Lewis & Clark Law School

Public Interest Employer Handbook
A Guide for Supervising Attorneys

2007-2008

An employers guide to working with law students through Lewis & Clark Law Schools various public interest programs.

Created by the:
Public Interest Law Coordinator
Career Services
Lewis & Clark Law School
10015 SW Terwilliger Blvd.
Portland, OR 97219
(503) 768-6890; Fax: (503) 768-6729
Email: lscs@lclark.edu
www.lclark.edu/dept/lscs

Lewis & Clark Law School gratefully acknowledges Equal Justice Works and the Greater Los Angeles Consortium on Externships for allowing us to adapt its Externship Supervisors' Manual.

In 1993, six Los Angeles area ABA-accredited law schools formed a consortium, the Greater Los Angeles Consortium on Externships (GLACE). The purpose of the consortium was to develop joint standards for the field supervision of student externs by field supervisors, judicial clerks and research attorneys. Their original GLACE-endorsed field supervision manual incorporates those standards and highlights common workplace issues that are often of interest to students and supervisors. Recognizing that supervising attorneys play a highly valued role in legal education, GLACE members developed materials to help supervision efforts and improve the experience for all participants. At Equal Justice Works, we share their goals and hope you find this handbook to be a valuable tool for engaging and mobilizing the next generation of lawyers dedicated to public service.

Lewis & Clark Law School & Equal Justice Works gratefully acknowledges and thanks the GLACE member schools for permission to adapt their excellent materials. The GLACE member schools are:

Loyola Law School, Los Angeles
Pepperdine Law School
Southwestern Law School
UCLA School of Law
University of Southern California Law School
Whittier Law School

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***Karen A. Lash**, Senior Program Counsel at Equal Justice Works, co-authored the GLACE Manual while an Associate Dean at USC Law School and adapted the Manual for this broader distribution.*

Questions about any of the topics addressed in this handbook should be addressed to Lewis & Clark Law School's Public Interest Law Coordinator at (503) 768-6890 or lscs@lclark.edu.

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SECTION I: INTRODUCTION & BACKGROUND

Lewis & Clark Law School has a long and rich history of supporting students interested in public interest law. We could not do this without the support of the public interest legal organizations that employ our students as law clerks and pro bono volunteers. 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 handbook provides ideas and concrete tips for working with law students. The relationships that legal organizations build with law students today help ensure that they become the staff attorneys, pro bono volunteers, and financial contributors of tomorrow.

A. Accessing Law Students

When hiring a law student, make sure you have defined the need your office has for a law clerk. Do you need a second or third year student? Think about other considerations such as whether you need a Certified law student, or if you want the student to have taken classes in specific substantive areas. It often helps to get input from other attorneys in the office who will be working with the law clerk. Likewise, make certain all attorneys who will work with the student understand the parameters of the clerkship.

If your organization could benefit from the work of a full-time summer law clerk or a part-time school year law clerk there are options for obtaining this help, regardless of your ability to pay. The three primary ways of accessing public interest law clerks through Lewis & Clark Law School are, Public Interest Law Project (PILP) Summer Stipends, the Work-Study Program, and the Pro Bono Program. Each program will be described in turn below.

1. Public Interest Law Project (PILP) Summer Stipends

PILP is a student group that does year round fundraising to fund summer stipends for law students. PILP's biggest fundraiser of the year is their annual auction. **This year's auction will take place on Saturday, March 1, 2008**. Stipends are granted to students to do work at public interest organizations that could not otherwise afford to hire summer law clerks. Students and employers submit a joint application for funding. **This year's application deadline will be March 7, 2008.** The stipend application process can be competitive due to the limited amount of funds available.

Detailed information on program eligibility can be found in the appendix of this Handbook and on the PILP Stipend website at: http://law.lclark.edu/org/pilp/summer_stp.html. A brief overview of requirements is also offered here:

- **Students:** must have completed at least one year of law school (first year law students may apply); completed a minimum of 30 hours of pro bono work; must volunteer at the auction and chair an auction committee the year following stipend receipt.

- **Employers:** must be a public interest organization (as defined in program materials); the employment must substantially utilize the students legal training; the employer must have a non-discrimination policy; and the student must be supervised by a licensed attorney.

- **Application Criteria:** the project must be well defined, make a measurable contribution to the organization, and be unique and creative.

If an employer does not have a student in mind that they would like to have apply for a PILP Stipend, there are two options for hiring one through the law school. First, an employer can hire a student through the law school's job posting process. Job postings can be completed online at http://www.lclark.edu/dept/lscs/employers.html, or employers can print the form available online and fax it to the law school Career Services Office. Note on the job posting that the salary is $0, and that once hired you will complete the PILP stipend application with the student. Make sure that the application deadline is early enough to give plenty of time to complete the PILP Stipend application.

Second, employers can participate in the ***Northwest Public Service Career Fair***. This is an annual career fair that takes place on the first Friday and Saturday in February. The Friday session takes place in Seattle, and the Saturday session takes place in Portland. Employers are invited to attend either or both sessions. The Career Fair has a two-part format, a morning table talk session and an afternoon interviewing session. Employers attending the Career Fair do not need to interview students at the Career Fair to attend the table talk session. For more information, or to sign-up to participate in the Career Fair, contact the Lewis & Clark Law School Career Services Office in November at (503) 768-6608.

2. Federal Work-Study Program

The Federal Work-Study Program is a federally funded program that helps public interest employers to hire law clerks. The employer must pay half of the clerk's salary and the government pays the other half. The program is administered by Lewis & Clark Law School, so applications for program involvement must go through the school. The funds available for this program vary year-to-year.

To be eligible for program participation, an employer must be a non-profit 501(c)(3) organization, or a federal, state, or local government agency offering employment in public service. The employer must have a licensed attorney to provide direct supervision over the law clerk. Employers granted work-study funds can hire full-time clerks in the summer and part-time clerks during the school year.

The Federal Work-Study Program operates on an academic calendar year. The deadline to apply is at the end of February for the following school year (example: apply by February 24, 2007 for the 2007-2008 school year). More information about the program is in the appendix of this Handbook. Interested employers may also call the Career Services Office at (503) 768-6608.

3. <u>Lewis & Clark Pro Bono & Community Service Program</u>

The Lewis & Clark Law School Pro Bono & Community Service Program is now entering its tenth year. The law school actively encourages its students to become involved in pro bono and community service work. Students who complete at least 30 hours of pro bono or community service work are recognized by the law school at an annual awards luncheon. Notation of the Pro Bono Honors Award and Community Service Honors Award also goes on a students transcript and is printed in the graduation program. Last year Lewis & Clark law students reported over 9,000 volunteer hours.

How an employer recruits a pro bono student differs depending on whether they are looking for a long-term or a short-term volunteer. If an employer is interested in having a pro bono clerk for a long-term project or for multiple projects over the course of a semester or school year, the best way to recruit is by making a Pro Bono Job Posting. A copy of the Pro Bono Job Posting is included in the appendix to this Handbook. You can also contact the Public Interest Law Coordinator and request that an electronic copy be emailed to you. Pro Bono Job Postings should be submitted to the Public Interest Law Coordinator for online and physical posting. Employers can have interested students contact them directly, or can have the Coordinator collect all application materials and forward them the employer in one bundle. Typically a long-term volunteer can do up to 10 hours of pro bono work a week. Keep in mind, however, that they are students and will need to take breaks during finals and holidays.

If an employer has a short-term project they would like a student to work on, they should participate in the Ad Hoc Pro Bono Program. Students who are interested in doing pro bono work, but do not have the time to commit for a long-term project join our Ad Hoc Pro Bono Program listserv. Interested employers should contact the Public Interest Law Coordinator via phone or email to outline the project. The Coordinator then posts the opportunity on the Ad Hoc listserv. Interested students contact the employer directly.

Currently there are more students interested in doing pro bono work than there are projects to go around. This works to an employers advantage, as usually a number of students will apply for a given pro bono opportunity. Employers often have several applicants to choose from. As with the PILP Stipends and the Federal Work Study Program, all pro bono law clerks must be directly supervised by a licensed attorney.

SECTION II: THE SUPERVISOR'S ROLE AS MENTOR & EDUCATOR

Lawyers overseeing law students performing lawyering tasks assume significant roles as supervisors and mentors. Many of the students you supervise will have little or no legal experience; the legal world is an unknown, or at best little-known, universe. In your workplace they will learn lawyering skills, develop a sense of professional responsibility, reflect on and learn from their experiences, and be exposed firsthand to the critical need for legal services to indigent and under represented people and causes in this country.

Lewis & Clark Law School and Equal Justice Works greatly appreciate the attention you give students regarding the performance of legal tasks such as drafting documents, discovery and using facts, and developing legal and other change strategies. However, the difference between a poor, average or superior experience will be the quality of the time you give your students in terms of feedback on their work, and your commitment to sharing your valuable insights from your observations about the legal system and the ways in which it serves – and doesn't serve – the most vulnerable among us. As students, these short-term volunteers and clerks are at the most impressionable time of their careers. Through you and others in your office they will gain an understanding of the role and lifestyle of the public interest lawyer and your office's substantive law expertise. They will begin to develop opinions about the legal system, the impact the lack of access to justice can have on an individual, family, community and democracy itself, and the role addressing that lack can and should play in their professional lives.

You are making a profound investment in the student's professional development, your organization's reputation, legal education more generally, and mobilization of the next generation of lawyers who will commit some part of their careers to carry on your work.

SECTION III: PROVIDING STRUCTURE & GIVING FEEDBACK

In an effort to maximize the mutual benefit of the work experience, we have developed the following advice based on many years of experience with students in public interest placements. Thank you for ensuring your students receive the best experience possible.

A. How to Structure the Students' Experience

1. Be Prepared for the Student's Arrival

Some employers have formal, well-established programs that provide new volunteers and staff with materials describing everything from the structure of the office to the students' duties to the local eateries. It is far more common, however, to find that employers, whether large or small, run their student program more informally. While there is nothing inherently wrong with some informality, students regularly report that early in the experience they spend a significant amount of time figuring out what they are supposed to do and what is expected of them.

You can avoid this problem by taking a few steps to prepare for the students' arrival. First, ask yourself what you expect the students to do in your office. Will they be working primarily with one attorney or several? Who will be primarily responsible for assigning and reviewing work? Do all staff members know the students will be in the office and what their roles are expected to be? Who will oversee their assignments to ensure the students receive appropriate substantive work? These are basic concerns for all students and it helps everyone if you have these issues settled before the students start work.

When the students arrive, take the time to conduct a brief orientation to the office. Particularly in large offices, it is very helpful if students are given a tour of the office and are introduced to people they will need to know. Tell the student each employee's general job description and let the student know to whom he can go to with questions. Explain up front your expectations and the students' obligations.

Ideally, before the first work is assigned, each supervisor should meet with his or her students to discuss the students' educational goals, whether the time frame is summer, a semester, or more episodic volunteer activities. Take some time to discuss their expectations and goals so, to the extent possible, the students receive work that promotes the stated goals.

2. Monitor the Type and Quantity of Each Student's Assignments

Perhaps the most common student complaints concern the type and/or number of assignments and the attorneys' failure to explain precisely what they want the student to do. These problems can be easily solved if one supervising attorney acts as a "clearinghouse" through which all assignments must pass. That attorney should gather potential assignments from other attorneys and review the proposed work before it is assigned. In this way, the placement can ensure that the assigning attorney has provided an adequate description of the work required and has equipped the student with enough background information to get the work done. In addition, if one person takes responsibility for all student assignments, she can make sure that no one student has too much or too little work and that no student gets bogged down with an assignment that is too burdensome or has only marginal educational value. At some placements, attorneys who wish to assign work to a student use a standard "Request for Student Help" form in which they describe the assignment so the proposed task can be reviewed and approved before it is passed along.

3. Clarify the Objectives and Expectations for Each Assignment

An important key to any successful work experience is the ability of a supervising attorney to give assignments effectively to the student. When any project is assigned, it is important to know exactly what you expect from the student; communicate all aspects of your expectations to him or her. Below is a checklist you may find helpful to ensure less confusion and more productivity for both you and the student.

- Are you explaining assignments with the student's level of experience in mind?
- Have you discussed the basic objectives of the assignment or project?
- Does the student know how the assignment fits into the overall case file and what the assignment will help you or the judge accomplish or resolve?
- Have you communicated when drafts of the assignment are due, as well as when the final product is due?
- Do you know how much time you expect the student to spend on the assignment, including time for research and drafting (keeping in mind that students are often inexperienced and require extra time for thorough research)? How many issues do you expect the student to address? How technically perfect do you want the letter/memo/brief to be in terms of case cites, for example? Do you want a rough draft or a more polished draft? How often should the student check in with you for a progress meeting? Is your schedule communicated to the student, and the student's schedule communicated to you, so that progress meetings are accomplished as planned?
- Is the student aware of the format you require or expect? Have you provided the student with an example of the format of the memo, brief or letter to assist the student in understanding your expectations?
- Who should the student ask for assistance if you are unavailable?
- Have you provided the student with some guidance in terms of starting points for legal research to help focus the issue, or resources they should use to start their research?
- Have you asked the student if he/she has questions (again, remembering that some students may be unfamiliar with the substantive area of law you are asking them to address)?

4. Arrange Weekly Conferences with your Students

Because all supervisors are extremely busy practitioners, it is very easy to let weeks go by without spending any one-on-one time with your students. But from our perspective, it is *essential* that all students meet individually with their supervisors at least once a week to check in, review completed work, address any problems and discuss future assignments. It is inevitable that students will need additional and periodic help, clarification, reassurance or relief. Redefinition of the task is also common as the student gathers information and gains a more precise understanding of the assignment. Since interactions during this phase are frequently marked by informality and brevity, the importance of these exchanges can be easily overlooked.

If you schedule a weekly "standing appointment" to meet with your students you are far less likely to find that your daily work prevents you from regularly meeting with the students.

B. Creating A Welcoming Workplace Environment

The workplace environment is extremely important to the successful experience. Students who feel comfortable and welcome are far more productive. While it may not always be possible to provide separate workspace for each student, we recommend, at a minimum, that students be provided with:

- A desk or other secure workspace that is their own;
- A phone or easy access to a phone;
- A desktop computer, or sufficient access to one to facilitate prompt assignment completion;
- Sufficient office supplies to accomplish assigned tasks;
- Access to adequate legal research materials to accomplish assigned tasks;
- Access to support staff, if necessary to accomplish a task;
- Office keys or restroom keys, if necessary;
- Copier and fax access, if necessary to accomplish a task;
- Clear instructions regarding parking or reimbursement for parking expenses;
- Written office procedures and policies.

Along with the physical setup of the office, it is important to include the student in the office culture. The more the student is treated as part of the team, the better the experience will be for the student and, most likely, performance will be positively influenced. As a minimum, consider some of the following:

- Be sure the student has a clear grasp of the work your office does, its role in any larger organization, and the specific work that you do and its significance to the work of the whole organization.
- Invite students to meetings, if they are relevant to the work or may enhance understanding of the project or task;
- Include students in investigation or research out of the office, if appropriate or may enhance the understanding of the task or project;
- circulate office memoranda to students, if appropriate;
- Include students in the informal matters of the workplace, such as celebrations or group luncheons;
- Introduce students to all staff they are likely to encounter during the workday;

- Provide students with clear instructions as to any workplace limitations, such as areas that may be off-limits or files or materials that may be sensitive or confidential.

Finally, it is critically important to communicate clearly and frequently with students. Open communication can prevent misunderstandings, clarify office relationships and ensure that the student is a functioning member of your work environment and, can help promote the mission of your team.

C. How to Provide Useful Feedback

1. Provide Feedback on all Assignments

The assigning attorney should provide timely feedback on *every assignment the student completes.* Obviously, the nature of the feedback will vary depending on the type of assignment involved: a short research assignment resulting in a brief oral report may only warrant a 5 or 10-minute conversation, while a substantial written project deserves more time and attention. Students consistently report that receiving regular feedback throughout their tenure highlighted their areas of weakness and greatly improved the learning experience. In addition, constructive feedback benefits the supervising attorneys who reap the benefits of improved student performance. Periodic feedback as the assignment progresses also helps ensure that the final product more closely matches your goals and needs, and provides your student with a greater sense of accomplishment.

2. Solicit the Student's Assessment of her Performance

Students will get far more out of a discussion when they are actively involved in evaluating their own performance.[1] To that end, students should be encouraged to assess their own work and to provide suggestions as to how the work could be improved. Therefore, when reviewing a student's work it is useful to first ask the student to evaluate both the assignment and her own performance. For example, did she think the assignment was appropriately challenging? Was it too difficult? Was the project adequately explained so she knew what was expected of her? If she encountered obstacles or questions along the way, did the assigning attorney provide helpful guidance? Is the student satisfied with her own performance? If not, what changes would she make?

These questions will not only help focus the conversation, they will force the student to reflect on the work she has done and what she could have done to improve it. The student is far more likely to accept suggestions for improvement if she has independently recognized the areas that need attention. Furthermore, the student's assessment may help highlight problems that need to be addressed: perhaps problems with the final work product were created by the attorney's limited

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[1] See generally, A. Alexander and J. Smith, A Practical Guide to Cooperative Supervision for Law Students and Legal Employers, 29 Law Office Economics and Management 207 (1988).

description of the assignment or by the student's unfamiliarity with the necessary research tools. If the attorney elicits the student's impressions, these issues can be uncovered and handled more effectively.

3. Tips for Providing Constructive Feedback

As a general matter, feedback to students should be:

- offered frequently;
- offered objectively;
- offered with an emphasis on the positive rather than the negative;
- as detailed as possible, so the student clearly understands your expectations in terms of revisions and the final product;
- immediately upon project completion, while the subject matter and the student focus on the subject is fresh; and
- nonjudgmental, so the student can focus on improved performance rather than inadequacies.

Most supervisors are very concerned with making the students' experience pleasant and, as a result, may shy away from the sometimes uncomfortable task of critiquing the students' work. While this impulse is understandable, students need, deserve and actually *want* honest feedback on their work.

In our experience, students often assume that "no news is good news," and will continue to repeat the same errors unless they are given specific notice that improvement is necessary. We therefore urge all supervisors to provide feedback early so any problems can be addressed before the work proceeds too far. Most students are eager to become good lawyers and welcome specific advice on how they can sharpen their skills.

What sort of feedback should you offer and how should you go about it? First, include a healthy dose of positive feedback. In fact, it is a good idea to start off on a positive note. Even if the student's writing needs improvement, for example, you may be able to honestly commend the student's research abilities. And if the research was weak, perhaps the student's eagerness and curiosity warrant a compliment. While you should not be reluctant to criticize the work where necessary, students are apt to be less defensive if they hear some good news first.

In order to be effective, suggestions for improvement should be as specific as possible. Instead of telling a student to "tighten up the writing" or "use the facts more effectively," take a portion of the student's work and show him or her how to edit and rewrite the assignment. While this kind of feedback can be time-consuming, it is also the most helpful.

We recognize that it can be difficult to systematically review students' work and cover all the relevant points. Below we have set out nine categories you may want to consider when reviewing a student's performance.[2] You may not need or want to touch on each of these categories during every feedback session. But if you assess the student's performance on a specific assignment with these categories in mind it may help both you and the student focus on the areas of concern.

- **Research Ability**
  - knows the basic, non-computer library research tools and how to use them
  - is familiar with computerized legal research resources
  - does thorough, careful and accurate work
  - produces practical and useful results
- **Legal Analysis**
  - integrates legal concepts and theory with facts in a coherent and logical progression
  - is able to identify relevant issues and distinguish a logical hierarchy among them
- **Intellectual Capacity**
  - displays intellectual curiosity
  - thinks creatively and imaginatively
  - develops alternative avenues of argument
  - pursues analogous extensions in areas where the law is nebulous
  - explores subsidiary and related issues uncovered by research to develop innovative legal theory
- **Writing Skill**
  - writes clearly, precisely and persuasively
  - drafts well-organized written assignments
  - cites accurately and properly
- **Clarity of Oral Expression**
  - speaks well and is easily understood
  - is able to discuss issues clearly

[2] This list is presented and discussed in A. Alexander and J. Smith, A Practical Guide for Cooperative Supervision for Law Students and Legal Employers, supra, at pp. 216-217.

- communicates effectively in various advocacy proceedings

- **Judgment**
  - is mature
  - exercises good common sense
  - knows how and when to ask questions or seek additional consultation
  - sets appropriate priorities in handling assigned work
- **Responsibility**
  - is trustworthy and acts ethically
  - takes initiative
  - is dependable and conscientious about work
  - meets deadlines and manages time well
  - works independently and efficiently without sacrificing quality
  - accepts criticism and constructively modifies work habits
- **Client Relations**
  - develops effective working relationships with clients
  - is sensitive and responsive to client needs
  - knows how to be diplomatically persistent
- **"Plus" Traits**
  - shows an interest in the employer's work
  - has a sense of humor
  - is cooperative and accommodating to the needs of the office
  - is even-tempered
  - remains unruffled in emergency situations
  - is courteous and respectful to all staff
  - demonstrates sensitivity to office human relations dynamics
  - appears self-confident and enthusiastic
  - maintains a professional demeanor

4. Keep the Lines of Communication Open

No matter how informal and friendly your office may be, there is no denying the fact that there is a significant imbalance of power between supervising attorneys and their students. Most students are exquisitely aware of their place in the office hierarchy and may be reluctant to ask questions or seek advice for fear of appearing incompetent. In our experience, the best supervisory relationships exist when students feel free to approach their supervisors with all questions, large or small. Supervisors should therefore make every effort to create and maintain a comfortable and effective working relationship that will maximize both the students' educational experience and their contributions to your office.

SECTION IV: LAW STUDENTS & WORKPLACE CONFIDENTIALITY

The observance by lawyers and their respective employees of the ethical obligations of confidentiality is a fundamental principle of the lawyer-client relationship. We recommend that all placements implement steps to ensure that law students, who may or may not have experienced formal training in professional responsibility at the time of the placement, are aware of the specific confidentiality policies in your office. We recommend that:

- Confidentiality policies be in writing and distributed to each law student;
- Students sign an acknowledgment of receipt of the policies; and
- Students actively engage in dialogue throughout the term of the placement with supervising attorneys on the importance of confidentiality and the ethical implications involved in individual cases or circumstances.

See the Appendix for a sample written confidentiality policy from the Loyola Law School Center for Conflict Resolution.

SECTION V: EVALUATION & FOLLOW-UP WITH STUDENTS

At the end of the clerkship (whether it be paid or pro bono) take some time to evaluate your law clerk. One way to ensure the evaluation you do is comprehensive is to set up a file for the clerk at the beginning of the clerkship. State what the law clerk's goals are, and as you progress through the clerkship, you can make notes to the file regarding the student's progress toward those goals, as well as note their areas of strength and areas that need work. Your evaluation will be a critical teaching device for the law clerk. Consider using the feedback categories listed above as evaluation criteria. The notes you take will also be helpful in the future, should potential employers call to inquire about the law clerk's work with your office.

Finally, do not forget about the importance of building long-term relationships with the students who clerk for your office. Add all new law clerks and volunteers to your organization mailing list. Invite current and former law clerks to fundraising, community, and other events. Do not forget that today's students will become tomorrow's staff attorneys, pro bono attorneys, and financial contributors.

Appendix

Lewis & Clark Law School
Public Interest Law Project
Stipend Process Explained

Part One: Background

The Public Interest Law Project was organized by law students in 1990 as a chapter of the National Association of Public Interest Law (NAPIL). PILP is dedicated to encouraging law students to pursue public interest careers. PILP's primary goals are two-fold: (1) providing summer stipends for students working in public interest law; and (2) establishing a loan repayment program for graduates choosing to pursue in careers in the public interest profession. An annual auction and other fund-raising efforts have allowed PILP to award ten to fifteen stipends per summer. Summer stipend recipients have worked for a variety of organizations, dealing with issues such as children's rights, environmental protection, domestic violence, and civil rights.

PILP's Stipend Program enjoys broad financial support. Contributors include Lewis & Clark students, faculty and staff; the Oregon legal community; and the Pacific Northwest at large. The Law School also generously supports the stipend program through an annual gift. The number of stipends awarded annually depends on the success of the PILP auction and other efforts. In 2004, PILP awarded fourteen stipends.

Part Two: Eligibility

Requirements for stipend recipients:

- Lewis & Clark Law School student in good standing
- Completed at least one year of law school
- Will be either in school or in the Portland area in the Fall following the grant period
- Has completed a minimum 30 hours of pro bono work prior to the stipend application due date. Pro bono work need not be legal. At least 10 of the 30 hours need to be contributed toward the **PILP auction**. The auction coordinators will verify the hours contributed to the auction, and the pro bono hours must be verified by the Lewis & Clark Law School pro bono coordinator.
- This "other" volunteer work can fall into 2 categories, Community Service Work and Pro Bono work.
    - Each of these can ALSO count towards a service award through the **career services/pro bono office**! Recipients of these awards are invited to an awards banquet and the award is indicated on your transcript.

- Community service work: This is work that is not legally related. An example of community service work would be mentoring a student at a local junior high or high school.
- Pro bono work: Pro bono work is generally legally-related work done under the supervision of a licensed attorney. An example of this would be doing legal research and writing for a local organization. There are gray areas in what qualifies as pro bono work, however. Volunteering for the Portland Women's Crisis Line and the Community Alliance of Tenant hotline qualifies as pro bono, even though you are not working under a supervising attorney. Both activities deal with legal issues, and thus count as pro bono.

- Cannot be a previous recipient of the PILP stipend.
- Stipend recipients are required to chair an Auction committee the year following the receipt of the stipend and are required to submit a 1-page essay in September describing the work they completed over the summer with their PILP stipend.

Part Three: Application Criteria

PILP will evaluate applications based on:

- Project criteria:
  - Is the project well-defined?
  - Will the project make a measurable contribution to the organization?
  - Is the project unique and creative?
- Applicant criteria:
  - Total number of pro bono hours contributed to the PILP auction
  - Total number of pro bono hours
  - Availability to chair an auction committee the year following the award
  - Suitability of applicant for proposed employment (i.e.: experience in area, course work, etc.)
  - Demonstrated commitment to public service or public interest law
- Employer criteria:
  - The quality of supervision provided to the student
  - Type of employment (preference may be given to full-time positions)
  - Financial contribution of prospective employer (preference may be given to employers who contribute the highest share in order to create as many jobs as possible)

- Note: The Administrative Board gives equal weight to the three sets of criteria. Where two applicants easily deserve funding, the Board may consider the size, location, and resources of the employer.

Part Four: Getting Started

Finding an organization:

- Check out the PILP website for ideas – organizations who have received stipends and their recipients are listed on the website.
- Brainstorm possible employers with the Public Interest Law Coordinator in the Career Services Office.
- Attend the fall Pro Bono Panels sponsored by Career Services. Many of the organizations that attend are former PILP Stipend employers.
- Get a copy of the Pacific Northwest Directory of Public Service and Environmental Organizations (the "Green Book") from the Career Services office. This directory lists public interest and environmental organizations in Oregon and Washington.

Develop a project(s): talk with your organization about their needs and how you can help. Work with the organization to develop a plan for your summer employment.

Application Procedure:

- Pick up the application and review it carefully. There are sections to be completed by the student and sections to be completed by the employer. Make sure to submit the entire application by the due date and make sure it is submitted without your name on it.
- Do not delay! It takes time and effort to locate an organization, develop a project, and complete the application, but it is worth it!

Lewis & Clark Law School
PILP Stipend
Employer Eligibility

- Position: the proposed position mus consist of full-time (400 hours over the summer) or part-time (at least 200 hours over the summer) employment.

- Legal Training: the employment must substantially utilize the student's legal training.

- Public Interest: the employment must serve the public interest. Public interest is defined as, the provision of services to traditionally under-represented clients or causes. The employer must fall into one of the following categories:
    - Non-profit organization which qualifies for tax exemption under IRS Section 501(c).
    - Government: a federal, state, or local agency that employs people in the public interest (as defined above). Judicial clerkships and military service positions are ineligible for PILP funding.
    - Other: the board shall review the application of a student whose employment does not fit into one of the above categories if the student explains how the employment satisfies the intent of the stipend program.
    - PILP does not grant stipends to employment on political campaigns.
    - If there is a material change to the information provided in a stipend application selected for funding, the stipend project is void. The student may approach the Board and request approval of an amended stipend position.

- Non-Discrimination policy: PILP will not knowingly fund stipend positions with employers who discriminate on the basis of race, color, religion, national origin, sex, age, handicap, disability, sexual orientation, marital status, veteran status, or the prejudice of clients.

JOB POSTING FORM

(Also Available online at www.lclark.edu/dept/lscs/employers.html)

Please complete ALL information

(when requesting posting as a “Blind Ad,” please complete all information for our records).

Date: _______________

Type of Position (circle): Student Law Firm Office Space Public Service Judicial Clerkship Business/Corp Academic Fellowship Externship Student Pro Bono

☐ Please post position as a “Blind Ad”

Contact Person(s): ____________________________________ Title: ____________________________________

Employer: ____ Phone: ( ) _____________________

Fax: ( ) ____________________________________

Address: ____

E-mail: ____ Website: ______________________________________

Area(s) of Practice: _____________________________________ Size of Firm: _________

Position(s) Available: ____ Full-time ☐ Part-time ☐ # of hours _________

Student/Graduate ☐ 1D ☐ 2D ☐ 3D

Court Certified Law Student: ☐ No ☐ Yes, in ☐ Oregon ☐ Washington ☐ Idaho

Requirements: ☐ 1E ☐ 2E ☐ 3E ☐ 4E ☐ Graduate

Bar Membership Req’d: ☐ No ☐ Yes, in ☐ Oregon ☐ Washington ☐ Idaho

☐ Other (Please specify): ____

Other Qualifications: ____

____

Description of Duties: ____

____

Salary: $ ___________ Negotiable ☐ DOE ☐ Benefits: ____

Materials Required:

☐ cover letter ☐ reference list

☐ resume ☐ writing sample

☐ transcript (max. pg. # ____)

Send/Deliver Materials to:

☐ Firm/Office

☐ Career Services (will be collected and sent to employer on due date)

☐ Bring to interview

☐ Call for appt./interview

Deadline: ______________________ ☐ immediate Position to Start: ____________________________ ☐ ASAP

As an employer, we agree to abide by the nondiscrimination policy of Lewis and Clark Law School and the policy of the Bylaws of the American Association of Law Schools. We hereby acknowledge that we do not discriminate in hiring in accordance to the nondiscrimination policy as set forth on the attached page.

Authorized Signature:_______________________________________Date: _______________________________________

Return by fax (503) 768-6729; by e-mail at lscs@lclark.edu or US mail to:

CAREER SERVICES • Lewis and Clark Law School

10015 SW Terwilliger Blvd. • Portland, OR 97219

Web site address: http://www.lclark.edu/dept/lscs

BRIEF OVERVIEW OF WORK-STUDY FOR THE EMPLOYER

Lewis and Clark Law School enters into work study contracts each year with employers of non-profit or government agencies to employ law students from the law school. Each year, the Career Services Office invites public interest and government employers to participate in the program, which subsidizes law student salaries with federal money. Here is how the program works:

WHO IS ELIGIBLE?

Any public interest, non-profit 501(c)(3) organization, or federal, state or local government agency which has employment in community service is eligible to participate. The employer must have a licensed attorney to provide direct supervision over a law student. Preferably the organization or agency conducts legal work of some type.

HOW DOES THE EMPLOYER APPLY?

Simply call the Law School Career Services Office at (503) 768-6608, and ask for Vicki Nelson, Assistant Director. You may also send a letter to us no later than the first of December requesting to be included on our work study mailing list. We will then send you a letter with the work study request form. The request form will ask you for the following: The number of student positions you want, the number of hours you want each one to work, and whether you want the student(s) to work for the summer only, or the academic year, or both. Individual work study awards are made to employers in early April each year for the funding cycle, which runs from June 1 through August 31 for summer contracts, and September 1 through May 31 for academic year contracts. Employers should get their request forms in to Career Services **NO LATER** than the end of the third week in February each year.

HOW DOES THE FUNDING WORK?

Each year, the Law School receives a total amount of federal funding that can be applied to work study. Once we receive notice of the total amount, we make awards to individual employers based upon the number of students (and student work hours) they have requested; generally late March or early April. The awards are for the summer or academic year, or both. For example, if an employer requests one student for the summer, to work full time, at $11 an hour, the award would be $4,800; this is based upon 11 weeks of work at 40 hours per week at $11 per hour. The total amount of federal funds we receive each year always varies, and the amount we receive is never enough to fund every single employer with every single position requested. We do our best to balance the funding, and put employers on a waiting list to receive an award if there is not enough in the initial round.

DOES WORK STUDY PAY THE STUDENT'S ENTIRE SALARY, OR DOES THE EMPLOYER HAVE TO PAY PART OF IT?

The employer is required to pay a percentage of the student's salary - the funding is not total. Each year, the percentage could change. For the past several years, the federal funding has paid for 50% and the employer has paid the remaining 50% of the student's salary. So, in our example of the employer who receives an award for one summer student for a total of $4,800, the employer's portion would be $2,400, and the federal funding would pick up the other $2,400. This percentage structure is subject to change depending on federal funding of the program.

ARE THERE ANY OTHER SPECIAL ARRANGEMENTS THAT MUST BE MADE FOR THE STUDENTS?

No. The only thing that is required is that the student's work is supervised by a licensed attorney authorized to practice law in the jurisdiction where the employer (or particular case being worked on), is located. Once you have hired a student, the student must give the employer a referral form indicating that the Law School has verified the student's work study eligibility. At the end of each month, the supervisor signs the student's time card, which the student must submit to Lewis & Clark College for payment. The College issues the student a paycheck for the entire pay period, and then sends the employer a bill for the employer's 50% share of the monthly salary.

Pro Bono Job Posting

Organization:

Description: [Describe organization, project, training information (if any), where the work is to be completed, etc.]

Time Commitment: [example - Approximately 5 hours a week for the Semester.]

Volunteers Needed:

Experience Level: [example - 1L and up]

Deadline: [example - September 12, 2007]

Application Materials: [example - Resume & Cover Letter]

Return application materials to the Public Interest Law Coordinator and contact her for additional information at (503) 768-6890 or lscs@lclark.edu.

Lewis and Clark Law School offers

AD HOC PRO BONO LEGAL SERVICES

What it is:

Through the Ad Hoc Pro Bono Program students offer ad hoc pro bono legal assistance to public interest law practitioners. The program connects organizations with short-term pro bono projects (such as legal research, document drafting, document review, etc.) with students interested in working on insular projects.

How it works:

Attorneys or judges with short-term pro bono projects should contact the Public Interest Law Coordinator, via phone or email to give a brief description of the ad hoc project request. The Coordinator will email a description of the project to students who have expressed an interest in accepting projects. Students interested in the project respond to the Coordinator and are put in direct contact with the supervising attorney or judge to go over details of the project and work out a schedule. Student pro bono work must be supervised by a licensed attorney.

Contact information:

Public Interest Law Coordinator

Career Services Office

Lewis and Clark Law School

10015 SW Terwilliger Blvd

Portland, OR 97219

(503) 768-6890

lscs@lclark.edu

Lewis & Clark Law School
Non-Discrimination Policy

Lewis and Clark Law School provides placement services to all students and graduates, on an equal opportunity basis. We do not knowingly furnish assistance and facilities for interviewing and other placement functions to persons, firms, agencies, or organizations that discriminate in their selection of candidates or employment on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, marital, parental, or veteran status, or the prejudice of clients.

Lewis and Clark Law School notifies employers of our non-discrimination policy and informs them that a request to use any of our placement services in any manner is, by that request, their acknowledgment that they are willing to adhere to our non-discrimination policy. Lewis and Clark Law School expects that all employers will consider, in good faith, each applicant on the basis of his or her individual merits.

The United States Armed Forces historically has discriminated against persons on the basis of their age, gender, and sexual orientation. While those policies have been in flux in recent years as a result of executive and judicial action, the Armed Forces continues to discriminate on the basis of age, gender, and sexual orientation in a manner inconsistent with the Law School's Non-Discrimination Policy. Consequently, the Law School has not allowed Armed Forces recruiters (Army, Navy, Air Force, and Marines) to recruit on campus or to receive assistance from Career Services. Recently, however, Congress amended federal law to withdraw federal financial support (including certain types of student financial aid) to institutions of higher education that do not allow military recruiters access to campus or to certain student information. Department of Defense regulations implementing these provisions make clear that, if the Law School continues its policy of denying military recruiters access to campus and to certain student information, students at the Law School will lose certain financial aid.

In response to this threat, and for no other reason, Lewis and Clark Law School concedes an exception to its non-discrimination policy to military recruiters, to be in effect only while federal regulations continue to threaten elimination of financial aid in response to enforcement of non-discrimination. Northwestern School of Law of Lewis and Clark College abhors in the strongest terms the policy of the Department of Defense and the United States Congress and regrets the need to succumb to their threats. The Law School supports efforts to change both this law and the military policy discriminating on the basis of age, gender, and sexual orientation.

THE LOYOLA LAW SCHOOL

CENTER FOR CONFLICT RESOLUTION

POLICIES AND PROCEDURES

(ADOPTED JULY 1, 1994)

Confidentiality

- Center Staff shall release no information that might identify a Party served by The Center or that might identify a conflict brought to The Center.
- No one other than Center Staff shall be permitted in The Center offices (Casassa 101 and 102) without the permission of the Director or of the Associate Director. If anyone else (including former Center Staff) enters The Center, they shall be escorted to the office of the Associate Director or into the hall. Say-- *"It is important to The Center that confidentiality is maintained. Please come with me (go with them into the office/hall). How can 1 help you?"*
- When returning a phone call, remember confidentiality. If the Party has waived confidentiality, Center Staff may give the name of the Party being called, Staff's name, The Center name and file number and questions about The Center may be answered. If not, then Center Staff shall only give the name of the Party being called, Staffs name and The Center name. No information about why the Party called shall be given. Center Staff cannot say what a Party did not call about because to say – "No," "No," then, "No comment," would be to say "No," "No," then "Yes." If asked, say — *"The services provided by The Center are confidential. We can release no information about what we rare told or not-told without permission."*
- Students who are, or who have been, Parties at The Center shall not take the Community Conflict Resolution Clinic. Students *who* have represented a Party may, with the Director's permission, take the Clinic.
- The Center Confidentiality Form shall be signed by all Parties before a mediation may begin.
- A colored highlighter pen shall be used to mark all information in the file that a Party asks to be kept confidential.
- The address and telephone number of a Party shall not be released without the express permission of the Party.
- Files and parts thereof shall not leave The Center without the permission of the Associate Director or of the Director.
- If a Party requests that Students and/or Volunteers not have access to their file, that file shall be accessible only by the Director or by the Associate Director.
- Confidential material shall only be disposed of by shredding at The Center.

Questions about any of the topics addressed in this handbook should be addressed to:

Public Interest Law Coordinator

Career Services
Lewis & Clark Law School
10015 SW Terwilliger Blvd.
Portland, OR 97219
(503) 768-6890
lscs@lclark.edu
www.lclark.edu/dept/lscs