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Team Efforts Leading to Extraordinary Results

I’m now more than a quarter of the way through my year as President. A few things have struck me that I wanted to share.

As I prepared for our first Board meeting in July, I was reminded of how much work is happening behind the scenes. Many of us attended the Annual Education Conference in April, heard about the business plan and new initiatives, met with our sections of choice, and left energized with new ideas and big plans for implementing those ideas. But how many of us really follow through on those plans once we are back in our offices confronted with the challenge of keeping up with the work already on our full schedules? From what I have observed, I would say many of you are doing just that — and then some!

One of my responsibilities as President is appointing members to chair sections, advisory groups, and other work groups. Conference planning teams (for the multiple NALP conferences held throughout the year) also need to be assembled. The Board meeting in July is the first time the NALP Board has the opportunity to officially hear about all of the work that is underway. The four binders of reports that I reviewed were only a snapshot of the tremendous work being done by our members engaged in the work of the association.

What struck me about the process so far this year was not necessarily the fact that all of this work is being done, but more that it is being done by so many members — and not just the members who had been asked to take on leadership roles. New members with creative and innovative ideas have stepped forward along with more experienced members who remain engaged. Many of the names were unfamiliar to me, but not necessarily to those who worked in their regions or within their specific areas of expertise. These are members who are often doing substantial work on behalf of the association without ever seeking recognition or the limelight. They do it because they understand the role we all play in supporting the work of the association.

I have been involved in NALP for over 25 years and each group I have worked with has brought new names, faces, and experiences to the challenge. This year the Board encompasses a great range of NALP member experience and has given me the chance to work with a whole new set of NALP members. While some may say that it’s an “insider’s club,” my experience has shown otherwise. It’s those who are willing to devote their time and expertise to the issues we confront who have put themselves in a position to be considered for leadership.

Another key part of the agenda of each quarterly Board meeting is reviewing the feedback obtained by Board members and Regional Representatives in their outreach to the membership. We spend quite a bit of time each meeting hearing about what our members think and the issues they face. If you ever wondered if your views really matter, I can tell you they do. They inform your leaders and allow us to make the best decisions for the association.

“If you ever wondered if your views really matter, I can tell you they do.”

Continued on page 3
thoughtful throughout the day and engaged at a level that far surpassed my expectations.

All in all, I was reminded of how extraordinary NALP is. We are an association run by our members in collaboration with our staff. But neither is just ordinary. Everyone plays a part in advancing the work of our association. Sometimes it is a long-standing member carrying the reins, but often it is a newcomer or someone with less experience looking for ways to contribute more. It is never a solo endeavor — always a team effort leading to extraordinary results that benefit all of us.

So, the next time you are wondering about what NALP can or should be doing for you, I encourage you to think about what you can offer NALP. I promise you — no effort is too small — and there are many of us who are anxious to learn from you.

That brings me to another observation about the incomparable NALP staff. I had the pleasure of recently participating in a staff retreat. I have run many staff meetings in my own organization and have experienced the work of a team that cares about the constituencies they serve. The NALP staff retreat was no different. The engagement of your staff team was extraordinary. But even more than that, this group really knows you — the NALP membership — and wants to provide service at the highest level. We are lucky to have such a dedicated and loyal staff. They were prepared and decisions for the association that align not only with our strategic plan, but also with our members’ interests. So, the next time you get the call or email from a NALP colleague asking for your views, please take a few minutes to respond. The best decisions are informed decisions — and we want to be informed by you!

Earlier this spring I had the opportunity to attend the annual conference of one our allied organizations, NACE — the National Association of Colleges and Employers. The NACE membership reflects the NALP membership, with most NACE members coming from career services offices at undergraduate and graduate schools at colleges and universities and from a broad range of human resource functions at employers with an emphasis on the recruiting function. NACE members regularly face many of the same issues, challenges, and concerns that NALP members face — counseling the undecided or underachieving student or trying to recruit the top talent — and the emerging issues that NACE members experience as an industry are knocking on NALP members’ doors as recent college graduates prepare to enter law school. With that in mind, I thought it might be helpful to share insight from one of the programs that prognosticates about the future of career services.

In a panel entitled “New Paradigms, New Expectations, and New Opportunities in Career Services” four veteran and forward-thinking NACE members shared their thoughts on the direction of the profession. The panelists included Manny Contomanolis of Rochester Institute of Technology, Trudy Steinfeld of New York University, Farouk Dey of Stanford University, and Christine Cruzvergara of George Mason University. The panelists focused on four themes: partnerships, technology, staffing, and value.

Continued from page 2
Partnerships

Trudy Steinfeld of New York University noted that tomorrow’s partnerships will undoubtedly involve customized connections and communities. (In fact, “customized” was a theme echoed throughout the conference.) Acknowledging the need for stakeholder buy-in, she observed that going forward, successful career services operations will broaden their collaborations and partnerships with internal units and external organizations in order to address shared concerns and attain mutual goals. In particular she noted the need for career service operations to effectively work with student affairs, admissions, faculty, and student engagement offices. And externally career services must continue working with employers and other professional organizations in order to address shared concerns and attain mutual goals.

Big Data and Technology

For me the most eye-opening of the discussions focused on the future role of technology in the delivery of career services. Noting the abundance of new technology providers and apps in the NACE vendor hall, Farouk Dey of Stanford University asserted that career services will become more and more like Amazon and Netflix in order to deliver the customized resources that millennials and Generation Z are demanding.

Millennials are used to the menu options and recommendations that flow from a big data economy that understands their background and habits, and they will ultimately demand the same thing in the career services space, requiring the career services process to become big data driven. He noted that schools have been reluctant (and often legally unable) to provide the information the industry needs to develop the algorithms that will provide the customized experience that millennials seek, but that if schools don’t provide it, students will provide this information directly to a third-party source, which in turn will create that customizable experience.

How will this work in a job search process, you might ask? A student might want to know where other students with her undergraduate background, first- and second-year law school coursework, and geographic interests ultimately found work — and a big data source, a “JobAdvisor” if you will, could provide that information.

He acknowledged that students have created the demand for the systems and some vendors are experimenting to meet the need. He speculated that the future of career services will feel a bit like an app and include push notifications about opportunities, mass customization, reviews and recommendations, and Uber-like “driver” (counselor?/internship?) ratings.

Value

Manny Contomanolis of Rochester Institute of Technology tied the various pieces together and brought the panel home, emphasizing the importance of telling
your value proposition or your “story.” He described the old career services paradigm as including résumé review, one-on-one counseling, and working with students and graduates to explore interests. He described the new paradigm as including all of the old paradigm plus a need to embrace constant change with a positive attitude and to empower staff members to do the same. He noted that with the rapid pace of change, CSOs that aren’t moving forward are going backward.

In the past a CSO’s value proposition was often described with anecdotal stories, whereas now the value is defined through data, outcomes, and accountability. He noted how important it is to ask questions, develop data about the career services office, and subsequently engage in informed decision making. His recommendation is to conduct surveys, run focus groups, develop feedback loops (with students, employers, and advisory boards), and ultimately focus on what students need instead of what the CSO staff is comfortable with.

Interestingly the panel also queried whether improvements in candidate/employer matching technology might lead to a decline in on-campus recruitment. The panel acknowledged the need to be comfortable with the possibility (and the concept that increased matching may contribute to making career services obsolete). However, the general consensus was that matching technology is most likely to make it easier to identify potential talent while reinforcing current on-campus recruitment practices.

In sum, our career services counterparts across campus are living our future now. Following their guidance, change, collaboration, communication, and customization are going to be our keys to a successful future. Buckle up and put on those shades....
Board Sets Conference Fees and Dues for 2016

At its July meeting, the NALP Board of Directors set the base member early bird registration rate for the 2016 Annual Education Conference in Boston at $725 (keeping the rate the same as the rate for Chicago in 2015). In addition, the Board set 2016 dues rates that include a small increase in the additional offices and new member rates. There was no increase in regular annual member, associate member, or affiliate member dues for 2016. The Board also retained dues parity for US and Canadian members.

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<th>FY 2016 Dues Structure</th>
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<tr>
<td>New Member (Introductory Rate)</td>
<td>$750</td>
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<tr>
<td>Regular Annual Membership</td>
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<tr>
<td>Additional Offices:</td>
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<tr>
<td>Second through Sixth</td>
<td>$695 each</td>
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<tr>
<td>Seven or More</td>
<td>$595 each</td>
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<tr>
<td>Public Service Employers &amp; Bar Associations</td>
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<tr>
<td>Associate Member</td>
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<tr>
<td>Affiliate Member</td>
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<th>2015-2016 Educational Programming Dates and Fees</th>
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<tr>
<td>2015 Public Service Mini-Conference — October 22, Washington, DC. Base fee: $100</td>
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<tr>
<td>2015 Canadian Winter Meeting — December 2, Toronto, ON. Base fee: $100</td>
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<tr>
<td>2015 Professional Development Institute — December 3-4, Washington, DC. Base fee: $685</td>
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<tr>
<td>2016 Legal Recruiting Summit — January 28, 2016, New York, NY. Base fee: $450</td>
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<tr>
<td>2016 Newer Professionals’ Forum — February 11-13, 2016, Baltimore, MD. Base fee: $575</td>
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<tr>
<td>2016 Annual Education Conference — April 13-16, 2016, Boston, MA. Base fee: $725</td>
</tr>
<tr>
<td>2016 Lateral Recruiting Summit (new) — June 10, 2016, Chicago, IL. Base fee: $450</td>
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<td>2016 Webinars — A series of webinars will be offered during the coming year. Watch future issues of the NALP Bulletin and NALPnow! for additional information.</td>
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Making Your Wishes Come True

by Katherine White

Katherine White is Chair of the NALP Experienced Professionals Section. She is also Director of Employer Outreach at The George Washington University Law School and an attorney coach with KT White Law Careers, LLC.


Are successful people just lucky? Of course, there is always an element of luck in any successful career. Are they in the right place at the right time just by happenstance, or did they get there by carefully thinking about the steps to take to position themselves to be there?

Knowing what you want to accomplish helps you see more clearly the steps you will need to take to get there. Focus matters.

Consider This Scenario:

**Associate A** and **Associate B** start on the same day at a law firm. They were both summer associates at the firm, know their way around, and know the people there. This is a firm with a free market assignment system — associates find their own work.

**Associate A** hits the ground running — she knows what kind of work she wants to do, is proactive, reaches out to partners and senior associates in various groups, and in a matter of months is busy and on her way to a successful career at the firm. And she is doing the work she is interested in doing.

**Associate B** does good work too, but is hesitant in her approach to partners and senior associates. Because of her insecurities, she isn’t able to guide her own docket — and so she ends up with work that is not really to her liking. She is busy and has work, but she has “fallen into” a practice area where she will likely be stuck throughout her career at the firm.

**Associate A** had focus. She was direct and confident. She went after what she wanted to do, and made the system work for her. She saw the steps she had to take to get to her goal of working on matters that interested her.

**Associate B** did not take control of her career — she did not understand the rules of the game — and ended up working in an area that was busy and needed her help but was not what she wanted to be doing.

Here Is Another Scenario:

An attorney I met a few years ago has become an avid marathon runner. About a year ago, she came up with the idea of starting her own marathon running company. She noted in her

Continued on page 8
writes about the LAMP process, with descriptors that differ from the traditional goals, objectives, and outcomes model:

- **L** — **lock on to a wish.** Decide what you want to wish for, and then focus on achieving your dream.

- **A** — **act.** Next, go about designing a route, creating the steps you need to take to accomplish your end goal.

- **M** — **manage your progress and strategy.** Are the steps you decided to take working for you? If not, shift your focus; create new paths to continue the path to success.

- **P** — **persist.** Ellis notes that the difference between successful people and others who just allow their careers to float along wherever life takes them is persistence. Successful people take charge and control over where the road is taking them.

The following is a sample career plan, set in the LAMP style, based on the scenario outlined above.

**Career Planning — Associate A**

It may be that Associate A took pen to paper and actually set out a career plan. Or, it may be that Associate A is focused, and has an internal set of action steps planned out, to achieve her goals. Here is what her plan might entail:

**“L” (LOCK ON TO A WISH)**

I want to work with partner xxx, in the xxx practice area on matters that are challenging and interesting to me.

**“A” (ACT) — OUTLINE STEPS TO TAKE TO ACCOMPLISH THE WISH**

- Approach partners in areas of interest, get to know them, and ask for work.
- Talk to senior associates in areas of interest, and ask for work and advice about how to best interact with partners in the group.
- Work with your mentor (if one has been appointed) to get guidance about how to navigate the firm and the assignment system to lay the foundation for future growth and work in areas of interest.

**“M” (MANAGE PROGRESS AND STRATEGY)**

- Determine the work patterns and schedules of targeted partners and be at the office when they are (or in touch via online communication, if that is preferred); be available to receive spot assignments from them within the system the partners follow.
- Volunteer for work in the group or groups of interest, and become a “go to” person for the partners in the group.
- Build a relationship with a successful partner in the group where you would most like to work, and be proactive about meeting with the partner monthly or quarterly, if possible given time constraints and busy schedules.
- Learn about traits of successful associates in your practice, and figure how to grow in these areas and develop these traits yourself.

The following is a sample career plan, set in the LAMP style, based on the scenario outlined above.
Heeding Our Own Advice

As career counselors and law firm professional development and recruiting professionals, we can also benefit personally from thinking more broadly about our wishes for our careers. We should take the time at our annual reviews to be thoughtful about goals and objectives for moving forward in our duties on the job. But we should also take time to reflect about where we want to be in five years — and what steps we should be taking to get there.

Do you want to develop your leadership skills? Then consider getting active in NALP or a city group where you can practice speaking skills and become involved in volunteer work that will help you develop management skills. Or you might consider taking a class.

As we used to say in my prior work at law firms in the professional development world, associates need to take control of their own careers. We too should follow this advice and be thoughtful about where we are going — about what our own wishes are and how we can accomplish them.
Enhancing the Pathways to Practice in Ontario

by Will Morrison and Claire Hepburn

Will Morrison is Associate Counsel and Claire Hepburn is Team Manager with the Articling Program of The Law Society of Upper Canada. This article was submitted on behalf of the NALP Canadian Section.

Until recently, all of those lawyer candidates were required to have completed ten months of articling. Increasingly, the number of articling positions has not been keeping up with the demand. In 2014, the Law Society began a new, three-year pilot program called Pathways, designed to proactively respond to the changing legal landscape and remove barriers to licensing created by the articling placement shortage. Ensuring equitable and effective experiential training for lawyer candidates is a primary focus for the project, which consists of three key components: the introduction of the Law Practice Program (LPP); enhancements to the existing Articling Program; and evaluative measures to determine the efficacy of both Programs.

Law Practice Program

Lawyer candidates can now choose the LPP as an alternative to articling in order to meet the licensing requirement of experiential training. The LPP, which is delivered in English by Ryerson University and in French by the University of Ottawa, involves a

Of the more than 100 individual competencies included in the National Entry to Practice Competency Profile for Lawyers..., more than three quarters are skills and tasks competencies. This in itself speaks to the importance of experiential learning to ensure that new members of the profession are properly equipped for competent practice.

— The Federation of Law Societies of Canada

There is widespread agreement that aspiring lawyers must learn not only substantive and procedural law, but practical skills as well if they are to be properly prepared to represent a client competently, and if they are to be considered “practice-ready” by law firms.

Exactly how best to impart that experiential learning, however, continues to evolve, in both Canada and the United States.

Lawyer candidates in Canada have traditionally completed law school and then been required to undertake ten months of “articling” (in-house training under the direct supervision of a lawyer) before being called to the Bar and allowed to practice. While the Canadian system has shared with the American model an encouragement of practical skills training within the law school curriculum and through summer job placements or internships, mentoring, and continuing professional development programs, it has differed by making the experiential training acquired through articling a licensing requirement.

Given the ongoing transformation of the business of practicing law, there are increasing concerns about the design and delivery of experiential learning and the quality of measurable outcomes for practical skills training. NALP continues to explore these issues through its Law Student Professional Development Section, whose research has been reported recently in this NALP Bulletin.

The “Pathways” Innovations in Ontario

The Law Society of Upper Canada regulates lawyers and paralegals in Ontario, Canada’s largest province, and sets the admission requirements for entrance to the profession. The Law Society’s current membership numbers more than 48,000 lawyers and 7,000 paralegals. In a typical year, more than 1,500 new lawyers are licensed in Ontario.
four-month training course followed by a four-month work placement.

The four-month training course involves file-based assignments and simulated client interactions, using innovative experiential learning tools to support the development of practical lawyering and practice management skills. The training course is followed by a four-month work placement under the direct supervision of a lawyer from a range of legal practice settings across the province. Members of the profession are engaged throughout the LPP as instructors, assessors, mentors, and work placement supervisors.

The first session of the LPP launched in September 2014.

Enhancements to the Articling Program

As part of Pathways, the Law Society developed measures to better evaluate the effectiveness of the Articling Program. These enhancements, which are similar to those being employed in the Law Practice Program, consist of new reporting requirements designed to ensure fulfillment of the experiential training competencies and promote consistency across all articling placements.

Evaluation Process

An essential component of Pathways is the evaluation of both the Articling and Law Practice Programs. Formal, measurable outcomes have been established that will enable the collection of data and feedback from all participants to support a thorough analysis of the different approaches to experiential training.

A Third Pathway

The Law Society has also approved another innovative option to fulfill the experiential training component of its licensing requirements: the Integrated Practice Curriculum (IPC) offered by the Lakehead University Faculty of Law. Law students in the IPC at Lakehead will graduate with a J.D. degree after three years that include practical skills training. No additional articling or experiential training will be required. This is the first integrated legal professional training offered in Canada.

The Law Society’s Treasurer, Janet Minor, says that the organization is looking forward to the completion of the Pathways pilot and the opportunity to review the results: “We believe that experiential training must be accessible to all candidates, and carefully designed to deliver proven success in the acquisition of the essential practical skills every new lawyer needs.”

For more information about Pathways, please visit: www.lsuc.on.ca/Pathways.

The Los Angeles Legal Recruitment Association (LALRA) held its annual business meeting on July 14 at Proskauer Rose, where the results of a member survey were discussed. The group will meet again this month. For more information on LALRA, please visit www.laalra.org.

All city groups are invited to send information for the NALP Bulletin to Janet Smith at jsmith@nalp.org. Information received by the 2nd of the month can be published in the following month’s edition. For a list of city groups and law school consortia go to www.nalp.org/city. If you participate in a group that is not listed — or if the contact information for your group is not current — contact Janet Smith.
Creative Programming for Developing Professional Leadership Skills in Your Students

by Jeff Becherer

Jeff Becherer is Assistant Dean for Career Planning at New York Law School. This article was submitted on behalf of the Law Student Professional Development Section.

Among the many professional development issues to be addressed with law students, leadership skill development may not be at the top of the list — but it should be. While many other topics — job search, networking, and technical skills, to name a few — are seemingly more immediate to their need to secure and be successful in their jobs, the ability to know when and how to lead will have a significant and longstanding impact on students’ overall job satisfaction and career success. Furthermore, many of the same skills necessary to become an effective leader also assist in a student’s ability to develop and execute their job search plans, as well as to assist with their efforts to perform their job well. It is in this vein that I endeavored to develop some effective and efficient leadership training programs. I’d like to share the results of my research and planning.

The most valuable resource I encountered during my research was Professor Deborah Rhode’s 2013 book *Lawyers as Leaders*. This book discusses the leadership training gap that exists in legal education, identifying a variety of competencies that are underdeveloped in law school (and in practice). Professor Rhodes uses interdisciplinary research, as well as a variety of biographical and autobiographical profiles to explore these competencies. Professor Rhode’s research is extremely convincing at driving home the importance of various leadership skills to the overall professional development of young lawyers. Further, the profiles are extremely engaging and easily

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accessible for use as examples and/or models to inspire students.

One very successful program that utilizes some of what Professor Rhode discussed (particularly in Chapter 3, “Developing Leadership”) has been a self-assessment workshop offered to all of our 1L students. While there are many helpful assessment tools, we have utilized the StrengthsFinder 2.0 tool in conjunction with Strengths Based Leadership text. Both of these resources, written by Tom Rath and developed in conjunction with the Gallup organization, allow students to understand more about what their strengths are and how those strengths fit into their own leadership style. As Professor Rhode wrote: “Individuals often develop best by capitalizing on their strengths, pursuing their most fundamental goals and values, and receiving positive recognition for their successes. To that end, lawyers need to be self-aware and proactive in enhancing the capabilities necessary to realize their own aspirations” (Rhode, 26-27).

The workshop is preceded by each student completing the Strengthsfinder 2.0 assessment. (The results of the students’ assessments are used — with their consent — to focus the discussion on those “strengths” that appear most often among the students attending.) The workshop then begins with an introduction to the importance of personal assessment, introspection, and understanding one’s own strengths in terms of one’s leadership abilities.

Through biographical sketches provided in the Strengths Based Leadership text, we discuss various leadership styles, highlighting how any combination of strengths can be harnessed for successful leadership. We juxtapose that with a discussion of the “shadow side” of strengths — that is, how students can avoid pitfalls endemic to over-reliance on their strengths, as well how students can work to further develop their weaknesses into strengths.

The second half of the workshop is a facilitated small group discussion with the students about how to understand, apply, and develop their strengths within the context of law school and their professional goals. When students have completed and reviewed their assessment prior to the workshop, this discussion has been the most productive and engaging of any of the eight professional development workshops we conduct each year. Students respond well to the material and have enjoyed this exploration and introspection. The workshop concludes with some recommendations on how to incorporate this new “strengths” terminology into a student’s practice area exploration, résumé and cover letter drafting, and interviewing. “The first step on the path to leadership is self-knowledge. Lawyers must be reflective about what they want and what experiences and abilities will be necessary to achieve it” (Rhode, 31).

In addition to the Strengths Based Leadership Workshop we have also implemented a Dean’s Leadership Council for the purpose of developing various leadership skills. After the first semester, students who have excelled academically are invited to join the Council. (The decision to establish this group after the first semester was to ensure that we had sufficient opportunities to work with these students to help them develop as leaders and utilize their leadership abilities throughout their upper-division years in law school, as well as in their job search process.)

Initially, each member of the Dean’s Leadership Council is invited to two spring-semester programs aimed at exposing them to various leaders and getting them thinking about their own leadership roles. The first is a small group dinner with the Dean and two Vice-
Deans of the law school. Throughout this dinner, the three administrators facilitate small group discussions about law school and the practice of law, as well as about contextualizing topical legal issues — ensuring that law students understand the impact their work as lawyers can have on the larger population, and appreciating the responsibility that comes with that power.

The second program is a day-long retreat that includes presentations from leaders in the New York legal community, an alumni networking luncheon, and a group project. In the group project, the students are divided into teams, given a real-life legal problem, and asked to propose solutions. For instance, students have been asked to address serving the legal needs of veterans, as well as to address the issue of “food deserts” in major metropolitan areas. For each problem, the students are briefed on the issue, as well as provided with access to advisors who are informed about various aspects of the problem. The students must identify important issues and propose next steps. The retreat — especially the group project — is aimed at providing students with the opportunity to develop problem solving, teamwork, organizational dynamics, and conflict management skills — all areas of leadership that are many times underdeveloped in law students (Rhode, 29). Beyond the initial programs, Council members are given the option of becoming research and/or teaching assistants for faculty members, and they are also paired with an alumni mentor in their practice area of interest. These two opportunities give students trusting and supportive mentors to provide them with the honest and informed advice that is crucial as they develop their substantive knowledge and professional skills.

There are as many ways to structure leadership training programs as there are pathways to leadership. As with all program development, it is important to explore a variety of proven as well as innovative ideas and to tailor these to what works for your institution and your student body. Hopefully Lawyers as Leaders resonates with you as it did with me, and perhaps the programs we have developed — in whole or in part — will also work for the goals of your institution and student body.

NALP’s tracking of law school funding of jobs started with the Class of 2011. During that time, the number of law school-funded jobs — defined to include bridge-to-practice fellowships of a fixed duration, fixed duration opportunities on campus, such as research assistant positions, and school-funded fellowships — has fluctuated in a range of about 1,400 to 1,700. The table accompanying this article summarizes some of the characteristics of these jobs over this time period. Some measures have been relatively steady; others have changed considerably.

Perhaps most dramatic is the shift of these jobs from being mostly short-term and mostly part-time to being mostly full-time — and the majority also long-term. For example, for the Class of 2011, 61% of law school-funded jobs were reported as short-term and part-time. This figure has decreased to just 19% for the Class of 2014, while the percentage of jobs that are both full-time and long-term (with long-term defined as one year or more) has grown from just 8% to almost 60%. And while the split of these jobs between “Bar Passage Required/Anticipated” and “JD Advantage” has shifted a small amount, the percentage of jobs that are “Bar Passage Required/Anticipated” and full-time and long-term has grown dramatically, from less than 8% to over half.

Judith N. Collins is the NALP Director of Research.
What hasn’t changed so much are the employment settings for these jobs, with government and public interest organizations dominating, followed by academic settings — although the latter’s share has declined somewhat.

Finally, it is evident that law school-funded jobs have helped the overall employment rate, accounting for 3-4 percentage points of the employment rate since 2011. What is not known, however, is what the status of the graduates with these jobs would have been in the absence of those jobs. It is unlikely that all would have been unemployed; however some of the alternative employment could well have been unrelated to the law training of these graduates.

Note: In late July the Council of the ABA Section of Legal Education and Admissions to the Bar took action on a recommendation from the ABA’s Data Policy and Collection Committee that will change the way schools must report these law school-funded jobs. In the future, it will be required that school-funded positions that pay less than $40,000 per year be reported as short term jobs, regardless of whether they last for one year or longer.

### Law School Funded Jobs — Selected Characteristics, 2011-2014

<table>
<thead>
<tr>
<th>Graduating Class Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of jobs*</td>
<td>1,735</td>
<td>1,575</td>
<td>1,701</td>
<td>1,445</td>
</tr>
<tr>
<td>% of all jobs</td>
<td>4.9%</td>
<td>4.2%</td>
<td>4.5%</td>
<td>4.0%</td>
</tr>
<tr>
<td><strong>General Job Characteristics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time and long-term</td>
<td>8.1%</td>
<td>32.4%</td>
<td>48.3%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Full-time and short-term</td>
<td>27.6</td>
<td>20.6</td>
<td>19.8</td>
<td>18.3</td>
</tr>
<tr>
<td>Part-time and long-term</td>
<td>3.3%</td>
<td>5.1%</td>
<td>2.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Part-time and short-term</td>
<td>61.0%</td>
<td>41.8%</td>
<td>29.9%</td>
<td>19.4%</td>
</tr>
<tr>
<td><strong>Type of Job</strong>**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bar passage required/anticipated — total</td>
<td>71.6%</td>
<td>72.0%</td>
<td>77.1%</td>
<td>79.3%</td>
</tr>
<tr>
<td>Full-time and long-term</td>
<td>7.6%</td>
<td>26.7%</td>
<td>43.7%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Full-time and short-term</td>
<td>19.4%</td>
<td>16.3%</td>
<td>15.6%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Part-time and long-term</td>
<td>2.9%</td>
<td>4.4%</td>
<td>1.5%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Part-time and short-term</td>
<td>41.6%</td>
<td>24.6%</td>
<td>16.3%</td>
<td>10.1%</td>
</tr>
<tr>
<td>JD Advantage — total</td>
<td>28.0%</td>
<td>27.3%</td>
<td>22.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Full-time and long-term</td>
<td>0.5%</td>
<td>5.6%</td>
<td>4.6%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Full-time and short-term</td>
<td>8.0%</td>
<td>4.3%</td>
<td>4.2%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Part-time and long-term</td>
<td>0.3%</td>
<td>7.6%</td>
<td>0.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Part-time and short-term</td>
<td>19.1%</td>
<td>16.6%</td>
<td>13.2%</td>
<td>9.2%</td>
</tr>
<tr>
<td><strong>Employment settings</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>20.9%</td>
<td>21.5%</td>
<td>20.9%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Government</td>
<td>22.6%</td>
<td>22.7%</td>
<td>23.4%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Public Interest</td>
<td>41.6%</td>
<td>41.9%</td>
<td>42.8%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Business</td>
<td>2.1%</td>
<td>1.4%</td>
<td>2.1%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Judicial Clerkships</td>
<td>6.1%</td>
<td>5.1%</td>
<td>4.8%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Law Firms</td>
<td>6.6%</td>
<td>7.0%</td>
<td>6.1%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

* Figures for 2011 and 2012 exclude a few jobs for which full-time/part-time or duration information was not reported. Also a few jobs for which the school funds the first year of the salary or start-up costs are not included.

** Percentages do not add to 100 because other kinds of jobs are not shown.

*** Percentages may not add to 100 because employment setting was not reported for a few jobs.
Counseling on Job Applications in the Digital Age

At a time when a greater number of students choose to interact with career development offices through online resources and when online job applications are the norm, career counselors often have fewer opportunities to directly impart their advice for successful job search strategies. Now is a good time to revisit issues particular to online applications and perhaps to pass along advice to your students through those online resources they’re so fond of using.

The public sector has a diverse range of opportunities — many of which require skills and experiences in addition to the traditional attorney skill set. Fully automated application processes pose two main challenges, especially for these public sector positions. First, an easier online process makes personalization of application materials less frequent. Second, some percentage of job seekers may have difficulty navigating these systems, creating a barrier to applying to a large swath of opportunities. A strategy to combat both of these challenges is to remind job seekers that applying online requires the same approach as with any other application.

A very important point to keep reiterating is that employers don’t want to guess at the candidate’s relevant skills and experience. Certainly application materials suited to a legal services provider staff attorney position are not appropriate for a policy position. It is more important than ever that job seekers take the time to put together application materials that demonstrate their interest in and ability to do the job for which they are applying. It’s also become more prevalent to review applications as they are received rather than wait until the posted deadline. Job seekers must not fall into the trap of clicking buttons and uploading a résumé just to “get it in,” and instead should take the time to personalize the application.

At the other end of the spectrum are students and alumni who are uncomfortable with the online application process. Less tech-savvy applicants may have no idea what to do and be embarrassed to ask. It is important to remind them that the same techniques they used in the past still apply in the digital age. A well-written cover letter will still be their strongest asset. It’s also important to debunk the process. In all your general job search tips, you can address the online application as a normal but sometimes confusing process for everyone. You’re always available to help, and that’s their second biggest asset.

Tips to Pass Along to Students and Alumni

No matter the forum, applying has some universal truths. The most important is always to personalize! This sounds obvious, but there seems to be a disconnect between job seekers and employers. More and more job seekers expect employers to tease out relevant experience from their résumés and connect it to the job. Writing seems to have become a lost art. Most applications that I see skip the cover letter altogether, even though our postings specifically ask for one.

“Job seekers must not fall into the trap of clicking buttons and uploading a résumé just to ‘get it in’ and instead should take the time to personalize the application.”
At the same time, employers are taking less time to review applications, and not reviewing them at all if they don’t meet the application guidelines. I think students don’t realize the person reviewing the application most likely didn’t grow up with technology and still expects job seekers to demonstrate a basic interest in the position by connecting the dots for them.

Never just check the boxes and upload a résumé! For example, LinkedIn is very useful for making connections and looking for opportunities. NALP recently posted a position on LinkedIn, and the responses highlighted one of the most common pitfalls of applying online — applying by simply clicking a button means less personalization. No matter how comprehensive one’s LinkedIn profile is, it will never be enough to speak to a particular position. Rather than just applying through their profile, students should take the time to respond in a meaningful way by either attaching a file that includes a résumé and cover letter, or by contacting the employer directly.

Make sure to follow directions. The ease of applying online seems to encourage students to overlook instructions included in job listings. We must continue to emphasize reading an entire posting before applying.

Whether you are counseling students who are well-versed with technology or not so much, it is clear that the universal truths of a successful application — personalization, following directions, and taking one’s time — need to be reinforced early and often.

December’s Most Thrilling Challenge: PDI

by Sabrina Franconeri

Sabrina Franconeri, D.Sc., is Professional Development Manager for Sterne, Kessler, Goldstein & Fox. She is a member of the Professional Development Institute Planning Work Group, on whose behalf this article was submitted.

As the summer season draws to a close, it’s only natural to be thinking of returning law students or associate evaluations. The fall is often so overloaded with an abundance of work-related obligations that the last thing one can think of is the month of December. To-do lists continue to expand and professionals wonder how they will complete every task while still leaving time to relax and reconnect with family and friends. But along with December’s challenges, PDIs have something to look forward to — the Professional Development Institute (PDI)!

PDI is an excellent opportunity for professionals in the law school, public, and private sectors to focus on current industry trends and gain new ideas for the upcoming year. Speakers range from in-house counsel to lawyers practicing in law firms to legal professional

BECOME PART OF THE PSJD HONOR ROLL

Keep those contributions coming! The PSJD Honor Roll recognizes those schools and organizations that share job postings and resources with us. We’re specifically looking for more regional positions and resources in the Practice Guides section of the Resource Center. Please send job postings directly to psjd@nalp.org. Resources can come to me at cjackson@nalp.org or to the Resource Work Group Vice-Chair Michael Bergmann at mbergmann@pili.org. We appreciate all your efforts and thank you!
development administrators. This year’s event will be held in Washington, DC, on December 3-4 at the Mandarin Oriental Hotel, with a special session for newcomers to PD on Wednesday, December 2. Registration will open this month! But first, we’d like to provide you with a preview of this year’s conference.

Who Are the Masterminds Behind PDI?

Like this year’s agenda, the 2015 PDI planning team is unique and composed of professionals with experience ranging from law schools to various sized firms. The committee reviewed more than 85 proposals and reached out to colleagues about legal industry issues, trends, and concerns prior to meeting as a group. Following the tedious preparation work, we convened in DC to create the agenda for what we hope will be the best PDI conference to date.

It’s not often that qualified and highly opinionated professionals are on the same page about most things, especially when it comes to planning something as large as PDI. However, it was interesting to me as a first-time planner to find that I shared similar feelings with my colleagues toward many of the proposal and outreach topics we discussed. It was thought-provoking and entertaining to present our reactions to the group. If you have never been on a conference planning committee before, I highly recommend it. In addition to looking forward to some great programming, I am walking away from the experience with many new friends.

What Can I Expect at PDI?

Whether you are new to the industry or a seasoned professional, PDI has something for you. Attendees can expect the agenda to include topics such as current legal market trends and shifts, partner engagement, mindfulness, targeted learning, alumni relations, diversity and inclusion efforts, and leadership enhancements. The plenary sessions will be valuable to everyone and, given the variety of other topics to be covered, the most challenging aspect for PDI attendees will be choosing their concurrent sessions wisely. The PD Foundations program, which will be offered on Wednesday, December 2, is a three-hour workshop designed to get newer professionals up to speed on the ins and outs of lawyer PD.

The conference will feature many opportunities for networking and collaborating with your peers in the industry. In addition to a networking reception on Thursday night, there will be two breakfast and two lunch opportunities to meet people and gain insights into how their organizations operate. Attendees from law schools will have a special networking session to discuss specific issues in law student PD.

If you still want more information, you’ll have to join us in DC in December! Don’t forget that registration will open this month. Watch NALPnow! for announcements. Be sure to plan ahead and register as soon as possible to obtain the early bird discount and to secure your space.

If you have any questions about PDI, please feel free to contact Mary Beal or Jay Richards at the NALP office. A special thank you to the American Law Institute Continuing Legal Education (ALI CLE) and the Professional Development Consortium (PDC) for their support of the conference. And finally, a thank you to the rest of our team — Ruth Alexandor, Julia Borginis, Leanne Cherry, Jennifer Gallinson, Christine Guard, Supria Kuppuswamy, Jeanette Lee, and Jean Durling— for their continuous efforts to make the 2015 PDI a success.
Who Are These NALP Volunteers and What Do They Do?

by Diane Downs

Diane Downs is Chief Recruiting and Professional Development Officer at Akin Gump and Chair of the NALP Nominating Committee.

Did you ever wonder why there are some NALPers who just seem like they are in the know? Conference attendance is more like a family reunion for them than a training event. At the office, you pose a question and they know just where to look or who to call to get the answer. How do they do it? Chances are they volunteered their time for NALP, gave a little back to the organization, and learned a lot along the way.

There are many ways to get involved in more than a dozen sections, and I hope you are truly engaged and getting a lot of value out of your membership. If you are ready for more, I would encourage you to get to know the elected NALP members in your region, ask them about what their jobs entail, and consider running for one of these posts yourself. The elected positions include the Regional Representatives, the Nominating Committee members, and the Conference Planning Coordinators.

We’ll be reaching out to you for your nominations and to ask you to volunteer later in the fall, so I thought I would give you a bit of information about the role of each of our elected positions. Which one seems like something you would like to explore?

Regional Representatives

We elect one school member and one employer member to serve a two-year term as a Regional Representative on the Regional Resource Council (RRC). They join the two members serving the second year of their term. Together these teams work closely together to come up with a communication plan for their region to ensure that they are serving as an effective liaison between members and the NALP leadership. (Note: In Canada each year an employer or school member is elected as a Regional Representative for a one-year term.) One of the most important things Regional Representatives do is to welcome new members and help them get involved in NALP. The RRC members conduct quarterly conference calls, do individual outreach, visit with city groups in their region, and generally stay abreast of the many things going on within NALP at any given time. All of this connecting culminates with the terrific regional receptions at our Annual Education Conference that are planned by the Regional Representatives.

This group does not do it all alone. They are supported by the Vice-President for Member Services and Education, who conducts monthly conference calls with RRC members, keeps them in the loop about what the Board is working on, connects them with NALP staff resources, and supports them in achieving the goals set out in their regional communication plans.

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Nominating Committee Members

The Nominating Committee consists of a school and employer member from each region (and a Canadian member in alternating years, including in this election cycle), plus an appointed chair and vice-chair. This group is responsible for soliciting nominations for each of the open Board positions and elected positions. They meet for a one-day in-person orientation in the fall to really learn about NALP and the work and timeline of the Nominating Committee. Then, they spend November and December reaching out to the members in their regions to gather nominations and encourage participation. The Nominating Committee shepherds all of the nominated NALPers through the process of submitting their materials, and conducts all of the necessary reference calls to prepare for the annual slating meeting.

When all of the nominations are in and complete, the entire committee meets again in February to select the slate of people to fill all of the open positions — and then works with the NALP staff to oversee the elections for these positions. They attend the NALP Annual Education Conference at the conclusion of their service and play a big part in the annual business meeting, announcing the slate and conducting the member vote to affirm the proposed slate.

Conference Planning Coordinators

If you have been to an Annual Education Conference, you probably have an idea of what the conference planning committee has been up to all year. It is an amazing task, accomplished with the support of the NALP staff who have (thankfully) done this a time or two before. The conference planning committee consists of a school and an employer member elected as Conference Planning Coordinators from each region and a Canadian member in alternating years, as well as an appointed chair and several appointed vice-chairs — creating a team of about 18 people who plan the conference and help to run the show on the ground.

The conference planning committee meets for about three days in June at the site of the conference for the following year. There, they carefully review the conference program proposals, which typically number more than 200. Almost 100 of those make it to the final agenda, and the committee doesn’t take those decisions lightly. They prepare by reading evaluations from past conferences and conducting member outreach to learn about what is on members’ minds and what they want to get out of the conference.

Once the schedule is set, the conference planning committee members shepherd their speakers through the year-long process of preparing for the conference and submitting materials to ensure that the attendees get the best possible programming at the conference. At the conference attendees will be greeted by their welcoming smiles at all of the events and in each and every individual program.

I hope this article got you thinking about how you can get involved, because you will be hearing from me or your regional Nominating Committee member before you know it as we ask you to volunteer or to submit your nominations for next year!
Tipping the Scales: Courting Diverse Judicial Clerkship Applicants

by Diane H. Fears

Diane H. Fears is Director of Career Services & Student Voluntary Pro Bono Program at Wayne State University Law School. This article was submitted on behalf of the NALP Judicial Clerkship Section.

In 2000, NALP published Courting Clerkships: The NALP Judicial Clerkship Study. A joint effort of NALP and the American Bar Association, the study analyzed empirical data and survey responses to offer a comprehensive evaluation of judicial clerkships as employment opportunities for law graduates. Among other things, the study concluded that minority representation among the clerkship population was generally lower than in the law school population. Years later, though the percentage of minorities enrolled in law school has increased, representation among judicial law clerks has not experienced similar growth and has remained largely unchanged despite the acknowledgment that the interests of justice are best served when the courts reflect the diversity of the community. (See “Increasing Diversity of Law School Graduates Not Reflected Among Judicial Clerks” by Judith N. Collins, NALP Bulletin, September 2014, and “Federal Judiciary Showing Little Progress in Hiring Minority Clerks” by Tony Mauro, National Law Journal, May 3, 2010.)

The dearth of minority judicial law clerks is admittedly a complex issue. Factors ranging from the lack of diversity in the general legal profession to the comparative lure of law firm salaries for graduates who often have incurred disproportionate student loan debt play a role. However, as career services professionals, we can contribute to the effort to tip the scales. How? We can actively implement the advice offered in the NALP Judicial Clerkship Study: focus efforts on increasing the number of minority students who apply by offering more targeted judicial clerkship outreach, counseling, programs, and resources.

• Identify your target audience. Judicial clerkship outreach often targets students with high academic performance. Why not devote special attention to minority students? Identify students based on registration data. Enlist faculty and administrators in identifying minority students with aptitudes and interests consistent with judicial clerkships.

• Conduct specialized outreach. Extend special invitations to minority students to attend standard judicial clerkship programming or schedule individual appointments with judicial clerkship advisors. Incorporate discussion of judicial clerkships during advising appointments with minority students. Seek out invitations to address minority student groups.

• Tailor your programming and resources. Include diverse members of the judiciary, judicial clerks, and members of the faculty in judicial clerkship programming. Be sure that your print and electronic resources include resources such as the Directory of Minority Judges in the United States.

The ABA is actively involved in efforts to encourage more diverse students to apply for programming or schedule individual appointments with judicial clerkship advisors. Incorporate discussion of judicial clerkships during advising appointments with minority students. Seek out invitations to address minority student groups.

Continued on page 22
clerkships. Each year it hosts a Judicial Clerkship Program, a joint effort of the ABA Council for Racial and Ethnic Diversity in the Educational Pipeline and the ABA Judicial Division. It brings together up to 100 minority law students from around the country with judges and former law clerks for panel discussions, a research and writing exercise, and informal social events to introduce and reinforce to the students the value of pursuing a judicial clerkship.

The Judicial Internship Opportunity Program (JIOP), led by the ABA Section of Litigation, facilitates judicial internships for first- and second-year law students who are members of racial and ethnic groups traditionally underrepresented in the profession as well as students with disabilities, who identify as LGBT, and students who are economically disadvantaged. After completing screening interviews, selected students are referred for judicial interviews with participating judges across the country. Applications are accepted beginning in November.

The ABA Business Litigation Section sponsors the Diversity Clerkship Program, which offers diverse first- and second-year students the opportunity to intern with participating business court judges in several locations across the country during the summer. Eligible applicants include law students of color, female, LGBT students, and students with disabilities, as well as students who have overcome social or economic disadvantages. Applicants must also demonstrate financial need. Program participants receive a stipend and all-expense paid trip to the Business Law Section Annual Meeting. Applications are due in December.

Local and special purpose bar associations are also working to increase the percentage of minority judicial clerks. For example, the Wolverine Bar Association in conjunction with the U.S. District Court for the Eastern District of Michigan administers a Judicial Externship Program (JEP) that matches first-, second-, and third-year minority law students with participating judges in Michigan for summer externships. Participants are assigned mentors who are former federal law clerks and participate in trainings presented by local attorneys. Participants are eligible to obtain a modest stipend or earn academic credit. Applications for the JEP are due in January.

Just the Beginning Foundation — A Pipeline Organization, a Chicago-based nonprofit organization, also sponsors programs to encourage minority law students to consider and apply for judicial clerkships. The JRC-JTB Summer Judicial Internship Diversity Project, a joint effort with the Judicial Resources Committee of the Judicial Conference of the United States, places minority, underrepresented, and economically disadvantaged law students into internships with federal district, appellate, bankruptcy, and selected state appellate judges across the country each summer. Applications are accepted on a rolling basis.

A second program, Share the Wealth, is a referral program run by judges that directly places minority law graduates into clerkships with participating judges. Participating judges screen qualified law student applicants and conduct panel interviews with selected students. Students not extended an offer by one of the participating judges may have their application packages shared with additional judges who have sought the assistance of JTB in identifying competitive clerkship candidates from diverse backgrounds. Applications are due in July.
Making the transition from a career as a practicing attorney to a career as a legal career services professional, as many may be doing this fall, can present a number of different challenges. In seeking to be responsive to students, the career services professional as coach, facilitator, mentor, and advisor takes on roles that can operate in sharp contrast to the practicing attorney’s role as zealous advocate, client representative, problem solver, and negotiator.

Near the start of my position at Wake Forest, three of my student advisees helped me understand the new dimensions of my role as a career services professional. The first student advisee informed me that she knew exactly what she wanted to do immediately after graduation. Further, she had identified the three counties in her 95-county state in which she was interested in working in order to position herself to fulfill her long-term goal of election to political office. She simply wanted my help in identifying potential law alumni with whom she could connect about her interests.

Another student was not clear about what she wanted to do and seemed fearful of exploring her geographic preference because one of her parents was a lawyer who had seemed to assume from her birth that she would join the family firm. This student asked if she could schedule a series of brief meetings and check-ins with me to help her identify her interests and to hold herself accountable for completing tasks involved in her summer job search.

In between these two students was a student who, upon returning to school after a visit home with family and friends during which he was barraged with reports about diminishing job prospects for lawyers, wondered if he should even be in law school.

My student advisees have helped me understand that as with client representation, there is no effective cookie-cutter or one-size-fits-all approach to the effective delivery of career services. The career services professional must resist the temptation to fix problems or negotiate resolutions. Instead, career services professionals face the task of providing the tools that enable our students to search for their own answers and best courses of action. Each student encounter gives the career services professional the opportunity to help guide a student further along through the career search process. The earlier and more often that we can get students to engage in this process, the more successful our students are likely to be in identifying and finding their best career path.

“Career services professionals face the task of providing the tools that enable our students to search for their own answers and best courses of action. Each student encounter gives the career services professional the opportunity to help guide a student further along through the career search process.”
7 Habits of Highly Effective Public Interest Advisors

by Lindsay McCaslin

Lindsay McCaslin is an Assistant Dean of Career Services at William & Mary Law School. This article was submitted on behalf of the NALP Public Service Section.

As advisors, we are dedicated to our students' success in whichever career path they choose — from big law to public interest (in which I’m including public defense and prosecution). Still, big law’s unified hiring timeline makes fall on-campus interview programs prominent. Since a unified hiring season is not possible in public interest, these students commonly feel left out or left behind, creating a unique set of challenges for public interest advisors. Here are seven habits to help increase the effectiveness of public interest advising:

1. Be the go-to person. Many schools don’t have an office dedicated solely to public interest, but it helps to have a designated go-to person since public interest students tend to feel lost in the shuffle. Become the expert on writing federal résumés (and on how they are different from private sector résumés), using USAJobs, writing project proposals for fellowships, and writing a cover letter that demonstrates dedication to an organization’s mission.

2. Be very visible. Make sure that nearly every attorney panel, workshop, and career services newsletter includes the public interest perspective. Highlight the amazing work alumni are doing, clinics’ achievements, and job opportunities in your newsletter or bulletin. Tailor programming to public interest needs, including loan repayment options.

3. Gain professor buy-in. Getting involved in a class or clinic — even in a minor way — will help students feel connected to you and recognize your ability and desire to help them land a public interest job. I had two such opportunities this year. Knowing that I was a public defender before joining the law school, one professor asked me to do a mock *voir dire* for his criminal procedure class, and another asked me to step in as a guest speaker to discuss public defense. I did not anticipate (but was pleasantly surprised by!) how many students set up appointments with me afterward to discuss public interest careers. Students seemed to realize that I could relate to their struggles to enter into a public interest career and it strengthened my credibility as a public interest advisor.

4. Build a community. Help public interest students find and energize each other through mentors, happy hours, and lunchtime discussions. Public interest work is exciting and rewarding, but can also be daunting. Many students will question whether they are cut out for it, whether it is financially feasible, and whether they should have a job yet. With a few exceptions in big cities, public interest employers don’t hire until students pass the bar. When some students get permanent offers after their 2L summer, it is hard for others to find themselves without an offer for their
5. **Be the bad guy.** Okay, not really. But do prepare students for an adversarial interview, which can require you to be pretty ruthless during a mock interview. Students going into public interest need to be prepared for much more than “Why do you want to work here?” Be confrontational. Balance it with positive reinforcement and constructive feedback afterward.

6. **Prepare students to hit the ground running at their first job.** It’s no secret that public interest employers are low on resources, which limits their ability to train new attorneys. Organizations seek new attorneys who can demonstrate their ability to dive into the position and to handle a high caseload with minimal oversight. Not only is it important to counsel students on gaining practical skills in law school, we can also help them convey to employers critical soft skills such as listening, employing powerful advocacy even against odds, and the ability to handle emotional clients.

7. **Continue reaching out to students after they graduate.** For offices that don’t have an alumni career advisor, it can be difficult to remember to reach out to students after they’ve left the building. However, an occasional personal email with a job post or tip can really boost your connection with public interest graduates. It does not require much time or effort, but helps recent grads feel individually supported. (Bonus: your support keeps them moving forward in their job search and, hopefully, helps them become gainfully employed by March!)

The public interest career path is competitive and hard to navigate, but it is also particularly rewarding to watch these students land their dream jobs and confront some of the biggest problems facing society.

**Thank you to Annie Kim at UVA Law School and Nicole Vikan at Georgetown University Law Center for their contributions to this article.**

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- Associate Salary Survey
- Member Salary Surveys (free online to members)
- Public Sector & Public Interest Attorney Salary Report

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