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FROM THE LAW SCHOOL

A Report From the Placement Office

by J. David Ash

In recent years the Law School has significantly expanded its placement and career counseling programs for both students and alumni. During the past academic year, the annual On-Campus Recruitment Program was held in which thirty-six local firms and businesses participated. In addition, resumes of University of Baltimore students were solicited by more than seventy other firms ranging geographically from the Washington and Northern Virginia areas, north to New Jersey and New York. It is our hope that with the attraction of our new facility and the increasing interest in University of Baltimore students on the part of many legal employers, these numbers will increase in the near future and will include, not only local firms, but also employers from many of the nation's major cities.

While this program has been successful for many students, the level of competition for employment with these larger firms is very high. To supplement this program, the Law Placement Office continues to stress the importance of working in the legal area during a student's academic career. The Law Clerk Program and the Academic Internship Course offer a student two viable and proven methods of entering the legal profession. The Clerk Program involves the employment of a student by a law firm while attending school. In this capacity a student is exposed to a wide variety of legal matters. Generally, the duties of a law clerk range from researching points of law to preparing documents such as memoranda, interrogatories and pleadings. The Law School has posted over 200 clerking opportunities and enjoys a 79% placement rate.

The Internship Program is similar in substance to the Law Clerk Program; however, rather than being compensated for work completed, students receive academic credit. The program has been very well-received by the legal community with over 1,000 law firms, corporations, government agencies, and judges soliciting interns during the past several years. In addition to their employment potential, both programs provide a student with a valuable educational tool, supplementing the traditional classroom experience with practical legal work.

Recognizing a student's need to explore and understand the many areas of legal employment, the Law Placement Office has held a variety of seminars and panel discussions. The topics range from a general overview of legal employment and the current market outlook to discussions on judicial clerkships and the working environment of different size firms to the non-traditional options of the corporate and financial communities. It is believed that our students are well-informed and have the ability to make constructive career decisions. Additionally, personal counseling in these areas, not only by the Director, but also with the added input of the faculty and alumni, has increased dramatically.

In addition to the seminars and panel discussions referred to above, this year seminars were offered on preparation of resumes, interviewing techniques, and job search methods. Also, a variety of mechanical aids are available for student use. A listing of local law firms, detailing size, area of practice, and contact person, provides students with an excellent tool to begin their job search. The office has available listings of area corporate counsel; a Judicial Clerkship Summary which provides the name, level, application procedures, and academic requirements of every local, state, and federal judge; a guide to the metropolitan area's largest employers; alumni listings; a register of lawyers

by specialty; information regarding government employment; and academic fellowship information. There is also a library made up of over 50 volumes which deal with career planning and self-marketing techniques.

As many of you know, the employment outlook in the legal marketplace is said to be very tight. No longer does the possession of a J.D. degree automatically assure employment—and it is extremely likely that many qualified graduates must wait longer than before to secure a position. We believe, however, that the program described above and the continued involvement of our alumni provide University of Baltimore students with a head start in their career decisions and in discovery of employment opportunities.

The Class of 1981

Employment Survey

No. of Graduates: 238

No. of Survey Respondants: 212

% of Respondants: 89%

No. of Respondants Employed: 205

Legal: 163

*Salary Range of Legally Employed

10,000 - 12,000	14
12,000 - 15,000	14
15,000 - 18,000	26
18,000 - 20,000	19
20,000 - 22,000	36
22,000 - 25,000	31
25,000 - above	15

*Eight people gave no answer

Median Salary 20,000 - 22,000

Type of Legal Employment

Private: 93

Government: 32

Judicial Clerkship: 25

Corporation: 11

Education: 2

Firm size for those in Private Practice

Solo: 4

2-5: 37

6-10: 19

11-20: 18

21-40: 7

41-60: 4

61-more: 4

Of the 42 people indicating that they were not legally employed, 19 had passed the Bar. Eleven made over \$25,000 per year and noted that any legal position acceptable would have to pay comparably. Only 2 people of the total of 8 remaining indicated they were earnestly seeking legal employment.

New Strides In The Intramural Advocacy Program

by Anthony J. Agnone

An integral and significant portion of the skills training curriculum offered at the University of Baltimore School of Law is a multi-faceted moot court advocacy program for its law students. Among such programs are intramural competitions in client counseling, trial advocacy, labor law, international law, patents and copyrights, national moot court and appellate advocacy. Held under the auspices of the Moot Court Board, a select student group, these competitions are designed to give the students an opportunity to nurture the skills necessary for the practice of law. Each program results in the selection of a team of students that is directed by a faculty advisor to represent the Law School in inter-school competitions.

So as to promote the highest possible quality of oral and written advocacy in these competitions, the Moot Court Board was founded some six years ago. Under the guidance of Professor Howard E. Wallin, the Board's role is to offer assistance to all professors serving as faculty coaches/ advisors to any of the intramural competitions. It likewise assists in the design and administration of the intramural competitions, including scheduling the competitive rounds, arranging for the courtrooms, and contacting practicing attorneys and sitting judges to judge oral arguments. New members

of the Board are selected annually on the basis of demonstrated interest and expertise in oral and written advocacy. In the course of this year's school year, the Board was involved in administering seven intramural competitions. Three dealt specifically with the skill of oral advocacy while the other four dealt with a combination of both the oral and written skills. Board members are similarly involved in developing some second semester Legal Skills problems, arranging for judges, and judging ensuing competitions.

In a moot court format, students form two-person teams that may brief a hypothetical appellate case and argue that case before a court composed of attorneys and judges. Teams compete in a single elimination process with the winning teams determined in each round based upon the particular skill being tested.

In the intramural competitions our alumni play a crucial role. Practicing attorneys are called upon to evaluate the research and writing done by students in the preparation of appellate briefs. In addition the attorneys, acting as judges, listen to oral arguments and critique the students on their ability to speak persuasively and respond effectively to questions.

Both the trial advocacy and appellate advocacy competitions provide students with a format to exhibit their skills of oral advocacy. In two of the four appellate competitions, National Moot Court and Appellate Advocacy,

the student is asked to address any area of law while the Patent Law team and International Moot Court teams deal with highly specialized areas.

In the appellate intramural competition, the student/lawyer argues a case before a practicing attorney in a three judge panel. A winner is selected on the intramural level exclusively on demonstrated oral skills as well as ability to deal effectively with the issues presented.

During the trial advocacy competition, law students are given the opportunity to examine witnesses, learn the practical application of the rules of evidence and deal with a jury in a simulated courtroom setting. Here again the practicing attorney plays an integral role in the competitions—acting as the judge, he rules on motions, objections and the final outcome of the competition. He or she then critiques the participants and advises them as to which areas they can improve.

The Client Counseling Competition, which is the newest of the national competitions, is held in a team format. Two law students working as a law firm must elicit from the client "operative facts" as opposed to extraneous information and counsel the client as to the attorney's role in the case and his fee structure. In doing so, the student lawyer gets exposure to a "real client." It also gives students a chance to hone their skill in the proper techniques of for-

