

## MEMORANDUM

**To:** Heather DiFranco, Board Liaison

**Cc:** Fred Thrasher, Deputy Director  
Meaghan Hagner, Member Services Coordinator

**From:** Eric Bono, Chair and LSPD Leadership Team

**Date:** June 22, 2017

**Re:** First Quarter Report, NALP LSPD Section

---

The NALP Law School Professional Development Section (“LSPD”) is off to a busy start for the 2017-18 cycle. In the first quarter, we have formed our leadership team, held three section meetings/calls and launched into the work associated with fulfilling our board charges through our work groups. This year, we have a particular focus on growing our section’s membership and encouraging active involvement. We are also developing two new LSPD resources for NALP including a booklet that will feature summaries of 40+ existing law school LSPD programs and a Best Practices Resource Guide to be placed on NALPConnect. Finally, our section is researching experiential learning requirements imposed by state attorney licensing authorities and identifying what law schools are doing to ensure their students meet these prerequisites to licensure.

More detail on the LSPD Leadership Team, our section meetings, and our work groups is provided below.

### **I. Leadership Team**

Chair – Eric Bono, University of Denver Sturm College of Law, [ebono@law.du.edu](mailto:ebono@law.du.edu)

Annual Education Conference/*Bulletin* Article Planning Vice Chair, Katelynn McBride, Notre Dame Law School, [Katelynn.McBride@nd.edu](mailto:Katelynn.McBride@nd.edu)

Law Student and Lawyer Professional Development Sections Collaboration Vice Chair, Elisabeth Beal, William & Mary Law School, [eabeal@wm.edu](mailto:eabeal@wm.edu)

Best Practices Guide Vice Chair, Francie Scott, Wake Forest University School of Law, [scottfs@wfu.edu](mailto:scottfs@wfu.edu)

Experiential Learning Requirements Vice Chair, Leanne Fuith, Mitchell Hamline School of Law, [leanne.fuith@mitchellhamline.edu](mailto:leanne.fuith@mitchellhamline.edu)

Membership Development Vice Chairs, Patty Lopez, Case Western Reserve University School of Law, [pmr43@case.edu](mailto:pmr43@case.edu) and Elizabeth Carr, Mercer University School of Law, [carr\\_e@law.mercer.edu](mailto:carr_e@law.mercer.edu)

Publications Vice Chair, Katelynn McBride, Notre Dame Law School, [Katelynn.McBride@nd.edu](mailto:Katelynn.McBride@nd.edu)

Environmental Scanning Vice Chair, Katelynn McBride, Notre Dame Law School, [Katelynn.McBride@nd.edu](mailto:Katelynn.McBride@nd.edu)

## **II. Section Meetings**

Beginning at the NALP Annual Education Conference (“AEC”) in San Francisco, the LSPD section has held three section meetings/phone calls in the first quarter. The leadership team has collaborated ahead of time to plan agendas as needed.

The section held its first meeting on April 19 at the AEC. In that meeting, we selected our vice chairs and brainstormed on potential proposals for the 2018 AEC as well as possible topics for *NALP Bulletin Articles*. On May 11, we held a section call to continue this discussion. As a result of these discussions, the section generated 9 proposals for the 2018 AEC.

The LSPD section held its first quarterly section call on June 13, 2017. Thirty-Five members attended the call with participating holding at or near that level throughout the entire call. We found that doing individual outreach ahead of the call (including recruiting individuals to chime in on specific agenda items) was helpful in boosting attendance and participation. Below is a summary of the agenda and the discussion that occurred on the call. For more detail, please see the June 13 section call minutes posted on NALPConnect.

- **Environmental Scanning – LSPD Summer Planning**

Katelynn McBride led a dialog about the LSPD planning that law schools are doing over the summer. This was a lively and informative discussion that could have easily gone longer but for the need to move on to other agenda items. Schools participating in the discussion ranged from those with required professional development programs to schools that have less formal programs. Notably, some schools (e.g. Nebraska and Denver) reported that their professional development programs are law school-wide as opposed to being solely run by the Career Services Office (“CSO”). Of course, even in those programs that involve collaborating with faculty and/or other departments, CSO’s are heavily involved.

Not surprisingly, early in the summer schools are busy taking stock of the LSPD programming they did this past academic year as a part of planning for the year ahead. Several schools reported that they are reviewing their LSPD programming to identify what worked, what didn’t work, and ways to deliver more interactive programming. In addition, some schools are surveying students and/or setting up a student focus group to obtain feedback on their LSPD

programming. Other schools are incorporating faculty and employer feedback into their planning. Finally, we discussed some ways to take stock of what students already know such as surveys and quick quizzes at the beginning of programs. This helps schools tailor their programming to students' needs and it also helps students understand the value of professional development programming in that these types of activities help students identify their own knowledge gaps.

- **Environmental Scanning – New Student Orientation – Are Schools Addressing Professional Development? If so, how?**

This discussion, led by Patty Lopez, identified some ways schools are using New Student Orientation as a vehicle to introduce professional development content to students. At the orientation stage, schools tend to address Law Student Professional Development at a high level with presentations geared toward introducing students to topics such as legal career paths and the value of career self-assessment. Some CSO's deliver this content themselves while others bring in alumni to speak.

Because students come to law school with varying levels of experience and professional readiness, it can be challenging to present orientation programming at a level that will be helpful to all students. One school noted that this issue can be addressed by polling students at the outset of a presentation so that students have a sense of the different levels of experience in the class.

- **LSPD Book Club**

The LSPD Section will continue its Book Club discussions in quarterly calls this year. The section adopted the suggestion of Jen Leonard from the University of Pennsylvania Law School that we read Mistakes I Made at Work (edited by Jessica Bacal) and discuss the book in our next quarterly call, scheduled for October 4. Jen and Leanne Fuith will lead that discussion.

- **Report on St. Thomas Gathering**

Early this summer, the Holloran Center for Ethical Leadership in the Professions, based at the University of St. Thomas School of Law, hosted a gathering of 40 law schools on the subject of law student professional development. Thyannya Mack, from DePaul University School of Law shared her experience attending the gathering on the section call.

Most participants in the gathering were faculty members; however, roughly one third of the attendees were career services professionals. About half of the schools in attendance have formal professional development programs while the other half would like to have such programs. Programs ranged widely from non-credit bearing programs all the way up to programs offered for academic credit (as high as 8 credits). Some programs are delivered through legal writing or legal ethics courses.

Discussions at the gathering ranged from the very theoretical (e.g. what is professional development and how can it be taught?) to the very practical (e.g. suggested readings, suggested exercises, timing of coursework, etc). The plenary presentation covered engaging faculty, staff

and students in professional development-related learning outcomes. The St. Thomas [website](#) contains resources for use in law student professional development and a database of learning outcomes law schools are developing on the subject of professional development.

The St. Thomas gatherings have traditionally brought together faculty who are writing and teaching in the area of law student professional development. Increasingly, career services professionals are being invited to these gatherings as well. These gatherings offer a good opportunity for NALP and its career services professionals to collaborate with like-minded faculty and it is possible that such collaboration could begin to break down the silos that often exist between faculty and staff within individual law schools. If we can foster more collaboration between faculty and staff on law student professional development, law students may be even better-served.

- **NALP Bulletin Article Ideas**

This discussion yielded three article proposals for the *NALP Bulletin*. See part III.A below for more detail on the proposed articles.

- **Best Practices Resource Guide**

Identifying “Best Practices” for law student professional development can be challenging because there are so many definitions of professional development and so many different models for delivering content. That said, NALP member career services offices are in an excellent position to take ownership of this topic since we regularly work in this area and receive a great deal of feedback from employers on the subject. Accordingly, Francie Scott is compiling a Best Practices Resource Guide to be placed on NALPConnect. This will provide schools with a variety of resources in one place, to help facilitate the development and improvement of their own LSPD programs.

- **Section Membership**

This discussion is summarized in section II.E above. The overall goal of our membership effort is to increase *active* participation in the LSPD section. Judging from the lively discussion in our first quarterly call, we are on the right track.

### **III. Work Group Reports**

#### **A. Annual Education Conference/*Bulletin* Article Planning (Submitted by Katelynn McBride)**

*Our section submitted nine RFPs for the 2018 Annual Education Conference. Those RFPs include:*

## **Acing Web Interviews**

To save both money and valuable attorney time, an increasing number of firms are using web interviews to recruit summer associates and new attorneys. A variety of formatting options, coupled with the unique challenges of web interviews, makes this interviewing technique difficult for many law students and recent graduates to navigate. Learn how to prepare your students and alumni to “ace” web interviews!

Speakers: Heather Spielmaker, Liz Stone, Emily Coon

## **Closing the Loop - Creating and Maximizing Professional Development Partnerships**

Thinking differently about how firms and schools can work together affords both an opportunity to develop uniquely fulfilling, beneficial, and better informed professional development programming. Firms and schools each have highly valuable resources that can benefit the other (and by extension, themselves), if leveraged properly. Learn through the case study of a law school and two law firms, how law student professional development can be maximized through collaboration that exposes students to professional development expectations unique to their market and how law firms can adapt their professional development initiatives to the unique skills and needs of new lawyers entering their market.

Speakers: Korey Henson, Linda Vandercook, Kaye Daugherty

## **Congratulations on Your (1L) Engagement! Let the Planning Begin: Building out your Professional Development Programs to Keep Your 2Ls and 3Ls Happily Engaged**

Many law schools implement some kind of professional development program, be it mandatory and/or tied to the curriculum or voluntary and tied to the proverbial (or literal!) pizza. No matter how robust a PD program is, however, it seems participation drops dramatically after 1L year and many of us struggle to re-engage our 2Ls and 3Ls when they need us most. In this session, we'll discuss specific programs and resources such as mentoring programs, mandatory touch points, and assessments like the HBDI inventory to engage students throughout their law school career and provide content that meets them where they are.

Speakers: Patricia Lopez, Patty Powell, Leslie Wilson, Andrea Hilton

## **Everything You Want to Know about Coaching but Didn't Know Who to Ask**

As legal career professionals, coaching support is one of the most valuable tools we can offer our lawyers and law students. But how do you source coaches to find the right coach for the situation? How do you present coaching to high potential so that is not perceived as remedial? In this session, an in-house law firm coach, external coach, PD professional, and law student coach answer these and other questions. We will cover the ins and outs of providing coaching to your lawyer or law student population, including how to approach offering coaching, using internal and external resources, how coaching can enhance diversity objectives, and much more. Participants will engage in an interactive exercise to get a lawyer or student the right coaching support.

Speakers; Jennifer Rakstad, Diane Costigan, Stacey Kielbasa, Nicole Simmons

### **Lessons from 24,000 Attorneys: Building Foundations for Practice in Law School**

Just 23% of lawyers believe new graduates are prepared to practice. So how do we help our grads hit the ground running? In the Foundations for Practice Project, Educating Tomorrow's Lawyers surveyed over 24,000 lawyers to identify keys to success for entry-level attorneys. Turns out characteristics like integrity and common sense, as well as competencies like effective listening, speaking and writing are more important for new lawyers than legal skills. ETL's Director will present the survey's findings and lead a panel featuring three schools who use the Foundations in their Professional Development programs. Participants will then generate their own ideas.

Speakers: Alli Gerkman, Eric Bono, Susan Fine, Shannon Schaab

### **One Size May Not Fit All: Revisiting Professional Development Training for Public Service Students and Lawyers**

Public service careers bring unique professional challenges, demand a wide array of skills, and often follow a less predictable career path than private practice. For these reasons, professional development programming should be designed specifically for public service career paths. Our law school and employer panelists will share ideas for innovative public service-focused PD curricula and programming, may lead one or more sample exercises devised to build professional skills that help to prepare students or new lawyers for public service law, and will engage in a lively discussion of the professionalism skills programming public service organizations would like to see law schools implementing to better prepare students heading into public service careers.

Speakers: Elyse Diamond (formerly Moskowitz), Madeleine Kurtz, Laura Hankins, Michelle Ortiz

### **Persuading and Partnering with Faculty for Law Student Professional Development Success**

In the law school community there are a number of influencers amongst our students. Therefore, collaborating with other stakeholders helps CSO promote important programs, and there is no higher influence than a faculty member. With the continued pressure from legal employers that law schools improve students' professional development, partnering with faculty to get students participation is crucial. In this program participants will explore the benefits of working with faculty to engage students in professional development, examine ways to get faculty buy-in regarding the importance of PD training, discuss how to persuade faculty participation, and then examine successful cases where faculty have assisted in professional development in curricular and co-curricular approaches.

Speakers: Rachel Dawson, William Henderson, José Bahamonde-González, Michele Bradley

## **Practice-Ready Millennials: Law Student Professional Development Best Practices**

Preparing practice-ready graduates equipped with the skills needed to succeed in their careers is our goal. Too often, Career Services Offices find great speakers and put together informative programs only to have few students attend. How can we remedy this? By instituting a formal professional development program! Over the past year, the Law Student Professional Development Section surveyed 37 law schools about their programs and we are excited to present these findings, including: sharing best practices in PD programs, selling a PD program to your law school, securing firm sponsorship for a PD program, and administering a PD program effectively.

Speakers: Katelynn McBride, Elisabeth Beal, Allison Regan, Amy Hancock

## **The Pedagogy of Professional Development**

As law school career services offices shoulder the primary responsibility for law student professional development, our role has shifted from counselor to teacher. In addition to considering what competencies our students must acquire in law school, we also need to determine the best strategies for teaching these skills. This program will equip participants with essential resources, tools, and best practices for teaching professional development. Presenters will discuss specific exercises, reflection topics, and classroom management techniques aimed at stimulating student engagement, presenting content effectively, and cementing professional development into the foundation of the legal curriculum.

Speakers: Thyanna Mack, Francie Scott, Leanne Fuith

### *Bulletin Articles*

On June 15, I submitted three bulletin article ideas to Janet Smith that came out of our section call and emails afterward:

1. Jen Leonard, Penn- The best way to go about the summer planning process for the next school year's PD programming.
2. Laurie Powers, Gonzaga- How to draft effective surveys asking students about the effectiveness of PD programming.
3. Patricia Lopez, Case and George Podolin, William & Mary- "It takes a village" The multiple constituencies involved in developing and supporting a law school PD program, including the CDO, faculty, student affairs, and other law school offices

In addition, Shannon Schaab from DePaul is authoring an article for the August *Bulletin* summarizing her experience at the Gathering of Law Schools with First-Year Courses/Programs hosted by Holloran Center for Ethical Leadership in the Professions at University of St. Thomas School of Law.

**B. Law Student and Lawyer Professional Development Sections Collaboration  
(Submitted by Elisabeth Beal)**

Elisabeth Beal will be focusing this year on collaborating with the Lawyer Professional Development Section to learn about how legal employers are assessing the effectiveness of their PD programs, and to understand the legal employers' perspective about how law school PD programs can best prepare students for practice. To begin this initiative, Elisabeth had a conference call with Jennifer Gallinson, the Chair of the Lawyer PD Section, and Cynthia Duval, the Lawyer PD Section's Vice Chair for LPD/LSPD Collaboration. They invited Elisabeth to present these topics of inquiry on the Lawyer PD Section's Quarterly Call on June 13th. During that call, Dorianna Phillips at Stoel Rives volunteered to speak with Elisabeth about these topics. The Lawyer PD Section will also place an announcement on NALP Connect seeking volunteers to participate in a follow-up brainstorming conference call. We'll then determine potential outputs, such as RFPs for the 2019 PDI or AEC, or a NALP Bulletin article next Spring.

**C. Best Practices Guide**

Please see part II above for more information on the LSPD Best Practices Guide we are working on as a resource to be shared with NALP through NALPConnect.

**D. Experiential Learning Requirements (Submitted by Leanne Fuith)**

This summer, we will be conducting research on state-by-state experiential learning requirements that must be met in order for a law school graduate to sit for their state's bar exam. Questions that will be answered by the research include:

1. Which states have an experiential learning requirement that must be met before law school graduates may sit for their bar exam?
2. For those states that have a requirement, what is the specific requirement and how and when does the requirement need to be met? For example, what types of experiences qualify, what time commitment is required, when does the requirement need to be completed and what is the process for certifying that the requirement has been met?
3. In the states that have experiential learning requirements, what are law schools doing in order to prepare their students to sit for that state's bar exam? For example, what experiential learning opportunities are available to law students and which students are they available to and when? As part of this question, we will explore a wide variety of experiential opportunities that might be available and which would meet the state's guidelines, including externships, clinics, residencies and experience-based simulation courses.

We expect the research phase to last through the summer and into the fall semester. Once the research has been gathered, the information will be compiled and shared with the NALP

community. This data will be helpful to NALP and its participating law schools in understanding and providing guidance to students on the experiential requirements for individual state bar exams and on generating new ideas for our own experiential learning programs.

**E. Membership Development (Submitted by Patty Lopez and Elizabeth Carr)**

With Chair, Eric Bono's help, we gathered a list of previously active members of the group. Update with new contact information for each person, assess interest in group moving forward. Will conduct outreach to that smaller group to encourage participation on calls and encourage each person to reach out to 1-2 additional people to encourage them to become active in the group. Will also send section call agendas to encourage their participation. Will ask the group as a whole to think of 1-2 individuals to either reach out to or send to Vice Chairs for inclusion in targeted outreach. Promote the benefits of Section engagement.

**F. Publications (Submitted by Katelynn McBride)**

Elisabeth Beal and I are finalizing our professional development write-ups booklet. We have sent five write-ups to Allison Beard to give her a sense of the content. We are going to deliver a final draft of 40-50 write-ups to Allison by July 15 and she will format the write-ups into a professional looking booklet to send to NALP. Over the past month, 5-6 additional schools have contributed write-ups and we are looking forward to the final product, which will contain a nice list of mandatory, voluntary, and hybrid programs.

**G. Environmental Scanning**

The booklet summarizing existing professional development programs in law schools described in the preceding Publications section is a major focus of our section's environmental scanning effort. In addition, as noted above in Part II, we are incorporating environmental scanning as part of the agenda in our quarterly section calls. To that end, as described above, we had an informative discussion in our first section call about schools' summer planning for their LSPD programs as well as how schools are incorporating professional development into their new student orientations.