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April 14, 2021

>> Good afternoon, everyone. Welcome to today's admitted student virtual open house. We hope you enjoyed that video. We are very proud of the legacy of Stetson College of Law and hope that you will choose to make your legacy here as well.

My name is Karla Davis-Jamison. I'm the assistant Dean for enrollment management here at Stetson on behalf of Darren Kettles, Carmen Johnson, and the entire Stetson team, I want to thank you for joining us for this special admit student open house. We're pleased you set aside time to engage with us. We have a wonderful program planned for you that will include an opportunity to hear from Dean Michele Alexandre a presentation by Lou Virelli -- Professor Lou Virelli and also from 1 to 2:00 o'clock we'll host a virtual information fair with various members of the Stetson Law community.

So, we're hoping that today's event will allow you to gain a broader sense of the Stetson Law community by engaging with our faculty, staff and students. So, to get us started I'd like to briefly introduce the Dean of Stetson Law Dean Michele Alexandre. A quick reference to her bio which is extensive but abbreviated version is this. Dean Alexandre has served Dean of Stetson since 2019. Prior to joining Stetson Dean Alexandre was associated Dean for faculty development and intellectual life and professor of law at the University of Mississippi School of Law. She earned her law degree from Harvard Law School.

Please welcome Dean Alexandre.

>> Hi, everyone. This is a delightful panel you have and I want to extend -- I will extend in front of it for too long. I do want to tell a few things about why I choose Stetson and I want to reserve some time if you have questions while I'm here for you to put them in the chat and if not it's okay because all of the wonderful panelist you toed are more than equipped to answer your question. Why choose Stetson the same reason I chose it. I have been here two years. I chose Stetson because I like to be first. We're the first law school in Florida. We have trained lawyers that have trail blazed in the state. You've heard about the first women. We have trained the first lawyers of color. They have gone to the bench. We also are inherently at Stetson natural innovators. We led the advocacy training in legal education which is why we remain in the top for excellence in advocacy and we also are in the top in legal writing because they go hand in hand. At Stetson when you come, you will have individual attention focused on you not only from your faculty members and the wonderful staff members but also because we're committed to training you to comprehensively practice ready. Some of the ways which we do that

are traditional ways you can think about courtroom, et cetera but also because we are innovating our curriculum. We're natural born innovators. We just about a year ago started a business law concentration which is already very popular and we've added -- not only new courses but experiential opportunities which -- cyber security and other areas of emerging and front tier transactional law so you can be ready to compete with the top law schools. Because we are all know you will be ready. Lastly, some of those innovations that we do involves as a matter of intersection the Tampa Bay community. You are well placed to just basically counter the market in Tampa Bay. We're proud to have one of the highest placements for career in Florida. But in addition to that our placement in Tampa Bay -- that's allowed us to create partnership in the community whether you're interested in nonprofit law, we have a -- opportunity for you with community partnership of Tampa Bay and other programs that allow you to get up close what a law practice looks like in nonprofit. If you're interested in cyber security, we not only -- with a fortune 500 community but they also have created scholarships that will for students that will benefit you in terms of your ability to relieve your debt. So, these are important factors because not all law schools are that laser focus and we at Stetson Law are committed to be laser focus at all aspect of your growth and practice readiness for us includes you being well, you being well debt wise and holistically. When we train you, and you put those long hours studying or in the courtroom, we will also be there to make sure that you have all you need, that you're getting your sleep, et cetera. Lastly, I want to tell you about you know, this year. No matter where you are right now, listening, you have had a year like no other. I think you who will be coming in your classroom will shape the world in a way that we can't even imagine but I am convinced of that. Because you've had to with stand hurdles, challenges and opportunities honestly that no generation has faced in over a hundred years. That excited me because my calling first and foremost is be in proximity with you that's why I teach and I'm Dean. We've been so fortunate here at the college of law to have been able to do that work for you and this is the ways in which we've been doing it thanks to the resilience of students, staff and faculty and alumni we've double down to our commitment to be face to face with you to be always available by making sure that our first-year classes had a rate of 75 percent face to face for our students. That's because our students voted with their feet on that and told us that's what they needed. Additionally, your own Professor Virelli provided dual delivery courses for the students who needed to meet remote. So, we had a healthy hybrid part face to face part online provision additionally we had fully remote classes. Our ability to do that and invest in you is one of our pride and joy. It's been a year of rewards despite the global realities. You'll hear a lot about the other innovations we've made in the community around other issues, but this is a point that I would welcome you to really ask about. Because Stetson including being able to provide face to face graduation in summer and in May is one of the few law schools that's been able to do that. Lastly, we are -- we're committing more to that

principle by planning a face-to-face return to campus for everybody. Obviously if -- for students who have needs and need to be remote in the fall, you will have that opportunity but we are planning our classes for expensive regular offering of face to face with some provision for remote for those who need it.

So, keep in touch about our curriculum. It is well hone right now and will be available to you. At this point, I will stop right here to see if there are any questions. I guarantee you coming here will mark you in a way you haven't imagined and will set you up to be the -- to trail blaze your own career in the way that you know -- in a way that you may not be thinking about but that your professor, staff and fellow students will help you imagine. So, keep in touch and keep the floor open.

So, Dean --

>> I was trying to unmute.

So, you know, that's been a challenge.

So, one question that we have gotten from the admissions office I'd like to pose to you, Dean Alexandre is, you know, what is -- during the pandemic, you know, this year of the pandemic, how have students been able to stay engaged with each other, you know what has that engagement looked like for students who are either hybrid or on campus or fully online?

>> That's a great question. And something that is of high importance to us. One of the ways we've been engaged has been that the students' organizations are working closely with the staff and the Dean's office. To allow for as much opportunities for collective gathering within safety measure. Examples have been the running club, bike club and we encourage to put proposal together for them to do that and for example, you know, on the more even rolling basis we just had a movie night outside in a parking lot. In addition to that we offer gatherings periodically and routinely to students in the form of webinars and remote events in order for them to both get some educational and intellectually enriching interaction but also to get to know each other. The students are on campus. They get to eat in the cafeteria. They get to ask each other questions and engage with the professors. So, we've been lucky in that sense to be able to do that and manage the pandemic.

>> Then a follow-up question, I will say I did see the set up for the drive-in movie and it was awesome.

>> Isn't it great. I was so excited.

>> I had a conflict that evening otherwise I would have stayed around for the drive-in movie. I forget what they were showing but it was fantastic to see that.

>> If you like that, there's a regular hiking trip. I think that would be fun to join too.

>> Gotcha. Will do. Another question Dean Alexandre is you know what measures have we taken to promote safety during this last year and what safety measures will we continue to exercise when we come back in the fall.

>> That's a great question. We have had a multiple concurrent set of measures

because we realize we had to battle the pandemic with full force. The first is physical distancing. Within the classroom, we distance everyone and the whole campus became a classroom and we invested in technology so students could have full visual and full access to the information within the spacing, the new spacing and in addition to that face mask, we provided face mask for each student and required on campus. Third we have a tracking and tracing app that allow for checks, health checks every day and for tracing within the bounds of the 6-foot distance and that helped. In addition to that at the same time, we implemented testing on campus. So, average of every week the population gets to test. I test every week because that's me. And then lastly, I'm happy to report we just brought the opportunity for our community to be vaccinated to campus and we will have a round of vaccination next week and we hope to continue that to provide -- most of the population, the predominantly sign up for the vaccine because I think we're older, we had access to other areas of the state. Most of the population that answer the call, the vaccination that has been students. So as students, we will make it a priority to continue to provide access to the vaccine to you. And there are many other measures, including cultural shift around how we engage with each other, et cetera. But those are some of the examples of the measures that we've taken.

>> Thank you. So, I think those are all the questions we have for you right now Dean Alexandre. But I want to remind all of our attendees that we are planning to host another series of admitted students open houses beginning in May and we'll kick off that next series with a webinar with Dean Alexandre. It will be just her answering your questions and so if you weren't ready to ask a question today, we're certainly hope you will join in May. That date will soon be announced and you'll have an opportunity to have a dialogue directly with Dean Alexandre at that time. So, thank you.

>> I can't wait.

Absolutely my favorite thing to do. You all have a wonderful time and see you soon.

>> Thank you.

So, at this time, I'd like to introduce Professor Louis Virelli the third. Professor Virelli graduated from the University of Pennsylvania law school. He teaches courses in administrative law, civil procedures, constitutional law and the separation of powers. Professor Virelli has received the Dickerson Brown for -- in faculty scholarship and the -- excellence teaching award. Professor Virelli coaches one of Stetson moot court team and faculty adviser to the Stetson chapter -- constitutional society. As well as the Stetson Law democrats. Professor Virelli has taught at Stetson for 14 years. Did I get that right? 14.

Okay. He regularly teaches first years and previously served as chair of the faculty admissions committee just some time ago. Professor Virelli topic for today is how to get the most out of law school. So, before I hand the mic over to Professor

Virelli I do want to make one housekeeping note. If you have questions while you're listening to Professor Virelli, please go ahead and jot them down in the chat feature. At the end of his presentation, we will take your questions and reserve plenty of time to take them. So go ahead and post your questions there and with that Professor Virelli take it away.

>> Thanks, Karla, and thank you everybody for having me. As Dean Alexandre mentioned right, this is not a typical year necessarily. Not being able to see your faces on campus is a loss. But it's still a special opportunity to see you all and have a chance to talk. Dean Jamison mentioned I have some reason to be here besides the fact I've been teaching a long time. I'm past chair of admissions committee. I teach two courses. I get to meet a lot of the first year. I coach some competition team. I have exposures to the law school that I think is useful. What else about my experience sort of gives me a perspective on our topic I'll talk about in a minute. I say this grateful I'm a failed engineer. I was undergraduate engineer. I still like physics. I'm dragging an 8th grade through physics. I love that I always did I went to engineering school and half way through, realize that I wanted to teach. My mistake was I didn't know what I wanted to teach. I assume I wanted to teach engineering. Very wrong about that. Everybody who would have had me is grateful I made the decision I did was go to one year graduate school of engineer and switch to law school. That only matters to you because it shapes my perspective of what law school does for someone and what you might get out of it. As we talk about that I'm somebody who I wanted to teach and wrong until I got to law school. I think that informs everything I want to talk about today. To our topic. How to get the most out of law school. There's something interesting about law school maybe students don't think about in the position you're currently in that's generally speaking law school is the last time you will be doing something where all the consequences only reflect on you. So, it's in some way, an incredibly selfish, I mean, that with a smile on my face act. It's for you. You're choosing to go to law school because you want something out of it. Our job is something we take tremendous pride in. Have you gotten what you want out of law school? I have students come to me all the time for career advice. I am a form of government employment. I work for the department of justice before I started teaching. I was also judicial clerk also not a private job it's government job. Student wills come in they want to work in private sector and feel like they need to explain themselves. That's the opposite of what we're looking for. I'm happy to help them get what they want. I use I only because I'm the one talk. Stetson is committed to having its students get the most out of law school and that's why it's the topic. We didn't make it up and try to meet the topic. The topic descriptive of what we do and take great pride in. I'm at least -- what's about Stetson that allows to get out of law school. All the things you're looking for we're more of. The theme is we can do what -- we can do what anyone else can do for you as well or better because it's something we've been doing for a hundred years. It's not reflective

of my effort. I've been here 14. I'm quite proud of 14. Stetson is much older than me. My colleagues are at least good at these things than me. We pride ourselves at being more of these things. Being focused on community. Being focused on community -- success being particularize to individual students. So, I'm going to talk about things more concrete than that. This is sort of the platitude part of the presentation. But also, a theme. The theme is we are not doing this as a marketing tool. We're doing this as a life style. It's what we do every day. I couldn't believe how much students were in my office. In my law school, which I love to be perfectly clear, I went to practice law and came back to law school. The law school I went to had very thick and doors.

It's very old law school. Those doors were closed most of the time. And the people behind them were delightful. I liked my faculty very much. The people mind the doors were very nice people but they were mind them but weren't always open. If I knocked or set an appointment, they would be helpful people. Teachers. Access to the factual wasn't the norm. It is absolutely the norm here. I see more students than I imagine seeing over the course of a week and another theme Virelli is not special. I'm just a person talking on behalf of the people that feel the same way I do. That's the theme. I'm really proud of that. What does it mean to get the most out of law school? Enough of the theme. We know you like captive audience.

All right. I can do that. I'm still enough of the engineer to be pragmatic. Three ways to think about it. Three categories. What can I do before that's very short part of the presentation? What can I do during? That really focuses on the beginning of your academic career. Pretty soon after you get here, we start combining what can I do during law school what can I do after -- how can I get the most out of law after law school. There's a transition part where you start doing more than one thing at once. First year law students do one thing. They think about what they want to do. Upper-level law schools start to think about combination things that's where it getting super interesting. What do you do before? What can I do to prepare? I may be a little bit minority but committed to this position. Relax. Have some fun and rest. All right. Because we know how to do your first year of law school.

And we're not unique in that regard. Most law schools know how to do first year of law school. You don't need to arrive with a running start. If you have lawyers in the family or you just can't help but read scotous blog no harm no foul in terms of what you need to do nothing special. What you do need to do is prepare to think of self-serving event. A mission to achieve something during and after. That's achieve the thing you decide you want while you're here. Achieve the career or life path that you -- law school can help you get while you're here. So, some excitement about that is always a good thing. Positivity is always helpful and attitude I want to not only be on campus but part of something. Stetson is a thing you can be part of. It's not just an academic experience. I've been as I mentioned, to engineering grad school. I also had a -- I went to a lovely engineering grad school that was just at school. There

was not -- that community is not something that persisted with me. My law school community absolutely still part of my life. And to tremendous benefit. We'll talk -- as I said Stetson if at least if not more all the other experiences I'm describing. On the run up. What can I read, whatever you like to read? If what you like to read is Netflix documentary. That's also a thing. That's fine. It's summer. It's before school. There is nothing that is necessary to get you moving other than things you like to do fun. When you arrive, you arrive energized, ready to be part of something bigger than you which will help you get what you want out of this experience. When you get here one of my notes here -- I'm currently in the struggle with middle age. My notes here start with the trust the process. I teach roughly two-thirds of every income class.

So, I get to see a lot of 1L I think I speak for all colleagues 1L are the best because you arrive energized which is part of my instructions and your super fun your first year. Some combination of anxiety and enthusiasm is what every teacher want. You become more comfortable in the classroom you have vaguer amount of time for us. That's fine too.

I have experience as my children get older, they need less and less that's a terrific thing. As students get older, they need differently that's always great.

Trust the process, get involved be an active member of class.

That doesn't mean start preparing for exams in August. That's not what we're doing, right. The exam is a big deal, sure. All right. And a lot of my questions first -- my first class of the year will be about the exam and I entertain them willfully. We're transparent about the exams tell what to expect that's not the problem. Really what you should be thinking about when you arrive is the skill set, you're trying to develop. 1L year in my humble opinion is about developing a set of skills that are lawyering. You heard thinking like a lawyer. That's fine. I think that's a little cliché. It's the right idea. It's a set of skills and I'll talk about what they are that make legal analysis better that allow you to succeed in it because everything you do as I lawyer will involve that analytical approach. Talk about how we do that but that's what you're engaged to do. I always tell my students roughly Halloween is when you start thinking about exam. Right after Halloween it will ruin if you start thinking before. We spend a ton of time talking about that with our students. There are no secrets. The hiding the ball version of law school I would like to say is dead nationwide. It's certainly not existing -- that's not what we're about. We don't need to be. Law school is challenging. No reason to sugar coat that. It's collaborated effort between your faculty and peers. The notion collaborating is something you should do immediately. Whether that's study group extracurricular activities or meeting faculty members and getting to know them or socializing with your class and investing in your community. Be it pro bono activities or sitting around having lunch. That lab ration will make better law school experience. Collaborating something you need to start doing. Jumping in with both feet with enthusiasm do

early in the classroom keep up. Stay current with what your professor is doing. Ask questions, get involved, and take advantage of the resources that are everywhere on campus to help you adjust to the academic life of law school. We have a great academic success office. We have faculty available a lot have TAs highly successful that can help. And combination of above. It's about attitude and becoming part of the community as quickly as possible. In terms of actual skill set. What do you want to learn how to do, you want to learn to take a rule -- take the law apply to a set of facts you've never seen before and come up with a conclusion how those facts play out under the given law?

All right. The way I like to think about that is your R and D curriculum. Research and writing curriculum. Is entirely about that skill set. So, I tell students all the time I expect nobody to remember civil procedures a year after other than vaguely enough to access the material and relearn it or reacquire some of that information not in the front of their mind. A set of skills to make a legal decision or reach legal conclusion involving rules of civil procedure or rules of constitutional law. That could say from R and W program.

What makes law school hard? Of course, lots people answer that differently.

This is my pitch for what makes law school hard if anything. Law school is more information than you generally have had to Marshall at one time and what makes it hard is what we ask you to do take a lot of information. Not infinite amount but a lot of information organize it, and then use it in the correct time and place when we ask you a question about it. I like to think of it as a vending machine. Vending machines that -- the letters and numbers. A1 is usually Doritos and everything else is Coke. You're -- the information every class you take can be organized in a similar way. Here's the topic I studied. Civ pro there's seven. We describe what they are. Here's seven things we study. Everything we talk about in civ pro in one of these seven categories and within the category a bunch of stuff. They don't belong if in category one they're not the same as category four. They are separate and can be organized. Your faculty are here to help you do that. It's not something to be sitting at home going oh yeah, I can do that. Of course, you can. We're also going to help you learn how to do that. You organize that information on exam I ask a question that requires you go to the right column, right topic, right sub part take that piece of law, that rule and apply to the facts and give an answer. On one hand relatively simple but it's a lot of information. The organizing is not necessarily intuitive to everybody. That is your mission. How do you get the most out of law school you think of law school is as the organization and mobilization large amounts of information at once?

I said large doesn't equal infinite. The biggest challenge for students they always think they're missing something. What if he asks something I never heard of before? That's not how this works. If we haven't learned in class, I'm not going to ask you. If you can get your head around large is finite. Then you can feel confident I know

exactly what I need to know. When I arrive for exams, class whatever we're doing I know what my yuan universe of stuff is. I know how to organize so I can call on what I need when I ask. I can give an answer because I learned how to do analogies. How to get the most out of law school as a student I think is that basically for your first year plus.

All right. We're going to talk about why criminal law and con law and tortes and administrative law aren't the same in just a second.

But that's the theme for when you arrive. You will hear that over and over again. From people much more convincing and more experience than me. That's the story.

What's the other thing you want to do just improve? All right. Law school is on a curve. That's not unusual. Curve is not a disaster. But also means that percentage but success is -- not everybody gets a 99 if they did 99 wouldn't be an A. So, what are we doing in law school? We're improving. We're learning about the system I just described and improving. Every student I ever meet who wanted to improve did. It's not beyond anybody. All right. Even the students who did dramatically well, dramatically successful their first semester still improved. I can say proudly is not the right word. I can say truthfully my first semester was dump administer fire as -- I was coming from engineer school I hadn't written an answer in sentence form in five years and demonstrated it had been a long time on my exam. Hi this beautiful outline all friend who borrowed did really well. And I had a terrible first semester by comparison. My next five went pretty well. Enough that somebody absolutely smarter than me trusted know do this job for 14 years. It worked out but I had to improve. And I didn't have to get smarter, right. That's not the point. I had to learn how to do the thing that lawyers do and I could do half of it. I could do the organizing. I wasn't so right at the writing. That sort out and I write for a living. There's an improving component to this. There's a method and improvement. What happens second semester or the end of first semester into second semester. That's when you combine missions. We figure out law school. We have a sense of what we're learning in terms of being a lawyer. The method, the skills we're learning. It's all about skill sets. What do I want to get out of this when I leave or get out of the rest of two years? This is where engagement like Dean Alexandre -- how we're engaging students during COVID. We're engaging students all the time. How do we engage. We have incredible number of offering for upper-level students be involved in. Be it competition teams or you can mediate you can do appellant argument, trials all sorts of things. Negotiate competitively. You can work on journals which I think is incredibly valuable experience. You can get involved in pro bono acquisition at this times or club or all of the above. What's the purpose of that engagement? It's you fun. If law school isn't fun you need to do something different in law school. You're here for a reason. It should be enjoyable. Rewarding, engaging, something that you're happy about. That's one reason to do it. The other reason is we're now starting to think about what we want when we leave

when we graduate. I tried you're not allowed to stay forever. You eventually graduate around. You stick around long enough and figure out what's next. How do you go about doing that? You take advantage of the resources available. Career development, academic success, faculty, peers. And start make decisions about what you think you are. What do I mean what you think you are? There's a bunch of question I tell students are ice breaker. Are you lit gator or not? If you don't know what that is we'll help you. Do I want to work in private, public sector? Is there an area of law that speaks to me? That's what we're starting to do. We're thinking about the courses we took and which one of them or multiples of them spoke to me substitutivity. I liked civ pro. I'm bias obviously. I like con law, I like property, I like tortes, those things have -- those things come with distinctions in career choices we can help you with. If you start to think big picture about the kind of lawyer, I want to be then we start testing that assumption. All right. So, my career path I talk about in the beginning is about testing and results. I thought I wanted to be a professor I went to get PHD in engineering. I learned neither engineer nor I wanted me there. So, I left. I went to law school and the teaching part was right, the engineering part was wrong. When I matched with law school now everything was on the same page and from the minute, I got to law school I thought I wanted this job. Was I hundred percent right? I was right was I certain no I wasn't certain. Certainty isn't the goal in career planning.

As I tell students all the time, I'm a homeowner, husband and father all three of those things at least some degrees were a leap of faith. They were all certainties to me now and soon after. But all a bit of faith. That's not what we're doing we're talking about career planning I always tell students get to 55 percent likely. I would make Stetson such a remarkable place to get the most out of law school we have every possible way to test things. We have incredible number of -- we have multiple journals with different subject matters. Competition teams where you can actually do the thing you may want to do even if there's extern ship which matches perfectly. You can do both. You can join organizations that specialize in area of the law as a test. Do I like immigration law, do I want to involve myself in a group focus on immigration law to see what I think about it? You start testing as soon as you have an idea and think hard about what you did and didn't like about that experience. When I say think hard don't come back and say I really like the people I worked with. That's not a helpful piece of information on whether you chose the right career path. We always want to work with nice people. I'm fortunate I do all the time. It doesn't depend on your choice of career we want to know what part of the job did you specifically like doing and which parts did you not like doing then your faculty career development folks peers can help you say okay the things you really like are even more prominent in this other job. The things you didn't like are in this other job what do you think about that? We keep doing that over and over again because we have the opportunities here on campus and the energy to help you do that. As you get in

the second year you adding extracurricular. You're more embedded in the community but also doing for your own direct benefit. You're doing more to learn more about what you want to be and how to get there. The likely hood you know and -- be right I hope for all of you is Lou. We go through iterative process to help you figure out what you want to be. That's how you get the most out of doing what you want while you're here. What's the last thing you do? Stay involve as alum. I take incredible pride in the fact that Stetson Law students are kind to each other. It's not competitive academic environment in the sense students competing with each other openly or feel like they're in competition. Is there inherent competition in academic environment of course there is? That's fine. I have never in 14 years rise to the level of confrontation or even tension. When a student miss class theory colleagues overwhelmingly offer support in terms of notes or help. When multiple students are confused, they come in groups to ask my questions because they want to understand together. That natural community takes a long time to build and we've built it. It only benefits you as alum and something you can continue to Foster. When you are finished with us on campus, we're already missing you when you finish with us, you stay involved. With your pierce, it stands to reason that if you're engaged in law school, adults you will have the most in common with professionally are your law school pierce you're trained the same way, in same profession. I'm still very close with lots of law school friends. They're also useful network because they know industry. If you go to Stetson, they're going to be successful. You have successful group of friends or peers that will take your call and help you or vice versa. You have a chance to pay it forward. You're helping alums, recruiting for your firm or your line of work. And you're maintaining this relationship that will also provide professional development. I and I'm not alone in this I'm using myself as an example. I still get calls from students in real world because they want to know they're right. I think it's a tremendous honor they think I know. It's also tremendous mistake to think I know more once they're track practicing. I always feel gratified when they call its evidence they're thinking of Stetson as part of professional career and feel comfortable coming back.

So, they know this is going to happen when they invited me to do this. I think the theme just to wrap up in a couple sentences is getting the most out of law school is a process, it's a journey, journey we're very proud to say the school takes seriously and thought about and has mobilized resources and energy to help you with and look forward to being part of your law school experience and you're getting the most out of law school. I'll stop now and turn back over to Karla. Or Darren. I apologize.

>> No problem. Thank you. Professor Virelli.

I've heard you present on that when we actually had our admitted student open houses in person and I just remember a lot of very good kind of follow up and feedback because I do think it's kind of a thing. Actually, majority of student we admit first time law student many first-time college students.

It's like am I going to be successful, I just always found your remarks on this topic hopefully to calm people's fears and inhibition about this. Because I think it's a very sort of accessible approach that you do. So -- but before we start taking questions from Professor Virelli I encourage you if you have some this is your time. You could very well likely have him as part of your 1L classes.

We're going to open up the break room but just to the Stetson representatives. Go into the information there to actually set up for the second part of today's events. So current students please remain in this room so we can maybe kind of field a few Professor Virelli questions. We also have three total today of 200-dollar gift card to bookstore. Can help pay for books. By all means you want to make sure you participate in that.

So please stay here. Stetson representatives if you want to head to the break out rooms and prepare for our admitted students and their arrival. So just getting to a couple of the questions Professor Virelli. We kind of prepared there are a few. I'm just looking in the chat box right now. But let's start with this. You know I talked to a lot of people. Think I started at Stetson Law school right around the time Professor Virelli did. This is my 14th year and this will be my 15th class to help brought in. I talk to lawyers over the years as you can imagine there have been times when people talk about the reading and you know this one always comes to mind because somebody talk about how they got their contract. They had contract assignment and readings were in this contract were really, really kind of a very tiny book. It probably was maybe 15 pages but they talked about oh that's going to be no problem with reading that particular assignment over the weekend. But they said that they read it like 6 or 8 times and still had no idea what they were reading. What's your advice for people when they're assigned readings and they're like I read it many, many times I have no idea what they're talking about and then you show up in class and there's the fear you're going to get called on. So do you have advice for people when they're struggling with these kinds of things. When they're reading the assignments and just doesn't make sense regardless of how many times, they've read it.

>> That's a great question and a good point. I think for the -- the first answer and I get this from Douglas Adams -- don't panic. We do this because we want to teach. So, confusion is part of the business model. We expect if you could read the reading, we assigned and arrive in class having mastered it, then we should switch places and I should be in the audience and you the podium. That's an unrealistic expectation especially for first year. What you're doing is putting forward a good faith effort. When I call on someone confused, I can tell if they read the material or confused by it or simply haven't. For first year it's -- what you're trying to do when reading the material is remember the context in which it was assigned. What's the heading in the book you're trying to learn about? I always tell the table of content is the best outline because it helps divide the class up into those larger categories like I talked about for civ pro we do things in civil procedures -- if those words are Greek to you, that's fine.

Those are separate topics they are also in the table of contents.

So, take the context you're reading in, do your reading, if you have to read more than once to feel good about it that's your prerogative. Do your best to come up with what's confusing you if it's I don't understand this sentence that's totally fine. I don't know where to start. I always tell students I can start a conversation about the material from anywhere other than I've never seen it before. That's the only non-start.

So, it really the important thing is about exposing yourself to the material and staying engaged during class no matter how confused you arrive or feel like you arrive. You leave better off. That's typical and almost always the students who profess confusion at the beginning of the semester profess less by the end. The other point to make, I have never met a student who's uniquely confused. What do I mean by that? I n met a student they had a question and they were the only one that had the question. I announce that to class because I promise they're speaking for at least significant number of their colleague.

So being engaged, right, taking the attitude I'm here to get involved. Not speak in class to hear myself talk. But try to engage with the professor when he or she ready to do that and put my -- make a good faith effort is always we ask for and need. Frankly starting from point of confusion is great teaching opportunity. I know my colleagues feel the same way. We can build on the point of confusion, explain what confused you and why and what the correct or more consistent answer is and then that process over and over again, sticks eventually and becomes the med that allows you to develop the skills of legal analysis we're talking about.

>> Okay. Good. I hope that does help students think about that too. Because I mean I didn't go to law school. There's a part of me wish I did. I'm surrounded by attorneys the last 15 years of my life. I still think it's the education on so many levels. Problem solving, so many things. A couple things your thoughts like beyond your 1L year. First your classes are all assign pretty standard for every law school in the country. There are required curriculums which is part of your foundation. So, beyond that, like do you have any recommendations to students as they go about thinking about beyond their 1L year when they have to start making decision. Do you think about concentrations, do you think about those but do you have recommendation about like the best or most important elective that even you maybe took in law school that was pivotal beyond 1L year if you have an opportunity to take it, take it because it really helped kind of -- I don't know, solidify some things you may have learned or beyond? Just thoughts on that too. I know when people ask me what if you don't know what direction you want to go still, after you get through 1L year.

>> So great question again. Almost as if you've done this before.

I think the answer to that is not there's a particular class I can name but precisely there isn't. By the second semester of your first one L year that's when we start

talking about transitioning from getting the most out of law school purely academic exercise to getting the most as academic exercise going to result in career.

We start talking anybody who's willing to listen second semester 1L year about big picture things about who you might be. One question I ask like I said before are you litigator. You don't have to be certain. Do you think more likely than not a litigator or -- are your criminal lawyer or not if you're a litigator. Some folks have strong feeling about criminal law versus not criminal law. That's usually a pretty easy thing to figure out.

Once we have that sort of idea, then you absolutely ask faculty for help in picking your course. Not because faculty tell you take this course and don't take that course. We'll help do two things one help you have at least a hypothesis for give me the scientist creeping out. Hypothesis for your second year. Hypothesis being I think I might be a civil litigator, great. Let's find a way to build a course load in the fall that will test that presumption. Gives a little more experience with civil litigation to start to figure out you're right.

In the process of doing that we also make sure at least I do with students make sure you don't over commit your third semester. The first semester that you really have an opportunity pick your own schedule fall of second year. The danger there is students over commit. They're so anxious to take electives and they over take.

Don't overdo your fall because you're anxious to try stuff. You have more time to try stuff than you think you do. To make more direct pointed decisions about what you want to try based on things you've decided about yourself at least temporarily. Like I think I'm a litigator or I'm not I think I'm a criminal lawyer or I'm not. I think I want to be in house versus law firm. Let's start testing that in a way that is useful and a way that did you want over extend you and that's all sort of a reflection of the community that's available. Career development can help with that. Faculty can absolutely help with that. Your peers can help with that. Certainly, years ahead of you. Those resources are there to help you make those plans. I have thoughts about classes I think are useful but it's not surprises it's the one I teach. I'm bias. What I'm not bias about is getting some information out of students at the -- towards the end of first year beginning of second year we can use to test preference and adjust them as they go along. Of course, selection is a big part of that.

>> Excellent.

I do find that really helpful of course I get that question all the time. So, a couple more before we have to move on. I was just going to -- for those students brought up to me additional clerk ship and federal clerk ship, how does somebody go about that. If somebody think they want to do that, do you think it's a good preparer for anybody that want to do any type of law or as you talk public interest or government work with JDs.

>> Again, I'm not -- I'm base boo here because I was a law clerk twice. What a judicial clerk is in case it's not second nature to the audience. Is a full-time paid

position with a judge doing their research and writing for them after you graduate? You don't necessarily need to be barred; you don't have to be licensed because not practicing law. You're incredibly useful experience for the clerk. Rewarding relationship because the judge hand bibbing picks you and also compete tiff position. There are lots of ways to get that judicial clerk experience at the state, local, federal and in extern capacity. Lots of ways to get that experience. How do you go about it? If it's something you think you want to do, we can talk about that very early, the first thing does well in school. Because you're grades matter for some of these -- matter more for some positions but also never be limited by transcript. Do the best you can in all classes and ask for the jobs you want. I always tell students you should be getting more nos than yeses because if you're not getting -- you're not trying enough.

I made them tell me no they were more than happy to tell me no. I knew I gotten jobs I was eligible for. I knew I had tried my best. We encourage students to do that. And the ways you can start building towards that are both your transcript that not limiting feature. Never fire yourself from a job based on your own perspective based on your GPA. It's not your job to decide if you're qualified it's the hiring person. And two start thinking about extracurricular activities.

Law review is the general journal on campus. Generally, the most prestigious journal at every law school. We have a lot of subject matter. Elder law, new business law journal one advocacy which we're also world leader in. I can say also proudly I'm not a product of my law review. I'm the product of constitutional law.

They didn't take me and they were not wrong about that. It didn't matter I tried because it was the right thing to do. I didn't get the job I got on Con law journal and live to fight another day. There's two parts to this story. For the judicial clerk ship for jobs that are often public jobs particularly competitive things like law review are tremendous line on your resume and tremendous learning experience but so are all journals. Theme is one pursue all opportunities that will help you get where you want to go and we can help what those are when you get here and two don't be afraid of being turned down. Until you've gotten to know you know don't -- if I got all yeses, I probably left yeses on table.

At least I know and we try very hard to encourage students to do that because we want you to maximum your level of contentment. Doesn't matter what the job is. We want to maximize level of contentment.

>> Thank you that thorough explanation. We probably have a go to; we have a point to on campus that handles that. So, they'll learn that. Finally, I was just going to ask. I know we talk about an open-door culture with our faculty I just want to make sure we reiterated the fact that we have that. But like do you recommend that people make appointments to come see you or you okay with somebody showing up at your door and you're working on -- how do you sort of deal with that? And the rest of the faculty for that matter. I want to make sure that's clear.

>> So first of all, the culture is an open-door culture. That doesn't mean every faculty member sort of participates in that culture the same way. Some colleagues may prefer appointments because they travel a lot for work or have a lot of press appearances that require them to be behind closed doors or in class or whatever. Or they have home lives -- my kids are older now I'm on campus more.

When they were younger, I was running around. Different faculty handle different ways but the culture is unquestionably one where students have access to faculty and that's presumed to be true. I generally sit in my office and tell people to walk in. This is in a non-COVID environment. During COVID I've not been hosting people in my office for everybody's sake. I've been hosting online, face to face meetings with any student who wants them. That's more structure because I'm not just sitting online for people to show up. We've been scheduling those. And so, the point is you need to know how faculty members do things. What I can tell you as an institution our faculty are readily available to students and they expect to be readily available and students get comfortable getting to know us and relying on us as a resource very quickly and that's something we're all very proud of.

>> Okay. Excellent. I know there's probably a couple more questions too, we're going to have to wrap this up. I just want to thank you Professor Virelli for taking some time and really sort of offering some good advice for our potentially incoming students. Outstanding incoming class potentially that we're building and the applicant pool have been incredibly strong. I'm actually going to pivot to Dean Davis and bid you a good day Professor Virelli. I'm sure some of our students would actually really enjoy being in your class.

So, anyway thanks you for this time. And we're going to shift back to Dean Davis as we shift to the next part of our program. Thank you.

>> Thanks for having me.

>> Before you leave, we do need you to give a number for our raffle.

>> What's my range?

>> We have a number between 1 and 112.

>> I've got one. Is it time?

>> Yeah, you can go ahead.

>> 24.

>> Okay. Thank you.

24 is the magic number.

>> For our first 200 gift card.

>> Yes. I'm sorry.

>> That's why I'm here.

>> 200-dollar gift card for the Stetson bookstore to be used in fall 2021. It looks like number 24 and your names are in random order is Anna -- Anna you're the first winner of our raffle drawing and congratulations.

We will send you an e-mail with details on your raffle congrats again. Thank

you, Professor Virelli, for indulging us.

>> I'm happy to help.

>> Thanks.

>> As Darren mentioned just a few moments ago had our community members, vendors and captioners shift to the break out room so they could get set up there. And in a few moments, we're going to release you to the break out rooms as well. So, you can begin to move from room to room and engage with our community. Before we do that, we want to share with you a brief video. So, we're going to ask our expert Julian in media services to share that video. I'll come back and will give official -- and we'll have an additional raffle. Now to the video. Thank you.

[Video Playing]

All right. So, I promised another raffle so I'm going to keep my word. Our second raffle is going to the person -- the student who was the first to register for today's event. And that was Gabriel Clendennin. I'm sorry if I'm not pronouncing your last name correctly. Clendennin. Gabriel congratulations you've won the second gift card. Again \$200 for the bookstore.

A few instructions before we let you move forward to the information fair; we have ten rooms available. And you should see them labeled by department or program so feel free to browse that list. You have an hour to move amongst the break out rooms. We do want to encourage you to post in the chat when you're in the break out rooms and if you want turn your mic on to ask questions aloud. The easiest way to get to the break out rooms is to just hover over that break out room's icon at the bottom of your screen and then you should then see a list of rooms you can choose from. If you don't see that, you might want to maximum your screen in order to find the break out rooms. If you're still not seeing it someone from the admissions team will be able to help you get there from this room. No worries we'll hang back and assist you if that process. Then when you're leaving a break out room, and this is important because I've made this mistake when you leave the break out room make sure you click leave room button and not the leave meeting. If you're interested in leaving a break out room and going to another, you want to make sure you click that leave break out room button. If you are officially leaving the meeting that is the button you choose. If you have any problems or questions jump back into the main lobby. With that, feel free to go ahead and move to the break out rooms. Just before 2:00 o'clock, we'll post announcement and let you know we want you to wrap up and we'll be coming back to the main lobby for additional raffle and closing remarks. Thanks everyone. Have fun at the information fair.