

MEMORANDUM

To: Andrew Chapin, Board Liaison

Cc: Meaghan Hagner

From: Susan Fine, Co-Chair
Gerald M. Slater, Co-Chair

Date: March 21, 2016

Re: Fourth Quarter Report- NALP LSPD Section

The following is the fourth quarter report of the Law Student Professional Development Section. Much of our work this quarter focused on assisting the Best Practices Working Group in their data collection efforts, sharing information on law student professional development curricula and programs, and encouraging proposals for PDI and the 2017 AEC.

I. Section Meeting

The Section held its fourth quarterly call on Thursday, March 10, 2016. In addition to an update on the work of the Best Practices Working Group (see below), members discussed desired working groups, the RFP process for PDI and the 2017 AEC, and upcoming meetings in Boston. Andrew Chapin encouraged members to comment on proposed changes to NALP guidelines regarding 1L student counseling by CSOs.

a. Working Groups

Members reviewed the existing section's working groups and discussed the future of the Best Practices Working Group following the final year of its data collection project. Due to the large variety of approaches to the law student professional development, widely variant faculty views on PD pedagogy, and differing law school cultures, members discussed the wisdom of, and difficulty in, endeavoring to create a Best Practices Guide for Law Student PD similar to that developed in clinical law programs. Jerry Slater suggested, and members agreed, to propose renaming the group "Innovations in PD Programming and Curricula," as a means to be inclusive, create opportunities for collaboration with the Lawyer PD Section, and generate ideas of how to use the current Best Practices Working Group data going forward. The members also discussed continuing to monitor developments in experiential learning, but not maintaining a distinct working group on the subject.

b. PDI & 2017 AEC RFP's

Christine Guard informed the group that PDI is always looking for school-focused programming. She and Allison Bellnap at BYU are working on a proposal on millennials in other disciplines. She also solicited proposals from Section members on measuring outcomes

and assessments. Susan Fine mentioned that she is thinking of partnering with a FERC attorney on a few possible topics, such as experiential learning with clinical faculty, and applying lessons from government training programs to schools and firms. Jerry Slater suggested that it might be time for another panel comparing programs at different schools. Angela Cruseturner is developing something along these lines.

Jerry Slater put out a request for volunteers to lead the RFP process which happens right after this year's conference. Ideas generated for PDI could also be considered for AEC 2017. The Section will have a call dedicated to this process after the conference. Several Section members offered to help but not lead: Heather Karns, Laurie Powers, Christine Guard and Angela Cruseturner. Andrew Chapin explained the process whereby the Section shepherds the proposals and ranks them after NALP collects.

c. Upcoming Section Meetings

Jerry Slater reminded members that the next section meeting will take place at the AEC in Boston on Thursday, April 14th at 3:15 p.m. In addition, Susan Fine and Jerry Slater will staff the section table at the Open House & Welcome Reception on Tuesday, April 12th.

II. Best Practices Working Group

Heather Karns reported that the employer survey remains open and that the group is trying to collect more data. She sent a notice recently to Section members asking them to send the survey to five employers, focusing on small to mid-size firms to generate more representation from this category. A few more responses have since come in. Heather also indicated the number of employer responses to date -- 120 total (an increase of 30 since PDI). No one employer type/size predominates.

Responses by employer type as of March 10, 2016 were:

Firms:

501+ = 36
251-500 = 22
101-250 = 21
51-100 = 4
26-50 = 4
11-25 = 5
2-10 = 5

Government = 11
Public Interest/Advocacy = 6
Academia = 5
Judiciary = 1

Section members discussed strategies for increasing responses. The results will be presented at the AEC in Boston on Friday afternoon.

III. Environmental Scanning- Newsletter & PD Developments

Katelynn McBride, LSPD Section Reporter, continues to survey developments in lawyer PD (see below) and has created the section's quarterly newsletter (third edition attached hereto).

Law Student PD-Related Articles- 4th Quarter Update

- a. **Incorporating Skills-Based Learning Throughout Law School,** 01.15.16.
A law student guest blogger for Slaw [makes the case that all students should be required to take an advanced legal writing course.](#)
- b. **“Profession at a crossroads: Will lawyers lead, follow or get out of the way?”** 01.28.16.
Paul Lippe, writing for the *ABA Journal's* New Normal column, reflects on the new Susskind book and [the crossroads at which the legal profession finds itself at this moment in time.](#)
- c. **“Law School's New Job Program Isn't ‘JD-Lite,’ Dean Says,”** 01.27.16.
The National Law Journal reports that [“Suffolk University Law School has partnered with \[a legal process outsourcing firm\] to launch a new program in which law students and undergraduate students work part-time on document review and other tasks while on the school's Boston campus.”](#)
- d. **“Robot-Proof: How Colleges Can Keep People Relevant in the Workplace,”** 01.27.16.
A thoughtful op-ed in *The Chronicle of Higher Education* provides advice about undergraduate education in the age of technology that might well be applied to law schools: [“Given a world in which machines will perform much of what we view as knowledge work, colleges will have to reduce their emphasis on knowledge transfer, and pivot to building students' capacity for coming up with original ideas.”](#)
- e. **“Proposal to lift ban on academic credit for paid externships draws heavy opposition,”** 01.29.16.
The *ABA Journal* reports that [a renewed proposal to lift the ban on students receiving academic credit for paid externships, a practice currently proscribed in the ABA accreditation standards, is drawing heavy fire](#) during the notice and comment period.
- f. **“Ask Not What Your Profession Can Do for You, Ask What You Can Do for Your Profession,”** 02.24.16.

This Slaw post offers [a thoughtful take on some things law students can do to both become engaged in and return value to the legal profession.](#)

- g. **“Incubator of Tomorrow’s Tech, Suffolk Law Program Revolutionizes Legal Access,”** 02.22.16.
Legaltech News reports on Suffolk Law School's Accelerator-to-Practice program that [“help\[s\] lawyers use technology to deliver their services at lower cost and therefor at lower and more affordable prices.”](#)
- h. **“Why Dressing for Success Leads to Success,”** 02.21.16.
The Wall Street Journal reports on new research from the Yale School of Management that shows that [when workers wear nicer clothes, they achieve more.](#)
- i. **“Special Report: Millennials in Big Law,”** 02.29.16.
The American Lawyer publishes [a special report on Millennial adults in BigLaw,](#) with more than half a dozen feature articles, some of which are collected below.
- j. **“Here Come the Big Law Millennials,”** 02.29.16.
The American Lawyer reports on the presence of millennials in the lawyer workforce, clocking in already at more than 20% of the lawyer workforce: [“The big question is whether the law firm establishment will merely adapt to the coming wave of young lawyers, or be transformed by their technologies, behavior and worldviews.”](#)
- k. **“[Four Generations, Explained,](#)”** 02.29.16. (*American Lawyer*)
- l. **“[Millennials Dish On What Their Firms Are Doing Right — And Wrong,](#)”** 02.29.16. (*American Lawyer*)
- m. **“[Millennial Manifesto: Young Big Law Lawyers Demand Change,](#)”** 02.29.16. (*American Lawyer*)



Law Student Professional Development Section Quarterly Newsletter

Welcome to the Law Student Professional Development Section's third newsletter!

This newsletter contains 3 topics and keeps with the newsletter's regular features, including a spotlight of a school's professional development program, a law student professional development topic germane to the current season, and a member professional development topic. As always, our hope is that the issues in these quarterly newsletters will spark new ideas for your CSO, generate discussion for LSPD section quarterly talks, and of course, contribute to inculcating a culture of professionalism in law students.

This newsletter was written by me, Law Student Professional Development Section, Reporter, Katelynn McBride, Program Director for Public Interest & Chicago Initiatives at Notre Dame, and I am always open to hearing your comments about past newsletter topics and ideas for new ones. My email is Katelynn.McBride@nd.edu and I am happy to hear from any LSPD section member. Thank you.

Sincerely,

Katelynn



Join us in Boston!

Law Student PD Section Meeting

Thursday, April 14th
3:15-4:30 p.m.

PD Spotlight

The University of Houston Law Center's Mandatory "The Passport to Success-Professional Development Series"

This quarter's newsletter features another mandatory professional development program but with an optional element. In the last newsletter, we featured Baylor Law School's mandatory professional development program, which requires students to take 18 seminar hours focused on professional development. This newsletter focuses on the University of Houston Law Center, which has partnered with Andrews Kurth, a law firm based in Houston with offices all across the world, to launch its mandatory professional development program, "The Passport to Success" in 2015.

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Through the "Passport to Success" program, students attend four required sessions and two optional sessions to help them develop business and communication skills to go along with their knowledge of the law. The sessions cover areas such as: how to set career goals and how to meet them, discovering a personal working style, learning how to communicate with co-workers and clients, a primer on the business of law and what to do to have a successful summer employment experience, and how to develop business.

The passport component of the program is not metaphorical. To measure their progress in the program, students are given a passport book (attached to this newsletter), which includes all of the events in the professional development series with a place to stamp the

event, indicating the student's attendance. The passport book also includes inspirational quotes such as "Always bear in your mind that your own resolution to succeed is more important than any one thing" –Abraham Lincoln. The beginning of the passport book features a message from the Dean, culminating with the sentence that "A student who attends all 6 sessions will obtain skills to be a competitive candidate for any position — and a sought-after professional throughout a long successful career."

The four mandatory sessions include (1) "The Map to Career Success: Exactly Where Are YOU Headed?," (2) "Your Own Navigational Coordinates – Setting The Course to Success," (3) "Are You Prepared to Travel? Carrying Yourself into a Professional Career," and (4) "You've Landed: X Marks the Spot. Making the Most of Your Dream Destination." Optional sessions include (1) "The 30,000-Foot View – Where Do YOU Fit In?," and (2) "Clients: The Driving Force Behind the Journey." To encourage attendance at optional events, students who complete the series are eligible for raffle entries with exciting prizes such as a GoPro® camera, Fitbit®, iPad mini, and Apple Watch. The sessions are taught by nationally known industry experts along with distinguished UHLC alumni and Andrews Kurth professionals.

The Dean of Houston's Career Development Office stated in the passport book, "In the Career Development Office, one of the most common messages we get from employers is a desire for students who can converse competently and navigate knowledgeably through the world of practicing law." Andrews Kurth's sponsorship of the Passport to Success program proves that employers are not just telling career development offices that they want students to learn professional development skills in law school; they are actively working to create those programs.

To create the program, Andrews Kurth and the University of Houston teamed up with professional development all-stars. The program was created by internationally-recognized professional development expert, Amy Sladczyk Hancock, who currently serves as the Director of Attorney Professional Development at Andrews Kurth and University of Houston Law Center Assistant Dean, Allison Hickey Regan. Hancock is the chair of the Professional Development Consortium, the preeminent attorney professional development-related organization, and a member of the National Association for Legal Career Professionals (NALP). Asst. Dean Regan is the 2015-2016 member-elected Southwest law school representative to NALP's annual conference planning committee. As for the program's success, at the first optional session in 2015 on the topic of career options and networking, Assistant Dean Regan said all but a handful of the roughly 215 students in the first-year class attended. Feedback from students has been "phenomenal," she said. At the session, the students watched a workshop on legal practice areas; heard from a panel of current and past judicial interns, clerks and briefing attorneys; and worked on networking skills.

The University of Houston's Passport to Success program provides a great example of a blended mandatory/optional professional development program that teaches vital skills but only requires students to attend 4-6 sessions. The partnership with a major law firm makes total sense for both parties as Andrews Kurth can increase recruitment from the

University of Houston and the University of Houston can use the program to attract additional students.

Educating Students on how to Excel in Their Summer Internships

Here we are after spring break and heading into the home stretch of the rest of the school year. As students return from spring break, many already have summer internships or are finishing up with interviews. **As our focus shifts from helping our students find summer internships to helping them thrive in those internships, we need to find a way to keep our students' attention** after they already have their summer plans locked down. It sounds like a tall order but there are some proven ways to do it:

Psychological research shows that people tend to listen to those in an identical position to themselves even more than they listen to an authority who is potentially more educated on the topic. Thus, sometimes advice coming from fellow students can be the most effective. With that in mind, consider **organizing student panels**. When students tell fellow students what being a summer associate is like, concerns they had going in, and things they did to ensure successful summers, students are bound to listen.

Write program titles that get to the point and make the point of your talk very clear.

The **University of San Diego** has regularly put on a spring talk simply entitled ["How to Succeed in your Summer Job."](#) The **University of Miami** is holding an April program called ["How to Rock Your Summer Internship."](#) Short, sweet, simple, and clear.

Partner with a legal research company that regularly comes on campus. Remember that old quote, "the way to a law student's heart is through their stomach"? Well, it is true! Legal research companies such as Bloomberg, Westlaw, or Lexis Nexis are often happy to buy lunch for students (and have the resources to buy the high quality lunch they are seeking) and teach them about great research tools available to them during their summers. Reps from these companies are almost always happy to co-sponsor their programs with career development offices and let career office professionals have some presentation time. **So get your students to your talks with Chipotle and give them some tips for rocking their summer jobs once they are there.**

Students often value the perspective that practicing lawyers at law firms they want to work for have to bring. So **co-sponsor a lunch talk with a law firm and let them give the advice.** Law firm lawyers will speak from experience about how to excel as a summer associate, which is advice that students might be likely to take more seriously given its source.

- **Make a summer toolkit available on your law school’s website.** Duke Law’s Career Center has created a [summer toolkit](#) for its students, with resources organized through color coding. The toolkit includes topics such as:
 - **“On the Job”** Excel in your 1L summer experience
 - **“2L Job Search Timeline”** Keep your search on-track with the help of these materials
 - **“Self-Assessment”** Identify your personal & professional priorities
 - **“Market Research”** Brief podcasts from local experts, covering 15 legal markets
 - **“Employer Research”** Create an informed, well-balanced list of prospective employers
 - **“Employer Outreach”** Build relationships and apply by letter
 - **“Recruiting”** Participate in job fairs, Duke on Tour and Fall OCI
 - **“Interview Preparation”** Anticipate common questions & employers’ key criteria
 - **“Callbacks & Offers”** Understand ethical responsibilities and rules of etiquette
 - **“Government & Public Interest Careers”** Pursue opportunities grounded in the public good

**Member PD:
4 Reasons to Build Strong Relationships with Externships, Clinical, and
Legal Writing Faculty**

I just got back from the [“Externships 8” conference](#) at Cleveland-Marshall Law School, where it hit me like a truck that externships, clinical, and legal writing faculty are some of our best resources. Read on to learn 4 reasons you should build strong relationships with these faculty below.



1. You will learn what professional development topics are being taught in these courses. Externships, clinical, and legal writing faculty are very much engaged in teaching

the most practical components of practicing law. As such, it is very common for them to incorporate professional development topics into their courses. Externships courses, where students are placed in a variety of different types of externships (students in criminal law, corporate counsel, public interest, and government placements all in one class) are often almost entirely about professional development. Courses such as these devote entire classes to writing resumes, mock interviews, and how to effectively seek feedback from one's supervisor. Legal writing instructors, in particular, will often teach a whole class about writing resumes. As career counselors, it behooves us to know this so we can collaborate with these faculty members and make sure they know resources such as the resumes formats our offices make available to students.

2. You will know the externship placements and clinical offerings at your school. We work hard to help students create a strong personal brand and often the best way for a student to build an expertise in a certain area of law is to extern for an organization or take part in a clinic. This makes knowledge of the externship and clinical offerings critical.

3. You will have allies in your quest to get professional development programming in your school. I did not speak to a single faculty member at the Externships 8 conference that did not see building professional development skills as a vital component of legal education. These faculty work one-on-one with students engaged in the practice of law and with externship site supervisors so they are responsible for teaching these skills, know students' shortcomings, and know where they excel. If you need someone to help communicate to your faculty the vital importance of a professional development program like University of Houston's program featured in this newsletter or Baylor's program featured in our last newsletter, no one is more qualified to do that than externships, clinical, and legal writing faculty.

4. Students go to these faculty members for career advice. Because externships and clinical faculty work so closely with students on the job, it is inevitable that students will go to them for career advice. As career development professionals, we should encourage that and should make our externship and clinical faculty aware of the resources our offices offer so they are as best equipped as possible to engage in productive discussions with students.

Join the Conversation

Thank you for reading the third edition of the Law Student Professional Development Section's Quarterly Newsletter. Please email Katelynn at Katelynn.McBride@nd.edu if you have ideas for topics for future newsletters or would like your law school's professional development program to be spotlighted.