

MEMORANDUM

To: Janet Hutchinson, Board Liaison

Cc: Fred Thrasher, Deputy Director

From: Katelynn McBride, Chair

Date: June 28, 2016

Re: First Quarter Report- NALP LSPD Section

The following is the first quarterly report of the Law Student Professional Development Section. I am excited to serve as the Chair and thrilled with the excellent team of volunteers who have stepped up to lead the section this year.

As a brief summary of what will be discussed in detail below, as of today, the section has appointed our leadership team, conducted two section meetings (one in person at the NALP conference and one by phone), developed 12 RFPs for next year's Annual Education Conference (AEC) and 1 proposal for a bulletin article, embarked on a project to produce a Professional Development booklet for NALP, laid the groundwork for greater collaboration with the Lawyer Professional Development Section, and continued to conduct additional environmental scanning through writing the quarterly newsletter and through excellent section membership discussions over NALP Connect/ the section membership email list.

I. Leadership Team

Chair: Katelynn McBride, Katelynn.mcbride@nd.edu, Notre Dame Law School

Annual Education Conference/ Bulletin Article Planning Vice Chair: Jennifer Leonard, jenleo@law.upenn.edu, University of Pennsylvania Law School

Membership Development Vice Chair: Allison Regan, ahregan@central.uh.edu, University of Houston

Second Quarterly Call Book Club Leaders: Maria Saez Tatman, mstatman@uoregon.edu, Oregon, and Randy Reliford, rreliford@law.whittier.edu, Whittier

LSPD-LPD Section Collaboration Vice Chair : Frannie De Simone, Frannie@rutgers.edu, Rutgers Law

Experiential Learning Requirements Vice Chair: Laurie Powers,
lpowers@lawschool.gonzaga.edu, Gonzaga

Environmental Scanning and Quarterly Newsletter Writing: Allison Phillips
Belnap, belnapaa@law.byu.edu, Brigham Young University

NALP Professional Development Booklet “Networking Soldiers”: Katelynn McBride,
Allison Phillips Belnap, BYU, Robin Nackman, Brooklyn, Lisa Bauer, Buffalo,
Sarah Carlson, Emory, Sandra Minea, Chicago-Kent, Melissa Barry, Chapman,
Francie Scott, Wake Forest, Elisabeth Beal, William & Mary, Colleen O'Byrne,
Albany Law School, Bonnie Tunick, DePaul, Elizabeth Doss, UNT Dallas

II. Section Meetings

The section has held two meetings since I became Chair. The first meeting, attended by 29 members, was held at the Annual Education Conference in Boston on April 14, 2016. At the meeting, I reviewed the section charges and solicited volunteers to work on and/or serve as vice chairs for each. I also discussed the format and content of quarterly calls that I would schedule and lead. I informed the group that **a major priority for me was gathering substantial information on various law school's professional development programs** and that I would make such information gathering the main priority of the section's work for the year. I discuss the mechanics of this project in the following section.

For the second half of the meeting, I led a discussion along with Vice-Chair for AEC/Bulleting Article Planning, Jen Leonard, on possible RFPs for the 2017 AEC. I encouraged any member interested in contributing to RFPs or to the section to reach out to me and/or Jen.

The second meeting was a section call on May 17, 2016, devoted to the development of RFPs and identification of speakers for the AEC. Twelve specific proposals were discussed, as were ideas for additional panelists. This effort resulted in the submission of 12 concurrent session section-sponsored proposals. The group generally agreed at the meeting that they did not find NALP connect to be user friendly so I asked if it would facilitate greater discussion if we started using email more. The group strongly agreed that it would. Therefore, going forward, the group will be posting all announcements and resources on NALP Connect but I will also be sending out that information to the group via email, keeping mind to download the membership list each time I do so.

III. A New LSPD Section Initiative: A NALP Professional Development Program Booklet

Before next year's NALP conference, the Law Student Professional Development Section is going to write a booklet summarizing and exploring various law school's

professional development programs for NALP. The booklet will contain write-ups of at least 30 different law school's professional development programs, exploring the entire universe of PD program categories such as mandatory, for-credit, graded, hybrid, voluntary, and lunch time programs. The purpose of the booklet is to serve as a resource for what the professional development program landscape looks like, give schools ideas for professional development programs, educate schools on how other schools got their programs approved, and discuss various programs' successes and challenges.

Therefore, each write-up will discuss what category the program falls into (mandatory, voluntary, etc), the basic structure of each program, how the program got approved, if the class is graded, how it is graded, examples of speakers and program titles, including which programs were most well attended and talked about, challenges the programs face, and ideally, anecdotes about how the program led to student success from students and/or employers.

To write this booklet, I have enlisted the help of scrappy volunteers I have deemed "networking soldiers." Networking soldiers will produce at least 4 write-ups of a specific school's professional development program per quarter. The first set of write-ups is due to me on July 15th and I have 11 networking soldiers (listed above under "Leadership Team") working on the project. If all 11 volunteers do at least 4 write-ups, I will have far exceeded my goal of 30 write-ups before the 2016-2017 school year even begins. Some of the schools set to be written about in the first set of write-ups include:

The University of Chicago, The University of Houston, Baylor, DePaul, The University of Denver, Penn State, Mercer, Wisconsin, Buffalo, the University of Pennsylvania, Chapman, NYU, Albany Law, University of Illinois, Villanova, Harvard, and West Virginia University.

I will ask for a second set of write-ups to be sent to me by October 15th, and the final round of write-ups by February 15.

Once I have received my final round of write-ups in February, I will work with my networking soldiers to discern general trends among the different programs. Beyond surveying the landscape and providing NALP with real-world examples of professional development programs, the booklet will contain a discussion of what different schools find challenging and helpful in their programs and offer suggestions to schools starting a new professional development program. We are confident that this will be a useful resource to NALP membership and we are excited to work on it.

IV. AEC & Bulletin Proposals

The following proposals were submitted to NALP for consideration as concurrent presentations during the 2017 AEC conference:

Building Practice-Ready Graduates: Creating and Counseling Students Towards Pro Bono and Externship Programs

Katelynn McBride, Program Director for Public Interest & Chicago Initiatives at Notre Dame Law School; Cybele Smith, Director of Public Service & Public Interest Programs, Ohio State University Moritz College of Law; Sue Schechter, Field Placement Director and Lecturer-in-Residence, Berkeley Law; D. Jill Green, Assistant Dean of Law Career Development, University of Baltimore

Co-submitted with the Public Service Section

Every year, the calls from legal employers for practice ready attorneys grow louder. The best thing that law schools can do to fulfill that mandate and create practice ready graduates is to get those students in a real practice setting, meeting actual clients while they are in law school. Panelists running different varieties of pro bono and externship programs at their schools will discuss how to effectively create and market those programs to appeal to students as well as how to effectively counsel students toward taking advantage of those programs.

Developing a Brand, and Driving Engagement By Using Talent Assessments

Randolph Reliford, Assistant Dean of Career Development and Employer Outreach, Whittier Law School; Tasha Everman, Assistant Dean & Director of Career Development, Nebraska College of Law

Learning about talents and developing a brand is essential to succeeding at work. Using talents at work leads to increased happiness and engagement. Many professionals, (students and attorneys) don't know how to articulate their strengths. They also haven't thought about using them to craft a brand. Showing professionals how to identify their talents can create buy-in for our professional development programming, because turning raw talents into strengths (near perfect performance) requires continuous professional development and practice. Assessments, like Strengthsfinder, are essential when exploring abilities. Attendees will learn the importance of assessments, and the process of personal branding.

Law, Life & the Pursuit of Happiness: Prescriptions for Student and Lawyer Well-Being

Meredith O'Keefe, Career Counselor, University of Connecticut School of Law; Alexa Shabecoff, Assistant Dean for Public Service, Harvard Law School; Shannon

Callahan, Counsel, Jenner & Block; Laura Maechtlen, Labor & Employment Attorney, Seyfarth Shaw

We share the common goal of not only helping students and lawyers find job satisfaction, but helping them thrive. Happy lawyers create a better bottom line – for schools, employers and the profession. Research proves that certain intrinsic values are highly correlated with lawyers’ well-being. However, many of our students, attorneys, and institutions operate by the opposite standard, motivated by external factors such as grades and salary. We will highlight current scholarship on lawyer satisfaction and wellness, provide tools to teach your students and lawyers how to be well, find intrinsic motivation for their vocation, and thrive within this profession.

Measuring Up: Evaluating the Effectiveness of Your Professional Development Programming

Francie Scott, Associate Director of Professional Development, Wake Forest; Jennifer Leonard, Director of the Center on Professionalism and Associate Director for Professional Development, University of Pennsylvania; Bonnie Tunick, Assistant Director for Career Services, DePaul

Professional development is essential for law students, but how do we determine whether we’re providing effective programs? Robust program evaluation helps us demonstrate the value of our efforts, as well as adapt or improve services to students. We will present a process for setting measurable objectives, deciding what information will indicate whether a program is meeting objectives (hint: it’s not employment statistics!), collecting data, and measuring outcomes. Whether you have a professional development program in place or are just beginning to implement one, this presentation will provide essential tools to provide administrators, students, and others with evidence of the impact of your work.

Mighty Oaks Through Little Acorns Grow: Fostering Student Professional Identity Through Counseling and Programming

Joseph Kearney, Dean and Professor of Law, Marquette; Shannon Schaab, Associate Director, Depaul

In the busy world of a career service office, do you ever wonder if you are effectively fostering students’ professional identity growth? If one’s professional identity is the essence of who one is as an attorney, where does that essence begin to take shape if not in law school? This session will review the current literature on the subject and explore ways to help students reflect on the type of lawyer they hope to become. Ways to integrate professional identity development in advising sessions and programming will be discussed, including classic mentoring models as well as less traditional means.

Mindfulness is for Everyone: How to Bring Mindfulness to Your Law Firm or Law School

Oscar Teran, Assistant Director of Career Services, Chapman; Fairuz Abdullah, Associate Director for Public Interest and Clerkship Programs, UC Hastings; Jessica Natkin, Associate Attorney, Anderson & Boback; Richard Reuben, James Lewis Parks Professor of Law, University of Missouri

Studies show that mental health issues are a serious problem for law students and attorneys, robbing us of our well-being and effectiveness. Mindfulness programs are proven to address these issues by retraining the brain's responses to stress and negativity. In this workshop, we will highlight successful mindfulness programs launched by schools and firms. You will learn about the science and data behind mindfulness in the law, receive a roadmap on how to pitch this to your administration or firm, and take home a toolkit for designing and implementing a program that works for your audience.

Priming the Pump: Producing Work Ready Graduates for Lawyer Size PD

Kristen Uhl Hulse, Director of Attorney Recruiting and Professional Development, Coblenz Patch Duffy & Bass; Mina Jones Jefferson, Senior Assistant Dean, Chief of Staff, and Director of the Center for Professional Development, Cincinnati Law; Louis D. Billionis, Dean Emeritus and Professor of Law, Cincinnati Law; Neil W. Hamilton, Holloran Professor of Law and Director of the Holloran Center for Ethical Leadership in the Professions, University of St. Thomas

Law school deans and faculty today are joining forces with career services to promote student professional formation through competencies that anticipate those that await graduates in the workplace. This presentation will illustrate how exposing students to professional development and competencies will lead to significant gains later in the workplace. Panelists will explore an emerging “co-educator” model to extend the professional development pipeline to lawyer professional development. The model features a purposive, integrated effort of stakeholders across the law school and the legal profession, with career services and employers playing a vital role.

Professional Development – Striking the Balance Between Handholding and Tough Love

Bonnie Tunick, Assistant Director for Career Services, DePaul; Sandra Minea, Director of Career Services & Recruitment Programs, Chicago-Kent; Justine Maury, Recruiting and Professional Development Manager, Dykema; Meredith Schmitt, Talent Acquisition & Development Administrator, Paul Hastings

Many law schools and law firms have mandatory or voluntary (but strongly encouraged) professional development classes or programs. Often, we find ourselves chasing participants down, holding their hands, giving concessions, or walking them to the finish line of professional development programs/requirements. How do we navigate the line between over involvement in the students'/summer associates'/ young associates' progress and fostering the creation of independent and responsible professionals? If we're over involved, they may not learn to take responsibility; but if we're not, they may not learn the critical skills they need to succeed. How do we strike the balance between handholding and tough love? How much support is the right amount so students/ summer associates/young associates succeed in the real world of deadlines, expectations, bosses, and consequences? What can law schools and law firms do to bridge this gap to create self-actuated young lawyers? What have law schools and law firms done that they have found to be effective?

Roadblocks as Stepping Stone: Overcoming Challenges to Creating, Implementing, and Maintaining a Successful Professional Development Program

Allison Phillips Belnap, Assistant Dean, J. Reuben Clark Law School, Brigham Young University

As more and more millennials enter law school and the legal career, professional development training becomes increasingly essential for them to be able to successfully launch their professional careers. However, efforts to create, implement, and maintain a successful PD program is often met with resistance from faculty, other administrators, and even the students themselves. Come hear how some schools have successfully turned their "roadblocks" into stepping stones in order to get stakeholders engaged and committed to thriving professional development programs in multiple schools.

So You Need a PD Program? Examining Models of Professional Development Programming

Francie Scott, Associate Director for the Office of Career & Professional Development, Wake Forest; Angela Cruseturner, Assistant Dean of Career Development, Baylor Law School; Tasha Everman, Assistant Dean & Director of Career Development, Nebraska

In this "brave new world" of legal education, providing comprehensive professional development programming is now essential for law schools. This program will examine three models: presenting professional development in an innovative format to foster student investment; as a graduation requirement; and as a credit-bearing course. We will explore the process of implementation, from getting faculty buy-in, to incentivizing students, to developing an effective curriculum. Each presenter will

offer lessons learned and recommendations for implementing a professional development program that works for your institution.

Teaching Competencies Right Out of the Gate: School-Employer Collaborations in 1L PD

Annabrooke Temple, Associate Director for Career Development, UC Hastings; Timothy M. Henderson, Chief Recruitment & Professional Development Officer, Finnegan, Henderson, Farabow, Garrett & Dunner; Susan Fine, Director of Professional Development, George Washington; Jessica Sisco, Manager of Legal Recruiting, Reed Smith

Many law schools are designing professional development programs to help first-year law students understand the competencies required to succeed in law practice. Yet, legal employers continue to report that students “just don’t get it.” What more can schools do to ensure that students interview and perform better? Are school PD programs focusing on the right competencies? Join this discussion showcasing how school-employer collaboration is key to creating impactful 1L programs that produce well-prepared and effective candidates - students who really do “get it”- and engaged employers who are invested in the professional development of the students headed their way.

Teaching Students to Fish: Arguments for a Curricular Approach to Professional Development

Sarah Carlson, Director of the Career Center, Emory

This program will focus on the arguments to be made for creating for-credit professional development coursework, including an in-depth look at one law school’s model for taking professional development to the classroom and a look at the coursework being implemented at law schools across the country. In this session, we will discuss the competencies being called for in the marketplace for new lawyers, the challenges in getting coursework approved, arguments for imparting these skills to students through courses, and techniques used to evaluate and grade the professional skills taught through coursework.

Bulletin Proposal

Regarding bulletin article proposals, we had only one submission to *The Bulletin* for this year—Randy Reliford has proposed a two-part series on “Using Strengthsfinder to Help Students Identify Their Professional Brand.” Jennifer Leonard sent emails to a couple of people in the last two weeks who had expressed some interest in submitting an article proposal, but those individuals have since decided to wait until next year.

V. Membership Development

Allison Regan has included an invitation in a welcome email sent to all new members to schedule a phone call to discuss how the LSPD section can help with their work and how they can participate in the section's work and activities. As members express interest in getting involved in the section be it RFPs or Bulletin articles to serving as networking soldiers for the booklet on law school professional development programs, Allison connects members with leaders in the section. So far, Allison has found 11 networking soldiers who will interview various schools about their professional development programs and complete write-ups. At least 3 other members have offered to write up their own schools for the project.

At the LSPD section meeting at the NALP conference in May, Randy Reliford, Whittier, and Maria Saez Tatman, Oregon, volunteered to lead the next book club discussion and decided that we will discuss "[Never Eat Alone](#)" during our next quarterly call.

VI. LSPD-LPD Collaboration

Frannie De Simone has been working with Angelique Magliulo-Hager, who currently is serving as the liaison from the LPD section to the LSPD section, to try and identify opportunities for the LSPD and the LPD sections to collaborate over the next year. Based on initial conversations, many of the trends that LSPD members have noted among their students seem to be reflected in the experience that firms are encountering with both their summer classes and new associates. As a starting point, the LPD section has invited us to compile a list of questions that we would most like to ask employers. I sent out an announcement yesterday on the new NALP platform as well as via email soliciting questions for compilation; neither those posing questions nor their institutions will be identified when questions are forwarded to the LPD section. Frannie has received a few responses already. The big advantage both sections see for this project is anonymity.

We are also discussing whether there is a way for our sections to collaborate on a Bulletin article or other presentation on overcoming millennial stereotypes for an effective job search and post-graduate career development.

VII. Experiential Learning Requirements Monitoring

At the 2016 NALP education conference, the LSPD Experiential Learning Requirement Group was charged with investigating and reporting on the status of experiential learning requirements for admission to practice. This project was initiated in light of the recently adopted experiential learning requirements for New York and California.

To date we have received responses from Idaho, Michigan, Montana, North Dakota, Rhode Island, South Carolina, Virginia, Washington, West Virginia, and Wisconsin. All of those respondents said “not under consideration” except Michigan and Montana. Michigan lists an experiential learning component in the vision statement of its 21st Century Task Force. During the Montana Supreme Court’s public discussion prior to lowering that state’s UBE score, an experiential learning requirement was raised as a consideration. A Montana bar exam committee will be created that may explore various admission options.

In sum, the LSPD Experiential Learning Requirement Group has so far collected information from about one-quarter of the states (12/50). Of those, 2 states have adopted experiential learning requirements, 2 states are discussing some form of requirement, and 8 states are not currently considering such a requirement. Updated information will be provide in the next report.

VIII. Best Practices Working Group

Beginning in the fall of 2014, NALP’s Law Student Professional Development Section created a Best Practices Work Group (Christine Guard, Mercer; Rob Cacace, Georgetown; and Heather Karns, Toledo). The work group was charged with gathering information about professional development training for law students which took the form of a two-part survey and developing a list of best practices.

Part I was designed to collect data on the professional development programming being done by law schools. This information was gathered, evaluated, and presented at PDI in December 2014. The results also appeared in a summer 2015 NALP Bulletin article.

Part II of the survey was designed to draw out employer feedback on the value of professional development programming in law schools, obtain information about what employers are looking for, and hone in on the skills and abilities where law schools should focus. This information was presented at PDI in December 2015 and again at NALP in 2016. Results were published in the June 2016 NALP Bulletin.

The final charge remaining from the 2015-2016 work group (under Susan and Jerry’s leadership) was to compile and publish a list of “best practices” law schools could use as they evaluate and plan for professional development programming. As the July 2016 Bulletin article (forthcoming) will indicate, the work group determined it is too early for a best practices guide because we do not yet have an industry standard. However, the article does list suggestions and recommendations for moving forward. The recommendations suggest gathering a portfolio of practices

that law schools can use as models. The recommendations point in the same direction as that of new LSPD leadership.

After providing the LSPD Section with a solid foundation of data and general direction, Heather, Rob, and Christine are transitioning out of the LSPD work group. They recognize there is great interest in moving this concept forward and are happy to turn it over to a new team for further development as well as answer any questions about the data gathered up to this point, should the need arise.

IX. Environmental Scanning & Additional Efforts

Allison Phillips Belnap is taking on the Vice Chair role this year, ideally starting with the next board report/newsletter. For the time being, I am continuing to head our environmental scanning efforts by writing the quarterly newsletter. Of course, the section's central initiative this year is focused entirely on environmental scanning with the professional development booklet.

The section's membership has also engaged in environmental scanning through NALP connect and over email. Bonnie Tunick, DePaul, sent out an email asking about school's mock interviewing programs. She asked schools to contact her and let her know details of their mock interview programs, including the structure of the program, how many students participate, whether schools let students choose their mock interviewers, how students sign up, whether getting a mock interview is mandatory, and several additional questions.

She collected excellent descriptions of mock interview program from several schools including DePaul, Cleveland-Marshall, Gonzaga, and Harvard and she got some responses from employers on what they think of mock interview programs generally. Bonnie put the information in a spreadsheet, which has been posted on NALP Connect and emailed to section membership. Section membership was especially responsive to email. Bonnie and I are talking about using the mock interview program data for a bulletin article or conference proposal.

I am encouraging section membership to continue to pose these great questions over email, while also posting them as discussions on NALP connect. My goal is to generate at least a couple of productive discussions a quarter.

1. Law Student PD-Related Articles

“Grooming the Next Generation of In-House Counsel,” 03.07.16.

Corporate Counsel reports on a program at SMU Dedman School of Law that seeks to prepare students to work in-house through [a corporate counsel externship program](#)

“Before Doing Differently, We Have to Teach Differently,” 03.06.16.

A good post from Slaw on [what the changing legal services landscape might mean for the future of the law school curriculum](#).

“2016 Law Student Issue of LAWPRO Magazine Is Out,” 03.04.16.

Slaw reports that the 2015 student edition of *LAWPRO Magazine* is out, [an issue that focuses on providing students with resources to help them make the transition from student to lawyer](#).

“After Low Bar-Pass Problems, La Verne Law School Gets ABA Approval,”
03.16.16.

The National Law Journal reports that "[Ending a 17-year bid for accreditation, the University of La Verne College of Law has gained full approval from the American Bar Association](#)."

“Helping New Lawyers Become Practice-Ready,” 03.16.16.

[A good column in Slaw on the question of practice-readiness in Canada](#).

“What Law Students Gain When They Work as Corporate Externs,” 03.21.16.

Corporate Counsel continues its series of articles on the corporate counsel externship program at SMU Dedman School of Law, [here discussing career-related benefits of the program](#).

“Does Law School Reflect the Realities of the Legal Profession?,” 03.18.16.

[More from Slaw on the public debate about the future of legal education in Canada](#).

“How artificial intelligence is transforming the legal profession,” 04.01.16

The ABA Journal’s April magazine cover story explores [the impact of artificial intelligence on the practice of law](#).

- a. **“Why embracing artificial intelligence is in your law practice’s best interests (podcast),”** 03.28.16.

The ABA Journal interviews Julie Sobowale about [how artificial intelligence is revolutionizing the practice of law](#).

- b. **“Survey: Law firms plan more blog posting for more business,”** 04.01.16.

The ABA Journal reports on new survey research from LexisNexis that found “[a majority of law firms said they are planning to increase their investment in blogging and content marketing this year](#).”

- c. **“Some law firms look outside law practice to avoid their ‘Kodak moment’,”** 04.01.16.
In a related feature, the ABA Journal takes a look at how some law firms [“have gone outside the traditional model to explore ways of using technology to enhance the practice of law and deliver services to their clients.”](#)
- d. **“Why a JD Might Be Your Ticket To A Career In Tech,”** 03.28.16.
[And see this piece from OZY on the new tech-law career path](#) for law school graduates.

“Top Four Things I Learned From Experiencing My First Trial,” 04.08.16.

An associate, writing for *The Legal Intelligencer*, [reflects on lessons learned from her first trial.](#)

“Will You Sprint, Stroll or Stumble Into a Career?,” 04.05.16.

The New York Times takes a look at [the different paths taken from college to career, from sprinters to stragglers.](#)

“The Susskinds on the End of Tomorrow's Professions,” 04.03.16.

[Slaw talks to the Susskinds about their latest book.](#)

“Mental Health Is a Professionalism Issue,” 04.21.16.

A good blog post on Slaw about high rates of [substance abuse, depression, anxiety, and other mental health issues among lawyers](#), and what that means for the profession.

“Syracuse Launches Online JD Program,” 04.20.16.

The National Law Journal reports that [“Syracuse University College of Law plans to offer a so-called hybrid Juris Doctor program, in which students primarily attend class online.”](#)

“Do You Have What It Takes to Be a Sole Practitioner?,” 04.20.16.

Slaw provides a [self-assessment quiz to help young lawyers determine whether they have what it takes to take on solo or small firm practice.](#)

- 1. **“The (Human) Lawyer's Role in the Future of Legal (Part 1),”** 04.18.16.
LegalTech News takes up the question of [whether technology may replace lawyers in the future](#), reporting on remarks made by Richard Susskind at a program at Vanderbilt Law.
 - a. **“ROSS and AI: The Next Step in Legal Tech,”** 04.14.16.
In another program summary from the Vanderbilt

program, [LegalTech News](#) asks whether artificial intelligence tools like ROSS can revolutionize law for practitioners and consumers.

“Schools add bar exam class to curriculum and find success,” 04.01.16.

The *ABA Journal's* April magazine reports that [an increasing number of law schools are offering for-credit bar review courses as part of the curriculum.](#)

“Making the Mental Transition From Student to Professional,” 04.21.16.

[A thoughtful post from Slaw on the transformation from law student to professional.](#)

“The Right Fit: Lessons I Learned From Making a Career Move,” 05.05.16.

A law firm associate, writing for *The Legal Intelligencer's* Young Lawyer column, [reflects on his own lateral transition from one law firm to another and offers advice for others seeking a similar change.](#)

“Law and Engineering Should Share Curriculum,” 05.01.16.

The deans of the law school and engineering school at Northwestern team up in this *Chronicle of Higher Education* Op-Ed to argue that engineering and law must work together to shape the future: [“We need a dynamic partnership between law and engineering, a constant dialogue, to think of questions about the application of law to new technology and the impact of new technology on law.”](#)

1. **“In Focus: The Mental Health of Law Students,”** 05.09.16.

The National Law Journal publishes a special report about mental health on law campuses: [“we examine why law school exacerbates \[depression, anxiety and substance abuse\] and what administrators and fellow students can do to help.”](#)

- a. [“Law Schools Tackle Mental Health: Academia providing more help to law students,”](#) 05.09.16. (*The National Law Journal*)
- b. [“Yale Law Students Lobby for Better Services: The Mental Health Alliance campus group has shed light on problems, resulting in more therapists,”](#) 05.09.16. (*The National Law Journal*)
- c. [“Law School Helps Students Stay Emotionally Fit: Texas Tech's mental health program includes mandatory meetings for all first years,”](#) 05.09.16. (*The National Law Journal*)
- d. [“Professors’ Candor About Problems Aids Students: Being up-front about mental health struggles helps undercut secrecy and shame sufferers may feel,”](#) 05.09.16. (*The National Law Journal*)

- e. [“Stereotypes and Stigmas Threaten Bar Admission: Law graduates with mental health diagnoses must undergo 'character and fitness' evaluations,”](#) 05.09.16. (*The National Law Journal*)

“With Ph.D. Hiring Trend, Who'll Help Law Students Find the Courthouse?”
05.09.16.

A UCLA law professor, writing for *The National Law Journal*, argues that [law schools are on a collision course with the rest of the legal profession](#) as they continue to favor candidates with Ph.D. degrees in hiring law faculty, just as the profession is demanding more experiential training and skills-based learning.

“Why Law Students Need the Humanities,” 05.08.16.

A professor of comparative literature at Princeton University, writing here for *The Chronicle of Higher Education*, looks at the crisis in legal education and [argues against a more vocational pathway for legal education](#). (Subscription required.)

“Predictors of Success,” 05.25.16.

A Slaw blog post looks at [predictors of success beyond intelligence and technical skills](#): optimism, social connection, and the way that a person reacts to setbacks.

“Liberal-Arts Majors Have Plenty of Job Prospects, if They Have Some Specific Skills, Too,” 06.09.16.

The Chronicle of Higher Education reports on new research that suggests that ["liberal-arts graduates can improve their job prospects markedly by acquiring a small level of proficiency in one of eight specific skill sets, such as social media or data analysis."](#)

“Legal Competencies for the World We Live In,” 06.09.16.

A Canadian Law dean, writing for Slaw, tackles the question of [what critical competencies are required for entry to today's Bar](#).

“The 2016 Innovation Awards: Pro Bono Innovator of the Year, Suffolk Law School,”
06.07.16.

Legaltech News reports that Suffolk Law's Institute on Law Practice, Tech & Innovation, [a program that teaches students how to use legal technology to provide legal services to low and middle income clients](#), has won a Pro Bono Innovator of the Year award.

“BU Law Joins UnitedLex Legal Residency Program,” 06.15.16.

Legaltech News reports that ["UnitedLex has added Boston University School of Law to the growing roster of schools participating in the legal outsourcing group's 'legal residency' program."](#)

“Why law schools need to teach more than the law to thrive (or survive),” 06.23.16.
This *ABA Journal* Legal Rebels New Normal column argues that [law schools are](#)

missing obvious opportunities to innovate and provide students with core competencies that are needed in today's marketplace.

“Law Students Get a 'Fresh' Start at Pace Clinic This Fall,” 06.21.16.

Law.com reports that the law school at Pace "will launch a pilot Food and Beverage Law Clinic —a first-of-its-kind program where law students will help sustainable farmers, food entrepreneurs and nonprofit organizations dedicated to sustainability and ensuring everyone has access to food."