

NALP LAW STUDENT PROFESSIONAL DEVELOPMENT SECTION BOARD REPORT

TO: Andrew Chapin, Board Liaison

FROM: Susan Fine, Chair

RE: Fourth Quarter Report – NALP LSPD Section

DATE: 3/26/2015

CC: Fred Thrasher

I. SECTION CALL March 5, 2015/WORK GROUP UPDATES

Our Section had its fourth group conference call on March 5, 2015, during which the Work Groups provided updates on ongoing projects:

A. Long Range Strategic Planning Committee Liaison (Jeff Becherer)

Jeff Becherer reported on the Long Range Strategic Planning Committee process. The Committee met for two days of meetings in December. The Plan incorporated feedback from working groups, survey responses, and individual members. Many strong ideas not included in the Plan were passed on to the President-Elect and incoming Board for their consideration. The Committee sought Board feedback on the updated graphics presentation embedded in the Plan. The Committee thought it was important to use branding language consistently throughout the Plan and to have an accompanying graphic representation of the NALP brand that would have an impact. Section members were invited to provide feedback before the Board votes on the Plan just before the Annual Conference. Overall, Jeff found the process to be a valuable one, and believes the Committee's work-product was influenced by changes in the legal industry.

B. Law Student and Lawyer Professional Development Sections Collaboration (Jerry Slater)

Reporting on the February webinar, "Training Lawyers for the 21st Century Marketplace: The Legal Tech Audit & Beyond," Jerry Slater indicated that the webinar had 90 registrants and 60 attendees. (As background, Jerry reminded call participants that Suffolk Law (Institute on Law Practice Technology & Innovation) partnered with Casey Flaherty (Corporate Counsel at KIA Motors) to develop a tool to measure efficiency and effectiveness in the use of basic technology to perform legal tasks.) The technology audit is now available for free to law schools in the US and Canada (<http://www.legaltechaudit.com/>); firms are able to license the tool. Jerry will provide a link to the recorded webinar.

C. Best Practices Work Group (Rob Cacace, Heather Karns, Christine Guard)

The Best Practices Work Group is designing a survey of professional development training practices in legal employer organizations. Both private and public sector employers will be represented. This is the second part of a two-part survey. The first part surveyed professional development programs or courses at NALP member law schools. Those findings were presented at PDI in December 2014 and will be

reviewed in a NALP Bulletin article due out this summer. The Work Group is submitting an RFP for PDI 2015 to report on the findings in part two. The goal of the survey is to draw connections between school and employer programs and share best practices. Christine Guard is working on a related NALP Bulletin article.

D. RFPs for PDI 2015

Jennifer Leonard updated the Section on the process of soliciting RFPs for the December PDI conference. Jennifer distributed information via NALPConnect, requesting RFPs from the membership; there was one respondent, who indicated that she will get back to Jennifer regarding her submission. Rob Cacace noted that the Best Practices Work Group is submitting a proposal as well. Luevenia Sterling added that she was approached by Donna Branca (SJL Shannon) regarding an RFP on mindfulness and stress reduction. Luevenia, Donna, another member of SJL, and a firm member will be submitting a proposal.

E. Experiential Learning Requirements

Finally, the Section received an update from Sabrina Nelson on developments in State Bar pre-admission requirements and experiential learning credits. Sabrina's report will be the subject of a NALP Bulletin article for the May issue. California has approved an admission requirement of 15 experiential learning credits; that requirement has gone through a notice-and-comment period; no new information about its implementation is available. Other States have yet to follow California on this issue. New York appears to be interested, but reports of discussions in the Empire State have not proceeded to the point of formal notices or requests for comments. The ABA has changed its accreditation requirements, now requiring at least six experiential learning credits from law schools. California, it was acknowledged, is far out ahead in terms of hours required; again, no State seems to be eager to close that gap.

F. NALP U Proposal

The NALP Board considered a proposal from Rob Cacace to create "NALP University," a new, revenue-generating NALP training arm. NALP U would train and credential members on professional skills and how to teach them in a standardized fashion. The model would be part "train-the-trainer" and part workshop- or lecture-based teaching for the professional development of the individual members. The Board had questions about the mechanics of such a program and whether it could actually generate revenue (would schools have the budget to send people to the training). Rob and the LSPD section could consider various next steps: create a pilot workshop at the annual conference; work with a city group to develop a prototype; and/or gather data from coaching sessions at past conferences.

II. BULLETIN ARTICLES

February Bulletin Article: Learning from 2014, Sue Manch (submitted on behalf of the Law Student and Lawyer Professional Development Sections)

March Bulletin Article: Be a “Force Multiplier” Through Partnerships With the Law School Community & Beyond, Amber Brugnoli (submitted on behalf of the Law Student Professional Development and Newer Professionals Sections)

III. ENVIRONMENTAL SCANNING

Relevant Articles (FROM NALP WEEKLY DIGEST):

"Facing up to the challenge: It's time to prepare law students for their profession," 01.29.15.

Michael Roster, former MoFo managing partner and currently teaching at USC, writing here for the ABA's New Normal column, proposes an audacious goal for legal education: "[By 2018, every graduate from a US law school will have the knowledge and skills currently expected of a second-year lawyer or higher and as such can function as a midlevel associate, a solo practitioner, an agency or judicial officer, a junior faculty member or in similar capacities. To achieve this proficiency , every student will have had a courses or comparable experiences involving all of the following: traditional substantive law, client skills, social service, advocacy and dispute resolution, government and administrative processes, and teaching and scholarly inquiry.](#)"

"Yackee: Law School Rankings, Not Skills Training, Drives JD Employment Outcomes," 02.04.15.

The Tax Prof Blog provides a summary of a new empirical paper by Jason Yackee that finds "[there is no statistical relationship between law school opportunities for skills training and JD employment outcomes....employment outcomes do seem to be strongly related to law school prestige.](#)" (You can read the entire paper, [Does Experiential Learning Improve JD Employment Outcomes?](#), on SSRN.)

"Trust Darwin: How Tech Will Disrupt, Save the Legal Profession," 02.02.15.

A great article by the outgoing editor in chief of *Law Technology News* that provides [excellent perspective on many of the way that technology will continue to challenge, change, and eventually improve the legal services profession.](#)

"The Career Advice You Probably Didn't Get," 03.02.15.

Kathleen Wu, writing for *Texas Lawyer*, provides good advice for young lawyers: [know how the law firm makes its money, and know how your clients make their money.](#)

"Practice Ready? Law Students and Practitioners Disagree," 03.06.15.

The National Law Journal reports on the findings of new survey research from BARBRI that shows that [a far higher percentage of law students think that they are practice-ready than do the practitioners for whom they work.](#)