

Innovative Law Schools

Monday November 11 2013

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Graduates are increasingly required to deliver great results for employers from the start, Page 2

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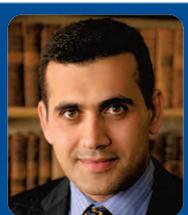
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Video: Santiago Iñiguez, dean of IE Business School, discusses why managers benefit from a multidisciplinary education

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Solutions Case study-based learning, clinics and joint business programmes



give students real-life experience, writes Adam Palin

Firms want graduates with practitioner skills

If you thought that law schools would be immune from the impact of the economic downturn, think again.

As the legal profession scraps for work among increasingly demanding clients who want to hire experienced lawyers, law firms want to recruit graduates who are already fully equipped for practice.

"Many law schools are under pressure by firms for their graduates to deliver value on day one," says Michael Schill, dean of the University of Chicago Law School.

Critics of traditional legal education say there are institutional obstacles to providing students with the requisite skills. "Law schools are stuck in a time warp of research that isn't relevant to legal practice," says Nigel Savage, president of the UK-based University of Law, formerly the College of Law.

"The role of the lawyer is to deliver solutions for their client, not to focus too much on the law itself." Many law schools are failing students – and, by extension, law firms – by not focusing enough on the development of practitioner skills, says Prof Savage.

Matthew Parker, associate dean for graduate programmes at the University of Pennsylvania Law School, recognises the pressure that law schools face. "There is a general clamour in legal education – from inside and outside the academy – for law schools to be more practical."

A way in which a number of top law schools – including Pennsylvania – have sought to introduce students to practical work is by establishing clinics, through which they gain experience by giving pro bono legal advice to real clients.

Take a stand:
'There is a huge need for deeply skilled lawyers who can innovate' Alamy

Stanford Law School in California offers nine clinics, each focusing on a different field of law – ranging from the environment to religious liberty. In the criminal prosecution clinic, students work on cases at the San José superior court under the guidance of prosecutors and professors.

Though voluntary, almost all juris doctor (JD) students participate in a clinic for a term, says Mark Lemley, professor of law at Stanford. Many master of laws (LLM) students also take part. The intensity of clinic practice, which is full-time, gives students "the feel" of work in a law firm, he says.

"Clinical work helps our students develop client-facing skills," says Jason Rudall, manager of the LLM in international law at the Graduate Institute of International and Development Studies. Law clinics at the Geneva-based institution allow students to work with international bodies such as the Association for the Prevention of Torture and the United Nations Conference on Trade and Development.

Case study-based learning is central to the practice-orientated LLM offered by the University of Law. "Our approach is that [legal education] is a professional discipline, not an academic one," says Prof Savage. Degree modules each follow a lawyer's work in response to a given task, from client instructions through to the submission of a final report. The university develops its case studies with law firms.

In addition to applied legal experience, firms prize well-rounded graduates with knowledge across disciplines, particularly business. "One thing our clients consistently say to us is 'if only they were more commercially minded,'" says

'The role of the lawyer is to deliver solutions for their client, not to focus too much on the law itself.'

James Batham, partner and head of innovation at Eversheds, the law firm. Eversheds has partnered with LawWithoutWalls, a programme which brings law and business students together to work on internationally orientated commercial projects. Students from 25 law and business schools – based in 14 countries – participate in the University of Miami-led course that is mostly conducted online.

Participants work in teams to develop a business plan that solves a problem creatively in legal education or practice. All participants attend live online sessions each week, and meet in person at the start and finish of the three-month programme.

For Mr Batham, the global mix of LawWithoutWalls is significant. "Firms are looking for students with an international perspective and a collaborative mindset to work across cultures and languages."

Many law schools themselves collaborate with business schools to deliver professional training and joint degrees.

"If you go back 50 years, a significant percentage of business leaders were law graduates," says Prof Schill. He attributes the decline to the technical skills required of managers today who are traditionally not taught in law school.

Last month, the University of Chicago launched the Doctoroff Business Leadership Programme, which looks to prepare law students to advise, run and create businesses. Professors

from Chicago's Booth School of Business will teach classes to JD students, who earn a certificate on completion.

The programme "adds core business skills to their intellectual toolbox", says Prof Schill. Students will receive mentorship from alumni in business, and may take up summer internships as lawyers in corporations.

Prof Schill says one focus of the programme will be on nurturing non-academic skills that are essential to practice business successfully. "We have heard from alumni and lawyers that it is soft skills that lawyers typically fall down on. Law schools spend virtually no time on soft skills."

This is not, however, to dismiss the importance of developing hard skills.

"As the legal environment changes, there is a huge need for deeply skilled lawyers who can innovate," says Timothy Endicott, dean of the law faculty at the University of Oxford. "To be able to innovate, lawyers need to be equipped with hard legal skills at an advanced level."

Prof Endicott says tutorials, around which the university's graduate law degrees are structured, provide the ideal environment for students to develop these attributes.

It is in these small classes, involving a professor and typically two or three students, that students on the BCL and JMur – for common law and non-common law graduates respectively – practice high-level legal argument and develop advanced expertise in specialist areas, he says.

In contrast to critics of traditional legal education, Prof Endicott sees great merit in students specialising in areas that they will be unlikely to encounter in practice. There will always be demand, he argues, for graduates who have developed legal minds, rather than simply legal skills.

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Innovative Law Schools Master of Laws Listing

Financial Times LLM programme listing 2013

85 of the top Master of Laws providers: schools listed alphabetically by region and country

Law school	Principal country	Language	Law degree or equivalent required	Scholarships offered	Number of LLM programmes	General LLM programme	Specialist LLM programme	Full-time study				Part-time study				New programmes in 2013
								Full-time minimum length (months)	Full-time student intakes	Full-time student numbers 2012-13	Full-time international students 2012-13 (%)	Full-time minimum fees (currency)	Full-time minimum fees	Part-time minimum length (months)	Part-time student intakes	
North America																
McGill University	Canada	English/French	✓	✓	9	✓	✓	18	Sep	62	58%	C\$	5,758			
York University: Osgoode Hall	Canada	English	✓	✓	16	✓	✓	12	Jan, Apr, Sep	38	83%	C\$	5,545	✓	24	Jan, May, Sep
American University, Washington	US	English	✓	✓	3	✓	✓	9	Jan, Aug	172	76%	US\$	48,148	✓	24	Jan, Aug
Boston College	US	English	✓	✓	1	✓	✓	9	Aug	19	100%	US\$	45,000			
Boston University	US	English	✓	✓	5	✓	✓	9	Jan, Sep	179	78%	US\$	45,830	✓	24	Jan, Sep
College of William and Mary: Marshall - Wythe	US	English	✓	✓	1	✓	✓	10	Aug	58	100%	US\$	38,000			
Columbia Law School	US	English	✓	✓	1	✓	✓	10	Aug	250	90%	US\$	57,838			
Cornell University	US	English	✓	✓	1	✓	✓	9	Aug	83	100%	US\$	61,482			
Duke University	US	English	✓	✓	4	✓	✓	9	Aug	107	86%	US\$	52,620			
Fordham University	US	English	✓	✓	6	✓	✓	9	Jan, Aug	161	98%	US\$	50,370	✓	18	Jan, Aug
George Washington University	US	English	✓	✓	11	✓	✓	9	Jan, Aug	201	55%	US\$	42,072	✓	18	Jan, Aug
Georgetown University	US	English	✓	✓	11	✓	✓	9	Aug	396	60%	US\$	50,890	✓	18	Aug
Harvard Law School	US	English	✓	✓	1	✓	✓	10	Aug	188	97%	US\$	55,848			
Indiana University, Bloomington: Maurer	US	English	✓	✓	1	✓	✓	12	Jan, Jun, Jul, Aug	62	96%	US\$	56,199			
Loyola University, Chicago	US	English	✓	✓	7	✓	✓	9	Aug, Sep	113	21%	US\$	32,756	✓	18	Jan, Aug, Sep
New York University	US	English	✓	✓	11	✓	✓	9	May, Aug	460	72%	US\$	54,678	✓	18	Jan, Aug
Northwestern University	US	English	✓	✓	10	✓	✓	9	May, Jun, Aug	144	79%	US\$	56,744	✓	10	Mar, Apr, Aug
Penn State University: Dickinson	US	English	✓	✓	1	✓	✓	9	Jan, Aug	65	95%	US\$	41,088			
SMU: Dedman	US	English	✓	✓	3	✓	✓	10	Jan, Aug	87	86%	US\$	46,519	✓	17	Jan, Aug
Stanford Law School	US	English	✓	✓	3	✓	✓	9	Sep	50	98%	US\$	50,580			
Temple University: Beasley	US	English	✓	✓	5	✓	✓	10	Jan, Aug	165	75%	US\$	25,418	✓	18	Jan, May, Aug
Tufts University: Fletcher	US	English	✓	✓	1	✓	✓	9	Aug	17	89%	US\$	39,618			
Tulane University	US	English	✓	✓	6	✓	✓	10	Jul, Aug	32	53%	US\$	46,930	✓	21	Jan, Aug
University of California, Berkeley	US	English	✓	✓	2	✓	✓	9	May, Aug	250	95%	US\$	52,474			
University of California, Los Angeles	US	English	✓	✓	1	✓	✓	9	Aug	96	92%	US\$	55,500			
University of Denver: Sturm	US	English	✓	✓	2	✓	✓	9	Jan, Aug	30	25%	US\$	32,568	✓	24	Jan, Aug
University of Florida: Levin	US	English	✓	✓	4	✓	✓	9	Jul, Aug	112	24%	US\$	19,224	✓	12	Aug
University of Georgia	US	English	✓	✓	1	✓	✓	10	Aug	6	100%	US\$	38,172			
University of Houston	US	English	✓	✓	6	✓	✓	10	Aug	63	60%	US\$	28,000	✓	36	Aug
University of Illinois at Urbana-Champaign	US	English	✓	✓	1	✓	✓	9	Aug	118	100%	US\$	49,500			
University of Miami	US	English/Spanish	✓	✓	6	✓	✓	12	Aug	105	40%	US\$	44,626	✓	24	Jan, Jul, Aug
University of Michigan	US	English	✓	✓	2	✓	✓	9	Aug	35	100%	US\$	52,825			
University of Minnesota	US	English	✓	✓	2	✓	✓	10	Aug	50	100%	US\$	54,400			
University of Pennsylvania	US	English	✓	✓	1	✓	✓	10	Jul	115	99%	US\$	57,642			
University of San Diego	US	English	✓	✓	5	✓	✓	10	Jan, Aug	57	46%	US\$	35,000	✓	14	Jan, Aug
University of Southern California: Gould	US	English	✓	✓	1	✓	✓	9	Aug	174	100%	US\$	55,100			
University of the Pacific: McGeorge	US	English	✓	✓	3	✓	✓	9	Aug	12	90%	US\$	28,900	✓	16	Aug
University of Virginia	US	English	✓	✓	1	✓	✓	9	Aug	43	17%	US\$	52,900			
University of Washington	US	English	✓	✓	7	✓	✓	9	Sep	114	26%	US\$	34,000	✓	24	Jan, Mar, Sep
Vanderbilt University	US	English	✓	✓	1	✓	✓	9	Aug	44	100%	US\$	47,746			
Latin America																
Fundação Getúlio Vargas	Brazil	English/Portuguese	✓	✓	2	✓	✓	18	Feb	30	3%	R\$	49,500	✓	18	Mar
Europe																
College of Europe	Belgium	English / French	✓	✓	1	✓	✓	10	Sep	90*	97%	€	22,000			
Edhec Business School	France	English	✓	✓	1	✓	✓	10	Sep	51	13%	€	18,000			
Institute for Law and Finance, Goethe University	Germany	English	✓	✓	1	✓	✓	10	Oct	44	90%	€	18,000	✓	24	Oct
Alba Graduate Business School	Greece	English	✓	✓	1	✓	✓	10	Sep	16	0%	€	12,500	✓	16	Sep
University College Dublin: Sutherland	Ireland	English	✓	✓	6	✓	✓	11	Jan, Sep	60	14%	€	8,450	✓	23	Jan, Sep
European University Institute, Florence	Italy	English	✓	✓	1	✓	✓	12	Sep	7	71%	€	0			
University of Luxembourg	Luxembourg	English/French	✓	✓	6	✓	✓	24	Sep	199	77%	€	800	✓	48	Sep
Maastricht University	Netherlands	Dutch/English	✓	✓	9	✓	✓	12	Feb, Sep	514	37%	€	1,771			
Universidade Católica Portuguesa: Católica Global	Portugal	English	✓	✓	2	✓	✓	10	Sep	46	60%	€	12,000			
Esade Law School	Spain	English/Spanish	✓	✓	4	✓	✓	10	Oct	10	0%	€	16,500			
IE Law School	Spain	English/Spanish	✓	✓	8	✓	✓	10	Feb, Oct	275	45%	€	29,200	✓	9	Sep, Oct
ISDE	Spain	English/Spanish	✓	✓	17	✓	✓	12	Rolling	486	65%	€	15,000	✓	12	Rolling
Universidad Pontificia Comillas, ICAE	Spain	English/Spanish	✓	✓	6	✓	✓	12	Sep, Oct	109	13%	€	6,550	✓	24	Sep, Oct
The Graduate Institute, Geneva	Switzerland	English	✓	✓	4	✓	✓	10	Sep	74	98%	Swiss fr	15,000			
University of St Gallen	Switzerland	English	✓	✓	1	✓	✓	18	Jun	23	43%	Swiss fr	29,000			
BPP Law School	UK	English	✓	✓	9	✓	✓	12	Jan, May, Sep	90	80%	£	9,050	✓	24	Jan, May, Sep
City University, London	UK	English	✓	✓	12	✓	✓	12	Sep	140	59%	£	10,000	✓	24	Jan, Feb, Mar, May, Sep
Kings College London: Poon	UK	English	✓	✓	7	✓	✓	12	Sep	361	93%	£	12,600	✓	24	Sep
Kingston University	UK	English	✓	✓	9	✓	✓	12	Jan, Sep	30	92%	£	7,800	✓	24	Jan, Sep
Leeds University	UK	English	✓	✓	11	✓	✓	12	Sep	83	70%	£	7,000	✓	24	Sep
London School of Economics	UK	English	✓	✓	2	✓	✓	12	Oct	250	94%	£	13,128	✓	24	Oct
Nottingham Trent University	UK	English	✓	✓	8	✓	✓	12	Sep	71	72%	£	5,350	✓	24	Sep
Queen Mary, University of London	UK	English	✓	✓	25	✓	✓	12	Sep	510	93%	£	12,000	✓	24	Sep
School of Oriental and African Studies	UK	English	✓	✓	15	✓	✓	11	Oct	89	55%	£	9,265	✓	24	Sep*
The University of Law	UK	English	✓	✓	2	✓	✓	10	Sep	7	43%	£	12,000	✓	15	Jan, Jul

Innovative Law Schools Master of Laws Listing

Law school	Principal country	Language	Law degree or equivalent required	Scholarships offered	Number of LLM programmes	General LLM programme	Specialist LLM programme	Full-time study				Part-time study				
								Full-time minimum length (months)	Full-time student intakes	Full-time student numbers 2012-13	Full-time international students 2012-13 (%)	Full-time minimum fees (currency)	Full-time minimum fees	Part-time minimum length (months)	Part-time student intakes	Part-time student numbers 2012-13
University of Birmingham	UK	English	✓	✓	6	✓	✓	12	Sep	65	40%	£	5,940	✓	24	Sep
University of Cambridge	UK	English	✓	✓	2	✓	✓	9	Oct	250	84%	£	10,548			
University of Glasgow	UK	English	✓	✓	7	✓	✓	12	Sep	82	85%	£	5,000	✓	24	Sep
University of Kent	UK	English	✓	✓	13	✓	✓	12	Sep	125	65%	£	4,950	✓	24	Sep
University of Liverpool	UK	English	✓	✓	4	✓	✓	12	Sep	52	72%	£	10,500*	✓	24	Jan, Jun, Sep, Nov
University of Oxford	UK	English	✓	✓	1	✓	✓	9	Oct	220	69%	£	18,110			
University of Reading	UK	English	✓	✓	16	✓	✓	12	Jan, Oct	70	84%	£	5,500	✓	24	Jan, Oct
University of Sheffield	UK	English	✓	✓	6	✓	✓	12	Sep	33	42%	£	4,990	✓	24	Sep
University of Southampton	UK	English	✓	✓	9	✓	✓	12	Sep	98	91%	£	5,400	✓	24	Sep
University of Surrey	UK	English	✓	✓	3	✓	✓	12	Sep	34*	86%	£	5,735	✓	24	Sep
Asia-Pacific																
University of Melbourne	Australia	English	✓	✓	16	✓	✓	12	Feb, Jul	120	90%	Aus\$	33,600	✓	24	Rolling
University of New South Wales	Australia	English	✓	✓	10	✓	✓	12	Mar, Jul	244	48%	Aus\$	33,120	✓	24	Mar, Jul
University of Sydney	Australia	English	✓	✓	15	✓	✓	12	Rolling	300	20%	Aus\$	38,600	✓	24	Rolling
Chinese University of Hong Kong	China	English	✓	✓	3	✓	✓	12	Sep	176	9%	HK\$	100,800	✓	24	Sep
University of Hong Kong	China	English	✓	✓	7	✓	✓	12	Sep	174	70%	HK\$	88,000	✓	24	Sep
University of Auckland	New Zealand															

Innovative Law Schools Recruitment

Where lawyers learn to think like executives – and vice versa

Hearing David Schizer discuss drilling practices, you might be forgiven for thinking you were talking to an energy executive, not a law professor.

The Columbia Law School dean believes lawyers need to understand business at an operational level, particularly as new industries such as shale energy evolve.

"You want the people who run the organisation to think like lawyers; and you want the lawyers to think like people who run the organisation," he says.

This, he argues, should inform how the law is taught, because graduates often end up not as practising lawyers but running businesses.

For this reason, the school has a close relationship with Columbia University's business school. Together, they offer a joint JD/MBA, taught by professors from both institutions.

Students on the three-year programme earn degrees from both schools, with the first and third years at the law school, and the second at the business school.

"We have mobilised teams of faculty from the law and the business school to develop classes together," says Prof Schizer.

A desire to get disciplines talking to each other was behind the launch in 2011 of the Richman Center for Business, Law and Public Policy.

A clue to another of Prof Schizer's beliefs lies in the inclusion of "public policy" in the title. He says lawyers play a critical role in policy, particularly when it comes to shaping the rules that govern business practices.

"What you want is lawyers who are sophisticated about the underlying technologies and mindful of the incentives being created," he says.

As well as a strong focus on the legal and governance aspects of business, Columbia Law School brings legal teaching to the topic of national security.

Students on the Roger Hertog Program on Law and National Security examine domestic law and national

security from the perspective of lawyers and policy makers.

Running such programmes means hiring faculty with experience of government security departments. Matthew Waxman, the chairman, served at the US State Department, the Department of Defense and the National Security Council.

In one of the national security programmes, the school brings military lawyers into its classes for a year.

"Having someone who has participated in the kind of lawyerly analysis the military does before targeting someone with a drone offers an important perspective," says Prof Schizer.

The ever-shifting nature of national security law means it is critical to keep up to date. "Matthew Waxman says he completely redoes his national security law syllabus every year," says Prof Schizer.

Another change ahead is Columbia University's move to the Manhattanville campus in New York's West Harlem.

While the law school is not moving from its West 114th Street location, the move could provide an opportunity for expansion, says Prof Schizer.

"We hope to pick up some space here from the schools that move north," he says.

Sarah Murray

'We have mobilised teams from the law and business school to develop classes'



Columbia Law School dean David Schizer

Prospects Institutions are working with their students to give



Tougher job hunting for graduates is 'the new normal'

When asked about the job prospects of his students, Robert Schapiro, the dean of Emory Law School, sounds a note of cautious optimism.

"The mood on campus is slowly improving," he says. "Students understand there are employment challenges – there is so much negative publicity around and they came [to law school] with their eyes open. "But people are feeling more positive. Employers are coming back.

"And there is a greater recognition today that we are in partnership with the stu-

dents; that we will work with them to find jobs."

Five years on from the global financial crash and with the effects of the recession that caused the collapse of several high-profile law firms and the loss of thousands of legal jobs still lingering, many firms remain under strain.

For the class of 2012, the employment rate was down to 84.7 per cent, marking the fifth consecutive year of decline, according to the National Association for Law Placement (NALP).

There are some bright spots in an other-

Innovative Law Schools Recruitment

them the skills they need to find jobs, although firms still have to compete for the brightest, says *Rebecca Knight*

Center for Professional Development sponsors regular sessions in which students learn what it is like to work in a small firm, a large corporate firm, as a public interest lawyer, and as a solo practitioner.

The goal, says Mr Shapiro, is to make students feel as though "they are part of the legal profession" from the moment they start school.

The University of Virginia Law School has introduced a hands-on model for helping students find jobs. "Before the recession, there were students who didn't even set foot in our office – they really didn't need to," says Kevin Donovan, the career services dean. "Now, we work with almost every student on almost every facet of his or her job search."

The school also recently launched a five-week non-credit class on professionalism to help students demonstrate to prospective employers that they have the skills "to be put in front of clients early in their careers", says Mr Donovan.

The class provides an overview of the economics of law firms, advice on how to develop a professional network within an organisation and lessons on the preferred style of communication at law firms.

Many schools have also placed a greater emphasis on the law as a career, not just as an academic discipline. Some have hired practitioners to their faculties. Others have developed their clinics, "externships" and pro bono programmes to give students more hands-on experience.

Harvard Law School has increased its outreach "to make [students] more aware

of their options", says Mark Weber, assistant dean for career services. The downturn had only a marginal impact on Harvard Law. In 2010, the school saw a 2 percentage point decline in on-campus hiring. "Our students found jobs, but that doesn't mean it was always easy for them," he says.

"Students have had to be more resourceful," he adds, noting that many graduates considered other markets and geographic locations. "Instead of going to New York first and then ending up in their home town of Cleveland later in their careers, they went to Cleveland first."

"Students must be on top of the situation all the time," he says.

From the recruiting perspective, competition for fresh talent remains stiff.

"The students we recruit tend to have a lot of options," says Mark Fleming, a litigation partner at WilmerHale and chair of the firm's Boston hiring committee. "They are at the top of their class and they have a lot of experience."

Mr Fleming notes that schools appear to demand more professional experience from their applicants before they even arrive on campus. At least in theory, this work experience sends a signal to employers that they understand what is expected of them.

"We are certainly seeing a lot more instances of students having some work experience between college and law school."

"Either they've been a paralegal, worked at an investment bank, or worked in a government office. It seems to be a deliberate admissions decision."

Learning the lesson: in preparing to find work, students have to be 'more resourceful and must be on top of their game all the time'

Alamy

wise bleak picture. For example, this class found more jobs in private practice than the previous class. And their median starting salaries rebounded somewhat, reflecting the greater availability of jobs with the biggest law firms – those that pay the highest salaries – than had been available for the previous class.

This is the "new normal", according to James Leipold, executive director at NALP. "Recruiting prospects have not returned to anything like what they were before the recession, nor are they likely to," he says.

Not only are there fewer jobs, there are also fewer resources to train young talent. Increasingly, firms seek candidates who have prior experience or specialised knowledge in a particular area, such as intellectual property.

"The nature of the legal practice is changing. It's more global. It's more complex. Firms want lawyers who know more [when they come in]," says Mr Shapiro.

"In the past, firms wanted to hire bright young people and they would provide that last bit of education. But now there's not the money to do that."

In response, many schools have expanded the career services they offer to students both to both deepen their legal knowledge and help them chart a path that suits their personality.

At Emory, for example, the school's

'Students understand that there are employment challenges. But people are feeling more positive'



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Profile

Elizabeth Youngkin

Charlotte Clarke talks to an LLM graduate about the virtues of the entrepreneurship programme

Elizabeth Youngkin is a graduate of the law and entrepreneurship LLM programme at Duke University School of Law in the US, which she applied for straight after a juris doctor (JD) degree at the University of Pittsburgh. During her second semester, she did an internship at Clinipace, a venture-backed clinical research organisation, in its start-up phase. After graduating in 2012, she joined the Clinipace legal team full time and played her part in the acquisition of Paragon Pharmaceuticals, a California-based contract research organisation.

What inspired you to study for an LLM?

While working as a pathology technician at the University of Pennsylvania, I took some healthcare business and law classes at the Wharton School. I loved the subject matter, and thought I would enjoy working in that field.

How did your LLM at Duke compare with your JD degree?

The LLM teaching method was practical and hands-on, giving you real world problems to solve as if you were a practising attorney. The programme offered a diverse, cross-disciplinary experience. Students worked with business, engineering and science students to solve business and legal problems. Unlike my JD, which was geared toward learning legal rules, the goal of the LLM programme is to go into the community and connect with entrepreneurs, scientists and other attorneys.

What is the best advice given to you by a professor?

I received two great pieces of advice. Firstly, do not be afraid to take calculated risks; playing it too safe will not get you far in business and entrepreneurship. And, if you are going to start a new business, you should focus only on that business and not have a fall back. Starting a new business is tough and it is much easier to give up on your idea if there is a plan B.

What is your biggest lesson learnt?

To not constantly think of all the potential pitfalls that may arise from a new idea. As an attorney you are trained to think of all the things that can go

'If I could do it all again I would have taken chances earlier on in life with a business venture'



Elizabeth Youngkin: 'No need for Plan B'

wrong or why an idea will never work. It can be paralysing. My biggest successes came from those times when I was so naive that I didn't even realise there were 50 reasons why I would fail.

What advice would you give to women at law/business school?

Have confidence in your abilities. You really are more capable than you think. Also, find a business partner with a different background, thought process, or skill set than yours to help generate new ideas that you may never have thought of otherwise. Lastly, find a business partner that you would trust your child or beloved pet with because your business is your baby.

If you could do it all again what would you do differently?

I would have taken more chances earlier on in life and ploughed ahead with a business venture that I was passionate about, even if it was not bulletproof. I would have ignored the naysayers and forced myself to not fear the unknown.

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