



The George Washington University Law School Inns of Court Program

New law students face many challenges as they embark on their professional training. Many come to law school without a clear purpose or understanding of what the practice of law entails or how they will fit in to the field. Others are concerned about an uncertain job market for new lawyers and whether they will be prepared to serve clients. Although most law schools provide excellent analytical training, they often shortchange other critical professional skills that are necessary to excel in the practice of law. Moreover, without sufficient guidance in adjusting to and navigating law school, students can feel isolated and unsupported.

The GW Law Inns of Court Program is designed to help law students meet these challenges and develop their professional identities. The program fosters a happier and more personal law school experience, exposes students to the full range of skills they will need to succeed as lawyers, and assists students in making more informed and satisfying career choices. First-year students are assigned to one of seven Inns of Court, each named after a distinguished former Supreme Court justice. GW Law has borrowed the Inns of Court nomenclature from the British institutions that traditionally trained barristers and regulated their practice. The Inns provide GW Law students with a small community within the larger law school community. Students take all of their first-year classes with their Inn of Court and remain in the same Inn of Court throughout their time in law school. Each Inn is led by an advisory team of faculty, administrators, and students. During the first year, students regularly meet with their Inn of Court advisors for hour-long sessions in informal spaces in the law school to enhance the interactivity of the programs and allow students to get to know, and ask questions of, their advisors and meet with alumni and practicing attorneys.

1. The Inns of Court Advisory Teams

The Inns of Court advisory teams allow students to build meaningful and productive relationships with persons from all parts of the law school. The Inns of Court advisory teams include classroom, clinical and legal writing faculty, administrators from the Dean of Students Office, the Career Center, and the Law Library, and upper-level students who have participated in the Inns program during their 1L year. Each advisory team meets as a unit to discuss how to serve their Inn's students and ensure that problems do not go unaddressed. The advisors also meet with students in their Inn of Court sessions and participate in the programming discussed below. The Inns of Court structure provides students with a real connection to faculty, staff and upper-level students, and an organized place to get answers to their law school questions. It also facilitates the ability of the law school to speak to students with one voice, or, where opinions differ, to explain each point of view and give students a framework for making their own decisions. Finally, the informal setting of Inns' sessions is conducive to building the kinds of supportive relationships among students and their advisors and that can make law school less impersonal and more enjoyable.

2. The Weekly Inns of Court Sessions

The Inns of Court sessions, which often include guest speakers, offer students hands-on experience to build skills and relationships to advance their careers. The sessions are designed to teach students the foundational competency of taking proactive responsibility for their ongoing professional development through a process of self-directed learning – with the goal of acquiring and internalizing all of the competencies they will need to serve clients and the legal system. These competencies include a range of professional skills not typically taught in law schools but critical to their success as lawyers, such as self-management, resilience, problem-solving, and team collaboration.

The Inns of Court program also responds to students' need to develop intrinsic motivation and a sense that they have some control over the direction and progress of their careers. Rather than following a prescribed path, students are encouraged to pursue opportunities that align with their individual interests, values and personal priorities. The Inns sessions equip students with the tools and resources they will need to make thoughtful and informed decisions about what type of law practice will be meaningful and rewarding to them. These include self-diagnostic tools to help students better understand their own preferences and strengths and information about a variety of legal practice areas and settings. The Inns of Court program also connects students with practitioners and alumni for informational interviews to find out more about specific practices, and what will be a good fit for their own interests, personalities and values. These professional interactions give students increased confidence and make it much more likely that they will have successful job searches by the end of law school.

Finally, the Inns of Court program is the centerpiece of GW Law's Foundations of Practice program, which encourages students to take advantage of important law school resources to supplement their classroom education, including Inns of Court session, Academic Excellence workshops and one-on-one writing advice, Career Center workshops and individual counseling, wellness and cultural competency programs, and advice from practicing lawyers. Inn advisors help students understand how to fit this broader non-classroom curriculum into the crowded first-year schedule. Students who successfully complete the Foundations of Practice program requirements by the end of the first year of law school are awarded the Dean's Professional Development Award to acknowledge their commitment to self-directed professional development.

* * *

The Inns of Court program enables students to feel more connected to others in the law school community, more confident about their ability to be successful lawyers, and more competent to chart a meaningful and satisfying career path. Through the Inns of Court, GW Law is meeting the challenge to train lawyers who are happier and better prepared to practice.



The George Washington University Law School Inns of Court Program

Program Learning Objectives

The GW Law Inns of Court program helps students develop the following competencies necessary to their success as lawyers and to finding meaningful employment in the law. Through their participation in this program:

1. Students will begin to develop their professional identity as lawyers and:
 - A. Identify their personal values and the values of the legal profession;
 - B. Explore the integration of their personal values with the values of the legal profession, including how they can retain their personal values throughout law school and in future legal employment;
 - B. Explore the nature of the lawyer-client relationship and the ways in which they can build relationships of trust with clients and prospective clients;
 - C. Take responsibility for their own professional development, with an emphasis on being self-directed in advancing their professional development.
2. Students will explore the full range of skills necessary for lawyers to succeed in the practice of law, with a special emphasis on essential noncognitive skills rarely discussed in the doctrinal classroom, including how to:
 - A. Become a successful negotiator;
 - B. Become an active listener;
 - C. Gather the facts necessary to represent clients effectively;
 - D. Work successfully with others in the legal workplace;
 - E. Develop wellness skills that will improve their well-being in law school and beyond.

3. Students will explore legal employment opportunities, including how to:

A. Plan a search for meaningful employment in the legal profession and begin that job search using the resources available at GW Law;

B. Understand the characteristics of legal jobs that are most important to their sense of well-being in the profession,

C. Understand and explore different types of legal work, including:

i. The basics of different practice areas in law firms and the public sector;

ii. The essential elements of working for judges as interns during law school and as law clerks after graduation;

iii. The key features of public sector and public interest jobs, including how the employment timeline for these jobs differs from that in the private sector.

D. Conduct informational interviews with practicing lawyers to understand different types of practice and how to connect with potential employers;

E. Highlight for prospective employers the skills and experiences they have developed beyond coursework during the 1L year to demonstrate that they are self-directed learners and to show that they understand that success as a lawyer requires more than the analytical abilities taught in the doctrinal classroom.



The George Washington University Law School Inns of Court Program Seals

Each Inn of Court has its own seal. The seals' structural elements (i.e., shield surrounded by a three-word Latin motto) are inspired by GWU's seal. In order to convey a sense of tradition and history inspired by the British Inns of Court, each seal features a heraldic shield inspired by the metopes carved into the Great Hall of the U.S. Supreme Court building, symbolically representing various aspects of law, knowledge, and government. When taken together, each seal's motto and symbol reflect the legacy of each Inn's namesake, as well as core values of the Inns of Court program.

Brandeis



Symbols: Sword, Shield and Helmet (trophy of victory)

Motto: "*Incepto Ne Desistam*," meaning "May I Not Shrink From My Purpose," taken from Virgil's Aeneid, Book I.

Meaning: The symbols and motto reflect Justice Brandeis' tenacity and reputation as a crusader for social justice, regardless of his opponent. The motto also reflects the goal of building determination and resilience among our students that will help them overcome whatever challenges they may face throughout law school and in their post-graduation careers.

Cardozo



Symbols: Owl (wisdom), Scroll (mindfulness) and Quill (scholarly writing)

Motto: "*Scientia Est Potestas*," meaning "Knowledge Is Power," coined by famed British jurist and author Sir Francis Bacon.

Meaning: The motto reflects Justice Cardozo's advocacy for the power and importance of common law. The symbols reflect the jurist's legacy as a profound legal author, of whom it has been said: "His prose is rated with those of Greek and Roman classicists, whose works he read in the original language for his own pleasure."

Ginsburg



Symbols: Thunderbolts (power)

Motto: "*Semper Ad Meliora*," meaning "Always Toward Better Things."

Meaning: The symbol and motto reflect Justice Ginsburg's stewardship of justice over her long tenure and the generally positive arc of the law over time. They also reflect the Inns of Court program's goal of striving toward happiness and success as we define it for ourselves.

Jackson



Symbols: Book (education and law) and Torches (knowledge)

Motto: “*Audentes Fortuna Iuvat*,” meaning “Fortune Favors The Bold,” taken from Virgil’s Aeneid, Book X. Said to have been the last words of Pliny the Elder as he left the docks at Pompeii to rescue its citizens from the eruption of Mount Vesuvius.

Meaning: The symbols reflect Justice Jackson’s stature as a lawyer with a national and international reputation, and as Attorney General, Supreme Court Justice and Nuremberg prosecutor. The motto reflects his integrity and his determination to achieve justice at the Nuremberg Trials on behalf of the oppressed.

Jay



Symbols: Eagle (bird of freedom, ascendancy and swiftness)

Motto: “*Nil Volentibus Arduum*,” meaning “Nothing Is Impossible For The Willing.”

Meaning: The motto is a nod to Jay’s evening students, who work extremely hard to achieve distinction while obtaining their JDs at night. The symbol reflects GW Law’s location in our nation’s capital, and marks John Jay’s place in history as a patriot, diplomat, and the first Chief Justice of the U.S. Supreme Court.

Marshall



Symbols: Scales (justice and equality) and Lamp (wisdom)

Motto: “*Vincit Qui Patitur*,” meaning “Those Who Endure Will Conquer.”

Meaning: The symbols and motto reflect Justice Marshall’s courageous work during the Civil Rights Movement, including his litigation of *Brown v. Board of Education* before the Supreme Court, and his place in history as the first Supreme Court Justice of color. The symbols of endurance and equality recall the injustices endured before equality under law was achieved. They also reflect the Inns of Court program’s goal of building resilience and community among the student body.

O’Connor



Symbols: The Roman Goddess Juno (defender of women and special counselor to the state)

Motto: “*Alis Volat Propriis*,” meaning “She Flies On Her Own Wings.”

Meaning: The symbol and motto reflect Justice O’Connor’s commitment to gender equality and judicial independence. They also reflect the Inns of Court program’s goal of fostering independence and an individual path for each of its students.

August 15, 2024

Dear Class of 2027:

Congratulations and welcome to The George Washington University Law School! You have chosen one of the most important times in history to study the law in one of the most influential locations in the world. Here at GW Law, you will have the opportunity to develop your professional identity as you pursue your professional dreams and aspirations. This letter introduces one of the signature programs designed to prepare you to be an excellent attorney: The GW Law Foundations of Practice Program.

Why Foundations of Practice? We developed the Foundations of Practice Program to prepare you for the real-life practice of law, which requires far more than what you will learn in the law school classroom. Employers seek to hire attorneys with a wide range of professional skills, including integrity, self-awareness, the ability to relate to clients and colleagues, and a lifelong commitment to professional development. Our award-winning program allows you to signal to employers that you understand the qualities of a successful and effective lawyer. Additionally, completion of the Foundations of Practice Program has shown to have a positive correlation with post-graduate bar passage.

What is Foundations of Practice? This is a yearlong professional development program designed for first-year students. It will help you develop critical professional skills and guide you toward a meaningful and satisfying career that reflects your core values. The program enhances your job prospects while establishing a solid foundation for excellence in your chosen field.

How Do I Participate? Attached to this letter please find the requirements for the 1L Foundations of Practice program. Students who successfully complete these requirements by the end of the 1L Spring semester (2LE Spring semester for part-time students) will be awarded the Dean's Professional Development Award. This honor will be recorded on your transcript, and you may note the award on your resume. All program materials and instructions are posted on you Inns Canvas page.

What Do Legal Employers Say About Foundations of Practice? Employers tell us that the Dean's Award influences their hiring decisions by signifying that a student appreciates—and is highly motivated to develop—all of the skills needed to succeed in practice. In the words of Don Smith, Chief Talent & Inclusion Officer, at Crowell & Moring LLP, “At Crowell & Moring, we recognize that in addition to strong academic performance, the possession of professional skills is one of the most direct corollaries to overall career success. Programs like The Foundations of Practice help produce and identify students who understand important professional competencies and possess professional skills like client service, professionalism, and practice management. These students are particularly attractive candidates because they have an established track record of investing in their own professional development and evidence an early commitment to providing the best performance for our clients.”

I encourage you to take full advantage of GW Law's Foundations of Practice program and look forward to welcoming you to the program and to GW Law this fall.

Sincerely,



Dayna Bowen Matthew
Dean and Harold H. Greene Professor of Law



Requirements for Dean's Professional Development Award

1. **Attend All Inns of Court Sessions** (students are expected to attend all sessions but they may miss no more than three to satisfy this requirement). Your Inn is your smaller community within the law school. This is the place to make connections with advisors, classmates, and prospective employers, to learn about the critical professional skills needed to succeed in practice and stand out in the job market, and to plan the career that's right for you.
2. **Two Academic Excellence Workshops.** Academic Excellence workshops are designed to provide GW Law students with the knowledge and skills that are necessary to succeed academically in law school. Some of the topics covered include class preparation strategies, course outlining, and exam preparation. Workshops are promoted by the Dean of Students Office through the MyLaw portal, and at the Inns of Court sessions.
3. **Four Writing Center One-on-One Writing Conferences with Writing Fellows.** These conferences are a great way for you to get feedback on your writing and to develop your ability to assess and refine your own work. Writing Fellows give the writer a "reader's perspective" on a document's organization, structure, and analysis. In this way, they help students develop strategies for recognizing large-scale and small-scale problems in their work, as well as ways to correct those problems and produce more sophisticated documents in the future. You should view four conferences as the starting point and take full advantage of this valuable resource.
4. **Two Career Center Workshops.** The Career Center offers regular workshops throughout the year on several topics including informational interviews, résumés, interview skills, cover letters, and job search resources. These are small group interactive sessions during which the career advisor leading the workshop answers individual questions and offers tailored advice. You will learn how to conduct a job search and how to put your best foot forward with employers with well-crafted application materials.
5. **Initial Career Center Counseling Appointment.** In this structured one-on-one appointment, you and your career advisor will discuss your interests, goals, values, and preferences to build a productive ongoing relationship and to inform your individual career plan. You will also examine your reasons for pursuing a law degree, to keep you grounded and goal-directed as you continue to explore the wide variety of options available to you in the law.
6. **Two Networking Events.** The Career Center holds several events throughout the year where you can meet alumni and other practicing attorneys, including the Practice Area Expo in the Fall and the Public Sector Recruiting Program in the Spring. Networking events hosted by GW Law departments or student organizations or events outside the law school may meet this requirement, as well, assuming they meet the standards laid out in the FAQ on the MyLaw Portal. Building professional relationships is a critical skill for career satisfaction and success. This will be important to you as a law student in your job search and as a practicing lawyer for many purposes, such as business development, seeking co-counsel or local counsel, and participating in conferences.

7. **Four Informational Interviews with Different Lawyers Outside of the Law School with a Written Summary and Reflection.** Informational interviews are the most effective way to learn about what lawyers in different types of practice really do day-to-day, to make professional contacts for the long-term, and potentially to be “in the right place at the right time” for job opportunities.
8. **Three Wellness Competency Programs Offered by the Dean of Students Office, the SBA, or Outside Organizations with Approval.** These programs will help you build emotional resilience, manage stress, and empower you to flourish in law school and your legal career. As bar associations and legal employers have discovered, cultivating well-being is not only key to finding meaning in one’s work, it is particularly important to clients and the public because it impacts the delivery of legal services.
9. **Two Cultural Competency programs offered by the Dean of Students Office, the SBA Diversity Committee, SBA Affinity Groups, or Outside Organizations with Approval.** According to the American Psychological Association, cultural competency is "loosely defined as the ability to understand, appreciate and interact with people from cultures or belief systems different from one's own." Becoming culturally competent is a developmental process that can be learned over time. It is critical to effectively serving clients and interacting with cross-cultural colleagues, and to the elimination of bias in the legal profession and justice system. It is also a mandate of the American Bar Association.
10. Students in the Jay Inn will be permitted two years to complete the program requirements.

The George Washington University Law School Inns of Court Program

Program Director: Professor Todd Peterson
Assistant Program Director: Sierra Brummett
Program Associate: Leah Hollar
Program Coordinator: Caroline Dicostranzo (3L)

Sandra Day O'Connor Inn of Court (11)	Thurgood Marshall Inn of Court (12)	Robert Jackson Inn of Court (13)	Benjamin Cardozo Inn of Court (14)	Louis Brandeis Inn of Court (15)	Ruth Bader Ginsburg Inn of Court (16)	John Jay Inn of Court (21)
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Faculty and Staff Inn Advisors

Professor Dawn Nunziato	Professor Joan Schaffner	Professor Barak Richman	Professor Todd Peterson (Director, Inns of Court)	Professor Natasha Blinkova (Fundamentals of Lawyering)	Professor Sonia Suter	Professor Robbin Juni (Fundamentals of Lawyering)
Professor Erika Pont	Professor Stephen Saltzburg		Professor Jonathan Cedarbaum			
Andrea Willis-Johnson (Clinics)	Professor Arturo Carillo (Clinics)	Professor Lula Hagos (Clinics)	Dean Elizabeth Ewert (Senior Associate Dean for Administrative Affairs)	Professor Paulina Vera (Clinics)	Dean Jason Belk (Dean of Students)	Asst. Dean Anthony Tiberio (Dean of Students Office)
Professor JP Collins Professor Ania Singh (Fundamentals of Lawyering)	Professor Kaya Cronin Professor Jennifer Pusateri (Fundamentals of Lawyering)	Professor Cheryl Kettler Professor Catlin Meade (Fundamentals of Lawyering)	Professor Cori Alonso-Yoder Professor Kayonia Whetstone (Fundamentals of Lawyering)	Professor Bethany Gullman Professor Robin Juni (Fundamentals of Lawyering)	Professor Leslie Callahan Professor Iselein Gambert Professor Robert Parrish (Fundamentals of Lawyering)	Professor Bethany Gullman (Fundamentals of Lawyering)
Andra Chernack (Dean of Students Office)	Andrew Realon (Dean of Students Office)	Casey Miller (Dean of Students Office)	Dean Jason Belk (Dean of Students)	Ass. Dean Anthony Tiberio (Dean of Students Office)	Stephanie Allgaier (Director for Adjunct Faculty)	
Erik Turkman (Career Counselor)	Erin Kelly (Career Counselor)	Julie McLaughlin (Career Counselor)	Adam Schiappa (Career Counselor)	Robert Proctor (Career Counselor)	Nididi Amadi (Career Counselor)	Adam Schiappa (Career Counselor)
Germaine Leahy (Energy & Environmental Law Librarian)	Germaine Leahy (Energy & Environmental Law Librarian)	Mary Kate Hunter (Head of Reference & Govt. Procurement Law Librarian)	Nate Delmar (National Security Law Librarian)	Mary Kate Hunter (Head of Reference & Govt. Procurement Law Librarian)	Andrew Winston (Assistant Director for Public Services)	Dean Scott Pagel (Associate Dean for Information Services and Professor of Law)

Student Inn Advisors

Antonia Adams	David Bamgbowu	Zack Minsk	Alexander Dumm	Quinn Bieber	Maxine An	Elizabeth Mejia Castro
Haley Chapman	Nathan Barber	Nicholas Moeller	Mayah Gaines	Selomn Korsofka	Alexander Cleveland	Courney Penn
Kenny Chung	Casey Barton	Jaylah Richie	Isy Kristick	Minnie Nelson	Addison Dascher	Anapaula Perez-Galian
Emma Engels	Maddie Boucher	Lauren Taylor	Byron Martinez	Risqueek Pryadashi	Cole Jensen	
Sam Gironi	Courtney Clark	Sam Traina	Paula Mazza	Cat Smith	Victoriana Smith	
Caroline Toiz	Amanda Hichez	Hannah Wahba	Ebony Upshaw	Andrew Wheelright	Runzi Xu	

**THE GEORGE WASHINGTON UNIVERSITY LAW SCHOOL
MEMORANDUM**

TO: Inns of Court Advisors
FROM: Todd D. Peterson
DATE: August 13, 2024
RE: Inns of Court 2024 - 2025

Welcome back to the new law school year and the thirteenth year of the GW Law Inns of Court program. Your work as Inn advisors is central to the mission of the Inns program and can contribute to the well-being and success of our 1L students. As we have done in the past few years, we will continue to collaborate with the Fundamentals of Lawyering team and first-year professors to reinforce with students the concepts of self-directed learning and a proactive commitment to professional development. These concepts are discussed below.

As many of you know, GW Law sent teams to workshops run by the Holloran Center for Ethical Leadership in the Professions during the summers of 2017, 2018, and 2019, and we hosted workshops for Inns teams and faculty online in 2020, 2021, and 2022. At the end of June, we sent a six-person team to an in-person workshop again. These workshops have helped us to focus on two themes that underlie the Inns of Court mission: (1) professional identity formation – the process of transitioning from law student to client-service-oriented and values-guided lawyer (a core concern of the Carnegie Commission Report on legal education¹), and (2) self-directed learning – the “process by which individuals take the initiative . . . in diagnosing their learning needs, formulating learning goals, identifying the human and material resources for learning, choosing and implementing appropriate strategies, and evaluating learning outcomes.”² We will continue to focus on these principles, with a particular emphasis on the foundational competency of self-development, and we are asking Inn advisors to explain those principles to the students in their Inns. We will discuss these specific requests at the end of this memorandum. We have also prepared a separate memorandum outlining the responsibilities of the Student Inn Advisors for this year.

¹ WILLIAM SULLIVAN, ET AL., EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW (2007) (“Carnegie Commission Report”).

² MALCOLM KNOWLES, SELF-DIRECTED LEARNING 18 (1975).

(1) PROFESSIONAL IDENTITY FORMATION

Professional identity formation (sometimes just called “professional formation”) is at the center of a growing movement to implement the goals of the Carnegie Commission Report. The Carnegie Commission Report divides the law school learning experience into three apprenticeships: (1) the cognitive apprenticeship, which relates to ways of thinking in the context of relevant subject matter (“thinking like a lawyer”); (2) the apprenticeship of skills and practice, which relates to developing an ability to do or produce what professionals in a given field must do or produce (legal writing, effective advocacy), and to act in a way that those professionals must act (“acting like a lawyer”); and (3) an apprenticeship of professional identity and values, which concerns an emerging professional’s capacity to assume responsibility for their own professional development and the acquisition of the full range of professional skills (“being like a lawyer”).³ The third apprenticeship has traditionally been the most neglected by law schools.

The Inns of Court Program is designed to help students begin the work of forming a professional identity and the skills and values that are the core of that third apprenticeship. As we learned from Neil Hamilton (Co-Director of the Holloran Center), students need to internalize a core set of values and goals that will guide them as professionals and that will in turn help them find meaning and thrive in their careers. Hamilton explains that students must take responsibility for: “(1) Proactive professional development toward excellence at all the competencies needed to serve clients and the legal system well; and (2) An internalized deep responsibility to clients and the legal system.”⁴ This language echoes William Sullivan, the co-director of all five Carnegie Foundation studies of higher education for the professions, who stated that “the ‘chief formative challenge’ for higher education in the professions is to help each student entering a profession to change from thinking like a student where he or she learns and applies routine techniques to solve well-structured problems toward the acceptance and internalization of responsibility to others . . . and for the student’s own proactive development toward excellence as a practitioner at all of the competencies of the profession.”⁵

The American Bar Association has recognized the importance of professional identity formation in legal education. The ABA has recently adopted changes to Section 303 of its Standards and Rules of Procedure for Approval of Law Schools. Section 303(b) now reads: “A law school shall provide substantial opportunities to students for: . . . (3) the development of a professional identity.” The newly added Interpretation 303-5 explains,

Professional identity focuses on what it means to be a lawyer and the special obligations lawyers have to their clients and society. The development of professional identity should involve an intentional exploration of the values, guiding principles, and well-being practices considered foundational to successful legal practice. Because developing a professional identity requires reflection and growth over time, students should have frequent opportunities for such development during each year of law school and in a variety of courses and co-curricular and professional development activities.

¹ See Carnegie Commission Report at 28.

² Neil W. Hamilton, *A Professional Formation/Professionalism Challenge: Many Students Need Help with Self-Directed Learning Concerning Their Professional Development Toward Excellence*, 27 REGENT U. L. REV. 225, 226 (2015).

³ Cited in *id.*

The law school has created a committee, chaired by Erika Pont and Carmia Caesar to address the recent rules changes. The Inns and Foundations programs and the Fundamentals of Lawyering course are central to GW's plan to implement this important new requirement.

(1) SELF-DIRECTED LEARNING

Experienced Inn advisors recognize that the Inns program cannot complete the job of helping students acquire and internalize all the skills and values of effective and successful lawyers. We can merely initiate the process and try to instill a mindset of professional development so students will take ownership of that process going forward. One of the purposes of the Foundations of Practice Program is to give the students further guidance and incentives to build on the skills (and relationships) introduced in the Inns sessions. Our goal is to motivate students to adopt a model of self-directed learning to enable them to acquire and continue to develop all of the competencies required to serve clients and the legal system well.

The concept of self-directed learning, which has been thoroughly developed in the education literature over the past 50 years,⁶ is key to understanding the developmental stages students must go through to realize an internalized commitment to their own professional development. Dean Michael Hunter Schwartz (who spoke at a law school faculty retreat) was among the first legal educators to recognize the value of self-directed learning in legal education. His 2003 article, *Teaching Law Students to Be Self-Regulated Learners*, made a compelling case for self-directed learning as an ideal means of helping law students not only succeed in law school but also prepare for practice.⁷ Dean Schwartz reasoned that cultivating self-directed learning would benefit students not only in learning doctrine but also in developing other competencies important to lawyers: "The . . . listed sub-skills [developed by self-directed learning] include: setting goals, managing time and resources and being able to work collaboratively with other lawyers."⁸ These skills, along with the others that we present in the Inns, can be mastered most effectively through self-directed learning.

From the Inns perspective, the challenge is that students are at different stages of the self-directed learning process. Neil Hamilton has drawn on learning theory to outline the four developmental stages of an internalized commitment to professional development. Attachment A sets forth his synthesis of the characteristics of each of these stages.⁹ Hamilton's own research suggests that first-year law students distribute themselves in a bell-shaped curve over the four stages.¹⁰ Through the Inns of Court sessions and the Career Center, we direct students to a self-directed learning assessment called the Baseline Professional Development Preferences Survey (Attachment B).¹¹ This survey allows all incoming 1Ls to identify where they are in the process

⁴ See CYRIL HOULE, *THE INQUIRING MIND* (1961) and MALCOLM KNOWLES, *SELF-DIRECTED LEARNING* 18 (1975).

⁵ Michael Hunter Schwartz, *Teaching Law Students to Be Self-Regulated Learners*, 2003 MICH. ST. DCL L. REV. 447 (Summer 2003).

⁸ *Id.* at 468.

⁹ Neil Hamilton and Jerry Organ, *Thirty Reflection Questions to Help Each Student Find Meaningful Employment and Develop An Integrated Professional Identity (Professional Formation)*, 83 TENNESSEE LAW REVIEW 834, 857 (2016).

¹⁰ *Id.* at 859. Hamilton points out that the data understate the true proportion of students at earlier stages because of self-reporting bias, in which students want to respond in ways they consider "socially desirable" or advantageous.

¹¹ To minimize self-reporting/social desirability bias, the survey asks students to rate themselves on the characteristics of each stage before they are asked to compare their responses to the Hamilton chart. The survey then explains that with help from Inn Advisors, their goal is to advance toward the self-directed developmental stage of an internalized commitment to professional development during their time in law school.

of becoming self-directed learners and we provide tools to help them advance toward higher developmental stages. Inn advisors may request these survey results so they may assist students in advancing their competency in self-directed learning during the first year of law school.

(3) HOW INN ADVISORS CAN HELP STUDENTS WITH PROFESSIONAL IDENTITY FORMATION THROUGH SELF-DIRECTED LEARNING

Inn advisors are one of the essential elements of the Inns of Court Program. As we have discussed on many occasions, the Inn advisors provide 1L students with human connections to all parts of the law school. The relationships that Inn advisors form with students can make a huge difference in the 1Ls' adjustment to law school and the development of the skills that all students will need to become successful lawyers. Here follows a list of the responsibilities we encourage advisors to undertake this year.

- (1) Attend all scheduled Inns of Court sessions in the Fall and Spring semesters. It's important for students to see you there and know you are available to them.
- (2) Remember to leave your room in time for the next session to get settled, but try to arrive a few minutes early to give students an opportunity to ask you questions or engage you in conversation.
- (3) Assign Advisors to lead each session well in advance. The Advisor Binder includes an overview of each session this semester. This information will help the assigned Advisor dig deeper into the session curriculum and deliver the content with the program goals in mind and with the opportunity to rely a little more on their own professional expertise.
- (4) Attend a weekly meeting of your Inn Advisory Team to prepare for the next Inn session and debrief on the previous Inn session. These meetings can take place online and need not take more than half an hour.
- (5) Record any comments or suggestions about the previous Inn session on the collaborative advisor Google doc via the link provided in the weekly email for Inn Advisors.
- (6) Hold office hours so the students would have a specific time when they could consult with you outside of the Inn session.
- (7) Monitor your assigned students on Inns of Court attendance and progress toward completing the Foundations of Practice requirements. Faculty and staff advisors can do this through the FoundationsTrax software available through a link on the GW Law portal.

ATTACHMENT A

Self-Assessment of Developmental Stages of an Internalized Commitment to Professional Development Toward Excellence at All the Competencies of Effective Lawyering*

© Neil Hamilton

	Student Characteristics
Dependent Stage	<ul style="list-style-type: none"> - Assumes passive role with respect to professional self- development - Lacks interest in developing competencies except minimum required by external authority - Does not generally want or seek feedback into strengths and weaknesses - May react negatively to such feedback - Depends on external authority for explicit direction and validation
Interested Stage	<ul style="list-style-type: none"> - Can see self-interest in professional self-development - May recognize weaknesses, but motivation to improve is principally externalized - Responds reasonably to questions and feedback on strengths and weaknesses - Is willing to engage mentors/coaches in goal-setting and implementation strategies - Shows some initiative and persistence to learn competencies
Involved Stage	<ul style="list-style-type: none"> - Is committed to professional self-development - Identifies strengths and weaknesses in development of competencies - Responds positively to and reflects on feedback concerning strengths and weaknesses and how to improve - Seeks insight from mentors and coaches in goal-setting and creation and implementation of written professional development plan - Is internalizing motivation to learn new knowledge and skills continuously - Is internalizing standard of excellence at all competencies - Shows substantial persistence in learning competencies
Self-Directed	<ul style="list-style-type: none"> - Is intrinsically motivated to professional self-development and learning new knowledge and skills over a career - Actively identifies both strengths and weaknesses in development and sets goals and creates and executes written professional development plan - Proactively develops mentor and coach relationships and proactively seeks help and feedback from mentors and coaches - Reflects on feedback and responds to feedback appropriately - Knows when and how to seek help - Actively seeks challenges - Has internalized standard of excellence at all competencies

* Adapted from Gerald Grow, "Teaching Learners to be Self-Directed," 41 ADULT EDUC. QUARTERLY (Spring 1991).

ATTACHMENT B

Baseline Professional Development Preferences Survey

You are entering law school at a time when self-awareness and knowledge of the market are more critical for success than ever before. The Inns of Court program is designed to help you internalize a commitment to professional development in law school and throughout your career. Please complete this survey at the beginning of your first semester. Your honest and accurate answers will enable you to observe, reflect, and make progress on your professional growth and development over the coming year.

1. **I know and can articulate my professional and educational goals.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

2. **I take personal responsibility for my professional development.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

3. **I know what skills, experience, and attributes my ideal employer seeks.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

4. **I seek out mentors and coaches in goal setting and implementation.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

5. **I seek out feedback and attempt to act on it in order to further develop my strengths, and address weaknesses.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

6. **I have a plan for continued skill development.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

7. **I affirmatively seek out opportunities to develop my professional skills.**
 - Very much like me
 - Like Me
 - Unlike Me
 - Very Much Unlike Me

Inns of Court Information for Student Advisors, 2024-25

The Inns of Court program is designed to foster academic, personal, and professional growth for each 1L student through programming and the guidance of student and faculty advisors. All Student Advisors are expected to be present at and engaged in each Inns session. **The Inns of Court will take place on Tuesdays** (unless otherwise noted in the program schedule) **starting with the first session on August 20th**. The session schedule by Inn is as follows:

1:10 pm – 2:05 pm	Brandeis (GR)	1:10 pm – 2:05 pm	Marshall (FCC)
2:45 pm – 3:40 pm	Cardozo (GR)	2:45 pm – 3:40 pm	O'Connor (FCC)
3:50 pm – 4:45 pm	Jackson (GR)	3:50 pm – 4:45 pm	Ginsburg (FCC)
		8:10 pm – 9:00 pm	Jay (FCC)

Student Advisor Responsibilities:

Summer 2024 responsibilities:

1. Student Advisors will be required to attend the all-advisor meeting on **Tuesday, August 13, 2024 at 11:00 am in L402**. Advisors will be provided with materials and information regarding the program and have the opportunity to connect with their Advisor Teams. Though attendance in person is strongly encouraged, if you are not in D.C. at the time, you may join via Zoom.

Semester Responsibilities:

1. Student Advisors are expected to attend and participate in every session of the Inns of Court. If, for any reason, you cannot attend a session, you should notify your Lead Advisor and the Inns of Court Program Associate, Leah Hollar, in advance.
2. Student Advisors will be expected to attend preparatory meetings with their Inn Advisor Teams to the extent possible. This will be discussed in detail in each Advisor Team. The frequency of such meetings may vary. We expect student advisors to communicate with their Advisor Teams if they cannot attend preparatory meetings or a weekly Inns session.
3. Student Advisors may also be asked to attend periodic administrative meetings of the Inns of Court Program, which will be announced in advance throughout the semester, as needed.
4. Each team of Student Advisors will assign themselves roles with specific tasks. Though each Student Advisor will have a role, the whole team is responsible for ensuring they are completed each week. The roles and brief descriptions are as followed (a more comprehensive description is included at the end of this document):
 - **Lead Student Advisor** – coordinates team to ensure weekly tasks are fulfilled; attends brief weekly meeting with Sierra and/or Leah; may occasionally have small additional duties to perform or delegate
 - **Handouts (+ pickup after)** – knows the handouts for the session and ensures they are

distributed correctly; helps clear handouts from tables after session

- **Announcements** – record/collect announcements during Inns and post them on Canvas after the session
- **Canvas** – all Student Advisors will post on Canvas but one Student Advisor will coordinate a schedule and ensure Advisors are posting regularly according to the Co-Curricular Guide
- **Photos** – takes photos during each session and sends them to Leah Hollar by 11am the following day (typically Wednesday)
- **Headcount** – takes a headcount halfway through the session and emails the number to Sierra Brummett or records it on the Drive
- **Banner** – picks up and returns Banner to the Dean of Students Office

**Note that a couple roles may need to be combined depending on the number of Student Advisors you have in your Inn.*

5. Student Advisors will be responsible for keeping in contact with their assigned small groups throughout the academic year. Communication can be simple and informal. The goal is to ensure that students have a support network they can engage with. Each student advisor should reach out to their small groups a *minimum* of **three times per semester**, preferably during the first week of the semester, around the midpoint of the semester, and at the end of the semester. Topics appropriate for check-ins may include job search strategies, study tips, follow-up on previous Inns sessions, competition/deadline reminders, encouragement, and advice.
6. Student Advisors are encouraged to work out a schedule for Office Hours. These are a great opportunity for 1Ls to ask questions, gain peer insight, and strengthen their relationships with their Inns community.
7. Each Inn is encouraged to hold one official Inn-sponsored social event per semester, with funding provided by the Inns of Court program and the SBA. Event proposals for Inn-wide activities must be submitted for approval to (1) the SBA VP of First Years and (2) the Inns of Court program, **at least two weeks in advance of the proposed event using the designated form.** (See Inns of Court Advisor Event Planning Checklist below for details.)
8. Student Advisors are responsible for tracking their Inns-related mentoring activities in their Student Advisor Activity Tracking Form. Student advisors will log completion of the required email check-ins and note any voluntary social activities organized for Inns students including Office Hours and social events.

Important Dates:

- Orientation: August 13th - 16th
- Inns of Court All Advisor Meeting: Tuesday, August 13th at 11:00am in L402
- First Inns of Court Session: Tuesday, August 20th, 2024

Thank you for your support in making this year's Inns of Court program a success!

Student Advisor Roles

Student Advisors in each Inn will assign themselves the following roles. While each role will be assigned to a specific Student Advisor, all of the duties are the responsibility of the whole Team. Student Advisors are expected to coordinate with each other to make sure each weekly task is fulfilled and tracked in the Student Advisor tracking form. Lead Student Advisors will be responsible for monitoring the tracking form and making sure that the Student Advisor Team is fulfilling all weekly tasks.

- 1. Lead Student Advisor:** The Lead Student Advisor has the responsibility of coordinating the Student Advisor Team's weekly tasks. They will meet weekly with Sierra Brummett and Leah Hollar on Friday or Monday (virtually) to discuss the upcoming Inns of Court session and then relay any pertinent information from that meeting to their Advisor Teams. Lead Student Advisors may occasionally have additional duties to delegate to their team in special circumstances (e.g. the session calls for a Student Advisor to run a poll or record responses on a flip chart).
- 2. Handouts (+ pickup after):** There are handouts for almost every Inns of Court session. One Student Advisor should be responsible for knowing what the session handouts are and working with the Lead Advisor to coordinate the timing of handout distribution. They should also help ensure any handouts left on the tables after the session are cleared. They do not need to pass out the handouts themselves or clear them on their own and should enlist the help of their fellow advisors.
- 3. Announcements:** At the beginning of each Inns of Court session, all advisors may make announcements about upcoming events or deadlines. One Student Advisor should collect these announcements (either in advance from their fellow advisors or by taking notes during the sessions) and share them all using the "Announcement" function in Canvas after each session.
- 4. Canvas:** All Student Advisors should be posting on Canvas according to the Student Advisor Co-Curriculum. One Student Advisor is responsible for coordinating the posting schedule and monitoring Canvas to make sure the Student Advisor Team is keeping up with regular posts.
- 5. Photos:** One Student Advisor is responsible for taking a few photos at each Inns of Court session. They should capture candid photos of the speaker/presenter, the activity, and students engaging in the Inns content. They should send these photos via text message or email to Leah Hollar after each session. These photos are used for social media posts on Instagram and LinkedIn.
- 6. Headcount:** One Student Advisor should take a headcount of students in attendance after the session activities have commenced and report the number to Sierra Brummett or record them directly in the Drive.
- 7. Banners:** Each Inn of Court has a banner that is displayed during each session. One Student Advisor should pick up their banner from the Dean of Students Office, set it up in the session room, and return it to the Dean of Students Office after the session.

Inns of Court Social Event Guide for Student Advisors

One of the goals of the Inns of Court program is to foster a strong sense of community at GW Law. We encourage student advisors to utilize their respective Inn's budget to plan events that will provide students with opportunities to interact with one another and ask questions.

The SBA and the Inns of Court program will assist with the logistics of the event (purchasing supplies, ordering food, reserving a venue) but it is the responsibility of the student advisors to plan and advertise the event and submit their proposal to the SBA and the Inns program according to the process outlined below. **It is very important for advisors to follow the steps below to expedite the event planning process.**

Event Planning Checklist

- Discuss and plan event details with fellow student and faculty/staff advisors if need be.
- Proposed event should have a social component--the goal is not for students to stop by, grab food, and go, but rather to foster community and conversation.
- Fill out a detailed [Google Form](#) funding request *at least two weeks prior to the proposed event date*. **NOTE: If you do not submit this form at least two weeks in advance of the proposed event, the event will not be approved. Should policies change, Leah Hollar and Caroline Dicostanzo will notify Student Advisors in advance.**
- Please include the following information in the Google Form (if applicable):
 - If food is being requested, where to order from and specific order details;
 - Who the point of contact will be for delivery or pickup (name, number, email);
 - Pick up/delivery details (who will pick up or meet delivery, where and when);
 - Additional supplies you will need (cups/plates/board games/etc.);
 - Any additional pertinent information. Send an email to the Inns of Court Liaison and Inns of Court Program Associate if necessary.
- Room reservations
 - Decide on a venue for the event and coordinate with the Inns of Court Program Associate to reserve the room--be prepared with setup details.
- Once the event is approved, advertise the event to the 1Ls in your Inn.
- Keep ALL receipts from the event and deliver them to the SBA VP of Finance.**

Contact Information:

- SBA VP of First Year Students: Arpitha Gorur (████████████████████)
- SBA VP of Finance: Amanda Hichez (████████████████████)
- Inns of Court Liaison: Paula Maza (████████████████████)
- Inns of Court Program Associate: Leah Hollar (leah.hollar@law.gwu.edu)
- Inns of Court Assistant Program Director: Sierra Brummett (snbrummett@law.gwu.edu)

Discussion Guide and Curriculum for Fall 2024

One of your responsibilities this year as a Student Advisor will be to continue the conversations started during the Inns sessions through your Inn's Canvas. Below you will find guiding questions and discussion points for each week that should inspire your posts. Additionally, throughout the semester, we may provide you with helpful, relevant resources to direct the students to after the session.

Each Student Advisor Team has a designated Canvas role. While this person is in charge of making sure their team is keeping up with Canvas posts, the whole team will share the responsibility of posting these conversation starters the day of or after the Inns session. Not everyone has to post every week but, over the semester, everyone should have ample opportunities to participate in and/or lead a discussion board post on Canvas.

Please take every opportunity to direct students to their Inns Workbook. In fact, in addition to the ideas provided below, you could use the Workbook questions or exercises to start a conversation, too. Make sure you're familiar with the Workbook and the weekly Inns activity there as you post over the semester.

Though we offer recommendations and provide resources, you should feel free to be genuine and creative with your posts. Put them in your own words, ask your own questions, share an anecdote about how something we discussed in the Inns helped you or how you relate to the lesson now with more experience. It's a great opportunity for students to get to know you and benefit from peer mentorship. It's also a great opportunity for you to reflect on your time in the Inns of Court and your own professional identity formation, practice your mentoring skills, and be intentional about your professional development as upper-level students.

WEEK 1 – AUGUST 20: *Introduction to the Inns of Court*

- Reiterate some of the themes you heard during the session. Share how you relate to them. Did they have similar goals you had as a 1L? Did yours change from then to now? How did you start organizing your goals and work intentionally to meet them?
- Reiterate the purpose of the Inns (supplementing doctrinal education with professional identity formation and development and the introduction of critical, non-cognitive professional skills, and the opportunity to build a network and community).
- Talk to students about the benefit of doing the work in the Workbooks and approaching the content of the Inns of Court with intentionality and engaging with their goals in mind.

WEEK 2 – AUGUST 27: *Becoming a Lawyer: Your Professional Identity*

- This week on **Canvas**, please share about your 1L summer experience (or other professional experience/s if you are a 3L).
 - Talk about a moment of formation you've had since starting law school. What's a time when you felt like a lawyer? When you understood a little more about what it means to be a lawyer?

WEEK 3 – SEPTEMBER 3: *Starting on Your Path to Legal Employment*

- We're still early in the year so we don't want to cause any panic about the job search or push them to start making decisions now. But we do want to encourage them to start thinking about their interests and how they can learn more about what they might want to do. We also want them to engage with the Career Center.
- Sharing stories about how you've used the Career Center to help with your career strategy and job search and how and when you found your 1L Summer job, would be great.
- I also encourage you to share if you're someone who still isn't sure what you want to do or if you had/have a non-traditional 1L Summer experience or career trajectory. We want to present students with lots of different examples and options and encourage them to personalize their strategy as much as possible.

WEEK 4 – SEPTEMBER 10 & 13: *Negotiation Workshop with Professor Robin Juni*

- If you participated in Advocacy Competitions, ADR Competitions, or are a member of Negotiations Clubs, we encourage you to use this week to share your experiences with students.
 - This session also usually occurs after the Negotiations Competition has been announced (though it's earlier this year, so TBD for now), so if you have competed, we would encourage you to hold an office hour this week to answer any questions students may have (or, if it hasn't been announced yet, hold office hours after the details of the competition are out).

WEEK 5 – SEPTEMBER 17: *Critical Professional Skills*

- This session is dependent on the Guest Speaker so Student Advisors who attended the Inn should start the Canvas conversation based on what they heard and learned.
 - Were there any skills on the 26 Lawyer Effectiveness Factors list that students were surprised to see?
 - Share some tips on how you identified your skill strengths and opportunities and cultivated skills you wanted to improve (e.g. "I knew that collaboration wasn't my strong suit so I joined a study group to practice working with others.")

WEEK 6 – SEPTEMBER 24: NO SESSIONS

- We encourage you to post even when there is no session just to keep a rhythm going. Ask everyone how it's going. What their favorite session was so far? Encourage them to go to the Mindfulness workshop session next week. It could be a good time to set up a social event (either for your Inn or small group).

WEEK 7 – OCTOBER 1: *Real Clients, Real Cases: Practicing Client-Centered Service Through Clinical Education*

- Please share your experience if you've been involved with Clinics and why this exercise is important if students are interested in getting involved.
- If you have not participated in Clinics, ask students: Did this session change your perception of Clinics or the work they do? Did it make you more interested in getting involved in Clinics? Is there a particular Clinic you're really interested in? (Direct them to the Clinics website and encourage them to reach out to the Clinic Advisor in your Inn).
- Alternatively, talk about client-facing experiences you've had while in law school.

Jay Inn: *Career Connections: Jay Inn Student and Alumni Reception*

- Talk to students about the Jay Inn community and how you've leveraged those connections for your personal, educational, and professional benefit.

WEEK 8 – OCTOBER 8: *Self-Assessment: The Key to Finding Meaning, Satisfaction and Happiness in Your Career*

- A lot of you mentioned this was your favorite session last year. Tell students why! Let them know how you've used this exercise in making your own career and law school choice(s). Share with them how your values changed from last year to this year and how you seek out opportunities that align with your values now.
- Direct students to the virtual version of the Card Deck.
- In two weeks, we ask students to repeat the Values Card exercise. Let them know you'll remind them.

WEEK 9 – OCTOBER 15: NO SESSIONS

- This week is exams and Fall Break. Setting up a pre-midterm Office Hours or Q&A over Zoom might be helpful. Be sure to wish them good luck! Encourage them to come to the Understanding Legal Practice Areas and Settings (career exploration) Inns session next week.

WEEK 10 – OCTOBER 22: *Understanding Legal Practice Areas and Settings*

- Curate a discussion post that answers the question: How did you pick your practice area? Or, if you haven't yet, or if you have completely changed course during your time in law school, share that with students. Let them know they have time and should explore.
- If you have settled on a Practice Area (so far), tell students about what you considered and how you knew that Practice Area was right for you.
- How did you (or how are you) go about exploring different practice areas and settings (panels at the law school? Personal research? Informational interviews?)

WEEK 11 – OCTOBER 29: *Informational Interviews: Building Professional Relationships*

- Our goal this week is to try to reduce students' anxiety and alleviate the pressure surrounding informational interviews. Please use Canvas to talk about your informational interviewing experience including how you found contacts for your interviews, how easy it was to reach out to them, and how you prepared (both content-wise and mentally).
- We encourage advisors with availability to set aside time for students to conduct an informational interview with you. It won't count for Foundations of Practice credit, but it will be good practice for them and be very informative. Include your availability in the post or arrange office hours for students to informational interview you in groups.

WEEK 13 – NOVEMBER 12: *Putting it All Together: The Practicing Lawyer's Perspective on Hiring (Full-time students only)*

- Encourage students to look at their own application materials with the same discerning eyes of the hiring committee.
- Have they attended a Cover Letter or Resume Workshop in the Career Center?
- How have you perfected your materials? Share tips and suggestions based on your own experience but direct students to the Career Center for concrete best practices.

As a reminder, these are just suggestions. Unless we direct you to share specific resources, talking about your own experiences with the Inns content in the course of your classes or work is always a great option. Invite students to ask questions and prompt them to share things about the session that surprised them or resonated with them. Keep it light and keep it creative but take advantage of the opportunity to be a peer resource for you 1Ls. And remember, the Workbook is full of useful information and activities to help contextualize and concretize Inns of Court content. Encourage students to use the Workbook as a tool to reflect on what they're learning and where they are and to be intentional about where they are going and how they want to get there.

**INNS OF COURT PROGRAM SCHEDULE
FALL 2024**

FALL SEMESTER MEETING TIMES: TUESDAYS (except as noted)

1:10 pm – 2:05 pm	Brandeis (GR)	1:10 pm – 2:05 pm	Marshall (FCC)
2:45 pm – 3:40 pm	Cardozo (GR)	2:45 pm – 3:40 pm	O'Connor (FCC)
3:50 pm – 4:45 pm	Jackson (GR)	3:50 pm – 4:45 pm	Ginsburg (FCC)
		8:10 pm – 9:00 pm	Jay (FCC)

SEGMENT 1: PROFESSIONAL IDENTITY FORMATION

WEEK 1 – AUGUST 20

Introduction to the Inns of Court

In this session, students will meet their Advisor Team and be further introduced to the Inns of Court Program. Specifically, students will learn how the weekly Inns of Court sessions (and Foundations of Practice program) will help them develop skills that will help them become successful lawyers. To make the most out of their time in law school and cultivate important skills, students need to be intentional about their career and academic decisions starting now and have a concrete idea about what they hope to achieve during their time here. In small groups, students will share their professional and personal goals and start forming a plan that will help them take responsibility for their own professional development and develop the skills, traits, and values necessary for a meaningful and satisfying career in the law.

WEEK 2 – AUGUST 27

Becoming A Lawyer: Your Professional Identity

In this session, students will get to know the members of their Inn of Court while they begin the process of forming their professional identities as lawyers. Through a series of discussion questions students will explore the relationship between their own values, skills, and interests and the core values and practices of the legal profession. This is the first step towards internalizing a continuous commitment to developing all the professional skills and attributes needed to serve clients, colleagues, and the legal system well.

WEDNESDAY, AUGUST 28 – Foundations of Practice Information Session & Q&A

WEEK 3 – SEPTEMBER 3

Starting on Your Path toward Legal Employment

In this session you will hear from your Career Center Advisor, with input from your other Inn Advisors, about how to begin your pursuit of legal employment. In the legal profession, getting that first post-graduate job requires more than mastery of your coursework and well-timed thank you notes. It also requires that you gain legal work experience during your time in law school and that you are able to integrate this experience into how you present yourself as a job applicant. This session will focus on what you need to know to get work experience and what you should be considering as you begin to develop your own career strategy.

WEDNESDAY, SEPTEMBER 4 – Academic Excellence Workshop: Course Outlining

SEGMENT 2: BUILDING PROFESSIONAL SKILLS

WEEK 4 – TUESDAY, SEPTEMBER 10 AND FRIDAY, SEPTEMBER 13

Negotiation Workshop with Professor Robin Juni

Tuesday, September 10

1:10 pm – 2:40 pm – Marshall Inn (FCC)

8:10 pm – 9:30 pm – Jay & Brandeis Inns (FCC)

Friday, September 13

1:30 pm – 3:00 pm – Cardozo & O'Connor Inns (LL101)

3:15 pm – 4:45 pm – Jackson & Ginsburg Inns (LL101)

Lawyers negotiate constantly, yet few have had real training with respect to this critical skill. Professor Juni will explore factors and tools that facilitate negotiation success, and can be applied to a variety of negotiation contexts. Students will work on a negotiation exercise to demonstrate the concepts discussed, and show how differently individuals evaluate identical legal situations.

WEEK 5 – SEPTEMBER 17

Critical Professional Skills

Guest speakers, including members of the Inns of Court Professional Development Advisory Council will introduce students to a range of non-cognitive skills that contribute to success and effectiveness as a lawyer. These are critical skills that must be integrated with what students are learning in the classroom. The presentation and follow-on exercises will illustrate the competencies that legal employers – and clients – value beyond grades and journal participation, such as self-awareness, team collaboration, planning and organizing, and communicating professionally. In addition, the program will highlight ways in which students may acquire these skills during their time in law school.

WEEK 6 – SEPTEMBER 24 – NO SESSIONS

WEEK 7 – OCTOBER 1

Real Clients, Real Cases: Practicing Client-Centered Service through Clinical Education

In the GW Law Clinics, students work with real clients on real cases. Under faculty supervision, clinic students learn by going to court, filing briefs, counseling clients, and negotiating business transactions, and in the process, students develop the skills and judgment that prepare them for practice in a wide range of legal employment settings. In this session, clinical faculty will introduce interviewing and fact development skills in a criminal law simulation. In this highly interactive program, students will experience the complex interplay of law and facts and the strategy and innovative thinking that go into fact investigation and case preparation. Students will be able to question someone acting as a client and see if they can uncover all of the relevant facts. At the end of the session, clinical faculty will provide a brief overview of experiential learning opportunities at GW including the 19 clinical programs available to 2Ls and 3Ls.

Jay Inn: Career Connections

Jay Inn students face unique circumstances that can make meeting practicing attorneys challenging. This session aims to provide an early opportunity for Jay students to develop their networking skills and make connections with Jay Inn community members by bringing them together with Jay Inn alumni and upper-level Jay Inn students for an in-person event.

SEGMENT 3: CAREER DIRECTION

WEEK 8 – OCTOBER 8

Self-Assessment: The Key to Finding Meaning, Satisfaction and Happiness in Your Career

This session is a workshop on self-assessment – the necessary first step in the career planning process and the key to finding meaning, purpose and professional satisfaction in life. Self-assessment also provides a framework to navigate all the career and academic choices students must make while in law school. Through a series of hand-on exercise and take-away materials, this program demonstrates that there are many career paths for lawyers and that different people will find different roles and settings rewarding for a variety of reasons, depending on their interests, preferences, and values.

The program is intended to complement and reinforce the counseling available to students in the Career Center. In addition, the Career Center offers workshops throughout the year on resumes, cover letters, informational interviews, interviewing skills, and job searches.

WEDNESDAY, OCTOBER 9 – Academic Excellence Workshop: Midterm Exam Prep

WEEK 9 – OCTOBER 15 – NO SESSIONS (EXAMS & FALL BREAK)

WEEK 10 – OCTOBER 22

Understanding Legal Practice Areas and Settings

This session will provide a high-level overview of the main legal practice areas – litigation, corporate, and regulatory – with real-world perspectives on practice in a variety of settings – private sector, government, non-profit – and with different types of clients. Students will hear about what these lawyers really do day-to-day. The exercises and small group discussion will help students begin the discernment process to rule certain practices in or out and provide a framework for further exploration. The session builds on the previous session on self-assessment and prepares students for the next session on conducting informational interviews.

WEEK 11 – OCTOBER 29

Informational Interviews: Building Professional Relationships

Informational interviews are the most useful way to learn about different areas and types of legal practice, as well as potential internship opportunities. They are also a good way to build a network of professional contacts and gain confidence in interacting with professionals, both of which will be critical to the job search process. In this session, students will have the opportunity to practice informational interviews by having conversations with guest practitioners representing different career paths. The session follows from the previous career-related programs and allows students to continue to explore the diverse contexts in which lawyers work. (Note: This is the last session of Fall semester for the Jay Inn.)

WEEK 12 – NOVEMBER 5 – NO SESSIONS (ELECTION DAY, NO CLASSES)

WEDNESDAY, NOVEMBER 6 – Academic Excellence Workshop: Final Exam Prep

WEEK 13 – NOVEMBER 12 (Full-time students only)

Putting it All Together: The Practicing Lawyer's Perspective on Hiring

In this highly interactive exercise on the hiring process, led by the Career Advisor for each Inn, students will work collaboratively in small groups. They will function as a hiring committee to review applications for an attorney position and then determine whom to interview. While a useful lesson on effective resumes and cover letters that supplements the Career Center's resume and cover letter workshops, this session also allows students to put themselves in the shoes of an attorney and committee member considering the qualities desired in new hires.

This session pulls together the themes of the Inns of Court program this semester: maximizing the law school experience and building professional skills and relationships to become a stronger candidate in the job search process and to develop a meaningful and satisfying career.

BENJAMIN CARDOZO INN OF COURT PROGRAM SCHEDULE
FALL 2024

CARDOZO INN ADVISORS

Staff/Faculty Advisors

Professor Todd Peterson (Lead)
Professor Jonathan Cedarbaum
Dean Elizabeth Ewert
Dean Jason Belk (Dean of Students)
Professor Laurie Kohn (Clinics)
Professor Cori Alonso-Yoder (FL)
Professor Kayonia Whetsone (FL)
Adam Schiappa (Career Center)
Nate Delmar (Library)

Student Advisors

Byron Martinez (Lead)
Alexander Dumm
Mayah Gaines
Isy Kristick
Paula Maza
Ebony Upshaw

MEETING TIMES: Tuesdays, 2:45 - 3:40 pm, Tasher Great Room

**Unless otherwise noted*

SEGMENT 1: PROFESSIONAL IDENTITY FORMATION

WEEK 1 – AUGUST 20

Introduction to the Inns of Court

In this session, students will meet their Advisor Team and be further introduced to the Inns of Court Program. Specifically, students will learn how the weekly Inns of Court sessions (and Foundations of Practice program) will help them develop skills that will help them become successful lawyers. To make the most out of their time in law school and cultivate important skills, students need to be intentional about their career and academic decisions starting now and have a concrete idea about what they hope to achieve during their time here. In small groups, students will share their professional and personal goals and start forming a plan that will help them take responsibility for their own professional development and develop the skills, traits, and values necessary for a meaningful and satisfying career in the law.

WEEK 2 – AUGUST 27

Becoming A Lawyer: Your Professional Identity

In this session, students will get to know the members of their Inn of Court while they begin the process of forming their professional identities as lawyers. Through a series of discussion questions students will explore the relationship between their own values, skills, and interests and the core values and practices of the legal profession. This is the first step towards internalizing a continuous commitment to developing all the professional skills and attributes needed to serve clients, colleagues, and the legal system well.

WEDNESDAY, AUGUST 28 – Foundations of Practice Information Session & Q&A

WEEK 3 – SEPTEMBER 3

Starting On Your Path Toward Legal Employment

In this session you will hear from your Career Center Advisor, with input from your other Inn Advisors, about how to begin your pursuit of legal employment. In the legal profession, getting that first post-graduate job requires more than mastery of your coursework and well-timed thank you notes. It also requires that you gain legal work experience during your time in law school and that you are able to integrate this experience into how you present yourself as a job applicant. This session will focus on what you need to know to get work experience and what you should be considering as you begin to develop your own career strategy.

WEDNESDAY, SEPTEMBER 4 – Academic Excellence Workshop: Course Outlining

SEGMENT 2: BUILDING PROFESSIONAL SKILLS

WEEK 4 – FRIDAY, SEPTEMBER 13

Negotiation Workshop with Professor Robin Juni

Friday, September 13

1:30 pm – 3:00 pm – Cardozo & O'Connor Inns (LL101)

Lawyers negotiate constantly, yet few have had real training with respect to this critical skill. Professor Juni will explore factors and tools that facilitate negotiation success, and can be applied to a variety of negotiation contexts. Students will work on a short negotiation exercise to demonstrate the concepts discussed, and to indicate how differently individuals evaluate identical legal situations.

WEEK 5 – SEPTEMBER 17

Critical Professional Skills

Guest speakers, including members of the Inns of Court Professional Development Advisory Council will introduce students to a range of non-cognitive skills that contribute to success and effectiveness as a lawyer. These are critical skills that must be integrated with what students are learning in the classroom. The presentation and follow-on exercises will illustrate the competencies that legal employers – and clients – value beyond grades and journal participation, such as self-awareness, team collaboration, planning and organizing, and communicating professionally. In addition, the program will highlight ways in which students may acquire these skills during their time in law school.

WEEK 6 – SEPTEMBER 24 – NO SESSIONS

WEEK 7 – OCTOBER 1

Real Clients, Real Cases: Practicing Client-Centered Service through Clinical Education

In the GW Law Clinics, students work with real clients on real cases. Under faculty supervision, clinic students learn by going to court, filing briefs, counseling clients, and negotiating business transactions, and in the process, students develop the skills and judgment that prepare them for practice in a wide range of legal employment settings. In this session, clinical faculty will introduce interviewing and fact development skills in a criminal law simulation. In this highly interactive program, students will experience the complex interplay of law and facts and the strategy and innovative thinking that go into fact investigation and case preparation. Students will be able to question someone acting as a client and see if they can uncover all of the relevant facts. At the end of the session, clinical faculty will provide a brief overview of experiential learning opportunities at GW including the 19 clinical programs available to 2Ls and 3Ls.

SEGMENT 3: CAREER DIRECTION

WEEK 8 – OCTOBER 8

Self-Assessment: The Key to Finding Meaning, Satisfaction and Happiness in Your Career

This session is a workshop on self-assessment – the necessary first step in the career planning process and the key to finding meaning, purpose and professional satisfaction in life. Self-assessment also provides a framework to navigate all the career and academic choices students must make while in law school. Through a series of hand-on exercise and take-away materials, this program demonstrates that there are many career paths for lawyers and that different people will find different roles and settings rewarding for a variety of reasons, depending on their interests, preferences, and values.

The program is intended to complement and reinforce the counseling available to students in the Career Center. In addition, the Career Center offers workshops throughout the year on resumes, cover letters, informational interviews, interviewing skills, and job searches.

WEDNESDAY, OCTOBER 9 – Academic Excellence Workshop: Midterm Exam Prep

WEEK 9 – OCTOBER 15 – NO SESSIONS (EXAMS & FALL BREAK)

WEEK 10 – OCTOBER 22

Understanding Legal Practice Areas and Settings

This session will provide a high-level overview of the main legal practice areas – litigation, corporate, and regulatory – with real-world perspectives on practice in a variety of settings – private sector, government, non-profit – and with different types of clients. Students will hear about what these lawyers really do day-to-day. The exercises and small group discussion will help students begin the discernment process to rule certain practices in or out and provide a framework for further exploration. The session builds on the previous session on self-assessment and prepares students for the next session on conducting informational interviews.

WEEK 11 – OCTOBER 29

Informational Interviews: Building Professional Relationships

Informational interviews are the most useful way to learn about different areas and types of legal practice, as well as potential internship opportunities. They are also a good way to build a network of professional contacts and gain confidence in interacting with professionals, both of which will be critical to the job search process. In this session, students will have the opportunity to practice informational interviews by having conversations with guest practitioners representing different career paths. The session follows from the previous career-related programs and allows students to continue to explore the diverse contexts in which lawyers work. This is the last Jay Inn session of the Fall semester.

WEEK 12 – NOVEMBER 5 – NO SESSIONS (ELECTION DAY, NO CLASSES)

WEDNESDAY, NOVEMBER 6 – Academic Excellence Workshop: Final Exam Prep

WEEK 13 – NOVEMBER 12 (Full-time students only)

Putting it All Together: The Practicing Lawyer's Perspective on Hiring

In this highly interactive exercise on the hiring process, led by the Career Advisor for each Inn, students will work collaboratively in small groups. They will function as a hiring committee to review applications for an attorney position and then determine whom to interview. While a useful lesson on effective resumes and cover letters that supplements the Career Center's resume and cover letter workshops, this session also allows students to put themselves in the shoes of an attorney and committee member considering the qualities desired in new hires.

This session pulls together the themes of the Inns of Court program this semester: maximizing the law school experience and building professional skills and relationships to become a stronger candidate in the job search process and to develop a meaningful and satisfying career.

Tips for Leading Small Group Discussion

Professor Christy DeSanctis

1. Listen, Listen, Listen

The best thing you can do as the leader of a group discussion is **to listen carefully** – to the presentation that precedes the group breakout, if any, and to the responses that the participants in the group provide. Even if you have no chance to prepare for the discussion in advance, your listening skills should enable you to choose one or more opening questions and, thereafter, pick up on thematic threads that you can return to and use to further the discussion.

2. Think Thematically

If you have time to prepare in advance, decide on two or three broad topic areas that you want to cover and/or that you can use as starter questions. Whether you know the speaker's material in advance or only have a basic idea of the agenda for the day, you should be able to identify a few issues that you find interesting or engaging. Start there. Identifying themes in advance (or in the moment) also will sensitize you to comments from the group that touch on these themes. This can help keep the discussion moving (I frequently will say, *e.g.*, "oh, that raises a similar point to X's" You can flag a contrary point too.). I have found that this technique encourages others to join the conversation.

3. Ask Open Ended Questions

Instead of asking, "did you like the speaker's presentation?," ask: "What did you like about the speaker's presentation?." The former can be answered in a word, while the latter is much more likely to lead to a conversation.

4. Ask Follow-Up Questions

"What makes you say that?" "Why do you think that?" "Can you give me an example?" You can offer positive feedback here too: "That is an interesting point; does everyone feel that way?"

5. Be Transparent

I find it useful to be transparent about the group discussion and even the group dynamics if necessary. *E.g.*, Admit any knowledge limitations about the subject(s) being discussed. Or, consider offering a hypothetical impression at the outset of the discussion, labeling it as such: "Listening to the speaker, I wondered if anyone thought X...." I find these rhetorical tactics

encourage others to speak even if they are tentative or uncertain about their own conclusions).

6. Be Nimble

Relatedly – if things don't start off well, I will say, "You are being quiet today; does anyone want to offer an alternative place to begin?" Or, if things are off to a slow start (or stall at any point), you might go around the group (ask each person to identify one thing they learned, for example).

7. Foster a Group Conversation

Rather than respond directly to the first thing that someone says (which can establish a dynamic of Q/A –Q/A or call-response-call-response), I almost never inject my own opinion or answer *initially*, or until at least three or four people have spoken. (So, for example, to any one statement or observation, you can ask "Do you all agree?" "Does anyone see an argument for the opposite?") Try to get the group members to start talking to each other rather than each of them to you in succession. If you can foster a multi-party conversation, you can sit silent for several (many) minutes while the group leads itself.

8. Don't Dominate the Discussion

A few seconds of silence can feel like an hour of time when all eyes are on you. Silence is OK following a question. Not all participants will be on the edge of their seat with an observation, and you want to be sure not to preempt those that take a little longer to pipe up or join in. Even if you are very opinionated about a particular topic, you might want to consider controlling your biases, though not your enthusiasm. You can demonstrate interest with body language (eye contact, head nodding, *e.g.*).

9. Be a Good Observer

In addition to being a good listener, you should also be a good observer of the group's participants, including their body language. You may need to call specifically on people who have not spoken, and you may need to control for any one group participant's domination of the discussion by turning to others or even nicely saying, "Let's hear from someone else."

10. Thank the Group Participants

Offer as much positive feedback along the way for participation in the conversation (not necessarily for any one viewpoint). Be mindful of the time, and end if not with a quick summary of the discussion then by thanking the group members for their collective involvement. End on a good note!

The George Washington University Law School
Inns of Court Professional Development Advisory Council
2024-2025

The Inns of Court program is fortunate to have the advice of a select group of professionals who focus on training attorneys in their organizations. The Council meets regularly to discuss program content related to the development of professional skills—non-cognitive skills that are critical to success in law practice but not typically taught in the law school classroom. Council members also present on this topic and help to recruit attorney volunteers for Inns of Court programs.

- Rachael Bosch, Managing Director, Fringe Professional Development
- JeanMarie Campbell, Esq., Head of Client Development, NA, Baker & McKenzie LLP
- Timothy Henderson, Director of Professional Recruitment and Development, Finnegan, Henderson, Farabow, Garrett & Dunner LLP
- Jeremy Medovoy, Deputy Director, Office of Enforcement, Federal Energy Regulatory Commission
- Don Smith, Chief Talent & Inclusion Officer, Crowell & Moring LLP

Rachael Bosch, Managing Director, Fringe Professional Development, is an advocate for innovative and organizational professional development. After spending more than a decade in legal talent management at some of the world's leading law firms, Rachael founded Fringe Professional Development with the goal of helping people communicate better at work. Rachael works within a variety of professional services firms and startup companies, coaching and training their top talent with her research-backed and neuroscience-based learning techniques. She has developed a unique approach to customized and progressive programming that helps ambitious, high-achieving professionals excel in their careers through improved communication skills. Rachael is certified to evaluate and train teams on the DISC behavioral assessment and the EQi 2.0 emotional intelligence index. She holds a brain-based coaching certification through the NeuroLeadership Institute as well as certificates of Women in Leadership from Cornell University and Mediating Disputes from Harvard Law School respectively. Rachael is an active member and contributor to the Forbes Coaches Council.

JeanMarie Campbell, Head of Client Development for North America at Baker McKenzie, leads the Firm's efforts to enhance its brand and market position. She is responsible for overseeing the Business Development, Marketing and Communications functions for North America, overseeing a team of over 40 business professionals. JeanMarie focuses on client development initiatives through the global, regional and local Client Team Programs at the Firm. She also drives the integration of the industry and practice group "go to market" strategies and as an experienced executive coach, she works closely with the NA leadership team to drive growth and profitability.

Prior to joining Baker McKenzie, JeanMarie was Managing Director at Orrick, Herrington & Sutcliffe, where she spent 4 years and prior to that, she was at Ropes & Gray as a Client Relationship Executive and head of New York strategy for 6 years. She also spent 5 years as a client at AllianceBernstein, a global asset management firm, as the COO of the Legal Department/Chief of Staff to the General Counsel. Prior to AB, JeanMarie spent many years at Akin Gump in the Talent Development space, working on professional development, partner hiring and leadership training. She practiced law for 9 years, both in Mergers & Acquisitions and Restructuring, starting her career at Simpson, Thatcher & Bartlett.

JeanMarie attended Fordham University, where she received her BA in 1986, attended Fordham Graduate School focusing on a Masters in International Relations and received her law degree from New England School of Law in 1991. She received her Diploma in Executive Coaching from NYU, specializing in business development and leadership coaching. She is a mother of three daughters, an avid runner and wife to a very kind and patient husband.

Timothy Henderson has served as the Chief Recruitment & Professional Development Officer at Finnegan since 2011, where he oversees the attorney and student talent management functions for the global IP law firm.

Prior to Finnegan, Tim was Holland & Hart's Director of Recruitment & Professional Development (and for a period time, Interim Director of Marketing). In addition to working as an administrator in AmLaw 200 law firms, Tim served as Assistant Dean of the Career Development Center at the University of Denver Sturm College of Law. He earned his law degree from the University of Kansas School of Law and practiced law for several years in Kansas and Missouri.

Jeremy Medovoy leads and oversees a staff of 170 employees in all aspects of FERC's enforcement program, including investigations, audits, market surveillance, and litigation. Prior to assuming his current position, Jeremy served in various roles in FERC's Division of Investigations, including as Attorney-Advisor, Branch Chief, and the division's Deputy Director. Before joining FERC in 2009, Jeremy practiced law at McDermott Will & Emery LLP where he represented clients in complex commercial litigation and civil and criminal government investigations. Jeremy also served as law clerk to Judge Brook Hedge of the Superior Court of the District of Columbia. Jeremy is a proud graduate of The George Washington University Law School and the University of California, Davis. He lives in Urbana, Maryland, with his wife, Lauren (also a GW Law grad), three daughters, and two golden doodles.

Don Smith has worked in the professional development and diversity fields since 2007 creating strategies and programs to promote talent development, improve diversity, and foster inclusive work environments. As the current Chief Talent & Inclusion Officer for Crowell & Moring LLP, Don leads the firm's talent management initiative, including overseeing associate and counsel recruiting, performance evaluations, associate compensation, training and development programs, mentoring and sponsorship programs, leadership and performance coaching, CLE, and diversity and inclusion efforts. Prior to joining Crowell & Moring, Don was the Director of Professional Development and Diversity at Fried, Frank, Harris, Shriver & Jacobson LLP. Don worked for five years as a corporate attorney in the New York office of Fried Frank and the Washington, D.C. office of Manatt, Phelps & Phillips, LLP, specializing in mergers and acquisitions, private equity, capital markets, and venture capital work. Don received a B.A. from the University of California, Berkeley and a J.D. from Howard University School of Law. Don is a member of the Professional Development Consortium (PDC) and former Chair of its Board of Directors and is also an active member of the National Association of Law Placement (NALP).