

Education law, family law, technology, and law school andragogy inspire my scholarship.

Education

My work-in-progress considers education reform during the German Weimar Republic, which the National People's Party found footing, leading to the Nazi Party's gradual infiltration into German education policy. Beginning with a comparative rhetorical analysis of modern American school board elections and the voices at work during the Weimar Republic, the paper uses Germany's historical perspective to critique the current wave of legislation in the United States that erodes academic freedom and familial autonomy under the guise of "parental rights." The working title is, *Mapping White Christian Nationalist Rhetoric and Its Threat to American Education and Democracy*. This topic parallels my prior education law scholarship and practice experience, especially regarding LGBTQ+ student rights. I often look for issues that intersect with education, family, and LGBTQ+ rights.

Family Law

My prior family law practice experience drives my interest in family law scholarship. After completing the comparative piece about the populist threat to American education, I plan to address the decline of family autonomy post-*Dobbs*. Though I am brainstorming a precise thesis, the tension between parents' and children's fundamental rights draws my curiosity, especially in the context of the UN Convention on the Rights of the Child.

Pragmatically, I am committed to advancing the study and practice of collaborative family law. In practice, I was a collaborative family law leader in Florida and have served on the International Academy of Collaborative Professionals Higher Education Task Force. I am one of only a few lawyers who has taught a collaborative family law course at a law school. Presently, I'm completing a book proposal for Carolina Academic Press. That work will be the first collaborative family law textbook.

Law School Andragogy and Professional Identity Development

At California Western School of Law, I was honored with a Distinguished Teaching Scholar grant, supporting my work on professional identity development. From that project, I have proposed teaching methods incorporating positive psychology in a community of inquiry to help students develop stable outlooks during law school and in their early years of practice. I suggest that through positive legal education and a community of inquiry, students and young professionals will

see fewer mental health and substance abuse issues during law school and practice. My paper, *Implementing ABA Standard 303(b): Positive Psychology in a Community of Inquiry*, was published in the Vermont Law Review, and I was honored to present it at the Detroit Mercy Law Review Symposium in March 2024. To evaluate my hypothesis, I would like to conduct a longitudinal study of students from 1L through the fifth year of practice. Based on outcomes where k-12 and undergraduate programs have implemented positive education curricula, I theorize that these methods will also help law students and the profession.

Technology

These days, the practice of law and technology are inextricable. I pride myself on my courage to explore innovative technologies and apps, as that helps me stay one step ahead of students so I can serve as a guide rather than a repository of unanswered questions. In my artificial intelligence class last spring, our community came to realize that AI hallucinations presented in court have greater implications than professional responsibility. Hallucinations are making their way into controlling precedent. My forthcoming piece, University of New Hampshire Law Review, interrogates that issue and suggests that the U.S. and the States should adopt blockchain technology for publishing court documents. The discussion provides a multidimensional look at the issue, including the impact it is having on pro se litigants and access to justice. I look forward to speaking about this matter during the next academic year and lobbying for the change I suggest.