

Bulletin



September 2018

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Staffing the Rule of Law

By Melissa Lennon

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Q: What do dinosaurs and decent lawyers have in common?



A: They are both extinct.

Q: What's the difference between a jellyfish and a lawyer?



A: One's a spineless, poisonous blob. The other is a form of sea life.

Q: What's the difference between a lawyer and God?



A: God doesn't think he's a lawyer.



I love a good lawyer joke as much as the next person. Let's face it, the industry has earned a little ridicule. Looking back through history, maybe a

few attorneys in this country seem to have missed their professionalism sessions. But, especially this month, let's take a step back.

September — back to school month — always feels like the start of the year for me. Maybe it is all of my years working at Temple Law School, or maybe it's my nerdy love of school supplies, but this has always been my favorite time to engage in big-picture thinking about my dreams and goals. The year stretches out before me. September allows me to see the whole field — where I am and where I want to be.

Here at the law school, this is also the moment for us to welcome a new class of students, all with hopes and dreams of their own. In the faces of our new students, I see their aspirations, and the reflection of the myriad ways that the United States (and the world) needs them.

Our country needs lawyers to work on sophisticated and complicated multi-party transactions. We need lawyers to represent clients in bet-the-company litigation and high-stakes investigations. We need lawyers to help institutions govern themselves in accordance with regulations. We need lawyers to navigate cross-border deals, to negotiate real estate transfers, and to help

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us pay as little tax as possible. Many NALP member firms do this work, and our individual NALP members make this work possible by identifying and training the right talent to perform these tasks. NALP members ensure this work is performed at the highest level through their professionalism and dedication.

The country also needs our law school graduates to help parents protect their children's rights, help immigrants at our borders, help people gain access to benefits, and protect our rights. The country needs lawyers to go after bad actors and protect our safety. The country needs lawyers to make sure laws are enforced fairly, and our financial system operates. The country needs lawyers to speak up for the importance of process and equality. NALP member law schools teach law students about these issues, and individual NALP members help students seize these opportunities. NALP members who work at law schools counsel a wide range of students and

ensure that law school graduates are prepared to advocate for our rights and the rights of those without access to justice.

I hear a lot about the rule of law these days. For many of us, this is an early civics

NALP members who work at law schools counsel a wide range of students and ensure that law school graduates are prepared to advocate for our rights and the rights of those without access to justice.

lesson — we are a government of laws, not of men. These laws apply to all people and all institutions. American laws are publicly promulgated, equally enforced,

and independently adjudicated. In this country, the rule of law springs from the U.S. Constitution, which enshrines our form of government.

“If men were angels, no government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place, oblige it to control itself.”

— James Madison,
Federalist Paper No. 51

Collectively, our country needs lawyers to keep the rule of law at the heart of their practices. In fact, maintaining the rule of law is the professional obligation of all lawyers. To be sworn in to practice, the oath states, in pertinent part:

“I will support, obey and defend the Constitution of the United States ... and I will discharge the duties of my office with fidelity.”

— Pennsylvania Attorney at Law
Oath of Office

Individual NALP members, and our institutions, grow, shape, mold, hire, and employ the people in this country charged with this duty. My friends, we staff the rule of law.

So, the next time someone makes a lawyer joke, or says there are too many lawyers in this country, remember the rule of law. The next time you feel bogged down in your job, remember the rule of law. And if you are thinking big this September, to paraphrase our most popular founding father Mr. Hamilton, remember that you are a vital link in the rule of law, which is the sustaining energy of our country's freedom. ■

Board Sets Dues and Conference Fees for 2019

At its July meeting, the NALP Board of Directors ratified the 2019 dues rates:

FY 2019 Dues Structure

Law Schools

New Law School	\$750/yr
Renewing Law School.....	\$950/yr

Law Firms

New Law Firm.....	\$750/yr
Renewing Law Firm	\$950/yr (up to 100 lawyers)
Renewing Law Firm.....	\$1300/yr (more than 100 lawyers)
Each Additional Office	\$625/yr

Other Employers

Government & Public Interest Organizations	\$295/yr
Corporate/Other Legal Organizations.....	\$950/yr

Additional Members at Member Institutions

Individual Associate Member....	\$195/yr
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Affiliates

Consultants	\$375/yr
Legal Search Consultants	\$750/yr
Affiliates Otherwise Eligible for Voting Membership.....	\$750/yr
Alumni.....	\$99/yr



2018-2019 Educational Programming Dates and Fees

2018 Public Service Mini-Conference

October 25, Washington, DC
Base fee: \$150

2018 Canadian Winter Meeting

December 6, Toronto, ON — Base fee: \$125

2018 Professional Development Institute

November 29-30, Washington, DC
Base fee: \$725

2019 Legal Recruiting Summit

January 24, 2019, New York, NY
Base fee: \$495

2019 Newer Professionals' Forum

February 7-9, 2019, Cincinnati, OH
Base fee: \$595

2019 Annual Education Conference

April 9-12, 2019, San Diego, CA
Base fee: \$825

2019 Summit on Emerging Legal Careers

June 7, 2019, Washington, DC
Base fee: \$495

2018-2019 Webinars

A series of webinars will be offered during the coming year. Watch future issues of the *NALP Bulletin* and *NALPnow!* for additional information. ■

Employment Rate for Class of 2017 Grads Increases Modestly Compared to 2016 — Employment in Legal Jobs Up More

by Judith N. Collins

Judith N. Collins (jcollins@nalp.org) is the NALP Director of Research.

The overall employment rate for the Class of 2017 was 88.6% of graduates for whom employment status was known, up by 1.1 percentage points compared with 2016. The Class of 2017 is only the third to record an increase since 2007. (See [Table 1. Employment Trends — 1985-2017](#).) Thus, the overall employment rate remains more than 3 percentage points below the 91.9% reached in 2007, which stands as the highest rate since 1988.

The rate of employment in jobs requiring bar passage also increased for the fourth year in a row, from 67.7% to 71.8% of

graduates for whom employment status was known. This was only the fourth increase since 2007. However, this single year increase was greater than in the previous four years (2013-2016) combined. Moreover, the number of jobs found by graduates was down by more than 1,200 compared with 2016. However, since the number of graduates was also down according to the ABA, the employment rate increased despite a decline in the number of jobs.

Just over 54% of employed graduates obtained a job in private practice. Though

well above the trough of 2011 when the measured rate was only 49.5%, these figures are nonetheless below the prevailing levels of 55-64% of jobs for the 25 years prior to 2010. As shown in [Table 2. Law Firm Jobs by Firm Size — Classes of 1985-2017](#), the distribution of these jobs by firm size has changed over the years. For many years, jobs in firms of 1-10 lawyers outnumbered those in firms of more than 100 lawyers. In 1998, the pattern reversed, and up until the Class of 2010 the number of jobs taken in firms of more than 100 lawyers outnumbered those taken in firms of 1-10 lawyers. (The 1-10 category includes graduates who are working for a solo practitioner.)

Starting with the Class of 2010 there was a sharp reversal, with jobs in small firms outnumbering those in firms of more than 100 lawyers for the first time since 1997. The difference grew wider with the Class of 2011, but has shrunk since then as large firm hiring rebounded somewhat. By 2016, the two categories accounted for close to equal percentages. However, 2017 marked another fairly large shift, as the percentage

of jobs in the smallest and largest firms approached their 2009 levels. It remains the case, however, that the proportion of jobs in either very small or large firms has accounted for at least 70% of law firm jobs since 2000. Finally, the percentage of law firm jobs reported as solo practice, that is, graduates who started their own solo

2017 marked another fairly large shift, as the percentage of jobs in the smallest and largest firms approached their 2009 levels.

practice after law school, has decreased considerably since 2011 and now is more comparable with non-recessionary periods, such as the late 1980s and the early 2000s, than with recessionary/post-recessionary periods. (Note that the firm size “101 or more” is used in this table in order to provide figures going back to 1985.) ■



The market for recent law graduates is changing, and *Jobs & JDs — Employment and Salaries of New Law Graduates Class of 2017* is the most comprehensive source of information on those changes.

How are law firm opportunities changing for new law graduates in the Class of 2017? Which geographic markets provided the most jobs? Where did the graduates who are not practicing law find jobs? How do employment findings vary by gender and race/ethnicity?

- Back up decisions with facts and statistics about the current legal employment market.
- Become the expert source of information within your organization on the legal market and recent trends.



- Have a wealth of information at your fingertips when you counsel law students, talk with your dean or hiring committee, or speak with others about the legal market for recent law graduates.

Members can pre-order by September 15th and save!

Order your copies of *Jobs & JDs — Class of 2017* by September 15, 2018, and save if you are a NALP member!

Pre-Order Pricing
(By September 15, 2018):

NALP Member — \$75

Regular Order Pricing
(After September 15, 2018):

NALP Member — \$85

Non-Member — \$120

Pre-order by calling 202.835-1001, email orders@nalp.org or use this order form.

Integrating Initiatives and Influencing Culture: A Broader Perspective on Talent Management at the 2018 Professional Development Institute

By Jean M. Vrola

Jean M. Vrola (jvrola@paulweiss.com) is Senior Professional Development Manager at Paul, Weiss, Rifkind, Wharton & Garrison LLP in New York, NY. This article was submitted on behalf of the 2018 Professional Development Institute Planning Team.

Given the new challenges facing the legal industry today, we must be more versatile and innovative in our roles as PD professionals and adopt a more integrative approach and a holistic outlook in our professional development efforts.

Attending the 2018 NALP/ALI CLE Professional Development Institute (PDI) on Thursday, November 29 and Friday, November 30, 2018, in Washington, DC, is a perfect opportunity to expand your skill set, learn about new, innovative PD initiatives, and develop a strategic and holistic approach for implementing those

new initiatives. Whether you are a law school or law firm PD professional, you don't want to miss this conference.

As in previous years, PDI promises to be a great opportunity to connect with peers and colleagues, grow your professional network, share new ideas, and learn from quality programs and industry leaders. A wide range of timely topics will be addressed in the areas of learning and development,

diversity and inclusion, coaching, succession planning, and attorney well-being, to name just a few.

But what is unique and exciting about this year's conference is the big-picture perspective and the integrative approach many of the programs will offer.

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In addition to providing guidance on creating effective programs or implementing meaningful initiatives, many of these programs will offer a more holistic outlook and provide insights on how to influence our firm or law school culture and how to positively impact the workplace environment.

One widely anticipated program that focuses on the workplace environment in the legal profession is **“The Impact of Incivility.”** This presentation by Rachael Bosch, Managing Director at Fringe Professional Development and Tammy Patterson, CEO & President of the NALP Foundation, will include research findings on incivility in the legal profession and highlight how it affects the overall workplace environment. Questions such as “how can we measure incivility and its impact?” and “what can we do about it?” will be addressed in this presentation. Managing this obstacle is considered a first step to creating a more positive and collegial environment in which lawyers can thrive.

Another session related to impacting culture is a presentation entitled **“A Long Engagement: How to Build a Culture of Self-Directed Learning,”** in which a terrific panel of industry leaders will address how to facilitate a shift from a teaching culture to a learning culture at law schools and law firms. Rather than presenting ideas for a single initiative or program, this panel adopts a more holistic approach, focusing on our role as PD professionals in developing and influencing the overall culture. Susan Fine, Director of Professional Development at The George Washington University Law School, Susan Manch, Chief Talent Officer at Winston & Strawn LLP, and Dr. Larry Richard, Founder and Principal Consultant at LawyerBrain LLC, will provide the law school, law firm, and consultant perspectives in discussing the elements of a learning culture and ideas for building self-directed learning skills.

Another session focusing on this more holistic approach to talent management is

“Roadmap to Operationalizing Well-being: What’s Working and What’s Possible?”

This presentation by Joanne Schaefer, Stress Resilience Change Agent of JSchaefer Coaching, will provide insights on what can be done to build sustainable well-being. Rather than focusing on a single resource or training program related to mental illness or substance abuse, this session will consider well-being as an overarching agenda and will provide concrete ideas for operationalizing well-being at law firms and law schools.

Similarly, the session entitled **“Coaching: A Powerful Tool to Enhance Diversity & Inclusion Initiatives”** points to coaching not as a stand-alone initiative, but more broadly as an effective mechanism for building an inclusive environment. Diane Costigan, Director of Coaching at Winston & Strawn LLP, Amie Santos, Director of Diversity & Inclusion at Cooley, Tanisha James, Partner at Cooley, and Sylvia James,

Director of Diversity & Inclusion at Winston & Strawn LLP, offer the perspectives of the coach, the lawyer/coachee, and two diversity and inclusion professionals in discussing how the integration of coaching and diversity and inclusion initiatives can be tremendously effective in promoting diverse talent and creating a culture of inclusion.

These are just a few of the fantastic program options to be offered at the 2018 Professional Development Institute. Registration for PDI is now open at www.nalp.org/events. Register now to take advantage of this opportunity to connect with colleagues and learn from these educational programs and industry leaders. The full conference schedule is also available on the NALP website. We hope to see you there! ■

2018 Professional Development Institute

November 29-30, 2018

Washington, DC



The 2018 Professional Development Institute (PDI) is the must-attend conference for those responsible for professional development in law firms, law schools, corporations, and government agencies. PDI equips attendees to help their organizations, lawyers, and law students succeed in today's challenging environment.

This annual two-day program provides comprehensive, timely, cutting-edge information for all involved in lawyer training and law student and lawyer professional development.

Register at www.nalp.org or call 202.835-1001. ■



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Roadmap: The Law Student's Guide to Meaningful Employment, Second Edition

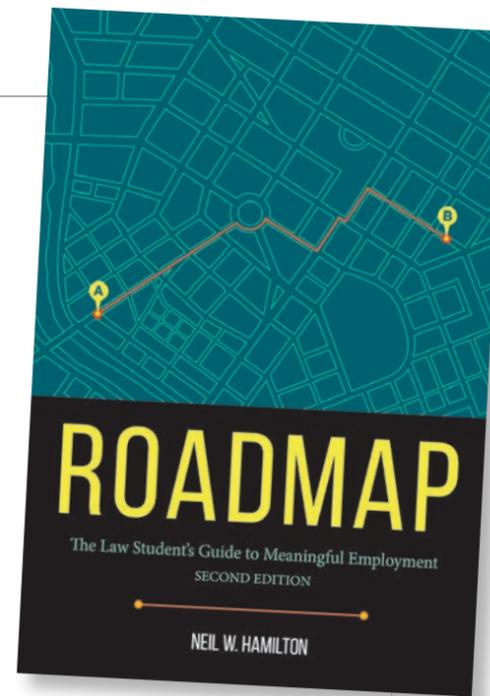
By Matt Etter

Matthew Etter (etterm@seattleu.edu) is Associate Director for the Center for Professional Development at Seattle University School of Law. This book review was prepared at the request of the NALP Communications Advisory Group.

Law students today are constantly pulled in multiple directions at once. When they are not studying for class and finals, they are organizing student group meetings, working side gigs to make extra cash, preparing for their upcoming moot court competitions, or researching the attorneys they hope to meet at their next networking event (hey, a law school career counselor can dream!).

There never seem to be enough hours in the day, and when time is limited, something has got to give. Unfortunately,

a serious commitment to career planning and professional development is often the first thing to get thrown to the wayside by students, since post-graduation plans seem too distant and amorphous to worry about right now. Too many students seem to assume that their J.D. alone will have prospective employers lining up outside their door with a multitude of high-paying positions. Law school career counselors want to shake them, to wake them up to the realities of the current legal market, and to let them know that “*this is not the case!*”



So how can career services offices effectively reach their student population and motivate students to translate career services guidance into action? While there's no magic answer to the \$100,000 question, a nice place to start is by providing students with a realistic view of the skills they will need in the profession, as well as straightforward advice and clear action items that offer ways to prepare for their career and further refine these needed skills. This gentle balance of being realistic about the demands of law, while also supportive and encouraging, is handled exceptionally well by author Neil W. Hamilton in the second edition of his book *Roadmap: The Law Student's Guide to Meaningful Employment* (ABA Book Publishing, 2018).

After receiving feedback from those who read and followed the original *Roadmap*, Hamilton is back with a second edition that promises to take students on a trip through the steps required to develop a promising new legal professional: assessing one's

self, one's most promising options for employment, and one's professional development plan, as well as learning about persuasive communication (in essence, how to effectively communicate one's value and strengths to prospective employers). From the first step, *Roadmap* also makes clear to readers that given the current legal market, future industry trends, and competition that awaits, the time for being a passive student is over. Today's law students must take ownership over their own development of skills and competencies required by the legal industry.

What are the competencies law students need for success as new lawyers? Hamilton provides an overview of a 2016 Educating Tomorrow's Lawyers (ETL) empirical study that asked lawyers to identify the skills, characteristics, and qualities that new lawyers need in order to be ready for practice. This section offers a blueprint for what

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makes a new lawyer ready for work and provides a framework of competencies and skills that career services offices can build programming around. Having access to the results of these valuable studies — and seeing the highest-ranking competencies plainly laid out — serves as a reminder that great power lies in imparting this information to students early and often. As the practicing attorneys' answers show, lawyers today must be as dynamic as ever, and students would be well served by taking advantage of all three years of school to develop the skills and characteristics they will need to hit the ground running as new lawyers.

After sharing these important findings, *Roadmap* then moves forward to provide a template that breaks down the timeline of a student's professional development by each month of their law school experience. This far-reaching planning and advice should ease the anxiety of those students whose eyes are forever on the horizon, and such a breakdown effectively shows students that career planning is a long game that requires strategy, thoughtfulness, planning, perseverance, and commitment. Hamilton's *Roadmap* makes clear to students that their career prepa-

ration really starts on their first day of law school, rather than when the bar exam is in their rearview mirror. Further, Hamilton helpfully notes that “while *Roadmap* is designed as a straight route, there will be detours” and “dealing positively with detours is crucial to your well-being.” These are important messages that can never be reiterated enough to students, and *Roadmap* is a helpful resource to ensure that students understand the reality that lies ahead.

The remainder of *Roadmap* is dedicated to the power of self-assessment and detailed directions on how to further develop and strengthen the competencies such introspective exercises help students uncover and identify. This is where Hamilton truly shines, as he is clearly passionate about equipping students with the ability to flourish in meaningful employment. He recognizes that to do so, students must possess not only specific legal skills, but also the other competencies today's employers and lawyers have identified as crucial to success. Hamilton shares thoughtful and thorough advice and pragmatic exercises to assist students in developing and refining their skill sets.

Ultimately, the second edition of *Roadmap* is hearty. Wrapping up at around 216 pages, it is a bit of a long read for law students who report being too busy to read email. That being said, one of *Roadmap*'s strengths is the ease with which it can be

Providing students with a copy of Roadmap could help supplement one-on-one counseling sessions and grant students the ability to continue working on their professional development at a time and place that is convenient for them.

read in parts — and how quickly readers can find a particular subject or competency they hope to explore. Competencies, and ways to strengthen them, are separated into easy-to-digest (even in one sitting) categories such as creative problem solving, project management skills, the basics

of teamwork, building lasting professional relationships, and cross-cultural competency. With such an accessible format, motivated and committed students will find the time to expose themselves to Hamilton's guidance, and will in turn gain confidence and career clarity through engaging with his strategies.

In the second edition of *Roadmap*, Neil Hamilton recognizes the power of professional transformation through diligent work, and he lays out clear paths toward creating foundations for the skills and qualities necessary to support legal careers that are both meaningful and fulfilling. Providing students with a copy of *Roadmap* could help supplement one-on-one counseling sessions and grant students the ability to continue working on their professional development at a time and place that is convenient for them. With Hamilton's updated work, the road to a fulfilling career has been laid out for students, and the map is in their hands — all they need to do is crack open the book and take that first step.

Roadmap: The Law Student's Guide to Meaningful Employment is [available from the NALP bookstore](#). ■

Strategies to Encourage Students to Apply for Diversity Judicial Internship Programs

By Tamara Stephen

Tamara Stephen (tamara.stephen@brooklaw.edu) is Associate Director of Career & Professional Development at Brooklyn Law School. This article was submitted on behalf of the NALP Judicial Clerkship Section.

One handout from the session “Winning Strategies for Supporting Diverse Clerkship Applicants”¹ at the April 2018 NALP Annual Education Conference was a directory of diversity judicial internship and clerkship programs. Armed with this list, how do you get students to apply? This article will address some common barriers.

“I Didn’t Know”

Getting information to eligible students can be tricky because the definition of diversity varies from program to program. Our school created a Symplicity position type called “diversity opportunities” so we post all diversity judicial internship opportunities on Symplicity.

Every fall, during our diversity fellowships information session for first-year students, one section discusses judicial internship programs. Upper-class students who are past recipients are asked

to attend and are given “shout-outs” during the program and, at times, asked to speak about their experiences.

Additionally, this past January, during our general information session about judicial internships/externships, one handout included current diversity judicial internship postings and their corresponding job ID numbers.

But the Money

While providing a stipend is a selling point for several programs, some students do not want or need the money. Students who prefer or need to work for credit, historically, do not apply. In my experience, if asked, some programs may be flexible and allow a student to forgo the stipend but still participate in the program. In fact, the program may be able to fund another student with the forgone funds.

Other times, if the program stipend is less than the law school’s summer funding, students do not apply. Again, if asked, some programs may allow students to forgo

the stipend, participate in the program, and accept the law school funding.

In either case, note such flexibility when advertising the particular program.

Inconveniently Timed Deadlines

Many diversity judicial internship program deadlines are in December and January when students are in finals mode or on winter break. Either after Thanksgiving or fall finals, we send an email listing all current diversity judicial internship postings, with deadline dates and corresponding job ID numbers, to the students of color and the leaders of applicable affinity groups. We send a similar updated email the first week of January (even though the students are still on break).

Confusion

Programs often use confusing terminology and overly wordy announcements that include a long history of the

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sponsor. I revise or reorder the description but include a link to the program's website. For example, while one announcement begins "The New York Bar Foundation is pleased to announce the Commercial and Federal Litigation Section Diversity Fellowship which has been established by The Foundation through a gift from the Commercial and Federal Litigation Section of the New York State Bar Association," I begin "Summer diversity judicial internship with NYC business court judge." When sending emails about a particular program, the subject line should be "Summer diversity judicial internship," the monetary amount, and the application deadline.

Assuming No One from This School Would Ever Get This/ Self-Selecting Out

Contact the program to ask if there have been any past recipients from your school. If so, include the names and class years of the school's past recipients in advertising the program. If your school has any current recipients, work with the appropriate person/department at your school to create a press release. Going forward, include links to past press releases when advertising the program.

Acknowledge Programs' Limitations

Many programs have small staffs (or no staff — just volunteers) and limited resources. As a result, the number and types of participating judges may be limited and, likewise, the number of slots. Some programs are limited to students from certain schools or geographic areas. Because of small staffs, programs may not be able to provide schools with lists of the school's past or current recipients.

Sounds Familiar

Many programs include both federal and state court judges and place recipients randomly, so, suffering from a "federal or bust" mentality, students do not apply. Like offers from judges generally, many programs expect/require applicants to accept an offer if given. Address these issues as you do for judicial internships and post-graduate clerkships generally. Additionally, stress the mentoring aspect of such programs, noting that a recipient may not only get a great judge mentor but may also have mentoring and networking opportunities with other participating judges as well as program alumni.

Good Luck

These strategies have worked well for me, so I hope that these tips benefit you and your students. ■

END NOTE

¹ "Winning Strategies for Supporting Diverse Clerkship Applicants," presented April 26, 2018. Speakers: Elizabeth Peck, Assistant Dean for Judicial Engagement and Professional Development, Cornell Law School; Tamara Stephen, Associate Director of Career & Professional Development, Brooklyn Law School; and Michele Hoff, Assistant Director of Judicial Clerkships, Georgetown University Law Center. Available at: www.nalp.org/uploads/18Handouts/THURS145WinningStrategiesforDiverseClerkshipApplicants.pdf.

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Chasity Q. Thompson
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Signpost categories: CORPORATE, ANTI-TRUST, PERSONAL INJURY, TAX, ENVIRONMENTAL, WHITE COLLAR, FAMILY LAW, LITIGATION, CRIMINAL, VENTURE CAPITAL, BANKING, INSURANCE.

Four Tips for Creating and Evaluating Mentorship Programs for the Small/Solo CSO and Beyond

By Jennie Zwagerman

Jennifer Zwagerman (jennifer.zwagerman@drake.edu) is Director of Career Development at Drake University Law School. This article was submitted on behalf of the NALP Small/Solo CSO Section, and currently serves on the NALP Board of Directors.

We all know the value of mentorship, and many law schools work to provide opportunities for students through established student/professional mentoring programs. For the small/solo career development office, offering a successful mentoring program can be a challenge due to the time and resources a program can require.

There is no one perfect program for any school or city. What matters is that you find what works for you, your students, and your professional community. With that in mind, I offer these tips for evaluating or creating a mentorship program.

1. Set Clear (and Limited) Expectations

It is important to ensure that all parties involved — students and professionals — have a clear set of expectations as to what you deem a successful mentoring relationship. This does not mean that you have to set the bar low, but it does mean you need to take a realistic look at your objectives. Setting goals that are clear, easy to meet, and feel achievable to all parties helps to increase program satisfaction. For example, our program for 2L and 3L students has no formal

curriculum. Instead, all parties agree to participate for one semester, and we provide basic education on what makes mentors and mentees successful. It is up to each individual pair to establish what works for them, whether it be scheduled in-person meetings, communications by phone or email, or simply being an

By setting basic expectations, there is a greater likelihood that there will be a positive experience.

on-demand resource. Over the years we have found that while not all matches are successful, the definition of success varies from pair to pair. By setting basic expectations, there is a greater likelihood that there will be a positive experience. It also gives those

pairs with a stronger connection the freedom to extend the mentoring relationship (which often happens).

2. Minimize Administrative Time

In any CSO, efficient use of time is key. Are there tools you already have in place you can use to coordinate or administer the program? We use Symplicity to run our mentor program. While there are minor hiccups every year, it has helped minimize our office's time when it comes to gathering information, communicating with participants, and matching mentors and mentees. Prospective mentors fill out an online profile. When the program opens to students, they review the profiles and select a mentor who best matches their interests on a first-come/

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first-served basis. Automatic emails are sent to students with program information and tips on communicating with the mentor. While there is set-up time every year, time is saved by not matching mentors and mentees individually and using automated emails. We also maintain a fairly hands-off approach to the program, only stepping in when contacted by a participant or when there are concerns.

3. Make It Fun

A highlight of our program is the “Meet Your Mentor” reception. We want to do something fun to kick off the program, while still putting responsibility on students to make contact with the mentor and start the conversation. The reception allows mentors and mentees to meet in a relaxed, fun atmosphere with a networking happy hour event. The CSO coordinates the event and serves as host, making introductions and encouraging conversation. Even when half of a pair cannot attend, many of the “single” students and professionals still attend the reception. This provides additional opportunities for participants to network and a positive start to the program.

4. Be Aware of the Competition

A little competition is a good thing, but too much can kill a program. There may be instances where partnering with an existing student program may be a better use of resources than creating one. Or, you may want to design your program to reach different groups of students or different professionals. There are multiple programs in our school and we encourage students to participate in other programs since having more than one mentor is a good thing. Becoming aware of other programs within your school community can help you identify needs and expand an existing program, either individually or through a partnership.

Mentoring programs can be an important part of a CSO’s programming, but they can also be time-intensive projects. Because we are working with an ever-changing student body, what works one year may not be as successful the next. Continuous evaluation and feedback can help ensure that you are meeting program goals while also using office resources efficiently. ■



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Sparking Their Interest: Spicing up Your Annual Student Programs

By Sandy Minea and Pascale Bishop

Sandra Minea (sandra.minea@law.northwestern.edu) is Associate Director of Career Strategy at the Northwestern Pritzker School of Law, and currently serves as a Regional Representative for NALP's Midwest Region. Pascale Bishop (pascale.bishop@law.northwestern.edu) is Director of Career Strategy and Advancement at the Northwestern Pritzker School of Law. This article was submitted on behalf of the NALP JD Career Advisors Section.

Programs we present annually can get stale or outdated, so we are always looking for ways to breathe life into old programs to increase attendance and participation. Here are some ways to do so by using different themes, reevaluating your content and format, and injecting technology into your programs.

Themes

Over the years our office has changed our Fall Recruiting meeting theme to keep students' attention (and amuse ourselves).

We have done *The Walking Dead* ("The Walking Employed"); *Hamilton* (featuring the Schuyler sisters asking, "What if I want to WORK at a federal government agency?") and *Game of Thrones* ("OCI is coming"). Although the overall content remained the same, we created new memes and jokes to fit the theme and got great student re-sponse (our GoT presentation was tweeted out by a student!).

At some schools OCI is only a small part of fall recruiting, so the message might be to consider all paths. At a prior school, we used Candyland pieces to follow different

colored paths (large firm, government, etc.) which converged, intersected, and swerved. After the presentation, students chose correspondingly-colored handouts listing resources and timelines for those sectors. It was a great way to show that paths sometimes move simultaneously and are not mutually exclusive.

Content

Another way to update programs is to reevaluate content. Get a feel for what program style your entering student class prefers by having a segment at orientation where you talk and a segment where you ask questions and discuss the responses. Use that experience to help craft upcoming programs. Interview skills programs, for example, can easily be transformed into an interactive program. At Northwestern, we created mock résumés for imaginary students (e.g. "Fiona Firstyear") and posed questions to the audience: "Fiona worked in public interest before

law school and is interviewing to be a law clerk, what experiences should she emphasize?"

For our practice area series, we previously had separate transactional and litigation attorney panels. We noticed, however, that students weren't sure which practice they wanted but knew whether they wanted private or public sector. This year we are doing two programs — one private and one public sector — each with a panel of two litigators and two transactional attorneys to answer questions like "Is transactional law more collaborative than litigation?" and "Do litigators have less manageable schedules?"

Format

Changing the program format can allow you to use similar content but make it seem as if you've really overhauled it! If you typically deliver large-scale programs, try a more intimate setting. If your programming relies on attorney panels, try student panels or

Continued on page 17

small attorney fireside chats. Listen for or solicit student feedback and change your format to reflect what they want. If you are hearing a lot of: “I heard from upperclassmen that...,” it could be a good opportunity to switch the format of a program from an attorney panel to a panel of 3Ls. At Northwestern, we had success switching our mandatory 1L program from a large lecture to a small group setting. We divide students into smaller groups by section and present the program with two JD counselors in each room, switching rooms halfway through, giving the first half of the program to

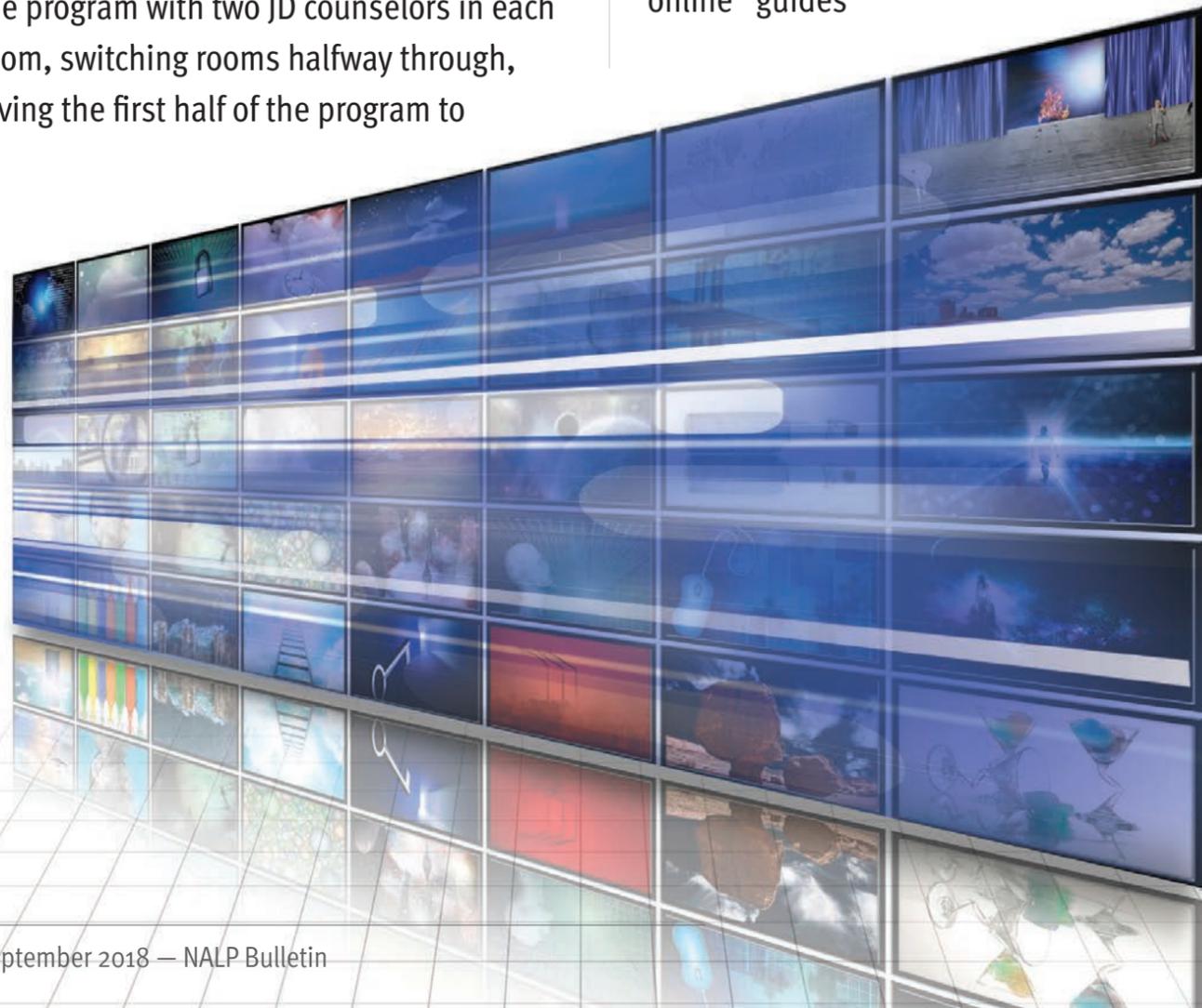
one room and the second half to the other. Having them in smaller groups yielded more audience participation and questions, while still letting them meet all four counselors.

Also consider incorporating more online content to meet your students where they are and when they need it. This is not just limited to podcasts/webinars. At Northwestern, we created online “guides”

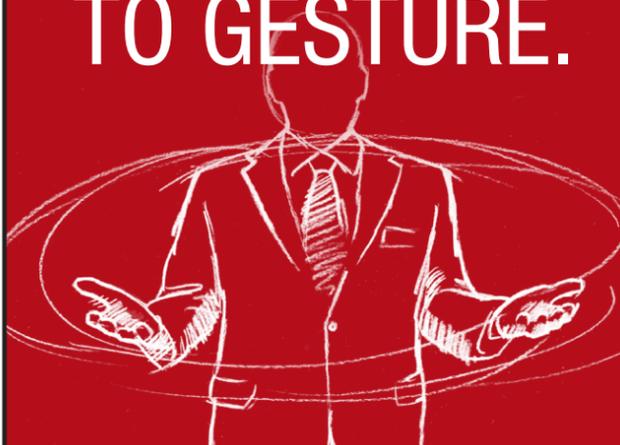
to cover material we used to present. Each guide section is short and limited to one topic; students can use hyperlinks to get to information that is relevant to them in the moment, which allows us to be more efficient by sending links to students in lieu of lengthy email responses.

Technology

Technology can also refresh programs. Try taking a PowerPoint training course to master tricks to improve your programs. Alternatively, learn new software, like Prezi, to give your program a dynamic feel. If you are moving programs online, hosting videos on Panopto can help. Panopto shows you who viewed the video and for how long, so online programs can be mandatory, and you know students are seeing the information. Finally, you can use technology like PollEverywhere to make programming more interactive. PollEverywhere allows you to posit questions and have students respond via text or their computer, while the results aggregate on the screen as a bar graph, word cloud, or response entries. ■



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Building Trust

By Melissa Duncan

Melissa Duncan (mduncan6@elon.edu) is Assistant Dean for Career & Student Development at Elon University School of Law. "Newcomer's Corner" is a column of the NALP Newer Professionals Section.

It's September, and we know what that means — students are back! For most of us working in career services, the beginning of fall means 3Ls are ready to graduate, 2Ls are reenergized by their summer internships, and a new crop of 1Ls has arrived, eager to learn and nervously excited about their future career. Our job as career services professionals is to get to know our students and build a trusting relationship with them that will carry them to graduation and beyond.

It can be difficult to build trust with students in a time when they tend to maintain relationships through their cell phones and are burdened with busy schedules, stressful classes, and plenty of reading. Here

are some ideas for building trust with your students — particularly your 1Ls — as you enter a new academic year.

Meet them Early

Although you should not be meeting with your 1Ls individually for career coaching until October 15 (pursuant to the NALP *Principles & Standards*), you should still arrange opportunities for the career services and student life staff at your law school to get to know the students and prepare them for what is to come. Schedule mandatory or voluntary group coaching sessions for early in the semester, where you introduce résumés, cover letters, networking, the job search process, etc.

After October 15, you can coordinate one-on-one meetings with your 1L students, where you can provide individualized feedback and coaching.

Share Your Stories

Many students enter law school with unrealistic ideas about lawyers, and many students have never known a lawyer on a personal basis. Provide opportunities for the students to hear about what law school was like for your team, and what challenges your staff faced while in law school. Your team's stories about staying up all night to study, the difficult job search process, or coming in late to class only to be cold called will resonate with your students' experiences and will make the lawyers working in the career services office more relatable and trustworthy.

Collaborate with Faculty and Other Departments

As you finalize your planning for the upcoming year, don't forget to coordinate

with your faculty and other departments (academic success office, student life office, etc.) to plan joint events for students. When students see you working with faculty whom they admire and respect, they better understand the importance of your work to their professional aspirations, and their trust in your advice will be strengthened. ■



Are You Experienced?

By Michele Bendekovic

Michele Bendekovic (michele.bendekovic@bassberry.com) is Director of Diversity & Inclusion at Bass, Berry & Sims PLC and Chair of the NALP Experienced Professionals Section.

If you remember that this was the title of the debut album for the Jimi Hendrix Experience, then you are experienced. Even if you do not, you are still experienced.

The NALP Experienced Professionals Section includes members who self-identify as having at least eight years of experience in the legal industry and have actively participated in NALP. I would argue that we as legal professionals become experienced sooner than that and can benefit from a cohort that can provide mentorship and guidance at critical stages in our career.

When I think back to my first few years in law firm recruiting eons ago, I remember

all of the important work I was doing and how I was expected to be knowledgeable in all areas of recruiting. I wish I had known about the Experienced Professionals Section at that time — to tap into the wisdom and experience of those in the section and to start to build my network of mentors and confidantes earlier in my career would have been invaluable. As we tell our attorneys and students, it is never too early to start building your network — and that's true for us as well.

The Experienced Professionals Section offers so much to its members. It is up to you to get the most out of your involvement in the section. The opportunities for

involvement are limitless. As a member of the Experienced Professionals Section, you can participate in many ways, including:

- Identifying conference speakers and topics.
- Developing content and presenting at a NALP conference.
- Facilitating or presenting section webinars.
- Writing an article for the *NALP Bulletin* or *PD Quarterly* (now a member benefit).
- Giving back to the Newer Professionals by assisting in their professional development.
- Giving back to the Experienced Professionals by focusing on our own professional development.
- Helping to develop a community of vibrant legal professionals.

What do you get out of being a member of the Experienced Professionals Section? A Lot!

You will be an advisor. As Experienced Professionals, we have a responsibility to help develop those who will continue our work. I take pride in knowing that I have been able to help junior colleagues who are starting out in this industry by offering advice and lending an ear when needed. I often learn more from those colleagues than they probably learn from me! These connections turn into lasting friendships and help to make my career more fulfilling.

You will be an advisee. As we think about transitions in both our personal and professional lives, we have a built-in knowledge and experience bank in the Experienced Professionals Section for members to turn to for help and advice. I often think about those who helped me

Continued on page 20

move through my career and I know that I would not have achieved the success I have without those special experienced colleagues.

You will become part of an amazing group of industry leaders. You will have the opportunity to present, write, and participate in section and NALP leadership, as well as to grow your own personal brand and reputation.

You will learn. We can never stop learning in our roles. Being a section member will allow you to learn from your colleagues and other professionals and be exposed to a wide variety of resources. We have to remain nimble and be able to understand the current trends and movements in our industry and even be able to predict the future. You can remain nimble and in the know by connecting with your section colleagues. I cannot promise you will be able to predict the future, but you will be able to impress those around you with your knowledge.



You will have fun. This is guaranteed. The Experienced Professionals Section is a group of high-energy, smart, supportive, and compassionate professionals. You will not go wrong by joining this group. If you are not a section member and would like to join, please go to NALPconnect at connect.nalp.org and click on the **All Communities** tab. Once there, scroll down to the Experienced Professionals Section and click **Join**. It's that easy!

So, what are you waiting for? Join the Experienced Professionals Section! ■

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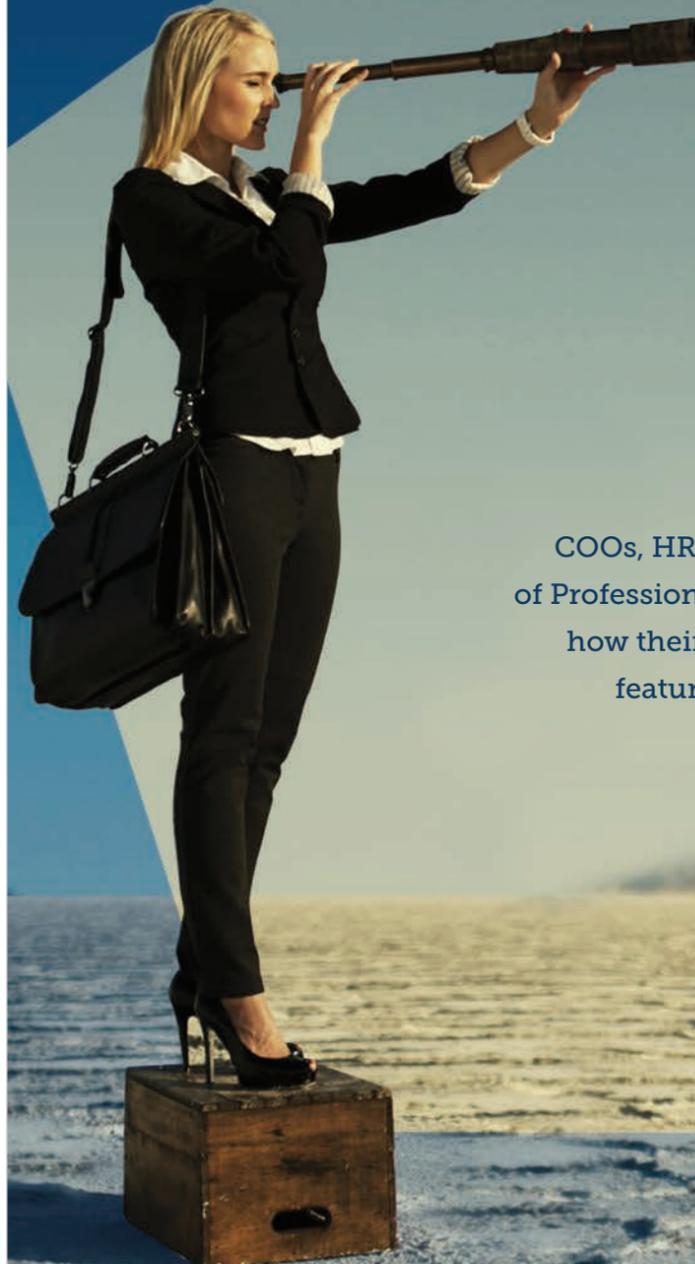


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10 Hashtags for Law Students to Follow for Career Inspiration

By Amanda Ellis

Amanda C. Ellis (amanda.ellis@parkerlynch.com) is Senior Vice President – Legal Staffing & Attorney Search at Special Counsel and Parker + Lynch Legal. This article was submitted on behalf of the NALP Law Student PD Section.

Twitter has been called the cocktail party of the Internet. People can jump into conversations or simply listen and observe. As more and more lawyers and law students flock to Twitter, there are more conversations among members of the legal industry taking place on Twitter. The conversations range from interview advice and legal writing tips to light banter about life as a lawyer or law student and more.

Law school career professionals can follow these conversations and advise law students on how to capitalize on these interactions. Following Twitter conversations is simple, using designated hashtags — the # sign — followed by a word or phrase. To follow a hashtag, type

the hashtag, including the # sign, into the Twitter search bar.

To help you get started in following or engaging in the conversations, here are 10 hashtags frequently used by the legal profession. You can join the conversation by asking questions, sharing your thoughts or retweeting and liking the tweets of others. Happy Tweeting!

1. #LawTwitter

#LawTwitter is the broadest hashtag for the legal profession and widely used by lawyers and law students for tweets related to the legal industry, such as a law firm issuing a subpoena through Twitter. [Law school law libraries have recently used the hashtag as well.](#)

2. #AppellateTwitter

The first hashtag to become popular among lawyers was #AppellateTwitter which has a following of 400-500 lawyers and has been [featured in leading legal publications](#). This hashtag contains conversations on topics ranging from tips for brief writing to pet peeves in appellate practice. You will also find law students and recent law grads using the #AppellateTwitter hashtag to [pose questions](#) to the lawyers following this hashtag. More than 50 attorneys are so involved with this group that they [include the #AppellateTwitter hashtag in their Twitter bios](#).

3. #PracticeTuesday

#PracticeTuesday began as a hashtag for attorneys, law school professors, judges, and law students to share advice on practicing law. Sean Marotta ([@smmarotta](#)), an attorney with Hogan Lovells in DC and frequent contributor to #AppellateTwitter, and Rachel Gurvich ([@RachelGurvich](#)), a legal writing professor at the University of North Carolina at Chapel Hill School of Law, started the

hashtag. This hashtag has a corresponding blog, PracticeTuesday.com, where you can find longer discussions on topics ranging from the business of law to interviewing to diversity and inclusion.

4. #InHouseTwitter

If you are looking to connect with in-house lawyers across the country, you'll find them tweeting with the hashtag #InHouseTwitter. This hashtag evolved in 2017 after two in-house lawyers were inspired by the conversations happening with #AppellateTwitter. By following #InHouseTwitter, you can [ask questions about your in-house job search](#) or observe what in-house lawyers are saying about working with outside counsel.

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5. #LadyLawyerDiaries

If you are looking to network with other women lawyers or share articles on topics impacting women lawyers, search the #LadyLawyerDiaries hashtag and follow or engage in the conversation.

6. #TrialTwitter

If you are a trial attorney looking to network with other trial lawyers or a law student who aspires to be a trial lawyer, search the #TrialTwitter hashtag and engage in the conversation

7. #LitigatorTwitter

The #LitigatorTwitter hashtag will contain some topics that overlap with #AppellateTwitter, some that overlap with #TrialTwitter, as well as some original content and topics.

8. #BarExam (or, #MPRE)

During bar review preparation, you'll find law students tweeting about their prep experience and using the hashtag #BarExam (or, #MPRE during MPRE prep). Law schools, law professors, and practicing lawyers will also use the hashtags while tweeting bar exam tips and well-wishes.

9. #BarExamChat

Additionally, the ABA Law Student Division (@ABALSD) hosted two #BarExamChat sessions in connection with the July 2018 bar exam. The #BarExamChat sessions took place on Twitter on May 31 and July 5 for a specified timeframe and were led by Professor Renee Nicole Allen (@profallentweets), Director of Academic Success at the University of Tennessee School of Law, and Professor Katherine Silver Kelly (@ksilverkelly), a legal writing professor at The Ohio State University Moritz College of Law and founder of The Bar Exam Wizard blog. Discussions in these chats ranged from how many hours a day or week to study to how to manage stress and anxiety. Follow @ABALSD to see if they offer #BarExamChat for the February 2019 bar.

10. #LawStudents

#LawStudents is another broad hashtag — similar to #LawTwitter except the conversations and advice are geared toward law students. You'll also find [law firms tweeting about on-campus interviews and using the #LawStudents hashtag](#). ■

A must-have resource for the 2018 recruiting season!

International Directory of Lawyer Qualification: *A Guide to Legal Systems, Education and Rules for Admission Throughout the World*

Updated and expanded resource for legal employers and career services to navigate global legal education requirements

As law firms expand across the globe and lawyers travel from their home countries to work and be educated in other parts of the world, it has become increasingly important for lawyers, law schools, hiring and training professionals and placement agencies to understand different legal and education systems and rules for qualification and admission.

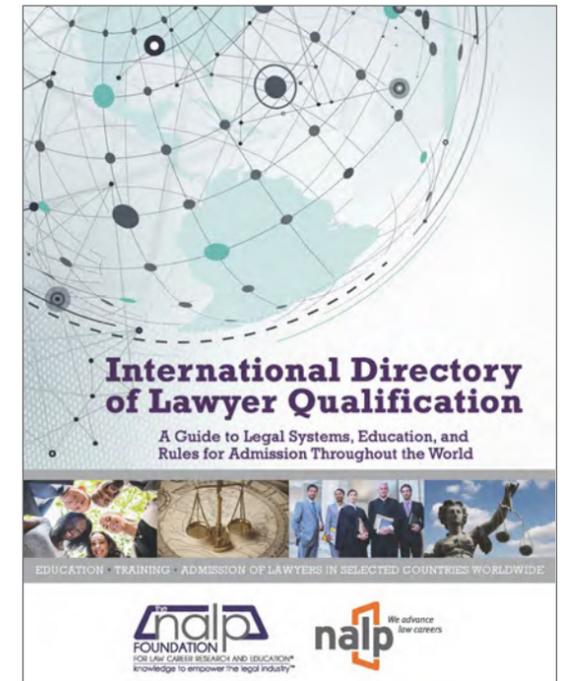
NALP and the NALP Foundation are pleased to offer the updated and expanded edition of the *International Directory of Lawyer Qualification*.

This resource provides background information on all of these matters for 59 countries and allows the users to gain a deeper understanding of a particular individual's credentials or a country's system as a whole.

Also included in this new edition are sample resumes, grading systems and comparisons, and an explanation of awards and honors offered in law schools. A sample table of contents and country chapter are available on the website.

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Harnessing the Power of “Thank You” — Associate Recognition Programs

By Ilana C. Schrager

Ilana C. Schrager (Ilana.Schrager@mcmillan.ca) is Associate Director, Professional Resources, responsible for all aspects of the student programs and various aspects of the associate programs for the Vancouver and Calgary offices of McMillan LLP. This article was submitted on behalf of the NALP Canadian Section.

The millennial generation’s desire for feedback has become a frequent topic of discussion within the legal industry. Millennials want more feedback, and they want it more often. They want the feedback to be specific, attributed, and balanced — that is, millennials do not just want to hear the constructive; they also want to be told what they are doing well.

Are millennials wrong to ask for this? Certainly not. Nevertheless, law firms are

left in a tough position, trying to strike a balance between millennials’ need for feedback and the realities of the billable hours model. Real-time feedback processes, while attractive in many respects, can have practical limitations. Despite best intentions, getting busy lawyers to provide timely feedback is challenging, period. Further, from a “quality control” perspective, a significant investment of time and resources is necessary to ensure that the feedback provided is consistent, appropri-

ate, and equitable. Feedback processes benefit from an element of oversight aimed at addressing potential unconscious bias and promoting equitable sponsorship, among other things.

Law firms will continue to grapple with these challenges with a view to finding a happy medium. In the interim, however, there are options for providing millennials with, at minimum, the positive reinforcement they seek. For better or worse, negative feedback has a way of getting communicated more frequently — often due to sheer necessity and a vested interest in ensuring mistakes are not repeated. It is the non-urgent, positive feedback that can fall by the wayside. This is where an associate recognition program can be a great tool.

Associate recognition programs are streamlined, formalized processes by which associate contributions are

acknowledged and positively reinforced by the firm. At their core, the message, or “feedback,” is simple but impactful: Your contribution to our collective success is

For better or worse, negative feedback has a way of getting communicated more frequently — often due to sheer necessity and a vested interest in ensuring mistakes are not repeated.

recognized and valued. The manner in which an organization chooses to package that message — whether it be a gift, cash bonus, etc. — is a matter of preference.

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The advantages of associate recognition programs are many. The positive feedback is inherent in the gesture; this reduces the amount of time that needs to be invested in crafting a message and allows the feedback to be delivered in real time. For purposes of equity, less oversight is required since the

focus becomes not what is being said but rather how often, and to whom — in other words, ensuring that the same associates are not being consistently recognized, while others are repeatedly overlooked. This can be accomplished by establishing guidelines about the types of contributions to be rewarded under a recognition program and the frequency of recognition, as

well as by creating a centralized process by which recognition gifts are vetted, handed out, and tracked.

The form of recognition can be adapted to the particular associate, adding a personal touch. For example, the associate who enjoys fine dining can be presented with a gift card for a great restaurant. The associate who loves music can be treated to concert tickets. The message of being valued and appreciated is elevated by a sense of individualized connection.

Finally, associate recognition programs reassure associates that their contributions are being communicated and noted beyond the particular lawyer or deal team they are working with — that their contributions are also recognized by members of management and the professional development group. Recognition is a message of appreciation from the team, not an individual or small group. For associates who may sometimes feel removed from decision-making and management of the

firm, it is important to remind them that the work they do plays an important role in the collective success of the organization.

Skeptics may suggest that associate recognition programs reward behavior that associates should by definition be delivering in exchange for their salaries, and that exemplary behavior is rewarded through annual bonus structures. However, this viewpoint reflects an old model that is not responsive to how millennials approach job satisfaction. Put simply, they need more. Associates do not agree that the expectation of good work means it should go unacknowledged, and they are unwilling to wait until year-end to receive positive feedback.

In a competitive market where lateral movement is increasingly the norm, the costs of associate recognition are minimal in comparison to the costs of attrition. If harnessing the power of “thank you” can improve morale and retention, that is an easy pill to swallow. ■

Getting the Most from the Equal Justice Works Conference & Career Fair — Supporting Your Students and Yourself

By Liz Dunn

Elizabeth Dunn (eed45@drexel.edu) is Director of Professional Development at Drexel University Thomas R. Kline School of Law. This article was submitted on behalf of the NALP Public Service Section.

The Equal Justice Works Career Fair & Conference (EJW) brings together over 180 public interest employers with law students and law school professionals committed to social justice. The event, to be held October 26-27, 2018 in Arlington, VA, is part career fair, part conference, featuring a plenary and breakout sessions. EJW offers 2Ls, 3Ls, and recent graduates a chance to apply and be selected for a scheduled interview. In addition to the scheduled interviews, EJW features a large Table Talk event where students have a chance to speak to attor-

neys from across the country. For social justice-minded students who often report feeling isolated in law school, EJW offers a chance to connect with a community and to think broadly about social justice.

Pre-scheduled Interviews

Many students can find the combination of conference and career fair confusing. For the pre-scheduled interviews, 2Ls, 3Ls and recent graduates need to register by September 14, 2018. After September 14, all students, including 1Ls and recent

graduates can then sign up for the Table Talk and conference portion of the event. The Table Talk portion of the event is worth attending even without a scheduled interview. I advertise separately to first year students who may not easily recognize this as an event that they can attend.

Table Talk and Conference Sessions

“There are only three employers from my city; is this worth my time?” or “I didn’t get a scheduled interview; I don’t think I am

going.” Students need encouragement to explore EJW if they don’t have a scheduled interview. First, I let them know that I have had several students receive offers from Table Talk discussions. It is also a chance to help the student to develop a plan and think about what they would like to explore. Interested in housing law? Talk to everyone connected to housing regardless of where they practice. Not sure what interests you? Find someone without a

Continued on page 26



line at their table and ask them about their work. This is a perfect time to provide students with any tools your office has created for informational interviewing.

This is also a good time to introduce students to the fellowship process and other post-graduate programs offered by Equal Justice Works. The EJW Fellows attend the conference and there are always sessions devoted to preparing an application. Keep in mind that recent graduates can apply for fellowships following a clerkship, so public interest-minded 3Ls who plan to clerk may want to attend the conference to assist with fellowship development for 2020-2021.

Finally, I talk to students about using EJW to develop their awareness of social justice issues. Some students come to law school with a general sense they would like to help people, but they don't have a concrete sense of the issues where they might be of use. EJW is a good place to learn.

Connecting Attendees

Students often want to travel together to help ease both nerves and expenses. If your school already has a strong public interest organization, encourage those student leaders to serve as planners. In other years, I have experimented with Google Groups, EventBrite, information sessions, or a simple sign-up sheet on my door. Each has their merits, but Google Groups is especially helpful to assist students with last minute-planning. EJW provides a portal where you can track registrants from your school. I use this list to remind students to register for the group and share information.

Supporting Students at the Event

During the fair, I set up several "office hours" for my students. For an hour or two I find a spot in the hotel lobby and encourage them to come by and say hello. It is a good way to get updates and answer questions. It also gives me an opportunity

to encourage them to connect with someone at a Table Talk or attend an end-of-day session. Students appreciate the chance to debrief, and I usually receive several emails about how helpful it was to see me at the fair.

Don't Forget About Your Own Professional Development

EJW is an inspiring event. Take a moment to breathe it all in. Whether you use the Table Talks to reconnect with your own public interest passion or to expand your knowledge about the field, this is a room full of attorneys committed to mission-driven work. They have interesting perspectives to share. As paid public interest opportunities for recent grads seem to get even more competitive, practitioners in the field can share areas of development and help you guide your students to the skills or alternative paths that may work for them. For information, go to <http://www.equaljusticeworks.org/law-school/conference-and-careerfair>. ■



The NALP/PSJD Mini-Conference, scheduled for October 25, 2018, the day before the EJW Conference, offers public interest practitioners and employers a chance to connect

The Mini-Conference includes a plenary speaker and several breakout sessions specifically focused on public interest advising, pro bono programs, and diversity and inclusion initiatives.

For more information about the Mini-Conference, visit www.nalp.org/events.

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