MEMORANDUM

To: Neil Dennis, Board Liaison

Cc: Fred Thrasher, Deputy Director
              Claire Nash, Member Services Coordinator

From: Elisabeth Beal, Chair, Law Student Professional Development Section
              Law Student Professional Development Section Leadership Team

Date: February 5, 2020

Re: Board Report, NALP Law Student Professional Development Section

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During the third quarter of the 2019-2020 NALP business cycle, the Law Student Professional Development ("LSPD") Section continued its work on its charges and engaged in robust environmental scanning discussions on its third quarterly call. This report identifies our leadership team, summarizes the environmental scanning we conducted on our most recent quarterly call, and describes the status of our projects.

I.   Leadership Team

Chair:
        Elisabeth Beal, University of South Carolina, ebeal@mailbox.sc.edu

Strategic Planning Vice Chair:
      1. Melissa Duncan, Elon, mduncan6@elon.edu

Annual Education Conference/*Bulletin* Article and Webinar Planning Vice Chair:
      1. Alex Piller, University of Illinois, apiller2@illinois.edu

Law Student and Lawyer Professional Development Sections Collaboration Vice Chairs:
      1. Jenn Salyers, William & Mary, jsalyers@wm.edu
      2. Rupa Bhandari, Santa Clara, rbhandari@scu.edu

Membership Development Vice Chair:
      1. Elizabeth Carr, Mercer, carr_e@law.mercer.edu

Professional Identity Formation Vice Chairs:
      1. Susan Fine, George Washington, sfine@law.gwu.edu
      2. Angela Cruseturner, Baylor, Angela_Cruseturner@baylor.edu
      3. Melissa Berry, Lane Powell, BerryM@LanePowell.com

II. Section Call & Environmental Scanning

On January 22, 2020, eighteen members of the LSPD Section participated in the third quarterly call of the current NALP business cycle.

A. Introductions & Vice Chair Updates

The call began with a brief introduction by the Section Chair. The LSPD Section Vice Chairs then provided updates about their charges. Members were encouraged to submit RFPs for the 2020 Professional Development Institute.

B. Environmental Scanning: Professional development issues facing and programming inclusive of students with disabilities

Given some of the discussions at PDI related to diversity in the profession and inclusion of attorneys with disabilities in particular, the LSPD Section Leadership Team thought it would be helpful to discuss professional development issues facing and programming inclusive of students with disabilities. Melissa Berry, Elisabeth Beal, and Rupa Bhandari led a discussion about this topic. Here are the themes and highlights from this discussion:

- With regards to professional development programming, members agreed that considering how to be inclusive of students with disabilities at the onset of program planning is the best practice. This forethought can reduce or eliminate the need for a student to disclose their disability and instead will ensure that all students can participate effectively in programming. For example, program materials (PowerPoint slides, handouts, etc.) can be distributed to students before programs to enable students with hearing and/or visual impairments to use technology to review the materials in advance.
    - After programs, it is a best practice to make materials and recordings (audio and video) available to students.
    - It was also noted that by collaborating with the Dean of Students and Admissions, CSOs might be able to learn more about the needs of the incoming class to make necessary accommodations in advance of programs.
- Members also discussed the particular professional development issues facing students with disabilities. For example, students with disabilities will need to be prepared to communicate about and advocate for the accommodations they will need to be successful in the workplace.
    - The general consensus was that it is best to wait until an offer is in hand before disclosing a disability to an employer and seeking accommodations. However, this choice is ultimately up to the student. It was also noted that in some situations, the student will need to disclose their disability and make a request for an accommodation to be successful in the interview itself. One member noted that

it might be wise to incorporate this topic into their school's mock interview program.

C. Environmental Scanning: Professional development programming related to the "business of law," including issues related to private practice and government and public service

It is often a challenge for students to understand the business of law and its importance for their success; professional development programming can help. However, students focused on pursuing careers in government or public service may not see the relevance of this programming for their career paths. Melissa Berry led a discussion about this topic. Here are the themes and highlights from this discussion:

- In private practice, summer associates who understand the business of law stand out. They understand that billing their time and drafting descriptions of their work is not an administrative task. Rather, these descriptions are how they articulate the value of their time to their clients.
- This topic is also important for students interested in government and public service employers. For government agencies, it is important to understand how the agency is funded and the decision-making hierarchy. For public service employers, it is imperative to understand how the organization is funded, including how grants work. Students will need to consider how they would demonstrate that they are a worthy investment to a grant funder.
- For in-house positions, the legal department is not a revenue-generating aspect of the business. The legal team therefore needs to work effectively with business partners to demonstrate their shared interest in advancing business goals.
- As a student, you can stand out from the competition by knowing these aspects of the "business" structures of these different employer types. Professional development programming can help to educate students about these issues.

D. Environmental Scanning: Fall Semester Recap – Discussion of advising, professional development programming, and professional development issues this past fall under the new NALP Guidelines

As the spring semester gets underway, the LSPD Section Leadership Team thought it would be helpful to provide an opportunity for Section members to reflect on issues and trends they encountered during the fall semester. Jenn Salyers and Melissa Berry led a discussion about this topic. Here are the themes and highlights from this discussion:

- One member noted that it was helpful to tell students about the former NALP guidelines and why they were developed in programming before fall recruiting. This framework gave students a starting place for language to use when communicating with employers, standard timelines to request, and a general appreciation for what was once expected.

- While there was a consensus that not much changed in the absence of the NALP Guidelines, it was noted that from a professional development perspective, student decision-making and communication skills were more important during this recruiting season.

III. Work Group Reports

A. Strategic Planning (Melissa Duncan)

No updates.

B. Annual Education Conference/*Bulletin* Article and Webinar Planning (Alex Piller)

The RFP process for the 2020 Professional Development Institute is open now through April 17, 2020. Members were encouraged to submit RFPs. We will be working with members to generate additional ideas, bring together collaborators, and provide feedback on draft RFPs in advance of the April 17th deadline.

C. Law Student and Lawyer Professional Development Sections Collaboration (Jenn Salyers and Rupa Bhandari)

The work group continues to make progress on the Law Firm PD Program Write-Up Project, an initiative to interview and draft write-ups about law firm PD programs. Eight new volunteers have joined the work group and a new production timeline has been established. 11 write-ups are complete and four are in the final stages of editing or awaiting approval. Three new interviews are scheduled to take place in January and February 2020. The work group continues to follow up and conduct additional outreach to law firms. Our goal remains to complete 20 write-ups before publishing the booklet.

D. Membership Development (Elizabeth Carr)

To increase LSPD Section membership, members were encouraged to invite their colleagues and contacts to join quarterly calls and to engage in discussions on NALPConnect. In addition, the Annual Education Conference was noted as a good opportunity to build new connections and invite other members to join the LSPD Section.

E. Professional Identity Formation (Susan Fine, Melissa Berry and Angela Cruseturner)

Members of the work group have been in ongoing conversations with the leadership of the Holloran Center, and some are participating in the second round of the Holloran Competency Milestones project. The second round is slated to be complete in May 2020 and covers four competencies: active listening, commitment to pro bono, leadership, and professional communication. In collaboration with the Holloran Center and the Lawyer Professional Development Section's Professional Identity Formation Work Group, they are currently

contemplating the best method to get input from law firms about the competencies the firms expect and value. This information will help to connect professional development programming in law schools to what firms are looking for in candidates. In addition, the work group is exploring producing a webinar about a topic related to professional identity formation in collaboration with the Lawyer Professional Development Section. Finally, Melissa Berry wrote a Bulletin article on the topic of professional identity formation that will be published in March 2020.