

**Professional Development Office  
2007-2008 Summary**

**[NOTE – I use “director” and other generic terms for purposes of this template. I recommend using the names of your staff, your school, and other similar changes]**

**Class of \_\_\_\_ Employment Statistics**

The graduating class of \_\_\_\_ included \_\_\_\_ graduates; \_\_\_\_ reported their employment status at nine months following graduation to the Professional Development Office. Of that number, \_\_\_\_ were employed, \_\_\_\_ were seeking an advanced degree, \_\_\_\_ were not seeking employment, \_\_\_\_ were unemployed with a deferred start date, and \_\_\_\_ were seeking employment. Thus, among graduates whose employment status was made known to us, \_\_\_\_ percent were employed and \_\_\_\_ percent were unemployed. Including all graduates, \_\_\_\_ percent were known to be employed and \_\_\_\_ percent were unemployed or their status was unreported. *[include info related to ABA EQ and any changes to reporting requirements]*

The Class of \_\_\_\_ took positions in a variety of fields including academic (\_\_\_\_%), business (\_\_\_\_%), judicial clerkship (\_\_\_\_%), private practice (\_\_\_\_%), government (\_\_\_\_%), and public interest (\_\_\_\_%). Over \_\_\_\_\_ of the graduates in private practice took positions with firms of 2-10 attorneys. \_\_\_\_ students took federal clerkships and \_\_\_\_ took state court clerkships. **[insert comments regarding trends or significant changes year-to-year]**

Of increasing interest are the qualifications required by employers of our graduates. Of the employed graduates, \_\_\_\_ took positions requiring bar passage (\_\_\_\_% of employed, \_\_\_\_% of total), \_\_\_\_ took positions in which holding a JD is considered an advantage (\_\_\_\_% of employed, \_\_\_\_% total), \_\_\_\_ were in other professional positions (\_\_\_\_% of employed, \_\_\_\_% of total), and \_\_\_\_ were in non-professional or unknown positions.

Graduates moved to \_\_\_\_ different states and \_\_\_\_ foreign countries for employment; \_\_\_\_% remained in **[insert home state]** after graduation.

**Campus Recruiting**

Hundreds of employers recruited our students last year either through on-campus interviews, resume collections or job postings. During the fall and spring interview seasons, \_\_\_\_ firms visited campus and conducted \_\_\_\_ interviews of \_\_\_\_ students in the fall and \_\_\_\_ students in the spring. \_\_\_\_ employers requested the Professional Development Office formally collect resumes from students. Formal fall and spring recruiting efforts resulted in \_\_\_\_ students employed for either summer internships or post-graduate positions. This represents nearly a \_\_\_\_% increase over last year. Finally, \_\_\_\_ positions were posted on the Professional Development website representing an increase of \_\_\_\_% over last year.

**Student Programming**

The Professional Development Office provides a variety of educational programming to our students throughout the year. Topics include resume and cover letter preparation, job search strategies, legal career options, alternative career options, and interview skills. The office held \_\_\_ programs, several of which were co-sponsored with student groups, the academic centers, and/or employers. An average of \_\_\_ students attended these events.

**[insert information regarding new programming and notes regarding significant programs such as mock interviews, guest professionals, etc; include comments on alumni/guests who visited the school]**

### **Student Counseling**

In addition to innumerable “walk-in” and “catch-you-in-the-hall” meetings, the director scheduled approximately \_\_\_ individual student counseling appointments throughout the year (a \_\_\_% increase over last year). In addition she scheduled \_\_\_ contacts with alumni and/or prospective students. **[insert any new initiatives or point out unique circumstances related to increases or decreases in appointments]**

### **Externship Program**

**[describe collaboration efforts with externship program and number of postings by CSO if appropriate]**

### **Mentor Program**

The Professional Development Office annually co-sponsors the First-Year Mentor Program with the Alumni Affairs office. This year the program paired \_\_\_ students with mentors in the region. This number represents nearly a \_\_\_% increase over last year. Many participants enjoyed one or both of the two social gatherings organized by the two offices.

### **Job Fairs**

Students always express interest in job fairs held for various constituencies around the country. Last year \_\_\_ students registered for \_\_\_ different job fairs including **[insert names of various job fairs]**. **[insert information regarding school participation in regional job fairs]**

### **Pro Bono Program**

The Professional Development Office continued to direct the Pro Bono Program. \_\_\_\_\_ students graduated with either Pro Bono Honors (#\_\_\_) or Distinguished Pro Bono Honors (#\_\_\_), rewarding them for their hours of service. In addition, the Class of 2012 contributed at least \_\_\_\_\_ hours toward the Pro Bono Honors Program during their tenure at Washburn Law. This number does not include pro bono work completed by many students who contributed but did not report hours nor does it include hours above the 100 minimum for Distinguished Pro Bono Honors recognition. Several students simply stopped reporting hours once they reached 100. Additionally there are many students who worked on service activities either through the school’s clinic or as part of an academic certificate program. When clinic hours and certificate requirements are

included, it is plain to see the very significant contribution our students are making in the community.

As our economy struggles to regain traction, I am proud that our students are providing access to justice to the many underserved individuals in our community. Some of the organizations that benefited from students' efforts include **[insert names of organizations]**.

### **Special Projects**

**include any unique or one-time projects that took significant amount of time for example:** The director researched, prepared and presented to the faculty an extensive report on law school debt, reflecting trends both at the law school and on the national level. She also researched and analyzed statistics from the past seven years to determine any trends in outcomes from the Professional Development Office. The resulting report, which was presented to the self-study committee, discussed several factors including employment rates, interview programs, individual counseling, seminars, employer contacts, and the federal judicial clerkship program. She presented both topics to the law school board of governors in March.

### **Staff Professional Networking & Development**

**include information regarding staff involvement – for example:** The director was asked to speak at two national conferences. She spoke on law student professional development issues at the NALP/ALI-ABA Professional Development Institute in Washington, D.C., and the Professional Development Consortium Annual Conference in San Antonio, TX. The director continues to be an active member of the KBA CLE Committee, serving as co-chair of the Orientation to Practice in Kansas sub-committee. She also is a member of the KCMBA Diversity Committee and the NALP Law Student Professional Development Section. On top of all of this activity, the director left for FMLA leave in April for the birth of her second daughter.

The CSO Administrative Assistant attended the NALP Annual Conference in Keystone, CO.