

Common Threads Across Increasingly Common Required First-Year Courses/Programs Focused on Professional Development

by Jerome M. Organ

Since 2017, the number of law schools with required first-year courses/programs focused on professional development has roughly doubled, with over 60 law schools now requiring first-year students to participate in a course/program with a professional development component. This article summarizes some of the common threads across these varied courses/programs.

Over the last several years there has been a profound growth in the number of law schools with required first-year courses or programs focused on professional development. When I last wrote about these programs in 2017,¹ there were roughly 30 law schools that had a required first-year course or program focused on professional development. I concluded the article by suggesting that it would be a great thing if by 2019 or 2020 there were as many as 40 or 50 law schools with a required first-year course or program focused on professional development. As it turns out, I was not optimistic enough in my assessment of what might happen. As of November 2019, there were over 60 law schools with a required first-year course or program with a professional development component!²

I will first briefly describe the varied approaches that law schools are taking regarding first-year courses or programs focused on professional development. Then I will try to describe common points of emphasis across these courses/programs.

Law schools likely are motivated by three things in implementing these required, first-year courses/programs focused on professional development. First, law schools could be responding to the call in *Educating Lawyers*³ for law schools to focus more on the “third apprenticeship” of professional identity formation. Second, with a number of law schools identifying professional formation learning outcomes, such as cultural competence, self-directedness, commitment to pro bono, teamwork/collaboration, leadership, and integrity, these courses/programs might be a means of promoting student learning associated with these learning outcomes.⁴ Third, and perhaps more significantly, however, law schools could be implementing these courses/programs out of a desire to better prepare their students and graduates for the legal services market upon graduation. With increased transparency regarding employment outcomes impacting both law school rankings and the decisions of law school applicants,⁵ law schools want their students and graduates to be as well prepared as possible to understand the array of competencies they will need to demonstrate to find employment opportunities and success as new lawyers.

In this article, I will first briefly describe the varied approaches that law schools are taking regarding first-year courses or programs focused on professional development. Then I will try to describe common points of emphasis across these courses/programs — common learning outcomes or competencies on which such courses/programs are focused, common pedagogies, common readings, and common reflection questions.

1. Two Broad Approaches to Professional Development in the First Year

Broadly speaking, law schools use one of two approaches for implementing a required, first-year course/program focused on professional development.

a. Credit-bearing courses

The first category includes law schools with a credit-bearing course focused on professional development or into which professional development is integrated. As of November 2019, we have identified 44 law schools that have, or will have in the next academic year, a credit-bearing course. Some of these credit-bearing courses are stand-alone courses focused on professional formation or professional development. Other courses feature an integrated context in which professional development components are integrated, for example, into a professional responsibility course or a legal writing course.

b. Zero-credit courses/Graduation requirement

The second category includes law schools with a zero-credit course/program or something simply described as a graduation requirement. As of November 2019, there are 18 law schools with a zero-credit course/program or a graduation requirement focused on professional development.

Thus, perhaps the first and most significant point worth noting is that law schools seem to be much more focused on fostering professional development in their first-year students. Since June 2017, when I last compiled a listing of law schools with courses/

programs focused on professional development, the number of such law schools has doubled, from roughly 30 to more than 60, with significant growth in each of these two categories.

2. Common Points of Emphasis

The following analysis is based on a review of roughly 40 syllabuses for these courses/programs that have been shared with the Holloran Center for Ethical Leadership in the Professions for posting on the Professional Development Database.⁶ The analysis focuses on four things — common learning outcomes, common pedagogies, common readings, and common reflection questions. Because there are some differences in emphasis between law schools with credit-bearing courses and law schools with graduation requirements, each category is discussed separately.

a. Credit-bearing courses

We received syllabuses from 31 of the 44 law schools with a required, first-year, credit-bearing course that focuses upon or integrates professional development.

i. Common learning outcomes

Across these 31 courses, there are a number of learning outcomes that showed up with some frequency. The two most common learning outcomes, present in roughly two-thirds of the syllabuses, are focused on professional communication (23) and ethics and integrity (21). The third most common learning outcome involves building relationships of trust with clients (including client interviewing and emotional intelligence) (19). Thus, the three most common learning outcomes focus on self-understanding and values (ethics and integrity) and interpersonal relationships (professional communication and building relationships of trust with clients).

There are several learning outcomes present in roughly one-third to one-half of the syllabuses. These include cultural competence (14), teamwork/collaboration (12), listening (12),

self-directedness (11), well-being (11), understanding the legal market (11), leadership (10), and networking/marketing/brand development (10). Two learning outcomes that show up with less frequency are time management (6) and pro bono (6).

This summary of learning outcomes shows that these professional development courses remain somewhat varied in the points of emphasis on which they focus, perhaps as a function of the interests of the individuals involved in championing the courses at each law school or their perceptions of student needs. Beyond the emphasis on professional communication, ethics and integrity, and interpersonal relationships (building relationships of trust with clients), which is manifested in roughly two-thirds of the syllabuses, none of the other learning outcomes are present in more than half of the syllabuses.

Given that almost all these courses have been developed in the last few years, this may suggest that we are in the process of exploring what might belong in a “canon” associated with professional development.

That said, these “secondary” learning outcomes do fit into two broad categories — those focused on relationships with others (cultural competence, teamwork/collaboration, listening, leadership, pro bono) — and those focused on self-understanding and finding one’s path into the legal market (self-directedness, well-being, time management, understanding the legal market, and networking/marketing/brand development). See Professor Neil Hamilton’s article, “The Competency Continuum on Teamwork and Team Leadership: Aligning Law School Curriculum with Law Firm Needs” in this same issue of *PD Quarterly* for an example of the next step in building one of these competencies.

Given that almost all these courses have been developed in the last few years, this may suggest that we are in the process of exploring what might belong in a “canon” associated with professional development. It will be interesting to see in the

coming years whether law schools coalesce around a larger subset of these learning outcomes that show up consistently in roughly two-thirds or more of the syllabuses.

ii. Common pedagogies

These professional development courses are not your average law school course.

While a number of these courses do feature lectures of some sort, the Socratic method is not the major pedagogical format for professional development courses, particularly those that are stand-alone courses. Rather, professional development courses involve much more learning by reflection and learning by doing. Roughly two-thirds of the syllabuses include reflection exercises (24), simulations (22), and group discussion (22) as common pedagogies, with one half of the syllabuses featuring occasional panel presentations (16).

In addition, in roughly one-third of the syllabuses, there is a requirement for client interviewing (13) and/or a client letter (9), while in nearly one-quarter of the courses there is a requirement for some type of attorney interview (7).

Through simulations, which frequently involve negotiation and client interviews, many of these courses provide law students opportunities to be “in role” to experience some of what it means to “be a lawyer.” Some exposure to clients — frequently not personally manifested in first-year doctrinal courses — may be one of the most meaningful aspects of these professional development courses.

iii. Common readings

There are not a significant number of common reading resources across the 31 syllabuses. The lack of common reading may partly be a function of the many varied course contexts, from stand-alone professional formation courses to courses in lawyering skills or professional responsibility within which professional development components have been integrated

in some way. In the latter courses, the primary texts are not professional development texts. In addition, given the variety of learning outcomes identified above, it is not surprising that there are a limited number of common reading resources used in these courses.

The two most common reading resources, each of which is required in several courses, were the following:

- *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson
- *Roadmap: The Law Student's Guide to Preparing and Implementing a Successful Plan for Meaningful Employment* by Neil Hamilton

Each of these reading resources is geared toward helping students explore who they want to be as a lawyer and what they want to do as a lawyer, albeit through very different approaches. *Just Mercy* is a story of finding a passion in serving others through a particular form of advocacy. It serves as an inspirational story that might be helpful for students seeking to find their path. *Roadmap*, by contrast, is a practical resource designed to help students understand the many competencies lawyers must develop to find success in the law and then to reflect upon their own interests and strengths through a variety of self-assessment tools.

iv. Common reflection questions

As noted above, over two-thirds of the courses use reflection exercises as a key component of the pedagogy for the course.

The most common reflection questions tend to fall into one of three categories. One category focuses on questions related to each student's personal journey into the profession. These reflections tend to focus on personal strengths and weaknesses or self-assessment resources, on one's sense of how one envisions oneself as a lawyer and the qualities of a lawyer, and on the variety of competencies associated with success as a lawyer.

One benefit of requiring reflective writing is that it gives students the opportunity to disengage from the normal stresses of law school and use a wider lens to look at an aspect of their legal education or an aspect of what they are learning about the legal profession.

The second category focuses on reflections on one's experience "in role" — reflections on negotiation experiences and client interview experiences and on working in groups. Finally, the third category focuses on reflections of observations of lawyers and the law in practice — reflections on interviews with attorneys or on a court visit, for example.⁷

One benefit of requiring reflective writing is that it gives students the opportunity to disengage from the normal stresses of law school and use a wider lens to look at an aspect of their legal education or an aspect of what they are learning about the legal profession. It also helps them remain grounded in terms of their values and their perspective on becoming a lawyer. From a practical standpoint, reflective writing also can provide opportunities for feedback on ways to improve professional communication.

b. Zero-credit courses/Graduation requirements

We received syllabuses or descriptions regarding 10 of the 18 law schools with a required, first-year, zero-credit course or a graduation requirement that focuses upon or integrates professional development.

i. Common learning outcomes

The most common learning outcome associated with this category of courses is professional communication, both written and oral (10), with some emphasis on cover letters and resumes. The second most common learning outcome associated with this category of courses is self-directedness (7), with some emphasis on creating a professional development plan. The next

most common learning outcomes are leadership (5), ethics and integrity (5), and cultural competence (4). Well-being (3) and marketing/networking/brand management (3) also appear as learning outcomes for a few of these courses/requirements.

ii. Common pedagogies

By far, the most common pedagogies for this category of courses are lectures and panel presentations, which are part of the structure for nearly every course. Several courses also feature self-assessments of some sort and several feature “mock interviews.” A small number utilize online resources for some components of the course.

iii. Common readings

There are no common readings identified across this category of courses, largely because as zero-credit courses, or as graduation requirements, there are no “traditional” class experiences that require advanced reading. Rather, students are required merely to attend lectures and/or panel presentations and participate in mock interviews and self-assessments.

iv. Common reflection questions

There are no common reflection questions identified across this category of courses. There are some courses that ask for reflections on some experiences — such as mock interviews or attorney interviews — but as a general matter, to the extent that this category of courses prompted reflection it is in the context of developing a professional development plan.

3. Takeaways

As noted above, one important takeaway from this effort to identify required, first-year courses/programs focused on professional development is that this is a growth field within legal education. Nearly one-third of law schools now have a required course/program in the first year focused on professional formation or professional development.

A second important takeaway from reviewing all of these syllabuses comes from the variety of approaches that law schools have embraced to foster professional development. Whether a function of curricular opportunities or constraints, or a function of whether the individual champions for professional development are faculty or student life or career services professionals, law schools have found a variety of ways to create opportunities to advance professional development for first-year law students. Even at the 18 law schools that have a zero-credit course or a graduation requirement, the faculty have opted to communicate that professional development is an important “additional” component of the students’ education by requiring that students participate in the zero-credit course or fulfill the aspects of the graduation requirement in order to obtain their degree.

Nearly one-third of law schools now have a required course/program in the first year focused on professional formation or professional development.

Another important takeaway is that these professional development courses generally are different with respect to structure and pedagogies than traditional first-year courses. These courses tend to be much more experiential in nature with much more emphasis on reflection. Indeed, in talking with a number of faculty or staff involved in these types of professional development initiatives, one of the common refrains is that one should recognize and accept that these courses have a different purpose and need to be implemented differently than traditional first-year doctrinal courses.

4. What’s Next? Where Do We Go from Here?

The courses/programs described above should be understood as a conscious effort by law schools and legal educators to help law students begin their transition from an identity grounded in being a student to an identity grounded in being a lawyer, a professional. There clearly is a growing interest among law

schools in helping students transition more effectively from being a student to being a lawyer, suggesting that there may be a growing social movement within legal education focused on professional formation.⁸

One of the most significant “next steps” should involve some type of assessment to determine which of these course designs or pedagogies is most effective in supporting the professional development of law students.

The Holloran Center for Ethical Leadership in the Professions hopes to continue to support this ongoing effort with a web-based set of resource pages, one focused on learning outcomes, one focused on professional development, and one focused on stage development models known as Holloran Competency Milestones for specific learning outcomes.⁹ The Learning Outcomes Database¹⁰ provides a searchable database of the varied learning outcomes law schools have identified. The Professional Development Database contains the syllabuses received from over 40 of the 62 law schools with a required, first-year course/program focused on professional development so that those interested in developing such a course/program can see the array of options available for developing such a course/program.¹¹ The Holloran Competency Milestones presently include stage development models created by separate working groups focused on each of five learning outcomes — cultural competence, self-directedness, teamwork/collaboration, integrity, and professionalism (honoring commitments).¹² Over time, we hope to supplement these pages with separate folders containing a bibliography, pedagogical resources, and assessment tools to support each of these learning outcomes.

One of the most significant “next steps” should involve some type of assessment to determine which of these course designs or pedagogies is most effective in supporting the professional development of law students. We presently do not know whether zero-credit courses or graduation requirements are meaningfully effective at helping law students advance with respect

to the identified professional development learning outcomes such courses or requirements are designed to promote. Similarly, we do not know which of the credit-bearing approaches to professional development is most effective. There has been very little assessment done of these courses/programs and no comparative assessment to demonstrate relative effectiveness of one course model in comparison with another course model.

The Holloran Center is trying to support the development of both more robust institutional learning outcomes associated with professional formation and more effective means for assessing the extent to which law students are making progress on these learning outcomes.

In addition, there has been little done to date to provide “progressive” educational interventions across all three years of law school associated with professional development including professional identity formation. For the professional development social movement to continue to gain momentum, it will be important for law schools to think in terms of a progression of engagements so that law students not only begin a process of professional development as first-year students but have curricular and extra-curricular resources in the second and third years of law school to help them continue the evolution from being a student to becoming a lawyer.

Endnotes

¹ Jerome M. Organ, “First-Year Courses/Programs Focused on Professional Development and Professional Identity Formation: Many Flowers are Blooming,” *PD Quarterly*, August 2017.

² I am grateful to Rupa Bhandari, Assistant Dean at Santa Clara University School of Law, for help in compiling the list of courses/programs. The list of law schools with courses/programs, along with syllabuses for those that have been made available, can be found at the Professional Development Database maintained by the Holloran Center for Ethical Leadership in the Professions at <https://www.stthomas.edu/hollorancenter/learningoutcomesandprofessionaldevelopment/professionaldevelopmentdatabase/>.

³ See William M. Sullivan et al, *Educating Lawyers: Preparation for the Practice of Law* at pp. 14, 29-33, 126-144. (Carnegie Foundation, 2007) (discussing the “third apprenticeship”).

⁴ See Learning Outcomes Database, <https://www.stthomas.edu/hollorancenter/resourcesforlegaleducators/learningoutcomesdatabase/>.

⁵ Since 2011, with reporting of employment outcomes for the Class of 2010, the ABA has required law schools to publish employment outcomes using a standardized format that disaggregates results into defined categories and that makes comparisons across law schools much easier. The individual law school reports and aggregate data are available at <http://employmentsummary.abaquestionnaire.org/>. U.S. News has adjusted its methodology for reporting employment outcomes in recent years, making it even more important for law schools to work collaboratively with their students and graduates to support them as much as possible in their efforts to find meaningful employment. Jerry Organ, “The Benefits of Greater Transparency in Reporting of Graduate Employment Outcomes,” TaxProf Blog, December 19, 2019, https://taxprof.typepad.com/taxprof_blog/2019/12/the-benefits-of-greater-transparency-in-reporting-of-employment-outcomes.html.

⁶ You can review the syllabuses that were made available to the Holloran Center for Ethical Leadership in the Professions by checking out the Professional Development Database *supra* note 2.

⁷ For a list of 30 reflection questions that one might want to encourage law students to engage in while in law school, see Neil W. Hamilton and Jerome M. Organ, “Thirty Reflection Questions to Help Each Student Find Meaningful Employment and Develop an Integrated Professional Identity” (Professional Formation), 83 TENN. L. REV. 843 (2015-16).

⁸ See William M. Sullivan, “Professional Formation as Social Movement,” 23 THE PROF. LAW. 1 (2015).

⁹ See <https://www.stthomas.edu/hollorancenter/hollorancompetencymilestones/>.

¹⁰ See *supra* note 4. The [Learning Outcomes Database](#) contains three databases: one for learning outcomes related to ABA Standard 302(a), one for learning outcomes related to ABA Standards 302(b) and (d) as well as other skills related to 302(b), and one related to ABA Standards 302(c) and (d) as well as other skills related to 302(c). The Holloran Center will be updating the Learning Outcomes Database on a quarterly basis.

¹¹ See *supra* note 2.

¹² See *supra* note 9. Additional working groups presently are working on generating stage development models for commitment to pro bono, leadership, listening, and professional communication.

About the Author



Jerome M. Organ is the Bakken Professor of Law and Co-Director of the Holloran Center for Ethical Leadership in the Professions at the University of St. Thomas School of Law (Minnesota). He is very grateful for the inspiration and collaboration of his Co-Director, Neil Hamilton, and for the enthusiasm and generosity of

all of those who are working on required, first-year professional development courses/programs at the over 40 law schools that were willing to share their syllabus or course description. He is particularly grateful for Rupa Bhandari’s collaboration in identifying the list of 62 law schools with required, first-year professional development courses/programs. He also is very grateful for the work of Brady King, Coordinator of the Holloran Center, in supporting the various databases described above, and for the work of his research assistant, Erin Schoenbeck, in compiling the spreadsheet of data summarized in this article.

Perspectives on Being a Lawyer Survey

Programming Specifications

Project Number	S20005			
Project Name	Perspectives on Being a Lawyer Survey			
Illume Program Name	S20005_LAW			
Short URL				
Browser Window Title	Lawyer Perspectives Survey			
Header Title	Perspectives on Being a Lawyer Survey			
Logo	SoundRocket logo			
Section Highlight Color	default			
Support Email	law@srsrv.com			
Support Phone (optional)	none			
Mandatoriness <i>All questions (besides specified exceptions) are...</i>		Required		
	X	Optional		
		Optional with Soft Prompts		
Mobile Optimization		None		
	X	Basic (no grid breakout)		
		Full (grid breakout)		
Text Emphasis Style	X	bold blue		ALL CAPS

Header Sections *(leave blank if no headers are desired)*

Section Label
Roles of a Lawyer
Values of the Profession
Perspectives on Professional Development
Motivations and Plans
Orientation
Ranking Categories of Competencies
Some Concluding Thoughts in Your Own Words
Demographic Questions

Default Page Texts

Welcome Page	Welcome to the Perspectives on Being a Lawyer Survey! Please enter your Study ID as provided to you in the email or letter you received and click START SURVEY to begin.
End Page	Thank you very much for the time you have invested in completing this survey. A summary of your law school's results and the overall set of results from students at all participating law schools will be provided to your Dean and Associate Dean. You may now close your browser.
No Consent Page	Your consent is required to participate in this survey. If you believe you have reached this page in error, please contact us at {SUPPORT_EMAIL}. You may now close your browser.
Soft Prompt Text	We noticed that you did not answer a question on the previous page. It is important to us that we get a complete set of responses from you. To return to the last question please click "Previous" and select an answer; otherwise click "Next" and you will advance to the next page.

Other Programming Notes

This box should be for other global settings such as:

- Additional header text
- Paradata capture information

Preloaded Variables

SURVEY_TIMEPERIOD Survey Time Period

0 Summer

1 Spring

{PRG: INCLUDE PRINTABLE LINK TO THE CONSENT FORM}

{PRG: QCONSENT is mandatory}

QCONSENT. Please click the link at the bottom of the screen if you wish to print a copy of this consent form.

- 1 Yes, I have read the information given above and I CONSENT to participate in this study.
- 0 No, I do not wish to participate in this study and I understand that there is no penalty for not participating.

{PRG: TIMESTAMP TO REFLECT TIME QCONSENT WAS ANSWERED}

{PRG: TERMINATE SURVEY IF QCONSENT=0 & DISPLAY NO CONSENT END PAGE}

{SECTION HEADER: Roles of a Lawyer}

{DESIGN: GRID}

{DESIGN: RANDOMIZE RESONATE_GRID1-3, RANDOMIZE ROWS WITHIN GRIDS}

RESONATE_GRID1. This first set of questions asks you to identify the extent to which you think certain descriptions of a lawyer are accurate or meaningful to your understanding of being a lawyer.

To what extent do the following ideas or images of the role of a lawyer resonate with the way you see yourself as a lawyer?

- 1 No Resonance
- 2 Slight Resonance
- 3 Moderate Resonance
- 4 Strong Resonance

RESONATE1. Social Change Advocate (focuses on advocating for policy change)

RESONATE2. Zealous Advocate (acts zealously on behalf of clients, but within the rules)

RESONATE3. Problem-Solver (helps clients solve legal problems)

RESONATE4. Counselor (advises / counsels a client with prudence and wisdom)

RESONATE5. Servant Leader (leads with a focus on serving those he or she leads)

RESONATE_GRID2. This first set of questions asks you to identify the extent to which you think certain descriptions of a lawyer are accurate or meaningful to your understanding of being a lawyer.

To what extent do the following ideas or images of the role of a lawyer resonate with the way you see yourself as a lawyer?

- 1 No Resonance
- 2 Slight Resonance
- 3 Moderate Resonance
- 4 Strong Resonance

- RESONATE6. Project Manager (manages projects / people – cases, deals, investigations, etc.)
 - RESONATE7. Entrepreneur (thinks creatively / efficiently about serving client needs)
 - RESONATE8. Hired Gun (commits solely to interests of clients without moral constraint)
 - RESONATE9. Litigator (advocates in courtroom on behalf of clients)
 - RESONATE10. Dealmaker (facilitates transactions on behalf of clients)
-

RESONATE_GRID3. This first set of questions asks you to identify the extent to which you think certain descriptions of a lawyer are accurate or meaningful to your understanding of being a lawyer.

To what extent do the following ideas or images of the role of a lawyer resonate with the way you see yourself as a lawyer?

- 1 No Resonance
- 2 Slight Resonance
- 3 Moderate Resonance
- 4 Strong Resonance

- RESONATE11. Negotiator (works to resolve disputes through negotiation among parties)
- RESONATE12. Dealbreaker (“says no” and keeps deals from happening)
- RESONATE13. Overzealous advocate (commits to winning at all costs – without regard to the rules)
- RESONATE14. Trusted Advisor (advises / counsels about legal and non-legal matters in a way that generates profound trust of clients)
- RESONATE15. Planner (contemplates the steps in a process for moving a case / project forward)

{SECTION HEADER: Values of the Profession}

{DESIGN: GRID}

VALUES_TEXT. This section focuses on your perspective on the values of the legal profession and the ethical obligations of lawyers within the judicial system.

VALUES_GRID1. For each statement listed below, please indicate the level of your agreement or disagreement with the statement:

- 1 Strongly Disagree
- 2 Disagree
- 3 Agree
- 4 Strongly Agree

- VALUES1. A lawyer should comply with the “ethics of duty” – the minimum standards for the lawyer’s professional skills and ethical conduct set by the Model Rules of Professional Conduct (this includes minimum competence).
- VALUES3. A lawyer should hold other lawyers accountable to meet the “ethics of duty” -- the minimum standards set forth in the Model Rules of Professional Conduct.
- VALUES2. A lawyer should strive to abide by the “ethics of aspiration” – the ideals and core values of the profession – not just the minimum standards.
- VALUES4. A lawyer should encourage other lawyers to abide by the “ethics of aspiration” – the ideals and core values of the profession.
- VALUES5. A lawyer should act as a fiduciary where his or her devotion to serving the client and the public good overbalances his or her self-interest.
- VALUES9. A lawyer should devote professional time to serve the public good, particularly by representing pro bono clients.

{PRG: SHOW VALUES17 IF SURVEY_TIMEPERIOD = 1}

VALUES_TEXT4. This section focuses on your perspective on the legal system and the role of judges along with the extent to which moral development should be an aspect of legal education.

VALUES_GRID4. For each statement listed below, please indicate the level of your agreement or disagreement with the statement:

- 1 Strongly Disagree
- 2 Disagree
- 3 Agree
- 4 Strongly Agree

- VALUES12. With respect to cases brought before them, judges act as impartial decision makers regarding the legal rights and obligations of individuals and organizations.
- VALUES13. The judicial system provides individuals and organizations with an effective system to enforce and protect their legal rights.
- VALUES14. The judicial system leaves many individuals and organizations without an affordable opportunity to access justice.

- VALUES15. Law students come to law school as fully formed moral beings such that law school cannot influence the moral development of law students.
- VALUES16. The development of a professional identity grounded in a moral core directed toward serving and being responsible to others (e.g., client, legal profession, society, system of justice, other lawyers) should be an important component of legal education.
- VALUES17. Your law school experience has helped you develop your moral core directed toward serving and being responsible to others.

{SECTION HEADER: Perspectives on Professional Development}

{DESIGN: GRID}

{DESIGN: RANDOMIZE DEVELOPMENT_GRID1-2, RANDOMIZE ROWS WITHIN GRIDS}

DEVELOPMENT_INTRO. This section focuses on your efforts oriented toward professional development and your orientation toward learning and developing knowledge and skills.

DEVELOPMENT_GRID1. The following questions focus on patterns of behavior. Using the scale indicated, please indicate the extent to which you agree or disagree with each statement.

- 1 Strongly Disagree
- 2 Disagree
- 3 Agree
- 4 Strongly Agree

- DEVELOPMENT3. I look to external authority for direction and validation
- DEVELOPMENT4. I engage in goal-setting on a regular basis
- DEVELOPMENT5. I seek to understand the competencies I need for success
- DEVELOPMENT6. I regularly seek feedback from coaches/mentors/supervisors on my progress in developing competencies
- DEVELOPMENT8. I mostly want to improve to get good grades
- DEVELOPMENT10. I persist in practicing competencies so that I can improve

DEVELOPMENT_GRID2. The following questions focus on patterns of behavior. Using the scale indicated, please indicate the extent to which you agree or disagree with each statement.

- 1 Strongly Disagree
- 2 Disagree
- 3 Agree
- 4 Strongly Agree

- DEVELOPMENT11. I am committed to professional self-development
- DEVELOPMENT12. I reflect on experiences to figure out how I can improve
- DEVELOPMENT13. I strive for excellence in all I do
- DEVELOPMENT14. I respond positively to feedback on strengths and weaknesses
- DEVELOPMENT15. I want to learn new skills and knowledge to be better able to serve clients
- DEVELOPMENT18. I do what is required of me to meet others' expectations

{SECTION HEADER: Motivations and Plans}

MOTIVATION_INTRO. This section asks you about your motivations for becoming a lawyer and the types of law practice in which you are most interested.

{DESIGN: GRID}

{DESIGN: RANDOMIZE MOTIVATION_GRID1-2, RANDOMIZE ROWS WITHIN GRIDS}

MOTIVATION_GRID1. We are interested in understanding why you have decided to go to law school.

For each item below, please indicate the extent to which each motivation was a factor in your decision to become a lawyer.

- | | |
|---|---------------------|
| 0 | Not a factor |
| 1 | Somewhat a factor |
| 2 | Very much a factor |
| 3 | Absolutely a factor |

- | | |
|--------------|---------------------------------------|
| MOTIVATION1. | I want to be a leader. |
| MOTIVATION2. | I want to have power. |
| MOTIVATION3. | I want to have prestige. |
| MOTIVATION4. | I want to help people solve problems. |
| MOTIVATION5. | I feel called to serve others. |
| MOTIVATION6. | I have always wanted to be a lawyer. |

MOTIVATION_GRID2. We are interested in understanding why you have decided to go to law school.

For each item below, please indicate the extent to which each motivation was a factor in your decision to become a lawyer.

- | | |
|---|---------------------|
| 0 | Not a factor |
| 1 | Somewhat a factor |
| 2 | Very much a factor |
| 3 | Absolutely a factor |

- | | |
|---------------|---|
| MOTIVATION7. | I want to be wealthy. |
| MOTIVATION8. | I am not sure what else to do. |
| MOTIVATION9. | My family / friends want me to attend law school. |
| MOTIVATION10. | I enjoy intellectual stimulation. |
| MOTIVATION11. | I want to help marginalized people. |
| MOTIVATION12. | I am interested in politics / public service. |

{DESIGN: GRID}

{DESIGN: RANDOMIZE PRACTICE_AREA1-18, RANDOMIZE ROWS WITHIN GRIDS}

PRACTICE_AREA_GRID1. We are interested in understanding what you hope to do with your law degree.

This question focuses on possible areas of practice in which you might be interested in working after law school. Please indicate the extent to which you are presently interested in working in each identified practice area by selecting one of the available options.

- 0 Not interested
- 1 Somewhat interested
- 2 Very interested
- 3 Extremely interested

PRACTICE_AREA1.	Legal aid / public interest
PRACTICE_AREA2.	Prosecutor
PRACTICE_AREA3.	Family law
PRACTICE_AREA4.	Immigration law
PRACTICE_AREA5.	Business / corporate law
PRACTICE_AREA6.	Intellectual property law

PRACTICE_AREA_GRID2. We are interested in understanding what you hope to do with your law degree.

This question focuses on possible areas of practice in which you might be interested in working after law school. Please indicate the extent to which you are presently interested in working in each identified practice area by selecting one of the available options.

- 0 Not interested
- 1 Somewhat interested
- 2 Very interested
- 3 Extremely interested

PRACTICE_AREA7.	Environmental law
PRACTICE_AREA8.	Estate planning
PRACTICE_AREA9.	Criminal defense
PRACTICE_AREA10.	Personal injury
PRACTICE_AREA11.	Worker's comp. / Social security disability
PRACTICE_AREA12.	Employment law

PRACTICE_AREA_GRID3. We are interested in understanding what you hope to do with your law degree.

This question focuses on possible areas of practice in which you might be interested in working after law school. Please indicate the extent to which you are presently interested in working in each identified practice area by selecting one of the available options.

- 0 Not interested
- 1 Somewhat interested
- 2 Very interested
- 3 Extremely interested

PRACTICE_AREA13. Compliance / Regulatory
PRACTICE_AREA14. Insurance defense
PRACTICE_AREA15. Real estate
PRACTICE_AREA16. Consumer law
PRACTICE_AREA17. Bankruptcy law
PRACTICE_AREA18. Banking law

{DESIGN: GRID}

PLANS_GRID. We are interested in understanding what you hope to do with your law degree.

This question focuses on employment contexts in which you might be interested in working after law school. Please indicate the extent to which you are presently interested in working in each identified employment context by selecting one of the available options.

- 0 Not interested
- 1 Somewhat interested
- 2 Very interested
- 3 Extremely interested

PLANS1. Judicial clerkship
PLANS2. Business (finance / accounting / consulting)
PLANS3. Legal technology company
PLANS3A. Solo Practice
PLANS4. Small firm (2-10 lawyers)
PLANS5. Medium firm (11-50 lawyers)
PLANS6. Large firm (51-250 lawyers)
PLANS7. Very large firm (more than 250 lawyers)
PLANS8. Government
PLANS9. Non-profit

{DESIGN: GRID, DO NOT RANDOMIZE}

STEPS_GRID1. We are interested in understanding specific steps you have taken to move yourself along toward finding meaningful employment following law school.

With that in mind, please indicate whether, in the last several months, you have done each of the following:

0	No
1	Yes

- | | |
|---------|--|
| STEPS1. | Reflected on my strengths and areas for growth |
| STEPS2. | Reflected on past experiences to identify those that have been most energizing |
| STEPS3. | Reflected on past negative experiences to learn from them |
| STEPS4. | Identified specific stories that highlight my strengths/competencies |
| STEPS5. | Talked with an attorney or attorneys in an area in which I am interested in practicing |
| STEPS6. | Drafted a written professional development plan |
| STEPS7. | Sought feedback on a written professional development plan |
| STEPS8. | Created a written networking plan |

{DESIGN: GRID, DO NOT RANDOMIZE}

{PRG: SHOW STEPS_GRID2_SPRING IF SURVEY_TIMEPERIOD = 1}

STEPS_GRID2_SPRING. We are interested in understanding specific steps you have taken to move yourself along toward finding meaningful employment following law school. With that in mind, please indicate whether, in the last several months, you have done each of the following:

0	No
1	Yes

- | | |
|----------|---|
| STEPS9. | Had the career services office review my resume |
| STEPS10. | Had the career services office review my cover letter |
| STEPS11. | Conducted a mock interview through the career services office |
| STEPS12. | Interviewed for a part-time paid position as a law clerk |
| STEPS13. | Started in a part-time paid position as a law clerk |
| STEPS14. | Interviewed for a volunteer position as a law clerk |
-

{DESIGN: GRID, DO NOT RANDOMIZE}

{PRG: SHOW STEPS_GRID3_SPRING IF SURVEY_TIMEPERIOD = 1}

STEPS_GRID3_SPRING. We are interested in understanding specific steps you have taken to move yourself along toward finding meaningful employment following law school. With that in mind, please indicate whether, in the last several months, you have done each of the following:

0	No
1	Yes

STEPS15.	Started in a volunteer position as a law clerk
STEPS16.	Received an offer for summer employment
STEPS17.	Received an offer for summer volunteer legal work
STEPS18.	Accepted an offer for summer employment
STEPS19.	Accepted an offer for summer volunteer legal work

{SECTION HEADER: Orientation}

{DESIGN: GRID, DO NOT RANDOMIZE}

INTEL INTRO. This section asks you about your orientation toward your intellectual capacity and your response to dealing with challenging situations.

INTEL_GRID. Using the scale below, please indicate the extent to which you agree or disagree with the following statements:

- | | |
|---|-------------------|
| 1 | Strongly Disagree |
| 2 | Disagree |
| 3 | Mostly Disagree |
| 4 | Mostly Agree |
| 5 | Agree |
| 6 | Strongly Agree |

INTEL1.	I don't think I personally can do much to increase my intelligence.
INTEL2.	I can learn new things, but I don't have the ability to change my basic intelligence.
INTEL3.	My intelligence is something about me that I personally can't change very much.
INTEL4.	To be honest, I don't think I can really change how intelligent I am.
INTEL5.	With enough time and effort I think I could significantly improve my intelligence level.
INTEL6.	I believe I can always substantially improve on my intelligence.
INTEL7.	Regardless of my current intelligence level, I think I have the capacity to change it quite a bit.
INTEL8.	I believe I have the ability to change my basic intelligence level considerably over time.

{DESIGN: GRID, DO NOT RANDOMIZE}

SITUATIONS. The following items ask about how you typically approach difficult situations that you encounter in life. Using the scale below, please rate how well the following statements describe your behavior, from “does not describe me at all” to “describes me very well”:

- | | |
|---|-----------------------------|
| 0 | Does not describe me at all |
| 1 | |
| 2 | |
| 3 | |
| 4 | Describes me very well |

SITUATIONS1. I look for creative ways to alter difficult situations.

SITUATIONS2. Regardless of what happens to me, I believe I can control my reaction.

SITUATIONS3. I believe I can grow in positive ways by dealing with difficult situations.

SITUATIONS4. I actively look for ways to replace the losses I encounter in life.

SECTION HEADER: Ranking Categories of Competencies

{DESIGN: RANDOMIZE ROWS}

IMPORTANCE_GRID. Set forth below are eight categories of competencies, with several examples of each category provided to flesh out how each category is distinctive. Please indicate how important you think each category of competencies will be to your success as a lawyer upon graduation from law school.

- | | |
|---|----------------------|
| 1 | Not important at all |
| 2 | Somewhat important |
| 3 | Very important |
| 4 | Absolutely essential |

IMPORTANCE1. Technical Legal Skills/*Knowledge (Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving)*

IMPORTANCE2. Relationship Skills (*Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership*)

IMPORTANCE3. Character Traits (*Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness*)

IMPORTANCE4. Self-Development Traits (*Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction*)

IMPORTANCE5. Work Ethic Traits (*Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability*)

IMPORTANCE6. Communication Skills (*Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy*)

IMPORTANCE7. Technological Skills (*Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge*)

IMPORTANCE8. Client Service Orientation (*Responsiveness to clients, Understand client's business/circumstances, Respect client autonomy, Loyalty, Confidentiality*)

{CALC: IMPORTANCE_HIGH_VALUE = highest numeric response value of IMPORTANCE1-8}
{CALC: IMPORTANCE_COUNT = number of variables in IMPORTANCE1-8 that have responses equaling IMPORTANCE_HIGH_VALUE}

{PRG: SHOW IF IMPORTANCE_COUNT >=2}
{PRG: ONLY SHOW ROWS FROM IMPORTANCE1-8 THAT EQUAL IMPORTANCE_HIGH_VALUE}
{PRG: MANDATORY, AUTOSET IF ONLY ONE RESPONSE}
{DESIGN: USE RANDOMIZATION PATTERN FROM IMPORTANCE_GRID}

HIGHIMP_RANK1. Of the categories that you indicated as {IMPORTANCE_GRID Value}, we would like to know which {PRG: SHOW IF IMPORTANCE_COUNT >= 3 “three”} categories you think are the most essential.

Please indicate which category you think is the most important:

- 1 Technical Legal Skills/Knowledge (Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving)
- 2 Relationship Skills (Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership)
- 3 Character Traits (Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness)
- 4 Self-Development Traits (Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction)
- 5 Work Ethic Traits (Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability)
- 6 Communication Skills (Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy)
- 7 Technological Skills (Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge)
- 8 Client Service Orientation (Responsiveness to clients, Understand client’s business/circumstances, Respect client autonomy, Loyalty, Confidentiality, Respect client autonomy, Loyalty, Confidentiality)

{PRG: SHOW IF IMPORTANCE_COUNT >=3}
{PRG: ONLY SHOW ROWS FROM IMPORTANCE1-8 THAT EQUAL IMPORTANCE_HIGH_VALUE & WERE NOT ANSWERED IN HIGHIMP_RANK1}
{PRG: MANDATORY, AUTOSET IF ONLY ONE RESPONSE}
{DESIGN: USE RANDOMIZATION PATTERN FROM IMPORTANCE_GRID}

HIGHIMP_RANK2. Of the categories that you indicated as {IMPORTANCE_GRID Value}, we would like to know which {PRG: SHOW IF IMPORTANCE_COUNT >= 3 “three”} categories you think are the most essential.

Please indicate which category you think is the **second** most important:

- 1 Technical Legal Skills/Knowledge (Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving)
- 2 Relationship Skills (Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership)
- 3 Character Traits (Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness)
- 4 Self-Development Traits (Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction)
- 5 Work Ethic Traits (Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability)
- 6 Communication Skills (Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy)
- 7 Technological Skills (Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge)
- 8 Client Service Orientation (Responsiveness to clients, Understand client’s business/circumstances, Respect client autonomy, Loyalty, Confidentiality, Respect client autonomy, Loyalty, Confidentiality)

{PRG: SHOW IF IMPORTANCE_COUNT >=4}
{PRG: ONLY SHOW ROWS FROM IMPORTANCE1-8 THAT EQUAL IMPORTANCE_HIGH_VALUE & WERE NOT ANSWERED IN HIGHIMP_RANK1-2}
{PRG: MANDATORY, AUTOSET IF ONLY ONE RESPONSE}
{DESIGN: USE RANDOMIZATION PATTERN FROM IMPORTANCE_GRID}

HIGHIMP_RANK3. Of the categories that you indicated as {IMPORTANCE_GRID Value}, we would like to know which {PRG: SHOW IF IMPORTANCE_COUNT >= 3 "three"} categories you think are the most essential.

Please indicate which category you think is the **third** most important:

- 1 Technical Legal Skills/Knowledge (Legal analysis, Legal knowledge/expertise, Legal research, Problem-solving)
- 2 Relationship Skills (Cultural competence, Respect for others, Emotional intelligence/Empathy, Teamwork/Collaboration, Leadership)
- 3 Character Traits (Honesty, Integrity, Trustworthiness, Judgment/Common sense, Trustworthiness)
- 4 Self-Development Traits (Self-awareness, Self-discipline, Intellectual curiosity, Well-being, Self-direction)
- 5 Work Ethic Traits (Attention to detail, Initiative, Diligence, Perseverance, Responsibility/Reliability)
- 6 Communication Skills (Communicate clearly (sharing information), Listening (receiving information), Oral advocacy, Written Advocacy)
- 7 Technological Skills (Analyze data, Social media expertise, Facility with various programs (Word, Excel, PowerPoint, etc.), Project Management, Business/financial knowledge)
- 8 Client Service Orientation (Responsiveness to clients, Understand client's business/circumstances, Respect client autonomy, Loyalty, Confidentiality, Respect client autonomy, Loyalty, Confidentiality)

{SECTION HEADER: Some Concluding Thoughts in Your Own Words}

DESCRIBE_INTRO. This set of questions asks you to use your own words to describe lawyers and to identify behaviors or circumstances that give rise to having satisfied clients and having unsatisfied clients.

DESC_LAW. How do you describe lawyers? List the first two **adjectives** that come to mind when you hear the word "lawyer." (For example, if I asked you the first two adjectives that came to mind with respect to a childcare provider, you might say "pleasant," "responsible," "down-to-earth," "fun," "engaging," etc.)

DESC_LAW1. Adjective 1 - A lawyer is [TEXT RESPONSE]

DESC_LAW2. Adjective 2 - A lawyer is [TEXT RESPONSE]

ROLE_LAW. How do you describe the roles of lawyers? List two **nouns** that come to mind when you complete the phrase "A lawyer is a(n) ..." (For example, if I asked you for two nouns that came to mind with respect to a childcare provider, you might say a childcare provider is a "nanny," "chauffeur," "chef," etc.)

ROLE_LAW1. Role 1 / Noun 1 - A lawyer is a(n) [TEXT RESPONSE]

ROLE_LAW2. Role 2 / Noun 2 - A lawyer is a(n) [TEXT RESPONSE]

SATISFIED. Identify two behaviors or circumstances that you believe clients highlight the most when they express great satisfaction with a lawyer who they have engaged to represent them.

SATISFIED1. [TEXT RESPONSE]

SATISFIED2. [TEXT RESPONSE]

DISSATISFIED. Identify two behaviors or circumstances that you believe clients complain about the most when they express dissatisfaction with a lawyer who they have engaged to represent them.

DISSATISFIED1. [TEXT RESPONSE]

DISSATISFIED2. [TEXT RESPONSE]

{SECTION HEADER: Demographic Questions}

SECTION_INTRO: The last few questions in the survey ask about your background. This information will allow us to combine responses across individuals to build the survey database. Your responses will remain confidential and anonymous for the purposes of the survey.

DEM_BORN. In what year were you born?

[NUMERIC ENTRY, RANGE BETWEEN 1900-2019]

DEM_GENDER. Please indicate your gender identity:

- 1 Female
 - 2 Male
 - 97 Other gender identity
 - 98 Prefer not to respond
-

DEM_RACE_ETH. Please indicate your ethnicity (*Select all that apply*):

- 1 White or Caucasian
 - 2 African American/Black
 - 3 Hispanic/Latino
 - 4 American Indian/Alaskan Native
 - 5 Arab/Middle Eastern or Arab American
 - 6 Asian/Asian-American
 - 7 Pacific Islander
 - 97 Other (*Please specify:*) [TEXT RESPONSE]
 - 98 Prefer not to respond [EXCLUSIVE]
-

UNDERGRAD_MAJOR. Please select your undergraduate majors or minors (*Select all that apply*):

- 1 Business (including finance, accounting, marketing, business mgmt., business admin.)
- 2 Communications
- 3 Criminal Justice
- 4 Economics
- 5 Engineering (including civil, mechanical, software, etc.)
- 6 English
- 7 History
- 8 Mathematics
- 9 Philosophy
- 10 Political Science
- 11 Psychology
- 12 Sciences (including biology, chemistry, biochemistry, physics, zoology, etc.)
- 13 Sociology
- 97 Other (*Please specify:*) [TEXT RESPONSE]

PREV_EXP. How many years elapsed between earning your undergraduate degree and enrolling in law school?

- 0 Less than one year
- 1 1-2 years
- 2 3-5 years
- 3 6-10 years
- 4 More than 10 years

{DESIGN: GRID, DO NOT RANDOMIZE}

PREV_LEGAL_EXP. Did any of your volunteer or work experiences prior to law school include opportunities to work in a law firm, a legal aid office, with a judge, with a legislator, or with a county or city attorney or public defender?

- 0 No
- 1 Yes

PREV_LEGAL_EXP1.	Law firm
PREV_LEGAL_EXP2.	Legal aid office
PREV_LEGAL_EXP3.	Judge
PREV_LEGAL_EXP4.	County or city attorney
PREV_LEGAL_EXP5.	Public defender
PREV_LEGAL_EXP6.	Legislator

STUDENT_STATUS. Are you a full-time or part-time law student?

- 0 Full-time
 - 1 Part-time
-

LAW_PARENT. Are either of your parents a lawyer?

- 0 No
 - 1 Yes
-

COL_PARENT. Did one or both of your parents obtain a college degree?

- 0 No
- 1 Yes