



The Pre-Law e-Newsletter from Pre-Professional Programs & Advising

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Vol. 6, No. 5

Friday, November 9, 2012 – Thursday, December 6, 2012

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1. MESSAGE FROM ANA L. DROSCOSKI, ESQ.

There will be no Pre-Law e-Newsletter issued over the week of Thanksgiving; the next one will issue on Friday, December 7.

For those of you who intend to take an intersession class or two, consider taking the course I instruct, *The Practice of Law*. The course description is as follows:

This course is designed to familiarize students with the world of the law and legal practice options, through the eyes of Johns Hopkins University alumni and/or local, Baltimore-area community members who are attorneys. The course will focus on the following legal specialties: Corporate Law, Entertainment Law, Public Interest Law, Employment and Labor Law, and Criminal Law. There will also be a young associate panel, to provide insight into the current legal job market for recent law school graduates, as well as a law school applicant and current law student discussion.

Happy Thanksgiving!

2. NEW YORK AREA LAW SCHOOL DEANS DISCUSS LAW SCHOOL TUITION COSTS, THE NYS BAR'S NEW PRO BONO REQUIREMENT & RECENT GRADUATE CAREER PROSPECTS

In the *New York Law Journal's* "Law School" special section, deans of New York's 15 law schools were asked to share their perspective on topics that ranged from rising tuition costs, the newly implemented 50-hour pro bono requirement for admission to the New York State Bar, and career prospects for new graduates.

For those interested in attending a New York law school, applying for admission to the New York State Bar, or some different perspectives on the entry-level attorney job market, it is worth a look:

http://www.newyorklawjournal.com/PubArticleNY.jsp?id=1202576472294&Law_Schools

3. GAP YEAR OPPORTUNITY: BALTIMORE CITY TEACHING RESIDENCY

Program Overview

The Baltimore City Teaching Residency (BCTR) is a selective program that trains accomplished professionals and recent college graduates to become effective teachers in traditionally underserved Baltimore schools.

Why Join?

In 2011, just 72% of Baltimore students graduated high school on time. Teachers have a greater impact on student learning than any other school factor. Unfortunately, highest-need schools often struggle to attract and retain teachers that are capable of helping students who have fallen behind to catch up. BCTR recruits and prepares teachers who are capable of improving student achievement and helps them to start a teaching career in Baltimore. [Learn how you can be part of this change.](#)

Who BCTR Wants

While there is no single profile of an ideal candidate, BCTR is competitive because every student deserves an outstanding teacher. Residents may be experienced professionals who are looking to make a career change, or they may be recent college graduates ready to put their academic expertise to work for Baltimore's children. Regardless of background, BCTR seek candidates who want to bring their knowledge, experience, and records of achievement to the classrooms where their leadership is needed most. [Learn what we look for in our Residents.](#)

How BCTR Helps You Make a Difference

If selected into the program, you will participate in an intensive [Pre Service Training](#) that includes real-world teaching experience and practical strategies to help all students make academic progress. During your first years in the classroom, you will complete certification coursework through [TNTP Academy](#). Throughout your training, you will benefit from a rigorous, classroom-centered curriculum designed specifically for teachers working with high-need students.

About BCTR

Baltimore City Teaching Residency is a partnership between [Baltimore City Public Schools](#) and [TNTP](#), a national nonprofit organization dedicated to closing the achievement gap by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. Founded by teachers in 1997, TNTP partners with school districts and states to implement scalable responses to their most acute teacher quality challenges. Since its inception, TNTP has trained or hired approximately 43,000 teachers, benefiting an estimated 7 million students nationwide. It has established more than 75 programs and initiatives in 31 states and published four seminal studies on urban teacher hiring and school staffing.

To Apply

The application for the Summer 2013 program is now open! [Submit an application](#) before the December 10th deadline!

4. INTERVIEW: JENNIFER SULLAM, LAW CLERK, MARYLAND JUDICIARY: CHIEF JUDGE MARTIN P. WELCH

Jennifer Sullam has been a Law Clerk for Chief Judge Martin P. Welch since November 2011. In this position, she drafts opinions and orders in both civil and criminal matters, ranging from post-conviction relief to declaratory judgments, among other things. Prior to her clerkship and upon graduation from law school, Ms. Sullam was an Associate in the Criminal Appeals section of the Office of the Maryland Attorney General.

Ms. Sullam received her *Juris Doctor* from Tulane University Law School, in May 2011, and graduated with an Admiralty Certificate. While at Tulane, she was the Senior Articles Editor of the *Tulane Journal of Law and Sexuality*, was part of the Louisiana Bar Association Moot Court Trial team; and was a Dean's Scholarship Recipient. During her first year summer, Ms. Sullam was an Intern in the Family Law Unit of the Pro Bono Project in New Orleans and a Legal Intern in the Admiralty & Aviation Litigation department of the U.S. Department of Justice in Washington, D.C. Additionally, Ms. Sullam was a Research Assistant to Robert Force, Niels F. Johnsen Professor of Maritime Law, a Student Attorney in Tulane's Civil Litigation Clinic, and a Law Clerk at the U.S. Attorney for the Eastern District of Louisiana.

Ms. Sullam received her Bachelor of Arts in History and African Studies and graduated *magna cum laude* from the University of Pennsylvania in May 2003. While at Penn, she studied abroad the summer of 2001 at the University of Dar Es Salaam in Dar Es Salaam, Tanzania. While in college, Ms. Sullam was a Press

Intern for the Democratic Staff of the Ways & Means Committee of the U.S. House of Representatives, and an Office Manager and Strike Committee Coordinator for the Washington-Baltimore Newspaper Guild Local 32035 in Baltimore, MD.

In the years between college and law school, Ms. Sullam was a Research Assistant for the African Health Resource Website Grant at the African Studies Center of the University of Pennsylvania. From 2003 to 2005, she was a History Teacher and Dorm Parent at the George School in Newtown, PA, a Faculty Advisor for the Global Young Leaders Conference in Europe in July 2007, and a History Teacher and Dean of the Class of 2010 from 2005 to 2008 at the Morristown-Beard School in Morristown, NJ.

Jennifer Sullam is member of the Maryland Bar.

Questions

1) Describe a day in the life of a (insert your title here); feel free to describe your most memorable day on the job.

As a judicial law clerk at the trial court level, my days often involve preparing files for my judge, writing opinions, researching on various topics, and generally serving as a sounding board for my judge as he makes decisions. He hears a variety of matters, so I have learned quite a lot.

2) What initially attracted you to your current field/position?

I was really interested in learning about the legal community in Baltimore. As a clerk, I am meeting many attorneys and learning about many of the law firms in town. Also, as a clerk, I have the opportunity to learn from a wonderful mentor.

3) What was your favorite law school class, and why? How did you go about choosing classes after your first year of law school?

I really loved my Fourteenth Amendment class. I had been a history teacher prior to attending law school and especially enjoyed learning about the development of civil rights cases. I was always interested in international affairs and found myself interested in maritime law and especially enjoyed learning about the international framework of laws that govern maritime commerce and travel.

4) What made you choose Tulane University Law School? What do you see as the primary pros and cons of law school and did it meet your expectations?

To be crass, financial aid had a lot to do with my decision. I was interested in attending law school, but did not want to be buried in a mountain of debt. Also, I was really interested in living in New Orleans and living there in the aftermath of Hurricane Katrina. I would have really liked to stay in New Orleans, but the economic situation did not make finding a job easy.

5) What types of undergraduate opportunities did you pursue that led to your decision to apply to law school? Were there any experiences that you felt were particularly helpful in strengthening your application to law school?

I took a bit of circuitous route to law school. I was a high school teacher for five years before attending law school. My undergraduate degree was in African Studies and history--not very relevant, but it might have made my application more memorable.

6) What did you pursue during your interim years/before beginning law school, while in law school and during your law school summer(s)? How did you go about researching these opportunities?

I was a high school teacher prior to attending law school--in fact, I was actually in class with some of my former students. During my law school summers, I worked for various non-profits as well as the federal government. I spent a summer working for the Justice Department in their admiralty and aviation unit,

defending the U.S. government in suits involving plane crashes and maritime accidents. I also worked for a local non-profit in New Orleans helping low-income people finalize their divorces. During my last summer and throughout my third year of law school, I worked for the Office of the U.S. Attorney in the Eastern District of Louisiana (New Orleans). I especially enjoyed working for the U.S. Attorney's office--I was lucky enough to work there during the prosecutions of several major corruption scandals, including the police shooting of an unarmed civilian in the days after Hurricane Katrina and the subsequent cover up of the incident. Also, because the office was so swamped, I had a lot of responsibility--I wrote several appellate opinions and also helped prepare two attorneys for oral arguments before the U.S. Court of Appeals for the Fifth Circuit.

7) How would you compare the reality of law school and the ensuing job search to the picture you had of it while an undergraduate/before entering law school?

Law school is very different from college. The expectations are different, and they are also not very clear. Each law school professor is a bit different, but, generally, the pedagogy is outdated. As far as the job search goes, prior to my entrance into law school, the economic situation was very different. While I was in law school, the economy took a nose dive and the legal field really took a huge hit. So when I finished law school, legal jobs were significantly harder to come by and there were many experienced lawyers competing for the same jobs as us newly minted Juris Doctors.

Also, many of the larger law firms that had normally conducted summer associate programs to meet and essentially try out future employees put such programs on hold.

8) Do you have any advice for an undergraduate interested in pursuing law school and a career in law given your experience in today's legal market and now as a current law student?

Don't go to law school as a fall back option. Law school is not worth the expense and commitment if it is simply serving an answer to the "I don't know what to do after college" question. If you are interested in practicing law, then by all means attend, but given today's economic climate, if there are other opportunities that interest you that are not as costly, I recommend you pursue those first.

Contact Information:

If you would like to learn more about Tulane University Law School, clerkships, or if you have additional questions for Jennifer Sullam, you may reach her by using the following contact information: jennifersullam@gmail.com

5. UPCOMING PRE-LAW STUDENT MEETINGS & PROGRAM ANNOUNCEMENTS

Upcoming LSAT Administration

Location: Check with LSAC for testing locations (next on campus/JHU LSAT administration – Monday, June 10, 2013).

Date: December 1, 2012/Saturday, February 9, 2013/Saturday, June 10, 2013/Monday

Time: Registration begins at 8.30a for the February exam – consult with LSAC for all controlling details.

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**STAFF IN THE OFFICE OF PRE-PROFESSIONAL PROGRAMS AND ADVISING**

Ana L. Droskoski, J.D., Associate Director, Pre-Law Advisor, Pre-Dental & Pre-Health Advisor

David Verrier, Ph.D., Director, Pre-Health Advisor

Ellen Snyderman, M.S., Assistant Director, Pre-Health Advisor

Katie Cruik, M.S., Assistant Director, Pre-Nursing & Pre-Health Advisor

The Administrative Coordinators are available to answer questions regarding your file:

Carolyn Mae Krause, Administrative Coordinator, [ckrause@jhu.edu](mailto:ckrause@jhu.edu) 410-516-6744  
For students whose last name begins with A-L, contact Mrs. Krause.

LaTonia Sanders, Administrative Coordinator, [ladytee@jhu.edu](mailto:ladytee@jhu.edu) 410-516-4140  
For students whose last name begins with M-Z, contact Mrs. Sanders.

Angie Decker, Office Manager, [decker@jhu.edu](mailto:decker@jhu.edu)

Please feel free to use the resource library between 8:30 a.m. and 4:30 p.m. every day or visit our website <http://web.jhu.edu/prepro/> for additional information.