

MEMORANDUM

To: Pascale Bishop, Board Liaison

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

From: Shar Poormosleh and Freda Coleman-Jackson, Co-Chairs, Law Student Professional Development Section
Law Student Professional Development Section Leadership Team

Date: June 24, 2021

Re: Board Report, NALP Law Student Professional Development Section

As further outlined below, during the first quarter of the 2021-2022 NALP business cycle, the Law Student Professional Development (LSPD) Section identified its leadership team and met together as a group; launched the Section with a Kickoff Meeting; held an RFP/Bulletin+ Brainstorming Session; identified a number of environmental scanning, RFP, and Bulletin article topics; submitted and continues to submit proposals; and began its work on various work group charges.

I. LSPD Leadership Team

Co-Chair: Freda Coleman-Jackson, *Assistant Director of Career Strategy, W&L Law*, fcoleman-jackson@wlu.edu

Co-Chair: Shar Poormosleh, *Associate Dean of Career Services, Southwestern Law School*, spoormosleh@swlaw.edu

Annual Education Conference / Bulletin+ Article and Webinar Planning / PDI, Vice Chair: Alexander Piller, *Director for Career Planning and Professional Development, University of Illinois College of Law*, apiller2@illinois.edu

Law Student and Lawyer Professional Development Sections Collaboration, Vice Chair: Diana Mercer, *Director, Career Development Office, Loyola University New Orleans College of Law*, dmercerc@loyno.edu

Professional Development Tool Kit, Vice Chair: Stacy Keehn, *Assistant Dean, Career and Professional Development, University of Ottawa*, skeehn@uottawa.ca

Member Relations and Membership Development, Vice Chair: Elizabeth Carr, *Assistant Dean of Career Services, Mercer University School of Law*, carr_e@law.mercer.edu

Professional Identity Formation, Vice Chair: Laura Friedman, Director of Professional Development and Career Counseling, Case Western Reserve University School of Law, laura.friedman@case.edu

Knowledge Management and Resource Implementation, Vice Chair: Julie Peters, Associate Director of Professional Development, The University of Tulsa College of Law Peters, julie-peters@utulsa.edu

II. LSPD Kickoff Meeting on May 13, 2021

The LSPD Section held its Kickoff Meeting on May 13, 2021, via Zoom. With 50 individuals in attendance, Co-Chairs, Freda Coleman-Jackson and Shar Poormosleh, joined by NALP President, Traci Jenkins and Section Liaison, Pascale Bishop (via recording), made introductions, welcomed attendees, and thanked the Section's prior leadership team.

Freda and Shar shared the following vision and goals for LSPD: (1) support and engagement for Section members (quarterly meetings and socials); (2) work on issues of importance to the group (group charges); and (3) provide information about law student professional development to the larger NALP community by identifying PD issues/trends, generating RFPs and Bulletin+ articles, and potentially a community webinar. The Vice Chairs then introduced themselves, described their work groups/projects, and made a call for volunteers.

Breakout rooms, hosted by the leadership team followed, where individual attendees introduced themselves in smaller groups and discussed top of the minds issues and trends related to law student PD. The Kickoff culminated with a debrief of the smaller group discussions, overview of NALPConnect, and an invitation to join the Section's upcoming Brainstorming meeting.

III. LSPD Brainstorming Session on June 9, 2021

The LSPD Section held its Brainstorming Session on June 9, 2021, via Zoom. The meeting was attended by the LSPD leadership team, as well as 10 individual NALP members. The discussion generated a number of great topics, as well as potential proposals and volunteers. After the meeting, Freda and Shar followed up with the individuals who had expressed specific interest in leading an RFP/article. They also shared the list of potential topics via NALPConnect, and email to prior attendees of Kickoff and Brainstorming Session.

IV. Potential RFPs and Bulletin+ Articles and Environmental Scanning Topics

- 1. Transition from law student to lawyer: Navigating the unwritten rules.** This moderated panel would feature NALP members who have worked both in the law school and legal employer setting, offering insights on how to help law students and new attorneys to bridge the gap from student to professional. Knowing the "unwritten rules" empowers the student/new attorneys to succeed, whatever those goals may be, i.e. advancement to partnership, etc. When they do not know the foregoing rules and how to navigate them, law students/new attorneys feel undermined.

2. **Creating formalized legacy mentorship programs in your law school.** This moderated panel would feature law school representatives and the various ways they handle their formal mentorship programs.
3. **What the Canadian articling model can teach us about professional development programs for law students and attorneys.** Under the Canadian articling requirement, law school graduates spend 8-12 months (as determined by the specific province) in training focused on skills building. The Law Practice Program in Ontario requires 4 months in a simulated law firm environment, and 4 months in an actual firm. This moderated panel would feature Canadian law school and/or law firm representatives.
4. **Looking beyond a one size fits all First Gen PD program.** Let's take a step back and ask what does a First Gen law student needs in a PD program? How do you strike a balance between students with level zero knowledge/skills to level five. A rising 3L may not be in need of mentorship/workshop re time management, but instead topics related to business development/how to write to a client, etc. A donor funded First Gen fellowship program for select students may be a helpful model to follow (Penn). There may be others. This topic can be explored in an article or panel/presentation.
5. **Looking beyond a PD panel: not just another lecture (may be combined with No. 6 below).** There are a lot of agreement across law schools, re what PD topics should be covered. The question is how to do you make the program engaging by incorporating active learning. Let's explore modalities for teaching PD (design thinking). This panel would be moderated with active audience participation.
6. **“Unthink” the idea of everything being a program: addressing competencies/PD and workshop fatigue (may be combined with No. 5 above).** The recent NALP survey addressed the key competencies employer law firms seek out/look for. Let's look at how we can creatively address these competencies and/or topics. Not everything needs to be covered in a panel or workshop. Let's look at synonyms for some of these competencies as we think through the training and platform (diligence = time management).
7. **What your law students need to know about self-assessment: What are they and how are they being used by law schools and legal employers in interviewing.** This panel or article would address preparing students and new lawyers to be assessed formally and informally in the workplace; types of workplace assessments; types of law student assessments.
8. **Leadership training:** what does such a program look like for law students.
9. **Stakeholder buy-in:** how to achieve buy-in with respect to mandatory PD programs and aligning PD-related goals and/or curriculum across the law student experience. Challenges include older faculty who view the career services office as a placement office, and creating the space to have more conversations. Incorporate CSO into existing curriculum. Collaborate with externships and clinics. Train faculty (recommendations and emails get students jobs).

- 10. What do mandatory and optional professional development programs/classes look like at other law schools:** what are the specific topics/curriculum.
- 11. Professional Identity Formation:** What does this mean; what are ABA rules on professional identity formation.
- 12. Pre-term 1L bootcamps for professional development:** what do these programs look like at other law schools; best practices.
- 13. Interviewing bias:** helping students navigate.
- 14. Law student privacy and personal issues:** oversharing in personal statements; reassuring students about privacy with respect to their mission statements as communicated to the CSO
- 15. Best practices for teaching/presenting about networking to law students:** demystifying the concept; not using the term networking and instead building professional relationships; speed networking with 3Ls and 1Ls before doing so with attorneys and alumni.
- 16. Networking for the introverted.**
- 17. How to deal with renege offers:** school policies; ramifications.
- 18. Best practices for lean CDOs:** how to make resume and cover letter review more efficient and useful, in particular for smaller career services offices (template emails for most common revisions to send to students; resume word document template to send to students); office structure; office tasks.
- 19. Training faculty on various issues:** judicial clerkship committee with faculty support/members; memos on what CDO does and how faculty can support search efforts.
- 20. Lesson/tips from professionals who have worked in both law schools and law firm recruiting;** including focus on diversity recruiting and retention
- 21. Social Media – building an online presence (branding),** using social media responsibly and ethically, navigating minefields.
- 22. Go-to resources for laws school PD.**

V. Work Group Reports

A. Annual Education Conference / Bulletin+ Article and Webinar Planning / PDI (by Alex Piller)

We are continuing to work with our members to promote, identify, and submit Annual Education Conference RFPs in advance of the proposal deadline of August 15th. In addition to generating new RFPs, we are also working with authors to identify and improve any promising RFPs submitted last year that were not selected for this year's conference and to consider resubmitting those that were accepted but not presented. We are aware of following three *Bulletin+* articles proposed on behalf of our Section.

1. Learning from the Experts: Best Practices in Law Firm Professional Development Programs *by Shar Poormosleh and Elisabeth Beal*

Interviews with professional development leaders at law firms across the country illustrate key components of successful professional development programs and serve as a helpful model to build and/or update existing professional development initiatives. In 2017, Elisabeth Beal and Shar Poormosleh interviewed professional development leaders at law firms across the country. Elisabeth and Shar now propose to transform the existing collection of interview responses into a timely, viable and useful resource. Specifically, they propose a review of the existing interview responses, and synthesizing the same into one full article/publication that addresses common themes and best practices.

2. Leadership Skill-Building for Law Students and New Lawyers *by Leanne Fuith*

Using two leadership programs developed by Mitchell Hamline School of Law as examples, this article will discuss the need for law schools and legal organizations to help law students and new lawyers develop and hone the skills needed to be effective leaders. The article will explore the ways in which lawyers are called on to lead, the ethical considerations of doing so, the key principles of leadership, and the skills that new lawyers and law students need to develop to become culturally responsive and globally responsible leaders.)

3. Advancing Professional Identity Formation in the Law School Curriculum *by Leanne Fuith and Laura Friedman*

The American Bar Association's Council of the Section of Legal Education and Admissions to the Bar proposed a change to Standard 303 that would require law schools to provide substantial opportunities for the development of professional identity. This new standard, if adopted, will have a significant impact on law school curriculums. This article will explore the notion of professional identity formation including, briefly, its introduction in legal education and the importance of professional identity formation in the pursuit of meaningful and successful legal careers. The article will also attempt to define the scope of professional identity formation and the skills and concepts foundational to incorporating professional identity into a law school curriculum.

B. Law Student and Lawyer Professional Development Sections Collaboration (by Diana Mercer)

Diana Mercer will be meeting with Sarah Hadjumarkos, Vice Chair for the Lawyer Professional Development Section, to discuss partnering for an RFP, and further collaboration for other programming, as well as to evaluate best practices in virtual programming. In addition, Diana has contacted Gina Sauer about partnering with her on the Transition from Law Student to Lawyer topic, with a potential focus on diversity, equity and inclusion. Diana will also be seeking volunteers for an RFP related to social media and branding, as it relates to both law students and lawyers.

C. Professional Development Tool Kit (by Stacy Keehn)

The LSPD and Small and Solo Career Services Professional Development Tool Kit Vice Chairs, Stacy Keehn, Stacey Blakeman and Katie Overberg met on June 2 to brainstorm how to approach the Tool Kit. They have broken their strategy down into 5 categories. Each of the Vice-Chairs is working on drafting content for 2 categories. Stacy Keehn is working on drafting content for Getting Buy-In and Professional Development Program Components & Delivery. The next meeting is scheduled for July 29.

D. Member Relations and Membership Development (by Elizabeth Carr)

As always, we want to continue to think of creative ways to engage our members and increase membership in the Law Student Professional Development Section. One way that we do so is by contacting those who indicate an interest in our Section with follow up emails after they attend an LSPD call. Recently, these follow up emails included sharing some of the best resources our section has compiled over the last several years. We are considering hosting a virtual Section Social in mid-July.

E. Professional Identity Formation (by Laura Friedman)

The working group finalized the Associate Competency report and related article. The report was published on NALP's website in May, and the article appeared in the May Bulletin+. The group submitted an RFP to present on the survey results and next steps at PDI. The group will also consider submitting an RFP for next year's Annual Education Conference.

F. Knowledge Management and Resource Implementation (by Julie Peters)

Julie Peters has connected with Elizabeth Beal under the KM/RI Advisory Group, to explore location options for the foregoing resources, and will be attending the vice chair kick-off call, once it is scheduled. In the meantime, Julie has reviewed all documents in the LSPD library to distinguish which documents are relevant to law student professional development. There are currently 37 documents in the library, with 11 of these documents directly relating to law student professional development.

Library documents relevant to law student professional development are as follows:

1. Favorite Resources, Websites, Articles and More
2. Best Practices/Tips for Adjusting PD Programming Due To The Impact of COVID-19

3. Student-To-Student Tips On Working Remotely
4. Email and Voicemail Etiquette Webinar
5. Statement on Professionalism (3 of these)
6. The Key to Law Student Well-Being
7. NALP Guide on Student Professionalism During the Interview Season
8. Professional Development in Law Schools: The Who, What, How, and Why of Law School PD Featuring 40 Case Studies From 40 Law School
9. Advancing the Next Generation of Legal Superstars
10. Professionalism Classes
11. Mock Interview Program Spreadsheet