



HASTINGS
COLLEGE
OF THE LAW

**EDUCATIONAL POLICY
COMMITTEE MEETING**

May 12, 2016



NOTICE OF MEETING

The Educational Policy Committee of the University of California Hastings College of the Law Board of Directors will meet on Thursday, May 12, 2016.

EVENT: Meeting of the University of California,
Hastings College of the Law Board of Directors
Educational Policy Committee

DATE: Thursday, May 12, 2016

PLACE: UC Hastings College of the Law
A. Frank Bray Board Room
1-Mezzanine
198 McAllister Street
San Francisco, CA 94102

STARTING TIME: 9:00 a.m.

AGENDA: See Attached

This notice is available at the following University of California, Hastings College of the Law website address: <http://www.uchastings.edu/board>

For further information please contact Elise Traynum, Secretary of the Board of Directors, 198 McAllister Street, San Francisco, CA 94102, (415) 565-4851. You are encouraged to inform Ms. Traynum of your intent to speak during the public comment period 72 hours in advance of the meeting.

The University of California, Hastings College of the Law subscribes to the Americans with Disabilities Act. If you need reasonable accommodation, please contact the Secretary's Office by 10 a.m. on Monday, May 9, 2016, for accommodations.



**UNIVERSITY OF CALIFORNIA
HASTINGS COLLEGE OF THE LAW
EDUCATIONAL POLICY COMMITTEE**

OPEN MEETING AGENDA

Thursday, May 12, 2016
9:00 a.m. to 10:15 a.m.
UC Hastings College of the Law
A. Frank Bray Board Room
198 McAllister Street, 1-Mezzanine
San Francisco, California 94102

1. Roll Call

Chair Marci Dragun
Director Claes Lewenhaupt
Director Mary Noel Pepys
Director Chip Robertson
Director Sandi Thompson

2. Public Comment (Oral)
- *3. Approval of Meeting Minutes - February 11, 2016 (Written)
4. Report of Provost & Academic Dean Elizabeth L. Hillman
- 4.1 Experiential Programs and Strategy Update. Associate Dean for Experiential Learning, Nancy Stuart (Written)
- 4.2 JD Admissions Update for Class of 2019; Retention Efforts. Senior Assistant Dean June Sakamoto (Written)
- 4.3 Graduate Employment & Career Update. Assistant Dean Sari Zimmerman (Written)
- 4.4 Update on Faculty Retreat, Bar Passage Programs and Academic Support (Oral)
- 4.5 Other Informational Items, Including Academic Programs and Student Services (Oral)
- *5. Adjournment

EDUCATIONAL POLICY COMMITTEE MEETING

Roll-Call

Here Absent

- | | | |
|--------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Chair Marci Dracun |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Claes Lewenhaupt |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Mary Noel Pepys |
| <input type="checkbox"/> | <input type="checkbox"/> | Director Chip Robertson |
| <input type="checkbox"/> | <input type="checkbox"/> | Sandra Thompson |

Start time: _____:_____ a.m.

EDUCATIONAL POLICY COMMITTEE

Public Comment Period

This item is reserved for members of the public to comment on non-agenda and agenda items.

EDUCATIONAL POLICY COMMITTEE MEETING

ACTION ITEM: Approval of Minutes: February 11, 2016



**UNIVERSITY OF CALIFORNIA
HASTINGS COLLEGE OF THE LAW**

EDUCATIONAL POLICY COMMITTEE

MINUTES SUMMARY

February 11, 2015 –10:00 a.m.

UC Hastings College of the Law
A. Frank Bray Board Room, 1-Mezzanine
198 McAllister Street,
San Francisco, California 94102

1. ROLL CALL

Chair Marci Dragun called the meeting to order at 10:00 a.m. and the Secretary called the roll.

Committee Members Present in Answer to Roll Call

Chair Marci Dragun
Director Claes Lewenhaupt
Director Mary Noel Pepys
Director Chip Robertson
Director Sandi Thompson

Staff Present:

Acting Chancellor & Dean David Faigman
Associate Academic Dean Jeff Lefstin
Acting Director of Communications Alex Shapiro
General Counsel Elise Traynum
Provost & Academic Dean Elizabeth Hillman
Chief Financial Officer David Seward
Senior Assistant Dean of Enrollment Management
June Sakamoto

2. Public Comment

Chair Marci Dragun opened the Public Comment Period. Hearing no requests from the public to speak, Chair Dragun closed the Public Comment Period.

3. Approval of Meeting Minutes – November 12, 2015

Chair Marci Dragun called for approval of the November 12, 2015, Minutes. Hearing no corrections, the Minutes were approved and ordered filed as distributed.

4. Report of the Associate Academic Dean

Associate Academic Dean Jeff Lefstin was introduced by Provost & Academic Dean Elizabeth Hillman. Associate Academic Dean Jeff Lefstin spoke about efforts on bar passage, including messaging, counseling, directing students to academic support, and the critical studies program. He noted another major goal is to help students assume ownership and responsibility for their professional development, rather than their being passive consumers. He reported that one model under discussion is a model pioneered by George Washington University Law School, which involves an integrated system of student advising, location development, and community building.

5. Report of Provost & Academic Dean

5.1 Initial assessment of flexible JD option, Professor David Levine and Senior Assistant Dean June Sakamoto

Professor David Levine introduced the work of the flex-time committee, staffed by Jennifer Dunn, Michael Salerno, Clark Freshman, Joel Paul, and David Levine. He noted data is expected soon from BRCOE, and if the data is promising, a proposal will be the next step. Provost & Academic Dean Elizabeth Hillman then spoke about efforts to integrate market research into program development in academics. One of the priorities in these efforts is generating increased demand for the JD. She noted the ideal package will likely be a combination of some residential and some online education. She noted BRCOE has done online degree development across the UC. UCSF is also a partner in this effort. BRCOE is funding the start-up costs for the new degree program.

Provost & Academic Dean Elizabeth Hillman presented the report containing the quantitative analysis. She went through the slides, one by one, explaining the findings in detail and the significance to future planning, including flexible degree programs, partially on-line programs, and the possibility of rolling admissions and part-time enrollment. She highlighted the number of schools that are already implementing all these changes and the market demand for them. Flexibility is especially critical in today's market. Responding to a question about whether top faculty will be recruited for online courses, Provost & Academic Dean Elizabeth Hillman reported that the intention is to garner such support for the program, but that it is too soon to gauge the level of commitment from faculty. Acting Chancellor & Dean David Faigman added that there is a learning curve for online education for many faculty and administration who were not educated in such an environment. Discussion ensued about some of the requirements,

details, strengths, and limitations of the programs, as well as what should be the expectations in undergoing such a program.

Provost & Academic Dean Elizabeth Hillman further highlighted evidence that such a program may be an avenue for the school to recruit higher-metric students. She also noted that the current and future students envision portfolio careers, where they will need a partner throughout their careers to help provide education at different points in time, while they transition from one employer to another, or from one sector to another. Acting Chancellor & Dean David Faigman also spoke to the benefit of being able to offer students a variety of programmatic options.

5.2 Admissions and Retention Plans, Sr. Assistant Dean Sakamoto

Senior Assistant Dean of Enrollment Management June Sakamoto spoke to the status of the applicant pool, including the decline of the African-American applicant pool. Senior Assistant Dean of Enrollment Management June Sakamoto noted that the median LSAT of the class matriculated this year was 159. She also described how financial aid packages are being determined, which is based on the statistics of the previous class, and she noted that the incoming class is receiving substantial offers. Also noted is that students are applying to fewer schools now than previously. Senior Assistant Dean of Enrollment Management June Sakamoto spoke about the tech-savvy nature of current students and the need for messages to be mobile-friendly and deliverable through a variety of media. She described videos that were created recently with key faculty.

Finally, Senior Assistant Dean of Enrollment Management June Sakamoto discussed retention, reporting that she and Dean of Student Services Rupa Bhandari met with current 2Ls and 3Ls who transferred to UC Berkeley in focus groups to see what it was that made them think about transferring, and that those students reported having a very positive experience at UC Hastings. Their choice to transfer was based on having the opportunity to transfer to a higher-ranked school that does not require them to physically move or change their lives at all. Senior Assistant Dean of Enrollment Management June Sakamoto also noted that community and faculty connection to students is important to retention. In that spirit, a faculty-student mixer is being held in the Sky room, and other efforts to help build faculty-student connections. Senior Assistant Dean of Enrollment Management June Sakamoto discussed and reported on other retention efforts.

5.3 Update on Bar Passage Efforts

Provost & Academic Dean Elizabeth Hillman provided the update on bar passage efforts. She noted that bar passage efforts encompass every part of academic operations at UC Hastings, including include reducing class size, dramatically raising the GPA threshold for continuation, reducing the number of disqualified students who are admitted, and increasing the percentage of credentials-based aid, as opposed to need-based aid, in the award of state financial aid data. Provost & Academic Dean Elizabeth Hillman discussed other efforts to improve bar passage, including integrating bar essay questions into the classes, increasing the emphasis on academic advising for those students who are in bar

classes, increasing the use of closed-book examinations, and working directly with professors on how they can incorporate Bar-style teaching into their curriculum.

Provost & Academic Dean Elizabeth Hillman discussed a number of other efforts underway. For example, she reported on the tightening of the exam-rescheduling policy, and she reported that student writing is being flagged for additional writing support where appropriate. She discussed possibly adding a baby Bar and boot camp, and extra-curricular programming, such as orientation presentations in legal analysis skills, exam preparation, and professionalism training. Finally, she noted faculty need to do more to step up, as many have stepped up to assist with Bar pass curriculum by giving lectures that have been recorded and offered live on a number of topics as refreshers for students.

Acting Chancellor & Dean David Faigman added to the discussion on these and other efforts that are under consideration, and he spoke to the significance and challenges in implementing some of these measures. He also noted that discussions are underway with schools whose students have lower metrics but higher bar passage rates to gain information about some of the more successful strategies they have employed in that regard.

5.4 Update on Library and Technology Reorganization

Provost & Academic Dean Elizabeth Hillman reported on library and technology reorganization. She spoke to the qualifications of the incoming Library Director, Camilla Tubbs, who will be coming from the University of Maryland Law School, where she had a similar position. She spoke to the many changes in the Library and technology department and what the goals are in moving forward.

5.5 Other Informational Items, Including Academic Programs and Student Services

Provost & Academic Dean Elizabeth Hillman noted no further items for discussion.

6. Adjournment

There being no further business to come before the Board of Directors, the Open Meeting was adjourned at 10:45 a.m.

Respectfully submitted,

Elise K. Traynum, Secretary

REPORT ITEM

1. **REPORT BY:** Associate Dean for Experiential Learning, Nancy Stuart
2. **SUBJECT:** Experiential Programs and Strategy Update
3. **REPORT:** Written Report.

Experiential Learning

May 12, 2016



UC HASTINGS

COLLEGE OF THE LAW

EST. 1878

New ABA Experiential Requirement

Applies to Class of 2019 - Standard 303. CURRICULUM

- (a) A law school shall offer a curriculum that requires each student to satisfactorily complete at least the following...
 - (3) one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature and must:
 - (i) integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in Standard 302;
 - (ii) develop the concepts underlying the professional skills being taught;
 - (iii) provide multiple opportunities for performance; and
 - (iv) provide opportunities for self-evaluation.



Standard 304. SIMULATION COURSES

- (a) A **simulation course provides substantial experience not involving an actual client**, that
 - (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, and
 - (2) includes the following:
 - (i) direct supervision of the student's performance by the faculty member;
 - (ii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
 - (iii) a classroom instructional component.

Standard 304 LAW CLINICS

- (b) A law clinic provides substantial lawyering experience that
 - (1) involves one or more actual clients, and
 - (2) includes the following:
 - (i) advising or representing a client;
 - (ii) direct supervision of the student's performance by a faculty member;
 - (iii) opportunities for performance, feedback from a faculty member, and self-evaluation; and
 - (iv) a classroom instructional component.



Standard 304 – Field Placements (Externships)

(c) A field placement course provides substantial lawyering experience that (1) is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a setting outside a law clinic under the supervision of a licensed attorney or an individual otherwise qualified to supervise, and (2) includes the following:

(i) direct supervision of the student's performance by a faculty member or site supervisor;

(ii) opportunities for performance, feedback from either a faculty member or a site supervisor, and self-evaluation;

(iii) a written understanding among the student, faculty member, and a person in authority at the field placement that describes both (A) the substantial lawyering experience and opportunities for performance, feedback and self-evaluation; and (B) the respective roles of faculty and any site supervisor in supervising the student and in assuring the educational quality of the experience for the student, including a clearly articulated method of evaluating the student's academic performance;

Standard 304 – Field Placements, cont.

- (iv) a method for selecting, training, evaluating and communicating with site supervisors, including regular contact between the faculty and site supervisors through in-person visits or other methods of communication that will assure the quality of the student educational experience. When appropriate, a school may use faculty members from other law schools to supervise or assist in the supervision or review of a field placement program;
- (v) a classroom instructional component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection;
- (vi) evaluation of each student's educational achievement by a faculty member; and
- (vii) sufficient control of the student experience to ensure that the requirements of the Standard are met. The law school must maintain records to document the steps taken to ensure compliance with the Standard, which shall include, but is not necessarily limited to, the written understandings described in Standard 304(c)(iii).

	Units total (class/fieldwork)	Enrollment Capacity	Litigation	Policy/Legis	Transactional	ADR
Clinics						
Community Group Advocacy, Social Change Lawyering	6 (2/4)	8	x	x		
Community Economic Dev.	8 (4/4)	8		x	x	
Criminal Practice	12 (4/8)	24	x			
Environmental	6 (2/4)	15	x	x		
Immigrants' Rights	6 (2/4)	6	x	x		
Individual Representation	8 (4/4)	12	x			
Lawyering for Children	6 (2/4)	6				
Legislation	13 (5/8)	12		x		
Liberty, Security & Technology	6 (2/4)	8	x	x		
Local Government	5 (1/4)	16		x	x	
Mediation	6 (3/3)	14				x
Med Legal Partnership Seniors	6 (2/4)	8			x	
Refugee and Human Rights	6 (2/4)	8-Jan	x	x		
Social Enterprise & Economic Empowerment	6 (2/4)	8			x	
Workers' Rights	3 (1/2)	10	x			



Externships	Units total (class/fieldwork)	Litigation	Policy/Legis	Transactional	ADR
UCDC (full time – Washington DC)	13 (3/10)	x	x	x	x
ADR Externship	5 (1/3-4)				x
Judicial Externship	10 (1/3-9)	x			x
Legal Externship	5 (1/3-4)	x	x	x	x
Start Up Legal Garage (year long)	BioTech Module 10 (5 per semester) Startup Tech Module 8 (4 per semester)			x	
Lawyers for America (full time externship)	12 (4/8 per semester)	x	x		



UC Hastings – Poised for Implementation

Current Graduation Requirement – Academic Reg. 704

Each student shall complete one or more courses (minimum of 2 units) focusing on development of professional skills.

Class of 2013 – 376 graduates

80% of graduates completed 6 or more units in skills courses

64% of graduates completed 9 or more units

29% of graduates completed 15 or more units

Class of 2014 – 404 graduates

87% of graduates completed 6 or more units in skills courses

69% of graduates completed 9 or more units

30% of graduates completed 15 or more units

Class of 2015 – 308 graduates

85% of graduates completed 6 or more units in skills courses

66% of graduates completed 9 or more units

26% of graduates completed 15 or more units

REPORT ITEM

1. **REPORT BY:** Senior Assistant Dean June Sakamoto
2. **SUBJECT:** JD Admissions Update for class of 2019;
Review Retention Efforts
3. **REPORT:** Written Report.

Enrollment Management Update

May 12, 2016
Ed Policy Meeting



UC HASTINGS

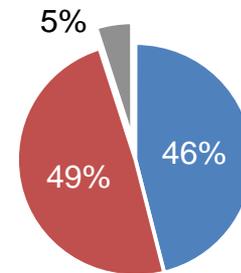
COLLEGE OF THE LAW

EST. 1878

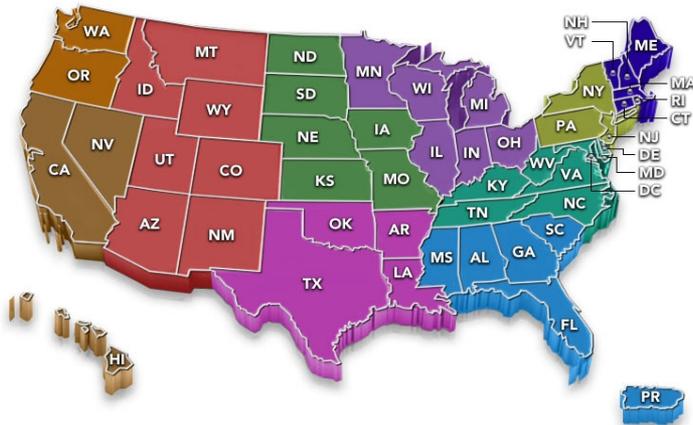
National Applicant/Application Update*

Region	# of Law Schools	Applicant		Application	
		#	% change	#	% change
Midsouth	33	6,124	3.2%	62,133	2.3%
Northeast	26	8,045	2.1%	57,264	2.4%
Far West	23	6,614	1.2%	49,353	-0.3
Great Lakes	33	6,108	-0.3%	45,594	-0.3%
Southeast	28	6,867	-1.2%	29,904	2.9%
New England	15	2,292	5.5%	28,356	6.6%
...
TOTAL	206	50,130**	1.0%	325,833	0.7%

National Application Volume*



■ Increase ■ Decrease ■ No Change

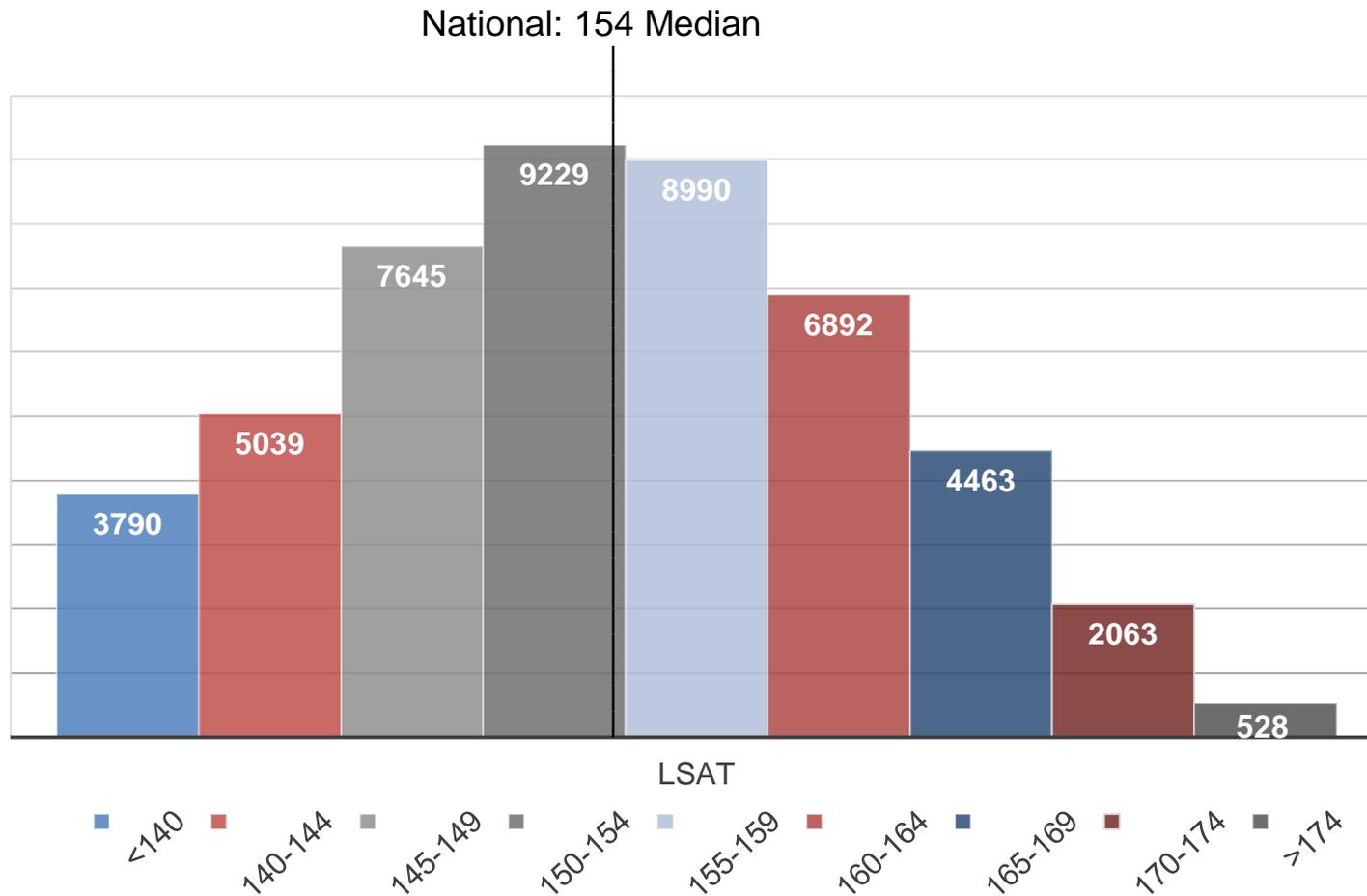


National Applicants	#	% change
Female	26,145	3.8%
Male	23,911	-1.2%
Caucasian/White	31,772	1.5%
Black or African American	6,984	-3.7%
Hispanic/Latino	6,412	7.5%
Asian	5,313	2.3%

*Data from LSAC (as of April 15, 2016).

**Last year, at this time LSAC had 89% of the preliminary final applicant count by April 17.

National LSAT (2015-16 Applicants)*

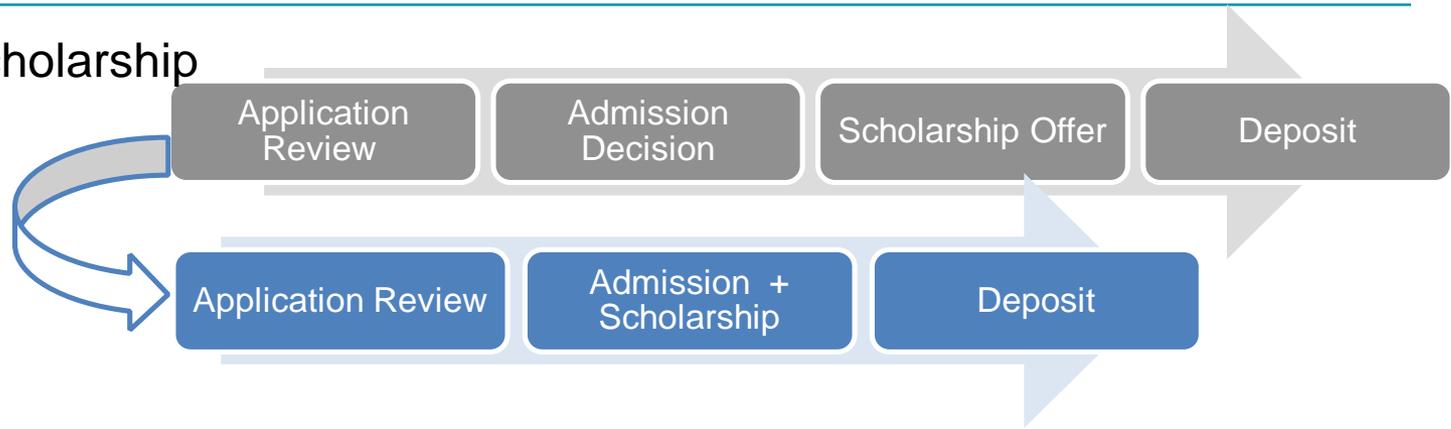


*Data from LSAC (as of April 15, 2016).

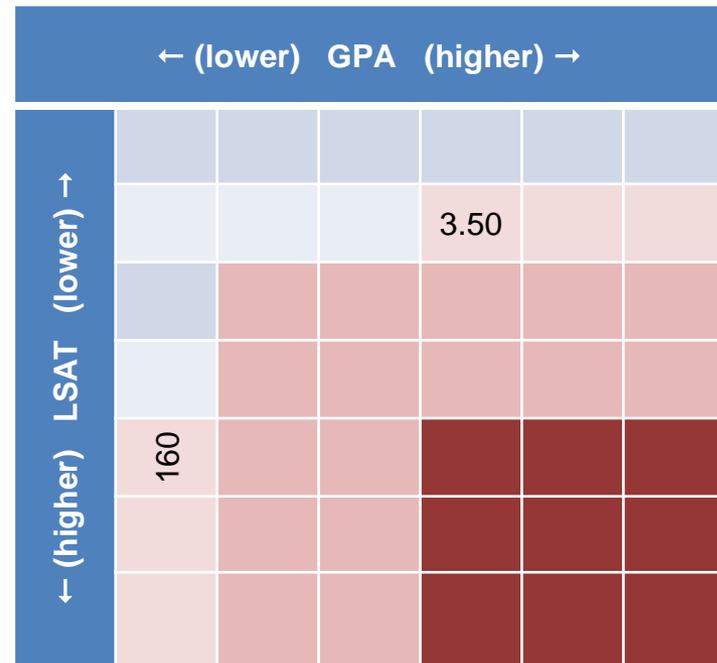


Admissions Strategy Changes

- Offer + Scholarship



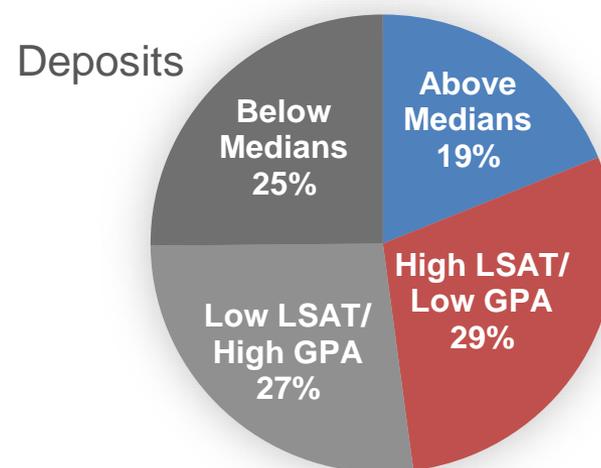
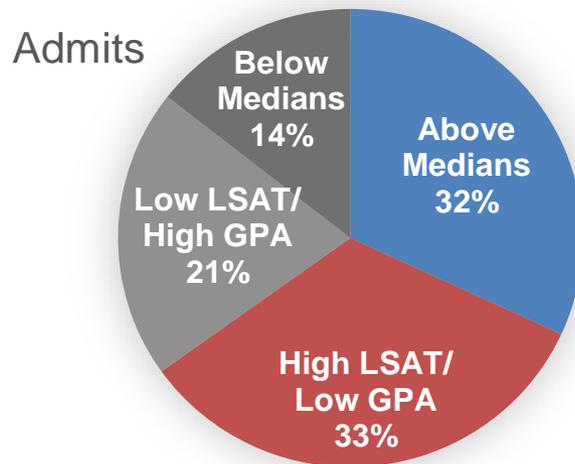
- Competitive Scholarship Offers
- Less Waitlist Work
- Coordination with Student Services
- Coordination with Advancement



UC Hastings Applicants and Depositors*

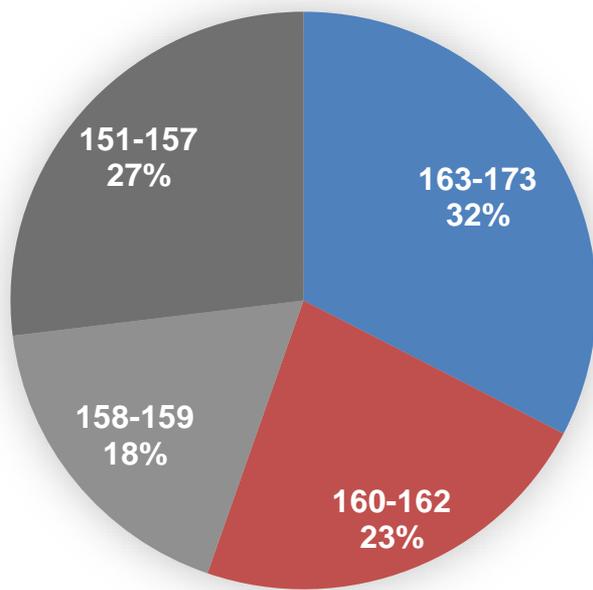
		Current		2015		2014		2013	
Total Applicants		3412		3613		3118		3948	
Applicants by LSAT / GPA	75%	160	3.62	161	3.61	162	3.64	162	3.65
	50%	156	3.34	156	3.37	158	3.40	158	3.42
	25%	151	3.05	151	3.06	152	3.11	153	3.13
Depositors		334		311		301		144	
Depositors by LSAT / GPA	75%	161	3.65	162	3.67	162	3.67	163	3.73
	50%	158	3.47	159	3.52	160	3.48	160	3.56
	25%	156	3.24	155	3.33	156	3.27	156	3.35

*As of 4/25/16



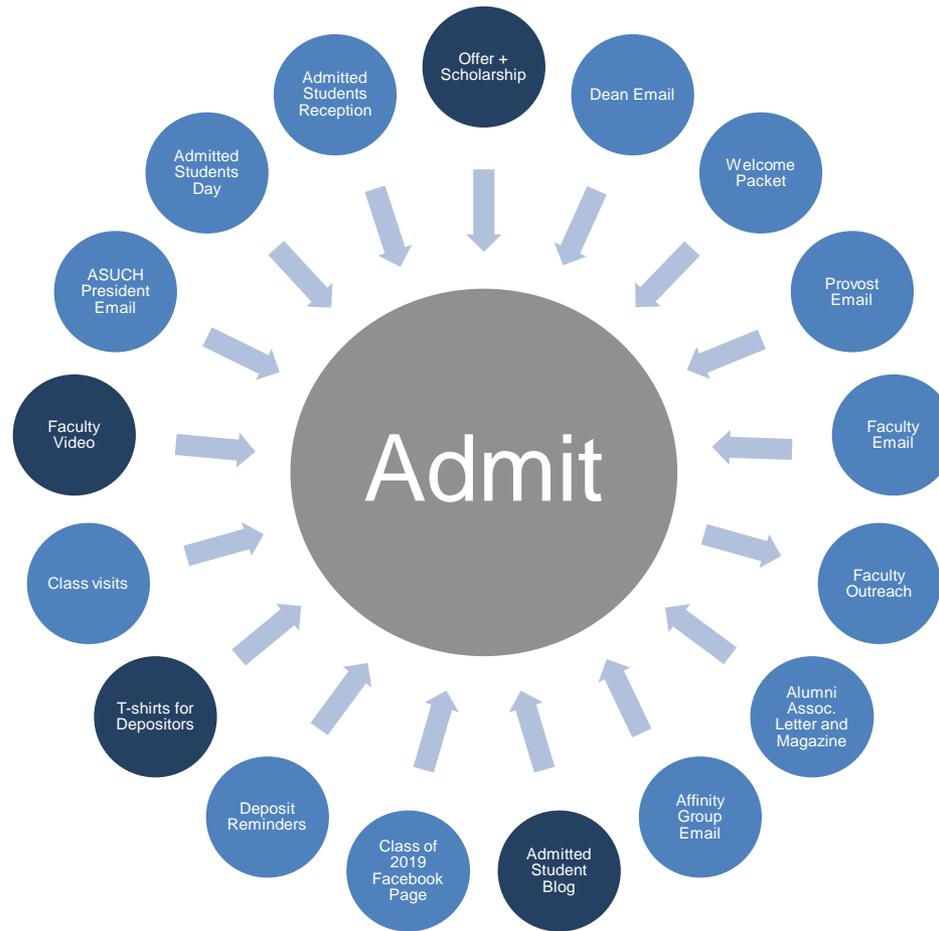
Challenges

School	rank
UC Irvine	30 → 28
UC Davis	31 → 30
UC Hastings	59 → 50
Loyola LA	75 → 65
Pepperdine	52 → 65
USD	71 → 74



# of Asks	LSAT	Avg UPGA	Competing Schools
46	163-173	3.36	Davis - \$37K (14) Irvine - \$30K (4) Loyola - \$33K (6) Pepperdine - \$40K (6) USD - \$26 (2) GGU - Full (2)
32	160-162	3.24	Loyola - \$36 (16) Pepperdine - \$37K (7) USD - \$32K (4) USF - Full (3) GGU - Full (1)
25	158-159	3.56	Davis - \$24K (4) Loyola - \$34K (14) Pepperdine - \$38K (4) USD - \$28K (5) USF - \$40K (3)
38	151-157	3.57	Irvine – 30K (1-151) Loyola - \$30K (3) USD - \$31K (5) USF - \$36K (10)
141	151-173	3.44	\$31,827

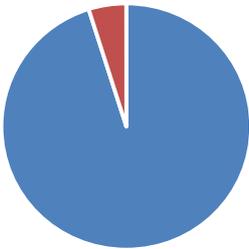
Yield Strategy



Retention

	2009 Start	2010 Start	2011 Start	2012 Start	2013 Start	2014 Start
Starting Class Size	461	369	403	310	322	313
Transfers Out	24	18	22	22	38	43
% of class	5.2%	4.9%	5.5%	7.1%	11.8%	13.7%
Transfers In	24	22	32	28	26	20
Net	0	+4	+11	+4	-11	-23

2010 Start



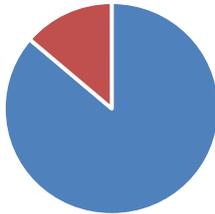
■ Stayed ■ Transferred Out

2012 Start



■ Stayed ■ Transferred Out

2014 Start



■ Stayed ■ Transferred Out



Retention Plan + Ask #2

Honor Society

Top 15% Rising 2L Class
Top 15% Rising 3L Class

High Performing Fall 1Ls

Earned 1 A+ or A
Earned 2 A-s

High Performing Fall 1Ls

Faculty Email

Honor Society

AD's Email

Scholarship

Faculty Mentor

Young Alum
Summer
Event

Fall Induction
Ceremony

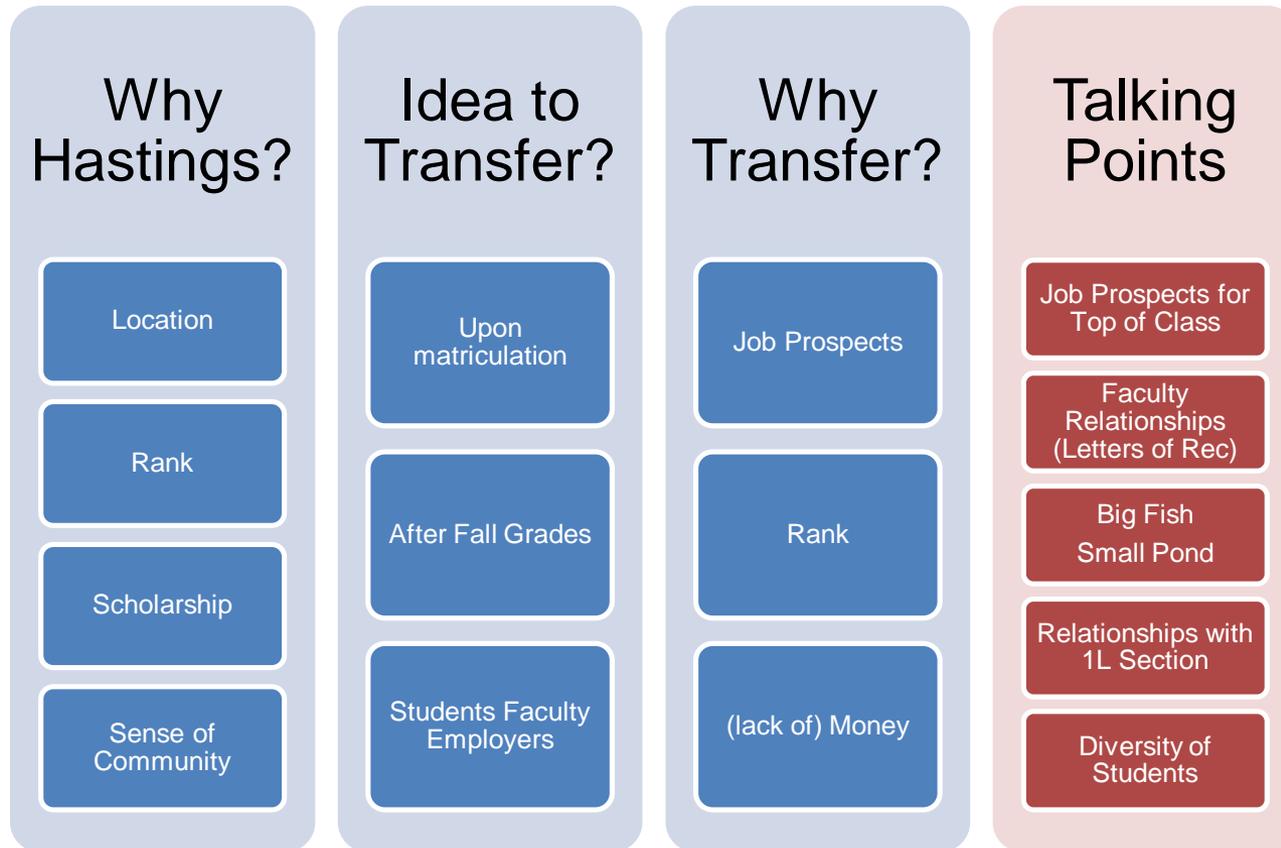
Chancellor's
Reception

Young Alum
Spring Event

Honors
Luncheon

Transcript
Notation
Comm't
Program

Transfer Out Focus Group Summary



REPORT ITEM

1. **REPORT BY:** Assistant Dean Sari Zimmerman
2. **SUBJECT:** Graduate Employment & Career Update
3. **REPORT:** Written Report.

Class of 2015: Analysis of Employment Statistics

SUMMARY: Our employment numbers increased fairly significantly this year. Our overall employment rate increased from 76% in 2014 to 84.7% for the Class of 2015. Given the bar pass number for the Class of 2015, this represents a strong showing. In addition, the percentage of full-time, long-term employed with Bar Passage Required or JD Advantage jobs (the category to which US News gives the highest weight) went up as well, from 59% for the Class of 2014 to 65.5% for the Class of 2015. As class sizes shrink across the country, many experts predicted that employment rates would go up. At a class size of 308, the Class of 2015 is significantly smaller than in the past five years (402 in 2014, 373 in 2013, 443 in 2012, and 411 in 2011).

U.S. News updates its placement methodology almost every year. The excerpt below explains their current weighting system:

Placement success (weighted by 0.20)

Placement success was calculated by assigning various weights to the number of grads employed in 43 of these different types of post-J.D. jobs, employment statuses and durations.

*Full weight was given for graduates who had a full-time job not funded by the law school or the university that lasted at least a year and for which bar passage was required or a J.D. degree was an advantage. **Many experts in legal education consider these the real law jobs** (emphasis added).*

Less weight went to full-time, long-term jobs that were professional or nonprofessional and did not require bar passage; to pursuit of an additional advanced degree; and to positions whose start dates were deferred. The lowest weight applied to jobs categorized as both part-time and short-term and those jobs for which a law school was unable to determine length of employment or whether they were full time.

For the second consecutive year, U.S. News discounted the value of jobs held by graduates that were funded by the law school or the university.

Full-time jobs lasting at least a year for which bar passage was required or a J.D. degree was an advantage did not receive full weight in the calculations if they were school- or university-funded. All other types of jobs, which already receive less weight in the rankings calculations, were further discounted if they were funded by the law school or university.

The actual discount rates were unchanged from last year for jobs funded by the law school or the university.

All these weighted figures were divided by the total number of 2014 J.D. graduates. They were used in the ranking formula only and are not published.

The analysis below discusses many of the core categories which we track for our graduates.

UNEMPLOYED AND START DATE DEFERRED: We have two graduates in this category. Both have amazing full-time, long term jobs lined up—one at the Santa Clara Superior Court to start in April 2016 and the other as a Tax Consultant at KPMG.

UNEMPLOYED AND NOT SEEKING: Two graduates reported to us that they were not seeking because they are either studying full-time for the bar, or re-studying. One will be taking the Illinois bar and the other is re-taking in California.

UNEMPLOYED AND SEEKING: We had 37 graduates in this category. Out of that total 30 (81%) did not pass the bar and were re-taking it. This is significantly higher than last year where 66% of those still seeking were re-taking the bar. It highlights the very strong correlation between bar passage and employment, particularly as we move to smaller class sizes that perhaps will be more readily absorbed into the job market.

EMPLOYED:

AiR Program: We placed five Class of 2015 graduates in the Attorneys in Residence program. One employer, Kerr & Wagstaffe returned to the program for a second year and we had three new firms take part. This program requires extensive outreach and repeat follow-up because we are targeting employers who don't traditionally hire entry-level graduates. In addition, this year we also worked with alum, Adam Sand to create a Start-Up Legal Fellowship that was open to graduates from the Classes of 2013-2015. Adriana Beach, a 2014 grad, received the two year fellowship working in-house at ShopKick.

Law school funded positions: 20 graduates had law-school funded positions at reporting time. One of these was hired by the General Counsel's Office, another received the Abascal Fellowship, and a third had a BALI solo attorney slot paid for in part by the school. The remaining 17 graduates in this category all received Bridge Fellowships (two of those also help BALI slots). Overall, we awarded 27 Bridge Fellowships. Six of the original 27 had full-time, long-term positions by the final reporting date (two with their Bridge employers, one with a DA after having his Bridge placement at a different DA and another at a PD after having completed his Bridge placement at a different PD's office).

Employed Full-Time, Long-Term in Bar Admission Required or JD Advantage work: This is the "gold standard" for purposes of US News accounting. It gives full weight to this category. We had 202 graduates in this category—65.5% of the class. The breakdown by employer type is as follows:

Full-time, long-term:

Law firm: 133¹
Government: 18
Clerkship: 9
Business: 25²
Public interest: 16³
Education: 2⁴

Full-time, short-term:

Government: 3
Law firm: 4
Business: 6

Part-time, long-term:

Business: 3
Law Firm: 10
Education: 2

Part-time, short-term:

Law firm: 5
Business: 2
Government: 9 (all Bridge fellowships)
Public Interest: 5 (all Bridge fellowships)

EMPLOYER TYPE:

Law firms: Once again this year, far more graduates went to firms with fewer than 50 attorneys compared to firms with 501+ attorneys. This is the trend we have been seeing since 2008/2009 when large law firms significantly reduced their class sizes. These numbers are consistent with national trends which highlight that large firm hiring is down significantly from 2008/2009 and that hiring at the smallest firms has actually increased. In fact, the National Association of Law Placement which tracks employment numbers nationally reported that hiring at firms of 500+ attorneys declined from a high of

¹ The additional 3 full-time, long term grads in this category (for a total of 136 in law firms) are BALI solo attorneys. They fall into the law-school funded category, which will be discounted to some degree by US News.

² The additional 4 full-time, long-term grads in this category are either Professional (3) or non-Professional (1). They will, therefore, be counted separately and further discounted by US News.

³ The additional full-time, long-term grad in this category is in the Professional category and is further discounted by US News.

⁴ The additional full-time, long term grad in this category is in a Professional job.

5,156 in 2009 to 3,980 in 2013 (with a nadir of 2,856 in 2011), while hiring at firms with 11-25 attorneys increased from 1,526 in 2009 to 1,921 in 2013.⁵ These numbers are also supported by trends reported in the Citi Private Bank/ Hildebrandt Client Advisories of 2014 and 2015 which document the larger firm focus on more strategic growth and greater differentiation within the large firm ranks.⁶

Class of 2015 graduates at law firms:

2-10 attorneys: 47
11-25 attorneys: 21
26-50 attorneys: 12
51-100 attorneys: 7
101-250 attorneys: 14
251-500 attorneys: 6
501+ attorneys: 42
Solo practice: 6

Business: We saw 40 graduates go into the business sector. This includes ten working as tax advisors for the Big Four, two in business development, three in compliance and fifteen in a variety of business careers.

Government: An interesting development is that we saw far fewer graduates pursuing government jobs this year-39 compared to 68 (including clerkships). Is this due to the debt load of our graduates? Hard to say. Once again, the largest contingent by far fell into the local government category. As a public school with a longstanding tradition of public service, the number of our graduates going into public service is something that defines our identity and of which we should be proud. At the same time, the US News ranking seems to fault schools with precisely this employment demographic because many of these employers hire on a short term (less than one year) basis.

Class of 2015 graduates in government:

Local: 24
Federal: 2
State: 3
Military: 1
Judicial Clerks: 9 (5 federal and 4 state)

Public Interest: Our numbers of graduates going to public interest organizations increased slightly from last year. We had 22 graduates in public interest jobs compared to 20 in 2014. Six of those graduates received Bridge Fellowships. One received the year-long Abascal Fellowship through that competitive selection process. Two additional graduates received post-graduate fellowships. We are still competing with those schools who offer year-long Bridge stipends (Georgetown and GW have 80 each, UC Berkeley has 20 and UCLA had 34). These year-long stipends are shaping the landscape of entry level jobs. It is

⁵ NALP Presentation by Jim Leipold, "An Update on the Entry-Level legal Employment Market," March 2015.

⁶ 2014 and 2015 Client Advisories, Hildebrandt Consulting and Citi Private Bank.

increasingly common for such positions to be paired with an expectation that the grad bring their own funding.

Class of 2015 graduates in public interest:

Community ed/organization: 2

Civil legal services: 13

Policy/advocacy: 5

Other/unknown: 2

Class of 2015 Employment Outcomes

Sari Zimmerman, Assistant Dean
Office of Career & Prof. Development



UC HASTINGS
COLLEGE OF THE LAW

EST. 1878

Primary Reporting Entities

- **NALP**
- **U.S. News**
- **ABA (auditing starts with Class of 2015)**
- **Princeton Review**

- **Report data 10 months after graduation.**



Current U.S. News Methodology

- **Full weight:** *full-time, long-term (at least a year) jobs not funded by the law school for which bar passage was required or a J.D. degree was an advantage. “Many experts in legal education consider these the real law jobs.”*
- *Less weight: full-time, long-term jobs that were professional or nonprofessional and did not require bar passage; pursuit of an additional advanced degree; and positions whose start dates were deferred.*
- *Lowest weight: part-time, short-term jobs.*
- *For 2nd consecutive year: discounted full-time, long-term JD Required and JD Advantage jobs where the job was funded by the law school. Previously, those job types were fully weighted. In addition, all other types of law-school-funded and university-funded jobs were discounted more than in previous rankings.*



Employment Overview – Class of 2015

- Overall employment rate: **84.7%**
(76% in 2014).
- Full-time, long-term in Bar Required or JD Advantage jobs: **65.5%**
(59% in 2014).



GPA and Full-time, long-term employment

- *99% of the top 15% had full-time, long-term jobs*
- *93.5% of the top 20% had full-time, long-term jobs**
- *88% of the top 25% had full-time, long-term jobs*



Unemployed - Seeking

37 Total (71 in 2014):

- 30 re-taking the bar (81%)
- 24 have GPA below 3.2
- 13 have GPA below 3.0



Part-Time, Short-Term Employment

21 Total:

- 12 re-taking the bar (57%)
- 18 have GPA range: 2.566 – 3.164
- 9 in government
- 5 in public interest
- 5 in law firms
- 2 in business



Trends

- **Most grads in firms < 50 attorneys**
- **Far fewer grads in government work:**
 - **Approx. 17% in '14 and 13% in '15**
- **More grads in public interest:**
 - **Approx. 5% in '14 and 7% in 2015**



Programs to Boost Full-Time, Long-Term Employment

Attorneys in Residence (AiR):

Targeting employers who don't traditionally hire entry-level graduates—small firms and in-house legal departments:

- 5 Class of 2015 graduates
- 1 Class of 2014 graduate at new Start-Up Legal

Bay Area Legal Incubator (BALI):

Partnership with ACBA and local law schools:

- 4 Class of 2014 graduates



REPORT ITEM

1. **REPORT BY:** Provost & Academic Dean Elizabeth L. Hillman
2. **SUBJECT:** Update on Faculty Retreat, Bar Passage Programs
And Academic Support
3. **REPORT:** Oral Report.

REPORT ITEM

1. **REPORT BY:** Provost & Academic Dean Elizabeth L. Hillman
2. **SUBJECT:** Other Information Items, Including Academic Programs
And Student Services
3. **REPORT:** Oral Report.

EDUCATIONAL POLICY COMMITTEE MEETING

Meeting adjourned at ____:____ a.m.