every realm of outcomes, but with good planning, the localized outcomes and more global PD&F Goals can be met across the term of a course.

With the andragogy principles in mind, professors should think about the means to deliver the material with PosEd that builds a CoI. The Matrix includes a cross section to reference how each CoI presence aligns with the PD&F Goals and with PosEd considerations. It also includes reminders about andragogical approaches, such as incorporating flipped classroom activities (done outside of class, possibly through a learning management system), a collaborative learning activity, and student reflection.

For the seasoned professor, who could probably lecture on a topic without notes, this level of planning may seem fraught. However, such granular and intentional class session, course, and programmatic planning is exactly what the academy needs if it is to develop lawyers with stable mental well-being and strong, personally unique professional identities. More of the same teaching methods will only cause more of the same—students who cannot develop strong professional identities because they are distracted by poor mental health that came about during law school and led to substance abuse problems. Intentional, granular andragogy that employs PosEd through a CoI offers a new approach in the law school classroom that could ignite the cultural shift that the legal profession has needed for decades.
CONCLUSION

With the revisions to ABA Standard 303, the academy, yet again, has a call to amend bad teaching methods that fail to inculcate new professionals with a strong sense of professional identity and the fortitude to withstand the adversarial nature of the profession. It’s a familiar song. For more than a century, the profession and the academy has studied the issues of law school teaching methods, student and lawyer mental health, and student and lawyer substance abuse. Yet, the problems persist, with relatively consistent data. Educational experts, psychologists, and a lot of law professors have known what the academy must do—careers have been made from publishing on these issues. Law schools add a program here or there, per ABA Standard 508, but still send approximately a quarter of students into the profession with poor mental well-being—a sixth of whom never had mental health issues before law school.

Until law professors set aside ego to, once and for all, recognize that pontification and toxic competition are harmful, and until law schools realize that the prevailing grading schemes profoundly impact students’ long-term self-perceptions and professional identity development, the industry need not study the issues again. Resources should be aimed at solutions, rather than reiterating the stagnant problems. The legal industry has been tainted by questionable (or even absent) pedagogy/andragogy for too long, and if professors are to offer substantial and frequent opportunities for professional identity development, they must innovate. Today calls for classroom-level solutions—a new pedagogy/andragogy. Each professor has a responsibility to self-reflect about their teaching methods, catch up on developments in mind, brain, and education science, and adjust as science dictates. No more of the same.

Law schools are long-overdue for collaboration with teaching and psychology experts. The academy could use some therapy and remediation. This, perhaps, lengthy discussion that overviews positive psychology, positive education, andragogy, and the CoI brings together what mind and brain scientists and experienced educators have known for decades: Law school teaching methods create law students with mental health problems who go on to be attorneys with mental health problems. The problem begins with law schools, specifically law professor teaching methods.

This author is not the first to describe a CoI. This Article is not the first to call for PosEd in legal education. However, the author hopes that this document offers a means to achieve the PD&F Goals that build attorneys with the “foundational competencies.” The academy must reckon with its andragogic inertia that creates negative law school cultures and students with
poor mental well-being; the academy needs Positive Legal Education. Offering PLE through an andragogy-based CoI can help law professors build students who can reach the Hamilton/Bilionis PD&F Goals. With intentionality, law professors can develop students who thrive in classrooms, are resilient and passionate, pass the bar exam, and who become attorneys who flourish.
APPENDIX A

TIMELINE OF MAJOR DEVELOPMENTS IN LEGAL EDUCATION

1878
American Bar Association formed.
ABA Timeline, ABA, https://www.americanbar.org/about_the_aba/timeline (last visited May 12, 2024).

1893
ABA Section on Legal Education and Admissions to the Bar formed as the first ABA section. Id.

1900
Association of America Law Schools formed—an affiliate organization of the ABA. Id.

1908
ABA created first ethical standards, The Canons of Professional Ethics, later called the Model Rules of Professional Conduct. Id.

1914

1915
ABA Journal was created.
ABA Timeline, supra.

* This is Appendix A to Article, Joshua Aaron Jones, Implementing ABA Standard 303(b)(3): Positive Legal Education Through a Community of Inquiry, 48 VT. L. REV. 564 (2024).
1921

ABA created standards for professional education of prospective lawyers and their admission to the bar.
ABA Timeline, supra.

1928
ALFRED ZANTZINGER REED, PRESENT-DAY LAW SCHOOLS IN THE UNITED STATES AND CANADA: CARNEGIE FOUND. BULL. NO. 21 (1928) (the Reed II).

1933

1936
ABA House of Delegates and Board of Governors created, replacing the Executive Committee.
ABA Timeline, supra.

1947
ABA and American Law Institute created a national system for continuing legal education.
Id.

1951
Jerome Frank, Both Ends Against the Middle, 100 U. PA. L. REV. 20 (1951).

1952
The Council of the American Bar Association Section of Legal Education and Admissions to the Bar recognized by the U.S. Department of Education as the accrediting agency for law schools.
ABA Timeline, supra.

American Bar Foundation founded to study law, legal practices, and impacts of law on society.
Id.
1963
ABA Fund for Justice and Education founded.
Id.

1971

1972

1973

1974

1978
ABA Center for Professional Responsibility created.
ABA Timeline, supra.

1979

1985

1986
1989
The Honorable Henry Ramsey, The Ramsey Commission, second major revision of the ABA Standards

1990
Hazelden Betty Ford Foundation Study (this study is ongoing and was last updated in March 2017)

Patrick R. Krill et al., The Prevalence of Substance Use and Other Mental Health Concerns Among American Attorneys, 10 J. ADDICTION MED. 46 (2016).

1992

1993
AALS Special Committee, Report of the AALS Special Committee on Problems of Substance Abuse in the Law, 44 J. LEGAL EDUC. 35 (1994). The American Association of Law Schools’ Special Committee on Substance Abuse in the Law published their final report in 1993. In 1994, a final version was printed in the Journal of Legal Education, granting a broader range of access.


1995
The Honorable Rosalie E. Whal, The Whal Commission
ABA STANDARDS, supra, at vi.

1996

Third major revision of the ABA Standards
ABA STANDARDS, supra, at vi.
1996–2000
Comprehensive review of the ABA Standards
Id.

2003–2006
Comprehensive review of the ABA Standards
Id.

2004–2006
Comprehensive review of the ABA Rules of Procedure
Id.

2004

2007


2008–2014
Comprehensive review of the ABA Standards and Rules of Procedure
ABA STANDARDS, supra, at vi.

2014
Law Student Survey on Well-being
Yale Law Student Survey
2016

2017

2018

2020

2021
Updated Law Student Survey on Well-being and Subsequent Scholarship Jerome M. Organ et al., The 2021 Survey of Law Student Well-Being: More Progress Needed in Fostering Help-Seeking Among Law Students, BAR EXAMINER, Summer 2022, at 8.

2023
ABA Standard 303(b)(3) requires “substantial opportunities” for “professional identity” development and 303(c) regarding multi-cultural awareness and 508 regarding student mental health care. ABA STANDARDS, supra.
APPENDIX B

POSEd/CoI Lesson Plan Matrix

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Institutional Outcomes</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Prep</th>
<th>Reading</th>
<th>Flipped Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Reflection Activity</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborative Learning Activity</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FCM/PD&amp;F Goals</th>
<th>Social Presence</th>
<th>Cognitive Presence</th>
<th>Teaching Presence</th>
<th>PosEd Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership of continuous professional development toward excellence at major competencies that clients, employers, and the legal system need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A deep responsibility and service orientation to others, especially the client</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A client-centered problem-solving approach and good judgment that ground each student’s responsibility and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* This is Appendix B to Article, Joshua Aaron Jones, Implementing ABA Standard 303(b)(3): Positive Legal Education Through a Community of Inquiry, 48 VT. L. REV. 564 (2024).
In using the PosEd/CoI Lesson Plan Matrix, professors should not expect to cover every component in every class session. Planning a semester will ensure a well-rounded course that targets each FCM/PD&F Goal through activities in each of the CoI presences and PosEd considerations. Andragogical theory should underlie each application.
APPENDIX C

POSEd/COI LESSON PLAN MATRIX
EXAMPLE*

<table>
<thead>
<tr>
<th>Class Session</th>
<th>1, September 1, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Case Reporters, Persuasive/Mandatory Authority, Finding Cases</td>
</tr>
<tr>
<td>Institutional Outcomes</td>
<td>Competency in legal research and technology</td>
</tr>
</tbody>
</table>
| Course Outcomes | • Find controlling, relevant cases in a particular jurisdiction  
| | • Distinguish between persuasive/mandatory case authority  
| | • Competency in Westlaw, Lexis, and Bloomberg Law |
| Student Prep | Reading  
| | Flipped Activities  
| | Westlaw Modules 1–5 |
| Student Reflection Activity | Which legal research platform do you prefer? Provide five reasons. |
| Collaborative Learning Activity | Groups of 4; each team chooses a mascot (prechosen by professor based on available cases); assign a jurisdiction to each team; find cases about the mascot/animal; filter to mandatory authority |

<table>
<thead>
<tr>
<th>FCM/PD&amp;F Goals</th>
<th>Social Presence</th>
<th>Cognitive Presence</th>
<th>Teaching Presence</th>
<th>PosEd Considerations</th>
</tr>
</thead>
</table>
| Ownership of continuous professional development toward excellence at major competencies that clients, employers, and the legal system need | Collaborative Activity – Contribute understanding to team | Westlaw Modules | In Canvas assignment, describe the Westlaw modules and tie to institutional and course outcomes; demonstrate Westlaw search | Experiences  
| | Professional judgment through reflection activity | | | Accomplishment  
| | | | | Self-reflection  
| | | | | Reminder of character strengths |
| A deep responsibility and service orientation to others, especially the client | Collaborative activity – Teamwork and commitment | Trial and error finding fact-relevant cases | Discuss relevant Rules of Prof. Conduct | Meaning  
| | | | | Relationships |

* This is Appendix C to Article, Joshua Aaron Jones, Implementing ABA Standard 303(b)(3): Positive Legal Education Through a Community of Inquiry, 48 VT. L. REV. 564 (2024).
<table>
<thead>
<tr>
<th>A client-centered problem-solving approach and good judgment that ground each student’s responsibility and service to the client</th>
<th>Collaborative activity – Teamwork and commitment</th>
<th>Associate facts and jurisdiction to inform case selection</th>
<th>Discuss candor to the court and revealing even negative controlling authority</th>
<th>Relationships</th>
</tr>
</thead>
</table>
| Well-being practices | Introduce boxed-breathing | Boxed-breathing exercise | Personal use of boxed breathing | Self-care
Positive Emotions |