

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: June 19, 2019

Re: Board Report, NALP Law Student Professional Development Section

The NALP Law Student Professional Development Section (“LSPD”) has had a productive start to the 2019-2020 NALP business cycle. This report identifies our leadership team, summarizes the environmental scanning we conducted on our most recent quarterly section call, and describes the status of our projects.

I. Leadership Team

Chair:

Elisabeth Beal, William & Mary, eabeal@wm.edu

Strategic Planning Vice Chair:

1. Melissa Duncan, Elon, mduncan6@elon.edu

Annual Education Conference/Bulletin Article and Webinar Planning Vice Chairs:

1. Erin Pedrami, LSU Law, epedrami@lsu.edu
2. 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 Chairs:

1. Patty Lopez, Case Western, pmr43@case.edu
2. 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, University of Washington, mmberry@uw.edu

II. Section Call & Environmental Scanning

On May 8, 2019, thirty-seven members of the LSPD Section participated in the first quarterly call of the current NALP business cycle.

A. Introductions

The call began with a brief introduction by the Section Chair. The LSPD Vice Chairs then provided members with an introduction to their charges and sought to recruit members to assist in these endeavors. Members discussed and were encouraged to submit RFPs and *NALP Bulletin* article proposals.

B. Environmental Scanning: The Professional Development Implications of Students Reneging on Offers

In planning the agenda for the section call, the LSPD Section Leadership Team noted a perceived increase in the number of students renegeing after accepting an offer. Given the importance of relationships in the legal profession, students must be counseled regarding the professional development considerations involved in renegeing. Here are the themes and highlights from this active discussion:

- Students face potentially significant reputational harm if they renege after accepting an offer. This is particularly true if the student plans to work in the same geographic market and/or the same practice area as they would have with the renegeed employer. Despite this risk, students sometimes insist on renegeing and CSO professionals sometimes concede that it is a rational course of action under certain circumstances. Members agreed that CSOs must focus on maintaining the relationship with the student so that they can guide the student to handle this difficult situation in the most professional manner possible.
- Not only must the CSO counsel the student about the implications for their professional reputation in renegeing, but the CSO must also contend with the employer relations issues and reputational harm to the law school that may result. Some CSOs seek permission from renegeing students to discuss the situation with the employer to try to repair any harm.
- Renegeing may become a more frequent issue given the changes to the NALP Guidelines. If firms give students significantly less time to consider an offer, students may accept an offer and later renege upon receipt of an offer from a first-choice employer.
- Stakeholders outside of the CSO, including faculty members and other mentors, may not recognize the potential harms that students may face if they renege and may therefore encourage students to renege if they perceive that the student has received an offer for a “better” opportunity.

- Some law schools have policies about renegeing in their student handbooks or elsewhere. Such policies often include enforcement mechanisms that allow the CSO to, for example, terminate Symplicity access until the student has made reparations with the renegeed employer. However, such mechanisms can be challenging to enforce, particularly if the student is graduating and is thus no longer conducting a job search.

C. Environmental Scanning: The Professional Development Implications of the New NALP Guidelines & 1L Engagement

As our members turn their attention to planning for the school year ahead, CSOs must decide how and when to begin engaging with 1Ls given the new NALP Guidelines. Though members agreed that this will be a year of trial-and-error, the following themes and highlights emerged from our discussion:

- Though 1Ls are often eager for career-related information and professional development programming, it can be challenging to provide them with meaningful, memorable experiences early in the fall semester when they lack context.
- One member noted that one challenge in providing professional development information is the increasing desire amongst students for individualized attention. CSOs will need to continue to assess which topics are best addressed in counseling sessions versus programming. An individualized approach allows the CSO to meet students where they are, which can assuage some of the concern about “too much, too soon” under the new NALP Guidelines.
- Several members noted that they are using self-assessment tools, including LawFit and MyRightProfile, to begin engaging with 1Ls. Students seem to enjoy engaging with these tools and self-assessment is an accessible starting place for all students to begin to engage in professional development. These self-assessment tools can also be a launching pad for additional programming, including practice area programs and networking events. One member noted that they release different components of the MyRightProfile report throughout the student’s first and second years as they gain experience and context that will make these additional components more meaningful.

III. Work Group Reports

A. Strategic Planning (by Melissa Duncan)

The Vice Chair for Strategic Planning position has been appointed and conversations regarding strategic planning for the LSPD Section will begin via a Strategic Planning Section Phone Call scheduled for Thursday, August 29 at 3pm EST. The discussions during this call will inform the strategic planning memorandum due Friday, September 13, 2019.

B. Annual Education Conference/*Bulletin* Article Planning (by Erin Pedrami and Alex Piller)

Education Conference RFPs

Eleven RFPs were submitted on behalf of our section for the 2020 Annual Education Conference. We have reviewed all of the RFPs submitted on the section's behalf and are supportive of all of them. The RFPs are:

Take Control of Your Day: Streamlining Your Day with Systems and Workflows

For most legal career professionals, the nature of our work involves performing, managing, or coordinating the same type of tasks and projects. One way to take control of your day is to implement simple-to-design systems, workflows, and checklists that streamline your work and the work of your team. This presentation will provide attendees with a roadmap for how to design and implement various organizational tools that increase productivity, save time, reduce room for error, and help you work through your day with confidence and peace of mind. We will expand on the principals from our time management program last year.

Proposed Speakers: Fairuz Abdullah, Drew Amoroso

One Size Does Not Fit All: Professional Development Programs for LLM & Legal Master's Students

Law schools have made great strides in adopting professional development programs, yet these efforts have focused almost exclusively on JDs. This session explores the professional development needs of graduate students in LLM and Legal Master's Programs (such as Master of Science in Law - MLS) and how schools can develop or adapt professional development programs that meet the unique needs of these diverse students on a compressed timeline. Panelists will share professional development topics, including cultural intelligence and design models ranging from mandatory, customized programs to optional, generalized programs. How to manage student and institutional expectations also will be addressed.

Proposed Speakers: Melissa Berry, Sarah Gruzaz, Jose Bahamonde-González, Melanie Orhant

Beyond Legal Skills: Holistic Integration of Competencies and Professionalism in Law School

Law students want every competitive advantage they can gain, but seem to resist the use of growth mindset, active listening, and cultural competency. Law schools can use data to convey the importance of the competencies that employers are seeking. Much like the medical profession must equip their doctors with a "bedside manner" to be successful, law schools need to equip students to be a

“whole lawyer” as illustrated by the Foundations for Practice study. This program will demonstrate how the key competencies can be integrated into law school programming, curriculum, and professional development programs to provide a holistic lawyering approach.

Proposed Speakers: Maureen Kieffer, Megan Bess, Michelle Silverthorn, Sandra Minea

Achieving the Good and Avoiding the Bad and the Ugly: Tips and Tricks for Helping Law Students Prepare for Interviews

Presenting information in a polished, organized, and effective manner can be difficult for anyone, but it can feel like an insurmountable task for first generation law students and students unfamiliar with legal interviews. Response style, format, and cadence are important considerations when the goal is to secure either a legal internship or permanent employment. How do we help? What format can we provide that will allow them to present well during each interview? We will discuss a structured approach to interview preparation that will allow every student to be successful.

Proposed Speakers: Tonya Gaskins, Nikki Ingram

Better Together: Building a Co-Curricular Partnership that Works for Everyone

We’ve all seen it: programming in silos, chartered by functions, marketed to the same students, and pitted against one another. Programs compete for rooms, better food budgets, calendar space, and audience volume, resulting in mixed messages and student confusion. Learn how one school developed a grassroots, campus-wide forum to improve the student experience by integrating programs, products, and services marketing. The venture, now a dozen departments strong, producing campus-wide initiatives, and with ambitions of future self-funding has inspired or spun off other enterprises, including a community engagement workgroup. Presenters will share practical tips for breaking down barriers to help students get results.

Proposed Speakers: Catherine Martin, JR Swanegan

It Takes a Village: Community Collaboration in Law School PD Programs

Maximizing the impact of your professional development program requires effective collaboration with stakeholders both inside and outside the law school. Through discussion and work-shopping, we will present considerations and methods for developing a holistic approach to PD programming that leverages the entire law school and legal communities, including faculty, student services, alumni, law firms, bar associations, and students. We will address the key constituencies, strategies for engaging each of them, how to optimize their

contributions, pitfalls to avoid, and the value propositions that make collaboration attractive for all.

Proposed Speakers: Patricia Lopez, George Podolin, Korey L. Henson, Elisabeth Beal

Mastering Client Development: Tools for New Lawyer Success!

Let's go beyond the basics. As CSO professionals, we understand the challenges law students encounter while searching for jobs, but do we really understand what is expected of these new lawyers after they are hired by a law firm? Client development is an extraordinary phenomenon, but beyond a rehearsed elevator speech, are your law students ready to be innovative and skilled client developers? Do they know what it takes to attract new clients and develop business for a law firm? This session will teach CSO professionals how to develop an excellent professional development program to teach law students basic components of client development, how to help law students understand law firm expectations about client development, and offer resources, tools and techniques for new lawyers to succeed in attracting and developing new business for a law firm.

Proposed Speakers: Erin Pedrami, Melanie Anderson, James Sudduth

Not Another Panel!?! Creative Programming Solutions for CSO's

Today's students are sophisticated learners, exposed to many law school events. At times, the offerings can seem overwhelming. Coming up with new, engaging, and effective programming ideas can be challenging for busy career service offices. It just feels easier or safer to put on another panel of 4 talking heads with a moderator. This type of programming lacks the ingenuity and creativity necessary to keep students and CSO members excited about participating in events. Panelists will present new programming ideas such as instructive videos, a "choose your adventure" access to justice exercise, and goal setting vision board/imposter syndrome workshops. Session attendees will be encouraged to share creative ideas as well.

Proposed Speakers: Kamilah Clark, Jennifer Gibert Mencarini, Giovanni Desiree Wade

Reaching Across Barriers for Better Career Development & Experiential Education

With hands-on experience, it is easier for students to secure post-graduate employment. Law schools often operate in silos, but the ABA Standards including the experiential learning requirements provide opportunities to help students become 'practice-ready' in their pursuits of meaningful careers. Panelists will discuss ABA rules, skills, characteristics, and proficiencies employers believe are

critical, and challenges and opportunities working with faculty. Panelists will present on the Foundations for Practice Project, in which law schools and employers used the competencies that over 24,000 attorneys identified for new lawyers, and designed learning outcomes and hiring practices to promote those “Foundations” in legal education.

Proposed Speakers: Christine Cerniglia, Sue Schechter, Vernadette Horne, Zachariah DeMeola

Lawyer Well-Being as Ethical Obligation to Clients

Penn Law recently piloted a program to integrate attorney well-being in all of its upper-level professional responsibility courses. The program’s design centers on a one-class module embedded into the broader curriculum for each class. The module educates students about well-being challenges pervasive in our profession, reasons underlying those trends, why they impact our ability to ethically serve our clients and responsive behaviors law students practice to healthfully respond to stressors. Penn Law will convert the module into an online version it will distribute to other law schools so that any law school in the country can incorporate the module if it so chooses. We propose presenting the module in the exact format we deliver to the upper-level students to educate attendees about the issues, to demonstrate what such a session looks like in a law school classroom and to raise awareness among attendees about its availability for their school.

Proposed Speakers: Jennifer Leonard, John Hollway

You’re Here – Now What? Taking the Next Steps in Your Career

You’re here – now what? Whether school- or firm-side legal recruiting is your first, second, or later career, it’s important to think about where you want to go from here. This panel will focus on strategies for fostering an atmosphere of growth and navigating questions about how to keep your career progressing in the direction you want to move. We’ll explore opportunities to expand your current role, develop content area expertise, increase your network, and even (gulp) think about whether it might be time to pursue opportunities at another employer.

Proposed Speakers: Meredith Wiggins, Leah Adams, Katie Liss, Tamesha Keel

Bulletin Articles

There have also been four *Bulletin* articles proposed on behalf of our section. Those articles are:

Preparing Law Students for Solo Practice

by Erin Pedrami

(A quick primer on advising students interested in starting solo practice right out of law school.)

Not Quite Legal Advice: Professional Development Resources from Non-Lawyers

by Meredith Wiggins

(Bringing together short reviews of useful non-legal PD resources that can be helpful for working with law students.)

The Power of And

by Tiffany Farber

(The importance of holding space for validating students' emotions and giving action steps in the same meeting.)

Lessons Learned from First Use of Attorney Assessment Profile with Law Students

by Elyse Diamond

C. Law Student and Lawyer Professional Development Sections Collaboration (by 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. 11 write-ups are complete and four are in the final stages of editing or awaiting approval. Project volunteers continue to follow-up and conduct additional outreach to law firms. Our goal remains to complete 20 write-ups before publishing the booklet. A meeting will be scheduled in the near future with leaders of the Lawyer Professional Development Section to identify potential topics for Lawyer/Law Student PD Collaboration Group webinars.

D. Membership Development (by Patty Lopez and Elizabeth Carr)

We are considering developing a survey to send electronically to existing and potential members to get a better idea of topics and issues that our membership would like to learn about. This would also be helpful for the Section's contribution to NALP's strategic planning process. If we proceed with this survey, we will follow the appropriate process for approval before distribution. We will also continue to send the group of newer members a reminder and agenda before each section call to get their thoughts and encourage engagement. We will encourage them to invite 1-2 colleagues to each call and offer follow-up conversations to those who cannot join the call but would like to hear more about the conversation. During conversations with interested new members, we will suggest helpful resources developed by the group such as the PD Booklet. We will continue to make outreach efforts to these new/potentially interested members and welcome any volunteers who may be interested in conducting some of this outreach as well.

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

The Work Group is continuing to collaborate with and monitor the progress of the Holloran Center's competencies project. The Holloran Center has initiated three new working groups for the competencies focusing on leadership, pro bono, and professional communication. The working groups, which are comprised of law school professional staff and faculty including NALP members, met in mid-May. Vice Chair Melissa Berry is serving on the student leadership working group. The working groups will be meeting periodically throughout the year and will come together again in May 2020 to finalize their work product. The Vice Chairs will keep section members apprised of progress on this project and look for opportunities for section members to contribute.