

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: October 12, 2017

Re: First Quarter Report, NALP LSPD Section

The NALP Law Student Professional Development Section (“LSPD”) is hard at work on its core functions—namely, engaging its members, developing practical resources for their use and serving as a forum for members to share ideas. This quarter, our section published the booklet summarizing professional development programs at 40+ law schools on NALPConnect. This project was spearheaded by Katelynn McBride Barbosa (Notre Dame) and Elisabeth Beal (William & Mary). The booklet is an excellent resource for schools seeking to launch new professional development programs or to refine existing programs. We also hosted a lively section call on October 4 where members shared programs they are doing at their respective schools. And, as always, our Membership Development Vice Chairs Patty Lopez (Case Western) and Elizabeth Carr (Mercer) are working in the background to grow the size and engagement of our membership. In the coming months, we plan to produce additional resources to benefit our members as described in the work group sections of this memorandum.

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

I. Leadership Team

Chair – Eric Bono, University of Denver Sturm College of Law, ebono@law.du.edu

Annual Education Conference/*Bulletin* Article Planning Vice Chair, Katelynn McBride Barbosa, Notre Dame Law School, Katelynn.McBride@nd.edu

Law Student and Lawyer Professional Development Sections Collaboration Vice Chair, Elisabeth Beal, William & Mary Law School, cabeal@wm.edu

Best Practices Guide Vice Chair, Francie Scott, Wake Forest University School of Law, scottfs@wfu.edu

Experiential Learning Requirements Vice Chair, Leanne Fuith, Mitchell Hamline School of Law, leanne.fuith@mitchellhamline.edu

Membership Development Vice Chairs, Patty Lopez, Case Western Reserve University School of Law, pmr43@case.edu and Elizabeth Carr, Mercer University School of Law, carr_e@law.mercer.edu

Publications Vice Chair, Katelynn McBride, Notre Dame Law School, Katelynn.McBride@nd.edu

Environmental Scanning Vice Chair, Katelynn McBride, Notre Dame Law School, Katelynn.McBride@nd.edu

II. Section Meetings

The LSPD section held its second quarterly section call on October 4, 2017. Thirty-Five members attended the call with participation 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. The call went for a full hour and could easily have gone longer as members were eager to share information about what has worked for them (and what has not) when it comes to fostering law student professional development. Below is a summary of the agenda and the discussion that occurred on the call.

- **Keeping upper level students engaged in PD programming – Patty Lopez**

MENTOR PROGRAM:

Patty Lopez (Case Western), talked about CDO collaboration with Student Services and Alumni Relations office to start MAP, “Mentoring Alumni Program” last year to try and keep 2Ls and 3Ls engaged in growing and building relationships and engaged in the office. She’s hoping to also send specific topics to 2Ls who choose to keep their mentors from last year and/or remain in the program, for discussion, and when those 2Ls become 3Ls hopefully they’ll want to stay in the program as well.

GRADUATION REQUIREMENTS:

Eric Bono, (University of Denver) has developed a professional development program. While most of the requirements are met in the 1L year, upper level students have to meet with the CDO at least twice in order to complete the program. These meetings serve as built-in touch points to make sure students are actively working on their career planning and professional development.

3L MENTORING PROGRAM/NETWORKING EVENT:

Shannon Schaab (DePaul) tried a 3L mentoring program with alumni in a group setting where a few 3Ls were assigned to 2 alumni, but it wasn't really successful due to low student participation. That said, the 3L networking event with recent alumni was successful and might be something good to try.

3L SPECIFIC WORKSHOP:

Paula Smith (Texas Tech) has a workshop/luncheon where she gives extra gifts/SWAG and calls it "Getting to Pay Day". They go through the NALP report for the graduating class, and also collaborate with the registrar's office to ensure that 3Ls meet with them before they graduate. They also do a 3L photo shoot with a member of IT for photos they can use for LinkedIn and are also using Lawcountability for 3Ls to work on networking and other aspects of their career planning.

PEER MENTOR PROGRAM:

Laurie Powers (Gonzaga) talked about moving the 1L mentoring program more toward the end of the year and making it more of a peer mentor program focused on how to be a law student first before talking with employers in a traditional mentor program. Laurie indicated that this is an attempt to meet 1Ls where they are in their early stages of professional development.

GROUP COUNSELING:

Sandy Minea (Northwestern) tried small group counseling sessions separately with 2Ls and 3Ls. 2Ls did not show up and 3Ls tended to show up more but didn't really take the advice given or do any of the 'homework' between sessions.

SUBSTANCE/TIMING OF CONTENT:

Sarah Beznoska (Cleveland Marshall) asked what advanced topics schools are actually presenting and when are schools presenting them? Katelynn McBride Barbosa, Notre Dame, mentioned Baylor and Penn State's programs (included in the PD booklet). One program is modeled after CLEs, and includes more advanced topics for 2Ls and 3Ls. In addition, Eric Bono (University of Denver) offers a program on the business side of private practice that students seem to appreciate.

BLOG:

Sandy Minea (Northwestern) and Tasha Everman (Nebraska) discussed operating blogs for 3Ls that include guest columns. Recruiters, for example, or recent graduates would write the columns

and then include their contact information for potential further discussion. That way the blog offers a variety of expertise and networking potential. Ex. “What I learned as a 1st year associate.”

LEADERSHIP CLASS:

Tasha Everman, Nebraska, has brand new leadership class with twenty-three students enrolled. The course includes 3L happy hours once a month and programs on salary negotiations, intrapreneurship and personal branding.

- **Student Professional Development Exercises**

FRANCIE SCOTT (WAKE FOREST) - SCENARIOS UTILIZING THE PD FOUNDATIONS IDENTIFIED BY EDUCATING TOMORROW’S LAWYERS:

Francie Scott teaches a mandatory 1st year PD course. Specifically, faculty and career advisors teach the course as a team. For the course, Francie spends a lot of time thinking about how to teach these skills and get students engaged. One of the ways she does it is by using examples/hypos - similar to first year courses. For the topic “critical skills for professional success” students read the Foundations for Practice study (from Educating Tomorrow’s Lawyers) before class. Students were asked to focus on the study’s findings as to what employers are looking for in an entry level hire. Then in class, Francie came up with a few scenarios/hypos, divided the students into groups and had them discuss the hypos such as: “what did the characters in the hypos do well and where could they have improved. Francie reported that student were very engaged in this discussion.

ELISABETH BEAL (WILLIAM & MARY)

Elisabeth Beal brought in a university ombudsman to do a program on difficult conversations. First the ombudsman walked through a framework to manage difficult conversations, and then used hypos to bring the framework to life. **Example:** First year associate at a big law firm working in a small litigation group, needs to get a draft to partner by midnight. The associate decides to leave the office for a quick run and dinner before heading home and completing the draft. The partner was happy with the work but not happy with the way the associate went about it. Discuss.

HIRING COMMITTEE EXERCISE - ELISABETH BEAL (WILLIAM & MARY):

Elisabeth distributes a packet of cover letters to small groups of students, and asks them to decide or rank which candidate they would interview based on their cover letter alone. The program is intended to give students the employer’s perspective on cover letters so they can see the importance of crafting error-free and well-tailored letters.

EMPHASIZE CAREER PLANNING VS. THE MECHANICS:

Early in the 1L year, Eric Bono (University of Denver) emphasizes the importance of career planning and developing a thoughtful job search. The goal is to help students think intentionally about their career paths and to encourage them to actively explore what might be the best “fit” for them before they start worrying about perfecting their resumes, meeting application deadlines etc. In a program titled, “Oh the places you’ll go: Career paths with a JD”, Eric invites lawyers who are doing vastly different things to discuss their career paths, their everyday work, the skills and qualities necessary to succeed in their fields and more.

Melissa Berry (University of Washington) does a similar sequence. Melissa starts with an overview of career pathways and follows it up with a second workshop focused on resumes and other job search mechanics.

Susan Fine (George Washington) presents a self-assessment program card sorting exercise related to Dr. Larry Richard’s book, *The New What Can You Do with a Law Degree*. The exercise asks students to focus on their values to see what career options might be most meaningful. The goal of the program is to build a case for self-assessment.

Eric Bono (University of Denver) has partnered with Alli Gerkman (Educating Tomorrow’s Lawyers or “ETL”) to present a card-sort exercise to students. Alli developed this exercise to help participants understand which qualities, skills and characteristics are most important to employers in hiring and evaluating lawyers. A group of employers and a group of students are given a set of index cards with the most important Foundations identified by the ETL study and asked to put them in rank-order of importance. The rankings by the student group and the employer are then compared to one another and also to the results of the ETL study. The goal is to help students understand which skills and characteristics they need to develop or display to be marketable to employers and ultimately, to succeed on the job.

- **PD Programs planned for this Semester – Eric Bono**

Katelynn McBride (Notre Dame) reported that instead of doing a typical straightforward resume workshop, they opt for smaller groups so students can edit their resumes during the workshop. Notre Dame has found this to be more effective than just lecturing about resumes.

Thyannda Mack (DePaul), reported that in their 1L required PD program, they add an identity and unconscious bias program in the context of how students approach networking.

Laurie Powers (Gonzaga) has also added an early focus on implicit bias. They start to discuss it in orientation and try to come from a scientific/data driven perspective.

Jennifer Mencarini (Elon) has a resume blitz with 1Ls after October 15. They assign 1L students a mandatory appointment to go through the resumes. Elon also conducts 3L exit interviews for December graduates, which is a graduation requirement. In the exit interviews, they discuss students' practice area interests, among other things.

- **Forthcoming Member Outreach – Elizabeth Carr (Mercer) / Patty Lopez (Case Western)**

Elizabeth Carr spoke with Angela Cruseturner at Baylor (former Vice Chair of Membership for this section) and Angela suggested personal outreach to all of our members to try and drive discussion/interest in the section. We're up for it! We'll also keep sending out the agenda to the group in an email before the section calls as members reported that this is helpful. For more information on these efforts, see the Membership Development section, below.

- **Other Business**

Elisabeth Beal (William & Mary) approached the Law Firm PD section about the prospect of our section compiling a booklet of write-ups on Law Firm PD programs and the Law Firm section was receptive to this idea. For more information on this new effort, see the section below on work group focusing on collaboration between the Law Student and Lawyer Professional Development Sections.

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 and five of those RFPs were accepted for the NALP Annual Education Conference. Accepted RFPs include:

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

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, Francie Scott, 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

Preparing Students to Practice: Cutting Edge Professional Development Curriculum

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 40 law schools about their programs and we are excited to present these findings, including: sharing best practices in PD programs, outlining key PD topics, hearing the pros and cons of mandatory, voluntary, and hybrid programs, selling a PD program to your law school, and administering a PD program effectively.

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

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

To better understand law firm PD programs and the legal employers' perspective about how law school PD programs can best prepare students for practice, Elisabeth is starting an initiative to interview and draft write-ups about law firm PD programs. This initiative builds upon Katelynn McBride Barbosa's booklet of law school PD programs, which recently went live on NALPConnect. Elisabeth outlined this initiative and sought volunteers to conduct law firm interviews and draft the write-ups on the Law School PD Section's October 4th Quarterly Call. Elisabeth will begin interviewing law firm PD personnel in mid-October, and this project will be ongoing.

C. Best Practices Guide

The Professional Development Best Practices Resource Guide is in progress. This will include a variety of key resources currently being used by legal career professionals in schools and law firms. The goal in creating this Guide is to give professionals access to teaching tools, relevant exercises, and programming ideas that will help facilitate robust professional development programming.

D. Experiential Learning Requirements (Submitted by Leanne Fuith)

The Law Student Professional Development Subcommittee is wrapping up research regarding 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. Issues researched include which states have an experiential learning requirement that must be met before law school graduates may sit for their bar exam, what are the specific requirements and what are law schools currently doing to help prepare students to meet those requirements. The gathered research is currently being reviewed (and augmented as necessary) and will be shared with the NALP community in the spring semester. This information 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.

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

With Chair, Eric Bono's help, we continue to gather our list of previously active members of the group and update with new contact information for each person, assessing interest in our group moving forward. We 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. In addition, we will continue to send section call agendas to encourage active participation. We also plan to 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 so we can promote the benefits of Section engagement. Finally, we will send individual emails to members asking if they would like to speak to Member vice-chairs or Eric regarding any ideas they have for the section. We spoke with someone previously in this position and they said that they had very good response from this effort in making members feel more engaged.

F. Publications (Submitted by Katelynn McBride)

Elisabeth Beal and I finalized the professional development write-ups booklet over the summer. NALP's Allison Beard formatted the booklet for us, and we posted the finalized booklet to NALP Connect during the summer. Changes to the booklet and additions are welcome and are being sent directly to NALP.