

## MEMORANDUM

**To:** Andrew Chapin, Board Liaison

**Cc:** Fred Thrasher

**From:** Susan Fine, Co-Chair  
Gerald M. Slater, Co-Chair

**Date:** October 13, 2015

**Re:** Second Quarter Report- NALP LSPD Section

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The following is the second quarter report of the Law Student Professional Development Section. We are extremely excited by the important work being done by our extraordinary team of volunteers.

To date, section members have or are scheduled to produce six articles for the NALP Bulletin, have submitted 12 session proposals for next year's Annual Education Conference (AEC) of which six were accepted, created and published our first section newsletter, strengthened our membership cultivation and involvement efforts, prepared for dissemination this month a PD survey for legal employers, and engaged the section membership in discussion regarding potential uses and outcomes of the two-year PD data collection project of the section's Best Practices Working Group.

### **I. Section Meetings**

Our second quarter section call was held on Thursday, October 8, 2015. In addition to the committee reports below, Jerry Slater reported on the October 1-3, 2015 Educating Tomorrow's Lawyers Conference in Denver and results of the Institute for the Advancement of the Legal System's (IAALS) Foundations for Practice Survey and the membership engaged in a discussion of what resources and tools we want to develop from the law school and employer PD surveys conducted by the section's Best Practices Working Group.

The IAALS survey yielded responses from over 24,000 practitioners in over 37 states regarding the skills, competencies and characteristics needed by law graduates immediately upon graduation and those that can be developed over time. 77 skills, competencies and characteristics (foundations) were identified by more than 50% of respondents as necessary for success in the short term. IAALS is expected to release the results of this survey in the first half of 2016. As regards the data collected by the Best Practices Working Group, members discussed utilizing it to identify key skills and a menu of options for relevant PD training that would provide members a variety of options that collectively could provide guidance for differing school cultures, sizes and CSO staffing levels. The group agreed to continue the conversation at its next meeting- a lunch meeting on Friday, December 4, 2015 at PDI in Washington, DC.

## II. Bulletin Articles & AEC Sessions

Under Jeff Becherer's leadership, section members will produce the following articles and AEC sessions:

### 1. Bulletin Articles

- *Creative Programming for Developing Professional Leadership Skills in Your Students*, Jeff Becherer, Sept. 2015
- *Law Student PD Book Review ("Roadmap: The Law Student's Guide to Preparing and Implementing a Successful Plan for Meaningful Employment" by Neil W. Hamilton)*, Laura Torchio, Oct. 2015
- *Build the Brand & Bridge the Gap: Strategic and Impactful Partnerships Between Firms and Schools*, Andrea Shaheen, Annabrooke Temple, Nichole Velasquez, Dec. 2015
- *Generational Dynamics in the Law*, Leah Adams, Paula Smith, Louise Francis, March 2016
- *PD Initiatives Across Schools and Employers: Year 2 of the Professional Development Survey*, Christine Guard, Rob Cacace, 2 articles, June/July 2016

### 2. 2016 AEC– Accepted RFPs

- **Bring Us Your Tired, Your Poor, Your Huddled Materials Yearning to Breathe Millennially**, Christine Guard, Laura Clemens, Angela Cruseturner

We all use the same materials over and over again in presentations and programming. How do you make them sleek, new, appealing and more useful to our students? Join us with your examples and questions as we make our presentations fresh and clean and our handbooks and materials new and "millennialized." We will present new and old examples from our own programs and those of some of our friends, but you might just leave with a fresh and clean program ready to go, if you brings yours with you.

- **Compliance 201: Preparing Your Students to Meet the Financial Compliance Hiring Boom**, Swati Parikh, Sabrina Nelson, Christian Focacci

With the exploding job market for JDs in financial compliance positions, law schools are just catching up to the demand. Counselors need to know how to spot students with the relevant skills and interests needed for a career in compliance, and help set them up for long-term career success. The presenters will offer ways for law schools to develop relevant curricula, create certification programs, and focus on necessary training for building advanced level compliance professionals. Hear from experts in the field and counselors who have successfully worked with students and graduates to launch their compliance careers.

- **Incubators and Beyond: Building an Entrepreneurial Access to Justice Program,** Katie Dilks, Laura Cohen, Gerald Slater, Leonard Zandrow

Incubators and “low bono” are all the rage in the access to justice community. Hear about four different models schools are employing to support students and recent grads in entrepreneurial approaches to the justice gap, including a single school legal incubator, an innovative curricular model, a school-law firm post-graduate residency partnership, and a law school consortium incubator. Speakers will discuss the nuts and bolts of building a program, how to collaborate effectively within your institution and your community, tips for grants and fundraising strategies, best practices for building training programs, and more.

- **No More Pizza or Be Careful What You Wish For: Lessons from the First Two Years of a Mandatory Professional Development Course,** Bill Chamberlain, Bonnie Tunick

It’s every career office’s dream—a mandatory professional two semesters-long development course. Using our experiences after nearly two years of designing and implementing a mandatory professional development course (8 weeks each semester plus several required outside activities), we will lead the attendees through the process of creating such a course. We will begin by eliciting feedback from the group as to what has to be in the curriculum. We will discuss how to get the program approved by faculty, how to obtain speakers, how to deal constructively with student feedback and how we learned from our mistakes. We will also tap the audience’s wisdom for creative ideas.

- **Right Hand, Meet Left Hand – PD Initiatives Across Schools and Employers,** Christine Guard, Rob Cacace, Trisha Fillbach, Michele Bendekovic

Are schools and employers working together or in tension on PD efforts? Analyzing survey findings of schools and private and public employers’ PD initiatives, panelists will uncover trends in student and attorney training, highlight areas for strengthening student training, address the value employers assign to school programming, and compare PD priorities in school and practice. Representatives from schools and employers will discuss expectations, pitfalls, and challenges. Survey data from schools and employers will be sliced so PD professionals can focus efforts, build successful programs, spot areas ripe for collaboration and work toward a common goal.

- **The Professional Development Pipeline – Training That Flows From Student Through Experienced Attorney,** Niki Moore, Mark Drummond, Diane Downs, Lois Casaleggi

The Professional Development Pipeline starts at law school and continues through employer training and continuing legal education programs. With rising pressure on law schools to create “practice ready” attorneys, and the growing difference in responsibility and experiences offered to new attorneys, it is increasingly difficult to provide timely and relevant training for everyone at all points along the pipeline. This cross-sectional session

will discuss the accomplishments and challenges for current professional development programs. It will also provide findings of what students, new attorneys, trainers and judges feel is missing in professional development programming and what can be done to repair those “leaks” in the pipeline.

### **III. Environmental Scanning- Newsletter & PD Developments**

Katelynn McBride, the Section Reporter, is surveying developments in lawyer PD for the section and, as part of this effort, has created the section’s first newsletter (attached hereto). The newsletter will include three regular columns: (1) a profile of a school’s PD program, (2) a feature relevant to the time of year, and (3) a feature on professional development for section members. In addition, newsletters will include items of interest based on Katelynn’s research on lawyer PD developments. Katelynn is reaching out to section members for content and input.

### **IV. Membership Development**

Angela Cruseturner is leading membership development efforts. She is sending each new member an email welcoming them to the group with an offer to set up a call to provide information about the section and to learn about how the section and NALP can support the individual member. Through these calls, she has secured volunteers to lead our book discussion in January and assist with the Best Practices Working Group PD survey as appropriate.

### **V. LSPD-LPD Collaboration**

Mike Ende is assisting the Lawyer PD Section to find a counterpart to work with him following the departure of their previously appointed liaison. Candidates have been identified and the hope is to have a liaison in place soon.

### **VI. Best Practices Working Group**

The Best Practices Working Group has finalized a survey that will be sent to legal employers in October. The instrument will gather information about how employers are engaging in professional development training and what type of training they believe schools should engage in. Working in conjunction with employers from the government (DOJ) and firm settings, the survey results will be analyzed and presented as part of a PDI presentation in December; in April at the NALP Annual Conference, the results will be compared and contrasted with the findings from an earlier survey of school professional development trends.

The Working Group will collaborate with the broader LSPD section in three ways (beginning with a Section call on October 7): 1) solicit volunteers to analyze additional data from the law school survey; 2) rely on Section members to conduct outreach to employer contact to ensure broad distribution and completion of the employer survey; and discuss with school members how the findings of these surveys can yield the most benefit, including discussion of what type of best practices resource might be most useful and the process for creating such a resource.

## Law Student PD-Related Articles

**“Kudos to California,”** 8.12.15. Ohio State University Law Professor, Deborah J. Merritt, writing for *Law School Cafe* [came out in favor of California’s proposal to require 15 hours of practice-based, experiential coursework of all law graduates.](#)

**“Women Leading Change: Transforming the Law School Classroom,”** 09.03.15. Dr. Artika Tyner, writing for *Ms. JD* states explains that [the classroom should become a training ground for leadership development](#) and social justice advocacy.

**“Answering the Call: Flipping the Classroom to Prepare Practice-Ready Attorneys,”** 09.14.15. *The Legal Skills Prof Blog* discusses a new law review article written by Professor Alex Berrio Matamoros, which advocates for creating more classroom time for active skills development.

**“How to Avoid the Simple Mistakes Young Lawyers Make,”** 09.03.15.  
A law firm associate, writing for *The Legal Intelligencer*, offers [advice for young lawyers.](#)

**“Law Schools Lag In Teaching E-Discovery,”** 08.28.15.  
*Today’s General Counsel* reports that [125 of 193 surveyed law schools offer no e-discovery courses](#), and of those that did only a small percentage offered courses with practical lawyering exercises.

**“What explains the BigLaw happiness gap? It's exhaustion, law prof says,”**  
09.10.15. The *ABA Journal* reports that new research by a Yale law professor makes the case that [Big Law lawyer unhappiness can largely be attributed to exhaustion — the result of billable hours and “associate exploitation.”](#)

**“Boston University and MIT Team Up to Create Law Clinic,”** 09.10.15.  
*The National Law Journal* reports that MIT and Boston University School of Law have partnered to start [a new clinic that will offer legal help to MIT and other BU students launching startups or technology projects.](#)

**“Prudent innovation’ in law school — Colorado moves forward,”** 09.10.15.  
Paul Lippe, writing for the *ABA Journal's* New Normal column, [argues for “prudent innovation” at law schools](#) — that is, trying things that seem to be working in other places if they seem to have a reasonable chance of success and are consistent with the mission — and cites the University of Colorado School of Law as an example of an institution where he believes successful prudent innovation is occurring.

**“Kagan: Law Schools Must Do More to Boost Student Writing Skills,”** 08.27.15.  
*The National Law Journal* reports that [in a recent interview, Justice Elena Kagan said that all US law schools, including top tier schools, need to do a better job at teaching legal writing.](#)

**“Tips for Developing Self-Confidence So You Can Flourish,”** 08.27.15.

A certified professional coach writing for *The Legal Intelligencer* provides [tips for young lawyers on mastering the art of self-confidence](#).

**“Incubator Program Shaping Up for January Launch,”** 08.26.15.

The *Daily Report* provides this [update on the launch of the new lawyer incubator program in Georgia](#), funded in part by the State Bar of Georgia, which is a collaborative effort of all of the Georgia law schools. (“The program, which will operate under a nonprofit entity called Lawyers for Equal Justice, has several stated goals, including increasing access to lawyers for the poor, training new lawyers so they can practice on their own or in a small-firm setting, and experimenting with new ways of delivering legal services.”)

**“New Law Students Get Their Brains Trained,”** 08.25.15.

*The National Law Journal* reports that [Texas Tech University School of Law hired the UT-based Center for Brain Health to conduct a six-hour SMART training for all entering first-year law students](#) (Strategic Memory Advanced Reasoning Training is “high-performance brain training that targets frontal lobe function — the frontal lobe being that central command center of the brain that’s responsible for all our high-order cognitive functions such as decision making, planning, problem solving, reasoning, even things like emotional regulation.”)

**“Practical-Skills Plan Divides Law School Association,”** 08.24.15.

*The National Law Journal* reports that [the State Bar of California’s plan to require new attorneys to complete at least 15-credits of practical skills training has divided constituencies of the Association of American Law Schools](#), pitting its Deans Steering Committee (the deans oppose the plan) against its Section of Clinical Legal Education (the section supports the proposal).

**“Law Schools,”** 08.17.15.

The *New York Law Journal* publishes its annual [Law Schools Special Report](#) featuring:

- a. [“Educating 'Tomorrow's Lawyer' for Digital Success,”](#) 08.17.15. (*New York Law Journal*)
- b. [“Harness the Experience of Attorneys Returning to the Legal Profession,”](#) 08.17.15. (*New York Law Journal*)
- c. [“Rebalancing the Curriculum to Give Students a Competitive Advantage,”](#) 08.17.15. (*New York Law Journal*)
- d. [“New York City Law Schools Give Students an Edge While Serving Many Needs,”](#) 08.17.15. (*New York Law Journal*)
- e. [“Hands-on Work Has Always Been Vital,”](#) 08.17.15. (*New York Law Journal*)

**“Directive for Change, Straight From the Chief,”** 08.16.15.

Slaw, Canada's online legal magazine, reports on the remarks of Canadian Chief Justice Beverly McLachlin, who spoke to Canadian Bar Association members at a conference in Calgary last week; [the Chief Justice delivered remarks that challenged lawyers to change to keep up with the](#)

[digital revolution and the business imperative to deliver more for less](#). (A complete copy of the speech, “The Legal Profession in the 21st Century,” is available [here](#) and is well worth a read.)

**“ABA Rejects Pay-for-Externs Proposal, LSAT Exemption,”** 08.03.15.

*The National Law Journal* reports on the [actions taken last Friday by the Council of the ABA Section of Legal Education and Admissions to the Bar](#), including the extension of its prohibition on law students receiving both pay and academic credit for externships, and the repeal of its previous allowance for law schools to admit up to 10% of each class from among applicants who had not taken the LSAT.

- a. **“Legal ed council to keep ban on academic credit for paid externships,”** 08.01.15.

[More on the externship decision from the ABA Journal](#).

**“How to Harness Emotional Intelligence to Ensure Success,”** 07.30.15.

A certified coach, writing for the Young Lawyer column in *The Legal Intelligencer*, provides [EQ tips for young attorneys](#).

**“Mindfulness for Anxious Lawyers,”** 07.29.15.

And while we’re at it, Law.com has [advice about mindfulness for anxious attorneys](#) by the author of a forthcoming book on becoming a happier lawyer.

**“Top 10 Tips for Career Climb,”** 07.28.15.

*The Recorder* provides the [“top ten pieces of advice to build and maintain a successful legal career.”](#)

**“How to Start Out Successfully on Your First Day of Work,”** 07.23.15.

A law firm associate, writing for *The Legal Intelligencer*, provides [advice for new lawyers on how to have a successful start in a new career](#).

**“Educators and young lawyer take opposing sides at hearing over academic credit for paid internships,”** 07.16.15.

The *ABA Journal* reports on the public hearing held by the ABA last week on the proposed change to the law school accrediting standards that would allow law students to get paid for credit-bearing externships, noting that [the Society of American Law Teachers and the Clinical Legal Education Association argued against the change while the ABA Law Student Division argued in favor of it](#).

**“Boston Law Schools Launch Joint Practice Incubator,”** 07.16.15.

*The National Law Journal* reports that [“three Boston law schools \[Boston College, Boston University, and Northeastern\] are teaming up to launch a practice incubator that will serve low- and modest-income clients.”](#)

**“NYU Law Unveils Clemency Pro Bono Law Office,”** 07.15.15.

*The American Lawyer* reports that [“New York University School of Law is launching a yearlong pro bono law office that will help federal prisoners seek clemency.”](#)

**“A New Look at Apprenticeships as a Path to the Middle Class,”** 07.13.15.

*The New York Times* takes a look at [the growing role of apprenticeships in the post-recession economy](#).

**“Duane Morris Tries Different Spin on Summer Externship,”** 07.10.15.

*The Recorder* reports that Duane Morris, rather than hosting a traditional summer associate program at its Bay Area offices, [instead hosts 3L term-time externs](#), though the positions do not generally lead to offers to return as associates.

**“OCI Is Around The Corner; How Can Law Students Ace The 20-Minute Interview?”**

07.10.15. [A seasonal piece for law students from the folks at Above the Law](#).

**“California’s Practical-Skills Plan Alarms Out-of-State Deans,”** 07.08.15.

*The National Law Journal* reports that [deans from around the country are objecting to the State Bar of California’s plan to require candidates for admission to the profession to have completed 15 hours of practical training](#).

**“Quinn Emanuel to Scale Back Summer Associate Program,”** 06.29.15.

*The Wall Street Journal* Law Blog reports that [Quinn Emanuel Urquhart & Sullivan has announced that it will mostly eliminate its summer associate program beginning in 2016, in favor of recruiting 3Ls and former law clerks](#).

- a. **“Quinn Emanuel to slash summer associate program; savings will go to signing bonuses,”** 06.29.15.  
[More on this from the ABA Journal](#).

**“Quinn Explains Decision to Whack Summer Program,”** 07.01.15.

*The Recorder* [interviews Quinn Emanuel chair John Quinn about the firm's decision to mostly do away with its summer associate program](#).



## Law Student Professional Development Section Quarterly Call Agenda & Newsletter

Welcome to the Law Student Professional Development Section's inaugural newsletter!

We hope this newsletter will be a regular part of the LSPD quarterly email so be sure to look for it in your inbox.

Each newsletter will contain 3-4 topics of relevance to LSPD section members, including regular features such as a spotlight on a different law school's professional development program, a member professional development topic, a law student professional development topic that is germane to the season in which the newsletter is sent, and a fourth non-regular feature — a miscellaneous topic responding to an issue of the day or another topic of relevance. Our hope is that the issues in these quarterly newsletters will spark new ideas for your CSO, generate discussion for LSPD section quarterly talks, and of course, contribute to inculcating a culture of professionalism in law schools today.

The newsletter is written by me, Law Student Professional Development Section, Reporter, Katelynn McBride, Assistant Director of Career Development at Notre Dame, and I am always open to hearing your comments about past newsletter topics and ideas for new ones. My email is [Katelynn.McBride@nd.edu](mailto:Katelynn.McBride@nd.edu) and I am happy to hear from any LSPD section member. Thank you.

Sincerely,

Katelynn

### LSPD Quarterly Call

Thursday, October 8, 2015 1 P.M. ET

1-888-346-3659 Passcode: 3018

#### Agenda

- I. **Welcome-** Jerry Slater & Susan Fine
- II. **Committee Reports**
  - 1. Conference & Bulletin Articles- Jeff Becherer
  - 2. Newsletter & PD Developments- Katelynn McBride
  - 3. Membership Development- Angela Cruseturner
  - 4. LSPD-LPD Collaboration- Michael Ende
  - 5. Best Practices Working Group- Rob Cacase, Christine Guard, Heather Karns
- III. **Member Discussion-** “What resources or tools do we want to generate out of the work of the Best Practices Working Group?”

## PD Spotlight

### University of Chicago Law School's Keystone Professionalism and Leadership Program

As LSPD section members know well, law school does a good job of teaching law students how to analyze cases, come to clear conclusions, cite-check briefs, and build strong oral advocacy. What law schools often fail to emphasize (and what can be incredibly difficult to teach) are the all-important soft skills— interpersonal communication, practical skills, career management, and things like knowing how to ask your boss for feedback on a work assignment you completed. University of Chicago Law School's Dean of Students, Amy Gardner, has pioneered a voluntary but intensive professional development program that has met with tremendous success and buy-in from alumni, faculty, and students.

Keystone program students attend a wide range of programs, from mock cocktail networking receptions to Microsoft Office training, and earn points for attendance and participation. Students must attend programs from each of five different categories: Practical Skills, Emotional Intelligence & Diversity, Managing & Building Your Career, Legal Community Citizenship, and Professional Judgment and ethics. If they complete forty hours of programming during the academic year, they may list program completion on their transcripts and they are recognized at an end of the year luncheon ceremony sponsored by Skadden, Arps, Slate, Meagher & Flom.

To earn points, students volunteered with service groups, completed the Myers-Briggs personality type test, and conversed with alumni leaders in various fields over lunch. Several judges spoke at Keystone programs, on topics such as professionalism and oral advocacy. The law librarians gave students tips on research areas as mergers and acquisitions, and Second City's director of outreach lead improvisational activities taught students to think on their feet and the importance of active listening. One of the categories is "Managing & Building Your Career," so students also received Keystone points for attending sessions on time management and maintaining personal relationships.



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As Keystone's reputation grows, it is becoming a badge of honor on a resume, Gardner said. One firm told her that they gave 10 offers last year and eight were Keystone students. "I think it's a signal that you appreciate the importance of professionalism and leadership," Gardner said.

If launching a mandatory professional development program at your school is not feasible, Chicago's program presents a great model because while the program is voluntary, it incentivizes students to elect to participate by making the program prestigious and something that employers want to see on their resumes and transcripts.

## Creating a Culture of Professionalism from Day One with Orientation

For LSPD section members, creating a culture of professionalism within your school and inculcating your 1Ls with a sense of the importance of building a strong personal brand are some of your top priorities. For this culture to exist, it must begin the moment that our first-year students walk through our schools' doors. Because the first experience that 1Ls have in law school is orientation, it then becomes vital to carry the message of professionalism through orientation activities. But how to do that? Here are three ideas for infusing your law school's orientation with the message of establishing yourself as a professional from the first day of law school:

1. Think big. Develop an entire day of orientation dedicated to leadership and professionalism. The day does not even have to be mandatory. Its mere existence will rub off on the culture of your school.
2. Hold a formal induction ceremony at the end of orientation week to induct your first-year students as lawyers-in-training. Invite an alumni Judge to preside over the event, speak to first-year students about their entry into the professional workforce, and to formally induct them into the profession. Have the students cite a declaration of professional commitment and give them a lapel pin, representing that commitment.
3. Lack the budget and/or buy in from your school for a dedicated professionalism day or formal induction ceremony? During CDO's orientation talk to students, make the focus of the talk the importance of professionalism. We all have dedicated programming for resumes, interviewing, and other career topics later in the school year so why not kick off orientation week with a message about professionalism?

## Member PD: 5 Reasons Networking with Faculty Will Help Your Counseling

Too often, career services can feel segregated in our CSO bubble; our days are packed full with student counseling, employer outreach, and programming. But if you take time to break out of the bubble and network with your school's faculty, you will know your school better and better position yourself to be a stellar career counselor. These are five reasons why you should network with your school's faculty:

1. **They know your students' strengths and weaknesses** and may be able to help you brainstorm unique career paths for students who do not want to go down a traditional legal career path.
2. **Faculty are connected.** Often having federal clerkships and big law firm jobs in their past, faculty can help CSO make connections with Judges and firms your school would otherwise have no tie to.
3. **Faculty have a big voice in deciding whether to pass initiatives that affect career development for your students.** Are you dreaming of developing a mandatory or wide-scale voluntary professional development program such as the ones listed above in the orientation section? Do you want resume development to become a required component of the 1L legal writing class? Then, you will need faculty on your side.

4. Faculty have a unique view of areas for expansion and development in career services. Students often go to faculty to discuss their career goals and to discuss the bridge between their hopes for their careers and the reality of getting there. **Regular communication with faculty can inspire new ideas for employer outreach and can help your CSO spot student trends in interest in particular career paths.**

5. **Your students will ask you for advice on what classes to take and you will be best positioned to answer them when you know the professors teaching those classes.** Just sitting down with a professor for ten minutes to discuss their Evidence syllabus and teaching approach will give you a multitude of information about their class and whether that professor's approach fits with a particular student. And the curiosity you will have shown in the Professor's work will not hurt when you need faculty buy-in for a CSO initiative down the road.

## Join the Conversation

Thank you for reading the inaugural edition of the Law Student Professional Development Section's Quarterly Newsletter. Please email Katelynn at [Katelynn.McBride@nd.edu](mailto:Katelynn.McBride@nd.edu) if you have ideas for topics for future newsletters or would like your law school's professional development program to be spotlighted.