

**2023 AALS Annual Meeting Sessions on Standard 303
and Professional Identity Formation:**

Integrating Professional Identity Formation into Doctrinal Classes
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I. DEFINE PROFESSIONAL IDENTITY FOR YOUR INSTITUTION

One Model of Professional Identity Components and Examples	
<p><u>Personal Identity</u></p> <p>Personal values Life goals Strengths Passions</p>	<p><u>Values of the Legal Profession</u></p> <p>Honesty Integrity Continuous professional development Respect for the judicial system, rule of law Diversity, equity, inclusion</p>
<p><u>Competencies Expected by Employers</u></p> <p>Self-awareness; self-direction Resilient, grit, pivoting Emotional intelligence Work well on teams / with others Attention to detail Leadership</p>	<p><u>Right Fit in the Practice of Law</u></p> <p>Practice setting Practice area Skills utilized Opportunities for development Overall positives and negatives</p>

II. DISTILLING PROFESSIONAL IDENTITY THEMES

Using the subparts and examples you identify above, what are the general themes, questions, or categories of content you'd like doctrinal faculty to incorporate? Examples:

- Weave in details of how lawyers actually do their jobs on a daily basis. What skills and competencies do they use regularly? How does this vary across law practices?
- Raise potential conflicts in professional obligations. Ex: Diligently representing a client but within ethical rules.
- Identify challenges that can arise in practicing law while maintaining well-being and balance.
- Explore current societal problems through the lens of law.
- Emphasize ongoing nature of professional identity formation throughout career.
- Look for opportunities to address emotion in the practice of law: what the client might feel; what the lawyer might feel; how to effectively deal with emotions.

III. SPECIFIC IDEAS FOR DOCTRINAL FACULTY DRAWING ON THEMES ABOVE

- A. **Level 1 (easy to implement; little advance planning or coverage impact)**
- Ask students to give their own opinion about the rule, outcome, strategy
 - “How comfortable would you be making that argument? Why?”
 - “Has anyone in class ever been a landlord / police officer, etc.? What’s your experience with situations like this?”
 - “Is this outcome fair? Why or why not?”
 - Share news stories related to class content, emphasizing lawyering decisions and strategies.
 - Ask students how they would explain a concept to a jury / how they would frame an argument to a jury. Explore their responses.
 - Ask students to consider how a lawyer might address this problem as a part of a broader team of professionals, including a CEO, PR director, and CFO.
 - Well-being check-in (on paper; verbally; Easy Retro Board)
 - Share your own experiences from practice
 - EX: hiring and working with experts; how to generate evidence to support a claim; how negotiations might proceed
- B. **Level 2 (require some planning; may impact coverage somewhat)**
- Practice problems
 - Provide sample answers; actively encourage students to compare their answers to samples using a rubric; emphasize self-assessment.
 - Require a court observation + reflection that asks about overall observations, surprises, etc.
 - Provide contextual / background materials about case: parties, dispute, broader social context & discuss in class
 - Create small group discussions with specific instructions about how to listen effectively and the responsibilities of each group member
- C. **Level 3 (more planning, impact on coverage)**
- Invite a guest speaker
 - Lawyer, judge, or *client* to share perspective about practice; for clients, in particular: what skills, competencies make an effective advocate?
 - “Advise a client” problems
 - Incorporate PI themes into existing writing projects
 - EX: lawyers representing clients with different cultural backgrounds that affect communication / comfort level with authority, etc.
 - Create discussion / writing problems that address current events related to your doctrinal area
 - EX: Property: Redlining Project: Students research the demographic and home value impacts of redlining on existing neighborhoods (www.segregatedbydesign.com) and include their reactions to their findings.