

MEMORANDUM

To: Neil Dennis, Board Liaison

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

From: Eric Bono, Chair and Law Student Professional Development Leadership Team

Date: June 21, 2018

Re: First Quarter Report, NALP Law Student Professional Development Section

The NALP Law Student Professional Development Section (“LSPD”) is off and running for the 2018-19 NALP year. The report that follows identifies our leadership team, summarizes the environmental scanning we conducted in our first quarterly section call and describes our early progress on the charges we’ve received from the NALP Board.

I. Leadership Team

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

Annual Education Conference/*Bulletin* Article Planning Vice Chairs, Erin Pedrami, LSU, epedrami@lsu.edu; Alex Piller, Illinois, apiller2@illinois.edu

Law Student and Lawyer Professional Development Sections Collaboration Vice Chairs, Elisabeth Beal, William & Mary, eabeal@wm.edu; Shannon Schaab, DePaul, SSCHAAB@depaul.edu

Best Practices Guide Vice Chairs, Francie Scott, Wake Forest, scottfs@wfu.edu; Kate Christoff, Cincinnati, christkb@ucmail.uc.edu

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

Professional Identity Formation Vice Chairs, Susan Fine, George Washington, sfine@law.gwu.edu; Melissa Berry, Washington, mmberry@uw.edu, Angela Cruseturner, Baylor, Angela_Cruseturner@baylor.edu

II. Section Meeting & Environmental Scanning

The LSPD section held its first quarterly call on June 14. Thirty-two NALP members participated in the call and attendance held steady throughout the hour-long duration of the call. During the first 40 minutes of the call, we focused on describing our section's major projects for this NALP year, and encouraged communication through NALP Connect. Each set of Vice Chairs described the projects they are leading this year and recruited other section members to assist them.

We devoted the final 20 minutes of the call to environmental scanning. Specifically, since law schools tend to plan their professional development programs and initiatives for the coming year over the summer, we gave our members a chance to share ideas they are considering for the coming year, as well as what they have done in the past. The following is a summary of that discussion. Names of schools are omitted, but available upon request.

- A. One school reported that a few years ago they did a full day conference-style PD event. Then last year they moved to a voluntary/throughout the year model. This year, they are moving back to a more mandatory approach with some programming throughout the fall plus a full day in the spring. This programming will cover communications skill, grit/resilience, and is intended to help students develop a professional identity. Notably, the ABA Commission on Women has created a series of videos on grit and resilience. External speakers on these topics can be valuable for schools that have the budget to use one. Some schools reported using a university ombudsperson or other internal resources.
- B. Another school reported that while it does not have a formalized PD program, they have different components that could be formalized—e.g. Apprenticeship week, run by faculty and featuring various other speakers. Skills classes like appellate writing and business development are good vehicles for PD training. In the past they have done a full day/law career expo in early spring and they plan to do this again.
- C. Some schools sought recommendations for speakers to address workplace issues in the #metoo era and suggestions included using a university ombudsperson, an employment law firm, or an HR professional.
- D. A school reported that over the past few years, their PD program has been “voluntary yet enforced.” They now have the Professional Essentials Milestone and PD curriculum. This program does not result in academic credit but students who complete it earn a notation on their transcript. This school found the transcript notation approach to be a happy medium as opposed to seeking academic credit and they have seen solid success. They offer 11 programs throughout the year that students can attend and students must attend a minimum of 8 to complete a “milestone.” Students must also create a LinkedIn profile, connect with career counselor and complete a summary statement describing an internal networking opportunity in law school and an external one through a google form.

This year, they are starting a new program called Critical Conversations since they have a cohort of about 70 students who have been through the Milestone program. The focus of this program is more on internal thinking, self-reflection and wellness. The NALP member at this school works with students on grit by having them look at failures as obstacles to overcome. She also helps students think about tougher conversations they've had or should have had and how they might approach such conversations in the future. This program targets upper level students.

- E. Another school reported that they will be implementing training on how to deal with micro aggressions in the work place from the diverse student/attorney point of view. The focus will be on how to have these conversations/discussions professionally. This will target 1Ls, but will also be open to upper level students.
- F. Another participant highlighted a different perspective he had heard from another school, which has chosen to reduce traditional CSO programming in favor of more one on one training/counseling.

III. Work Group Reports

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

Education Conference RFPs

Twelve RFPs were submitted on behalf of our section for the 2019 Annual Education Conference. We reviewed the RFPs to determine the ranking of our recommendations. The RFPs are:

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

Maximizing the impact of your professional development program regardless of the size of your office 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, employers, 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: Korey Henson, George Podolin, Patricia Lopez, Susan Fine

Living in a Legal Operations World: Lessons for Law Firms and Law Schools

Increasingly, lawyers work in an environment where efficiency and cost-effectiveness are advanced through legal operations methods like data analytics,

process-oriented software, and rigorous project management. This evolving legal services eco-system challenges law firms to source and train lawyers to provide optimal value and encourages law schools to prepare students to excel in this new paradigm, whether as counsel or legal operations professionals. This program will showcase the competencies leveraged in legal operations processes, discuss how law firms can develop training to meet new needs, and identify ways in which law schools can instill these newly-needed competencies in students.

Proposed Speakers: George Podolin, Rhonda Rittenberg, Stacey Kielbasa, Theresa Chang

One Size Does Not Fit All: Professional Development Programming for LLM and MLS 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 - LLMs and Legal Masters (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 Hall, José Bahamonde-González

Attorney “Bootcamp” Design and Implementation

Have you struggled with how to relay to your students or new/lateral lawyers the essential ingredients for success in a law firm? Do you want to give your students or new lawyers their best shot at operating effectively within their firms? Have you heard "I didn't know that" or "I wish someone had told me that when I started" from your attorneys a little more frequently than you would like? This panel will address the elements needed to design a custom "Bootcamp" for your students or new lawyers to ensure the appropriate and necessary information is being conveyed from the outset. Whether you're looking to design a program for law students, entry-level, lateral, or partner-level attorneys, this session will provide you with the ideas and tools you will need to develop an innovative, custom program that will engage your participants and set them on the road to success.

Proposed Speakers: Ellen Laliberte, Charlotte Wager, Neil Dennis, Alfred (Ray) English

Zoom Out to Zoom In: Career Services through the Lens of Professional Formation

In today's law schools, helping law students make the transition from student to lawyer is the work of the whole institution – work that cuts across traditional faculty and staff lines of responsibility. Members of the LSPD Section working group on professional identity formation will discuss how focusing on the foundational competencies valued by legal employers provides a wider lens for Career Services' training on the job search process and can motivate students to take greater ownership of their professional development. Panelists will share exercises that incorporate professional formation concepts to deepen the student learning experience and enhance employment outcomes.

Proposed Speakers: Susan Fine, Francie Scott, Angela Cruseturner, Melissa Berry

No Math Required: Supporting Grads to Build and Maintain a Solo or Small Firm

With more recent graduates going solo or into small firms during their first years of practice, career services professionals are often called upon for advice on how to start or build a small firm. Many schools have limited resources to help launch graduates' practices and many law schools do not teach students how to effectively run a business. We will discuss resources and programs to help these graduates become successful, including incubator programs, solo practice institutes, school- or bar association-sponsored mentoring programs, business related courses offered at universities, and the necessary development of students' professional identities through social media, networking, and work experience.

Proposed Speakers: Paul Johnson, Heather Spielmaker, Samantha Rutsky, Adam Gratch

Show Me The Money! Business Development 101 for Soon-to-Be Lawyers

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? Networking is an extraordinary phenomenon, but beyond a rehearsed elevator speech, are your law students ready to be innovative and skilled business developers? What about those who decide to hang out a shingle after graduation? Are they really ready? This program will teach you some of the tricks of the trade to incorporate into your counseling initiatives so that you can ensure your graduates are prepared to practice!

Proposed Speakers: Erin Pedrami, Melanie Anderson, James Sudduth

From Dean to Student: Perspectives on Including PD in an Innovative 1L Practicum Course

CSO professionals understand the importance and challenges of engaging 1Ls early in their professional development and career planning. But how can we achieve this goal if programming is voluntary and we lack faculty/dean buy-in? In this interactive session, learn how the University of San Diego School of Law designed an effective way to incorporate PD into our school's innovative Experiential Advocacy Practicum (EAP), a required 1L course. Hear from USD Law's Dean, CSO, faculty, and a student about the nuts and bolts of offering a learning-by-doing, practical skills classroom course which includes CSO presentations on PD topics.

Proposed Speakers: Molly T. Wescott, Stephen C. Ferruolo, Linda Lane, Samir A. Hafez Jr.

Synergy and Symmetry: Career Development & Experiential Education

Law schools often operate in silos but the focus on experiential provides an opportunity to assist in developing 'client-ready' students who understand the importance of professional identity to find satisfying careers - as being instrumental to student learning. Panelist will inform attendees about the ABA rules on experiential education and the skills, characteristics and proficiencies employers believe are critical; and discuss challenges and opportunities with experiential education faculty. The Foundations for Practice Study provides an opportunity for us to engage students and foster their success. In this interactive session, career development professionals and clinicians will engage in breaking down silos.

Proposed Speakers: Christine Cerniglia, Sue Schechter, Millicent Newhouse, Zachariah DeMeola

Now You've Built It, Getting Them to Come: Collaborating with Your Marketing/Web Team to Promote Professional Development & Public Interest Programs

The role and responsibilities of professional development and public interest program directors are evolving in exciting and unexpected ways. Professional development and public interest program professionals in law school and employer settings are increasingly developing innovative programming, and may also be in the best position to create content on their organization website and otherwise to broadly promote these programs. In essence, as the champions of these programs, we may increasingly need or want to participate in or even manage the significant responsibility to market the innovative public interest and PD programs at our organization both internally -to current students, faculty, staff- and externally - to prospective students or employees who are interested in vibrant public interest and PD programs, as well as to employers who want to hire new attorneys trained by this programming. This program will explore how you

can work with your marketing and web team to effectively promote and build your programs.

Proposed Speakers: Elyse Diamond, Nicole Moncayo

Case Studies of Compliance Hiring: Partnering with Industry to Attract New Talent

The discipline of compliance practice continues to be a growth area for law graduates open to utilizing their legal skills in key emerging industries. Yet successful recruitment requires nuanced approaches in working with both students and employers. The panelists will present case studies from our respective schools illustrating the different approaches we have employed to successfully prepare students for successful careers in compliance and involve employers in the recruitment and talent development. It will also present considerations for hiring managers for how to maintain that talent in a workforce dominated by “millennials” and some potential considerations for career advisors in helping students to maximize those considerations toward success.

Proposed Speakers: Quaime Lee, Monica Gould, Barbara Boehler, Elizabeth Dambriunas

Take Control of Your Day: How to Manage Your Time Like a Pro

Why is managing our time such an elusive concept? In this session attendees will learn how to create a customize time management plan based on personality type, work style, and habits. We’ll identify key barriers to getting work done effectively and strategies to eliminate them, learn methods to take control of your work day, incorporate technology to make life easier, use the “divide and conquer” organization strategy, and examine how you may be standing in your own way—and what to do about it. Attendees will leave with a toolkit to design time management programs for your students and associates.

Proposed Speakers: Fairuz Abdullah, Drew Amoroso

Bulletin Articles

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

Lessons Learned from Formalized Professional Development Programs

by Rebecca Ivanoff and Francie Scott

Counseling Considerations of Students Reneging on Offers

by George Podolin

Online Efforts by Law School Career Professionals Related to Professional Development

by Amanda Ellis

Professional Development Challenges Unique to Dual Degree Students

by Kelly Noble

How to Customize Professional Development Services for Second-Career Students and Part-Time Students

by Diana Mercer

Online Branding for Law Students

by Claudio Toro and Jennifer Leonard

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

After putting a "hold" on this project to avoid duplicative efforts with other work groups, Elisabeth and Shannon are re-starting the initiative to interview and draft write-ups about law firm PD programs. The initiative was outlined on the first quarterly calls for both the LSPD and LPD sections, and ten LSPD and LPD members have volunteered to conduct interviews and draft write-ups. We have sent the list of interview questions to these volunteers, and we are setting a goal of August 1 to complete an initial round of write-ups.

C. Best Practices Guide

Francie Scott and Kate Christoff are heading up a project to create a Law Student Professional Development Best Practices Guide. They plan to complete an outline this summer and then gather helpful resources for instructors and students as well as examples of how PD is being taught through exercises and other means.

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

We will continue to grow our list of previously active and newly interested members of the group by actively reaching out to potential new members as well as existing members to assess what they'd like to see from the group, what topics they'd like cover, and what they hope to gain from their membership. We'll continue to join other section calls periodically to garner interest in the group. We will also continue to send the group of newer members the agenda before each section call to get their thoughts and encourage engagement. We will encourage them to invite 1-2 colleagues or send the agenda on for their thoughts. 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 Professional Identity Formation Work Group seeks to raise awareness and socialize the concepts and vocabulary around professional identity formation, moving us toward a consistent understanding of and vocabulary for the concept. The Work Group is shifting the paradigm of professional identity formation to emphasize that it is ongoing process – a continuum that begins in law school and continues through the early years of graduates’ legal careers that requires students and graduates to take ownership of their own professional development. At this point in the year, the Work Group has three primary deliverables. First, we seek to raise awareness through presentations at relevant conferences. To that end, the Co-Chairs and Work Group members have submitted proposals for NALP’s 2018 Professional Development Institute and 2019 Annual Education Conference. Second, the Work Group is partnering with Elizabeth Beal, LSPD liaison to NALP’s Lawyer Professional Development Section, to find synergies between the sections, such as aligning employers’ desired core competencies with professional formation concepts. One project on which Work Group volunteers will collaborate is the compilation of descriptions of law firm professional development programs similar to the LSPD Section report about law school professional development programs spearheaded by Katelynn McBride Barbosa at Notre Dame. Third, the Work Group is working in partnership with the Holloran Center to leverage efforts by the Work Group and the Center. Ideas for collaboration include a hosting a webinar or presentation about the Holloran Center’s work and how it relates to professional identify formation and reviewing formation stage development models/rubrics being developed by the Holloran Center to help implement the ABA learning outcomes requirement. The Co-Chairs are monitoring this stage development model project and will facilitate getting feedback from NALP members as it progresses.