

ABA/NLADA 2007 Equal Justice Conference

**Effective Practices in Law Student
Recruitment, Supervision, and Relationship Development**

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Program Description

Recruitment, supervision and long-term relationship development with law students are critical in cultivating the next generation of public interest and pro bono lawyers. This interactive program provides ideas and concrete tips for recruiting, managing, and maintaining contact with law students long after they leave programs. Presenters will discuss recruitment program structures; supervision models; and ways to ensure they become tomorrow's staff attorneys, pro bono volunteers, and financial contributors.

Topical Outline

- I. Introductions (speakers and attendees)
- II. Fundamentals for Successful Law Student Recruiting
 - A. Obtain detailed written project descriptions
 - B. For summer internships: Plan ahead (start and end dates, budgets, events to promote, number of students to hire, program language needs)
 - C. Solicit co-workers' help (to interview, review resumes, call for language proficiency verification)

- D. Start recruiting as early as permissible
- E. Know your law schools – beyond the top 2
- F. Know your law schools’ career services/public interest director
- G. Network with ethnic/LGBT/women students’ organizations
- H. Network with ethnic/special interest bar associations
- I. Research fellowship/grant/scholarship opportunities – and deadlines. Do NOT assume your students will be up on these.
 - 1. See PSLawNet’s summer funding page at: <http://www.pslawnet.org/content/index.php?pid=50>.
 - 2. See PSLawNet’s fellowship deadline calendar at: <http://www.pslawnet.org/content/index.php?pid=41>.
- J. Get and use a different cellphone number (students return calls nights and weekends)
- K. Check in with students periodically once their internships have started
- L. Do exit interviews of students
- M. The Obvious – but needs to be said (be nice, respond quickly, don’t fool them about the work/clients)

III. Fundamentals for Successful Law Student Supervision

- A. Define your need and have a work plan for the student
 - 1. Does your office need a second year law student or third year law student?
 - 2. Identify the goals for the law student that meet your needs and those that meet the needs of the student?
 - 3. Involve your staff in establishing the Student Work Plan. Discuss effective use of the student’s time and the types of assignments that may be given to the student. Many attorneys have not worked with students previously. Help your staff to define how and when to use a student on projects that will assist the attorney.
 - 4. Does your Work Plan include pre-requisites that must be met, i.e. the student registering under your State Student Practice Act? Conditions of a Public Interest Internship? Law School Credit Requirements?
 - 5. Make certain all attorneys who work with or supervise the student know the parameters of the internship/work plan.
- B. Plan for office space, keys, parking, telephone, and technology needs of the student so that their workspace is ready when they arrive
 - 1. You are the Host. Welcome the Student properly.
 - 2. Help the Student to feel like a welcomed and valuable member of your team.
 - 3. The support work the student is going to do for your staff and clients is extremely valuable.
 - 4. Make certain the student is aware of any security issues necessary to keep the Student and your Staff safe.
- C. Student Orientation

1. Prepare an Orientation Package for the Student.
2. Give the Student and Opportunity to Review resources, statutes, cases, and/or case law relevant to the work the Student will be doing BEFORE giving assignments.
3. Allow time in your Work Plan for the Student to shadow attorneys in Court and to participate in staffing and Client Interviews.
4. Give the Student plenty of opportunities to ask questions and observe.
5. Review Ethical Issues with the Student. Be certain the Student is aware not to engage in the Unauthorized Practice of Law and how to avoid being drawn into that circumstance through Client Communications.
6. Teach the Student how to document your client files regarding client communications.
7. Discuss Limited English Proficient (LEP) policies, Cultural Competence, and Client sensitivity needs.

D. Supervision

1. Who is the Supervisor? Make it Clear.
 2. Discuss assignments one on one with the Student.
 3. Encourage the Student to ask Questions and have you review documents as the Student is working a project.
 4. Continuous Feedback with Constructive Criticism is critical. The students want to learn. Communicate when the student has done the assignment well, and give positive feedback with practice tips for improvement.
 5. Introduce the Student to Clients he/she may be communicating with. Explain the Student's role to your client. Help your client to understand you are not dumping her case on a student.
 6. Give the Student a variety of projects. Research, Drafting of various Pleadings or Documents, Factual Investigation, Intake Review with Staff, Client Communications, Case Management, Hearing Preparation, and Court time are examples.
 7. Give the student and appropriate amount of time to complete projects. Be proactive with assignments and DON'T DUMP last minute projects on the Student.
 8. Invite the Student to provide feedback to you about the types of assignments she is receiving and modify your work plan if needed.
- E. Be certain to timely draft and sign necessary forms required by the law school. The student is giving you his/her time and skills. Don't push it off on them to complete forms that you are responsible for.
- F. Conduct Exit Interviews/Surveys
- G. See Resource Materials from East Bay Law Center

- IV. Building Productive Long-term Relationships with Law Students
 - A. Add all new law student workers/volunteers to organization mailing list
 - B. Invite to fundraising, community, and other events
 - C. Explore creation of student fellowship funded by a law school alumni association. See the attached article about various Notre Dame alumni chapters funding public interest summer work.
 - D. Build relationships with law school faculty
 - E. Build relationships with law school administrative staff
 - F. Creative Collaborations – Touro Law School’s public interest wing will house several legal services providers.

- V. Breakout Sessions
 - A. Recruitment: in-depth discussion
 - B. Supervision: in-depth discussion
 - C. Relationship-building: in-depth discussion

- VI. Breakout Groups Report In

- VII. Bibliography
 - A. Info on Notre Dame alumni-funded fellowships:
<http://law.nd.edu/alumni/ndlawyer/fallwin2001/summerserv.pdf>.
 - B. Supervision Materials
 - 1. East Bay Legal Center Clinical Program – administrative materials
 - a) Supervision best practices
 - b) Clinical education goals
 - c) Mid-semester self-evaluation
 - d) Final evaluation form