

Harvard Law School

**EXTERNSHIP/INDEPENDENT
CLINICAL PROGRAM
SUPERVISOR HANDBOOK
2022-2023**



**Office of Clinical and Pro Bono Programs
Harvard Law School, WCC Suite 3085
6 Everett Street
Cambridge, MA 02138**

clinical@law.harvard.edu – Email

<https://hls.harvard.edu/clinics>

TABLE OF CONTENTS

Clinical Legal Education at HLS	2
Statement on Diversity, Inclusion and Equity	3
Supervisor’s Checklist	4
Learning and Feedback	7
Required Written Evaluations	9
Time Commitment and Credits.....	11
Remote Placements	13
Close-Out Procedures	14
Placement Site Visit	15
Accessibility	16
Notice of Non-Discrimination	16
Sexual and Gender Harassment Policy.....	19
HLS Clinical Calendar	21

CLINICAL LEGAL EDUCATION AT HARVARD LAW SCHOOL

Thank you for your participation in Harvard Law School's program of clinical education.

As a supervisor of an independent clinical or externship student, you play a critical role in the practical legal education of our students. With your guidance Harvard Law School students will cultivate professional skills and values and will gain insight on law practice and the legal profession.

The primary goals of Harvard Law School's Externship Clinics are as follows:

- To enable students to continue to develop and clarify their professional goals through participating in, and reflecting upon, the work of their host /placement organizations;
- To further develop students' understanding of professional responsibility and professionalism through participation in, observation of, and reflection on legal practice;
- To develop and strengthen lifelong habits of reflective learning and self-awareness through engaging in written and oral reflection and analysis, so that students will be able to guide their own professional growth after graduation;
- To improve students' lawyering skills, including research, writing, and oral advocacy (whether formal or informal) through putting these skills to work for their host organization, and receiving detailed feedback from their supervisor on their work;
- To further develop students' substantive legal knowledge and analytic skills through their work for their host organizations and classroom readings and discussion; and to underscore that public service is an essential and rewarding part of any legal career through their work at their host organization.

To assist you in supervising students in achieving a successful externship placement or independent clinical, we have compiled this Supervisor Handbook of best practices for student supervision.

Ongoing feedback and evaluation is critical to ensure a successful clinical experience for our students. This Handbook, in addition to familiarizing you with our goals and objectives, also sets forth your responsibilities and some recommended guidelines for supervision.

If you have any questions or concerns during the semester, please feel free to contact the Office of Clinical and Pro Bono Programs:

Liz A. Solar
Director of Externships
Office of Clinical and Pro Bono Programs
617-495-3765
clinical@law.harvard.edu

Statement on Diversity, Inclusion and Equity

The Office of Clinical and Pro Bono programs encourages and believes that a legal education and legal profession that promotes excellence is one that fully embraces students, as aspiring lawyers, from varied backgrounds, cultures, races, identities, life experiences, perspectives, beliefs and values. We recognize that implicit bias, micro-aggressions, and other inequities permeate our society and our profession affecting some students striving to excel in academia and the profession. We expect that your organization/agency, by committing to the mentorship and supervision of the professional development of student interns, is proactively engaging in measures needed to ensure access, opportunity, and inclusive and equitable workspaces for all students, including those from historically marginalized groups. These groups include, but are not necessarily limited to, students from different races, ethnicities, sexual orientation, gender identity, disability, and low socioeconomic status. OCP is available to partner with you to facilitate and improve your supervision in order to ensure that all students enter a work environment that will welcome them fully and encourage all students to realize their potential.

SUPERVISOR'S CHECKLIST

The following guidelines are designed to help the student, you, and your organization have a successful experience through participation in Harvard Law School's Program of Clinical Legal Education. An active and well thought out supervision plan and feedback process between the supervisor and the student is essential for a productive experience.

Primary Supervisor: Each student should be assigned to work directly with one supervisor, although the student may also consult with other office staff throughout the course of the student's placement. If the student is receiving assignments from more than one attorney, the supervisor should coordinate all assignments and review the student's work product. When there is more than one office, the student should be located in the same office as the supervisor. The supervisor must have the necessary license to practice in the area of law or jurisdiction in which the attorney works.

Initial Meeting about Student Work: Schedule an initial meeting at the beginning of the student's placement to discuss your and the student's expectations of the work to be done, the student's goals for the externship/independent clinical, the specific types of tasks the student will be assigned, the time frame for completion, and the goals of the project or placement. It may be helpful for you to express these mutual goals and expectations in writing. Provide the student with basic introductory information, including a brief overview of the organization, office policies and procedures and helpful resources for completing assignments. Supervisors are then asked to assign work to the student in keeping with the goals and tasks delineated during this meeting.

Discuss Student Role: At the start of the placement, you are encouraged to confirm with the student that: (1) the student is a clinical student - not an employee of the placement; (2) the focus of the externship/independent clinical is to provide training (related to the development of legal skills and substantive knowledge) to the student; (3) the student is not entitled to a job at the conclusion of the externship/ independent clinical; (4) the student is not entitled to wages for time spent in the externship/ independent clinical because the student is not an employee; and (5) the student's tasks are educationally oriented and clearly delineated from the tasks performed by office employees.

Confidentiality: Discuss issues of confidentiality and ethics with the student, keeping in mind that they may not have taken a course in professional responsibility prior to this placement. Provide the student with copies of office policies or other materials that you think will assist them in dealing with these issues. Talk to the student about how you would handle situations in which your duty of confidentiality might be compromised (e.g., discussing a case with a friend, etc.). Advise students as to the appropriateness of using writing from clinical work as writing samples in outside settings.

Communication: Inform the student if you have a preferred method of contact within the office or when you (or the student) are away from the office. Please also suggest any best practices with regard to students communicating over email – both in what kind of documents or information may be disclosed over email as well as email etiquette when communicating with you, other attorneys, and clients in a professional manner.

Conflicts of Interests: Please raise the issue of potential conflict of interests with the student and the rules of professional responsibility that must be considered. Keep in mind that students may have had multiple clinic experiences and/or summer jobs where they have potentially worked on competing sides of cases.

HLS Clinical Email System Policy: HLS has set up a separate clinical email system for students to be used exclusively for work related to an HLS clinic. Students working at externships/ independent clinical have been advised to adhere to the email policies of the placement organization. If your organization does not provide students with an email address to use for work, students have been advised to discuss the existence of their HLS clinical email and to use this account. Students are prohibited from using their regular HLS or personal email accounts for externship/ independent clinical work.

The clinical email account has extra security measures in place to protect the confidentiality and integrity of privileged client communication and case information. These measures protect the student, the supervisor, and the clients from inadvertent disclosure of confidential information. This email account should never be used for personal or other matters unrelated to clinical work.

The clinical email account is set up in a manner designed to make the forwarding of client information extremely difficult in order to protect confidential information. Once students have completed their time at the law school, and after HLS provides adequate notice, their access to the clinical email account will be terminated. Students should never send High Risk Confidential Information through any kind of email account. Instead, they should use the [secure file transfer system](#).

Students should consider whether sensitive document data, also known as metadata, should be removed from documents before sending any attachments from their clinical email account. Students should always discuss this and any other issue with their supervisor if they are unsure about an appropriate course of action.

Assignments: Assign the student responsibilities comparable to work that would be performed by a new attorney, and actively encourage the student to take on the most challenging work the student can reasonably handle. You should provide the student with the opportunity to participate in a variety of interactions and proceedings that reflect the complexity and diversity of the legal work of the office. The student should approximate working as a lawyer to the maximum extent and should be intimately involved in, not just an observer of, the strategic decision-making process in matters in which the student is involved.

Regular Meetings: We ask that you meet regularly with your student to explain assignments and provide critical feedback on the student's performance. Also, it will allow the student to ask questions and to obtain your guidance on a regular basis. When you give a student an assignment, discuss the immediate and long-term objectives and explain the context of the issue. Specify time deadlines and other expectations.

Student Court Certification: If the student is required to appear in court, please check with the Office of Clinical and Pro Bono Programs to inquire if the student either has been, or can be, certified to appear in court under local student practice rules.

Malpractice Coverage: It is the responsibility of the supervising attorney to be covered under a malpractice insurance policy, if appropriate, and that the student will fall under the attorney's coverage.

Student Absences: Students are responsible for consistently working the required number of hours each week throughout the semester. If a student is missing work or deadlines or you have any other concerns about the

student, please contact the Office of Clinical and Pro Bono Programs. Please see Section on *Time Commitment and Credits* for more information about student hour minimums, absences, and school holidays.

New York Bar Pro Bono Certification. Many Harvard Law Students may also be applying to take the New York Bar Exam. The New York Court of Appeals requires any Applicant who has successfully completed the New York Bar Exam to perform 50 hours of pro bono service prior to seeking Admission to the Bar. Students may ask you to sign an Affidavit of Compliance to demonstrate compliance with this requirement. For more information on the New York Pro Bono Requirement, see link: <http://www.nycourts.gov/attorneys/probono/baradmissionreqs.shtml>

LEARNING AND FEEDBACK

Student Educational Objectives

Students should have an opportunity to engage in substantial legal work, appropriate for students, including more advanced work for students as they become more capable. The work should consist of the authentic work of the placement and not work assignments created solely to occupy the student without reference to the work demands of the office. The work should provide students with an understanding of all aspects of the work of the placement and expose students to decision-making on active cases or problems, whether through staff meetings, conversations with mentors and other attorneys, or other collaborative work processes.

The work should place students in lawyering roles to the extent possible. This may include:

- A primary counsel role, subject to relevant student practice rules;
- A supporting role, in which the student engages in collaborative work with the supervising attorney; and
- A role in which a student is given opportunities to observe experienced lawyers or judges performing complex tasks and tasks that are beyond the scope of the student's current capabilities and to discuss those observations with mentors.

Objectives for Externship/Independent Clinical Supervision

Supervisors are expected to do the following:

- Encourage students to challenge themselves and to produce the highest quality work product;
- Evaluate their field experience critically and regularly engage the student in constructive critical evaluation of the student's field experience;
- Regularly review, critique, and provide timely feedback on the student's work. Provide specific information on whether the student's approach is effective, and suggest alternatives. It is essential to provide ongoing constructive feedback to enable the student to analyze the student's performance, improve, and gain confidence, skills and understanding.
- Encourage students to engage in self-evaluation;
- Communicate as necessary with the externship director and/or externship faculty about student progress;
- Model the reflective and conscientious practitioner and welcome questions of aspects and techniques of practice;
- Understand the educational objectives of the externship course.

In addition to these excerpts, see *Best Practices for Legal Education: A Vision and A Road Map* by Roy Stuckey and Others for more information about feedback and evaluation.

Challenging issues with a student

In the case of a student who presents challenges due to substantially delinquent (and unexcused) attendance or unsatisfactory performance, the supervisor may reach out to Liz Solar by phone or email. We encourage supervisors to reach out as soon as possible in an effort to mitigate and give the student opportunities to remedy their delinquencies as appropriate. Supervisors are strongly encouraged to utilize the **mid-semester evaluation** to identify concerns, discuss any issues with students, and OCP if that would be helpful, and come up with a plan for student to remediate such concerns. The law school may, after written notice, involuntarily withdraw a student from the clinic.

REQUIRED WRITTEN EVALUATIONS

Mid-semester: For supervisors of externships or independent clinicals in the Fall or Spring, you must complete a mid-semester evaluation of the student's performance. Please schedule a meeting at mid-semester where you can evaluate the student's performance and the student can self-assess his or her own performance. Together, you should develop a work plan for the remainder of the semester. Please use the mid-semester evaluation to raise any concerns.

Final: You also must complete a final evaluation of the student's work performance at the end of the semester. The evaluation, which is most valuable if shared openly and honestly with the student during an 'exit interview,' should include a comprehensive assessment of performance, focusing on both strengths and areas for further development as well as a review of the cases and projects assigned to the student.

Evaluations include a comprehensive assessment of your student's performance, focusing on strengths, progress, and areas for further development.

Students will be evaluated on the following criteria:

- Legal Analysis and Research
- Judgement and Problem-Solving Skills
- Writing and Drafting Skills
- Professional Practices
- Case and Time Management

Supervisors are asked to assess students' performance using a scale from 1 - 10:

1-2 Fail - Weak performance. Prompt attention needed to plan for improvement. Weak performance may be related to such things as: insufficient output, inconsistent performance, inadequate research and analysis, carelessness and inaccuracies, insufficient preparation for tasks, weak organization and case management.

3-4 LP - Minimally adequate performance that could be described as: meets minimum standards of quality and quantity, usually meets deadlines, performs basic advocacy tasks adequately, understands the need to act with purpose and design and can do so with supervision, follows instructions, but requires close supervision

5-7 Pass - Satisfactory to good performance that could be described as: consistently meets and sometimes exceeds minimum standards, works efficiently, exhibits good organization and case management skills, acts with reasonable purpose and design, seeks out and uses supervision effectively by clarifying task expectations, reporting problems and proposing solutions.

7-10 Honors - Achieves very good results that could be described as: consistently exceeding minimum quantity and quality expectations, always accurate, anticipates and meets deadlines, exhibits good command of relevant law, requires close supervision only on new or complex matters, works independently on familiar tasks, learns effectively from colleagues and seeks opportunities to learn and improve. Exhibits outstanding strategic judgment and planning, solid performance of lawyer tasks and skills.

A copy will be shared with your course instructor or faculty sponsor and a copy will be kept in your permanent academic file in the Office of Clinical and Pro Bono Programs.

Recommended Clinical Grade: Supervisors recommend a grade based on the student's work and progress throughout the semester. It is important that the written evaluations be detailed and thorough to provide the basis for the recommended clinical grade. At the beginning of the semester, supervisors will be notified of the clinical grading policy (H/P/LP/F or credit/fail as selected by the course instructor. A separate clinical grade sheet is provided to supervisors for recording the grade. The supervisor is not required to share the recommended grade with their student.

Grades: The HLS externship grading scale is Honors, Pass, Low Pass or Fail (H, P, LP, or F), with the exception of some clinical courses offered for credit/fail. Independent Clinicals are graded on a Credit/Fail basis.

Submission deadlines are set out in the calendar located at the beginning of this handbook. Please submit completed evaluations to: **Liz Solar, Director of Externships, Office of Clinical and Pro Bono Programs,** clinical@law.harvard.edu.

TIME COMMITMENT AND CREDITS

Clinical work involves the representation of clients and management of projects, requiring serious professional and academic responsibilities. At the beginning of the semester, students set up a schedule of clinical work hours that corresponds with the number of clinical credits the student will receive. For every four weekly work hours, one clinical credit is awarded. The clinical term in the fall and spring lasts for twelve weeks. The minimum number of clinical credits is 2, the maximum is 5.

Terms available	Clinical credits	Hours per week	Hours per term
Fall, Spring	2 clinical credits	8 hours/week	96 hours/term
Fall, Spring	3 clinical credits	12 hours/week	144 hours/term
Fall, Spring	4 clinical credits	16 hours/week	192 hours/term
Fall, Spring	5 clinical credits	20 hours/week	240 hours/term

For winter term externship, students earn 2 clinical credits. Students must be in residence working full-time at their placements, from the first day of winter term, January 3, 2023 through the last day of winter term, January 20, 2023. For fall and spring, students may earn between 2 -5 clinical credits.

For winter term independent clinicals, students earn 2 clinical credits. Students must be in residence working full-time at their placements from the first day of winter term through the last day of winter term. For fall and spring independent clinicals, students may earn between 2 - 5 clinical credits.

Working On-Site

Students must fulfill all clinical work hours on-site at the clinical placement. Post pandemic, some placements may be remote and/or hybrid. Supervisors and students must discuss these arrangements with Liz Solar in advance of the term.

Holidays and Missed Work Days

Students are responsible for consistently working the required number of hours each week throughout the semester, with exceptions for Thanksgiving, December holidays, and fall and spring breaks. During these excused absences (which students should coordinate in advance with you) students are required to ensure that all casework is covered and that clients are aware of the student's absence. Please see Clinical Calendar for holidays where students need to make up missed hours. [Clinical Calendar 2022-2023](#).

If offices are closed for any local, state, or national holidays (during which HLS holds classes) and the student is unable to work, they are expected to make up the missed hours in order to complete the requisite clinical hours.

Any unplanned hours missed from the weekly schedule of clinical work must be made up within a reasonable period of time on a schedule developed between you and the student. If the student is sick for an extended period of time, they are expected to advise their supervisor of the situation and arrange to make up work. If a student is missing work and you are not able to contact the student, please contact the Office of Clinical and Pro Bono Programs to resolve the situation.

Students on F-1 Visas

All J.D. students on F-1 visas are required to apply for Curricular Practical Training authorization through Harvard University to participate in externship clinics. Students on F-1 visas are not eligible to participate in independent clinics or advanced externship clinics. To receive authorization, students must have an offer letter from the student's externship placement and complete a Curricular Practical Training application provided by the Office of Clinical and Pro Bono Programs. OCP will work with all placements to get any necessary offer letters.

IMPORTANT: Students cannot start their clinical placement until they have received Curricular Practical Training authorization through the Harvard International Office. Students with part-time Curricular Practical Training authorization may not ever work more than 20 hours per week.

REMOTE PLACEMENTS (Outside of Greater Boston)

The Office of Clinical and Pro Bono Programs will allow students to work remotely at placements outside of Greater Boston under the following circumstances: 1) a winter placement with a long-distance spring clinical (e.g., Capital Punishment); and 2) certain clinical courses that place students with organizations outside the greater Boston area (e.g., Sports Law, Attorney General Clinic).

Supervision

The hardest part of supervising a long-distance placement is establishing and maintaining a good working relationship between you and the student. It is critical to focus on this early in the semester.

- **Set up an initial phone meeting during the first week of the academic semester.** Discuss goals and expectations. This should include what the student hopes to learn and what skills the student hopes to improve during the semester. It should also include how often you will communicate with each other, and whether by phone or email. A regular communication schedule should be established. The student should send a follow-up email to you reiterating the student's semester goals/expectations and the communication schedule.
- **Regular communication:** The student you are supervising should be in contact with you at a minimum on a weekly basis via telephone or email. If the student is unable to reach you (and an emergency has not occurred), the student should contact the Office of Clinical and Pro Bono Programs.
- **Assignments:** The student should receive interesting and meaningful work. If this becomes an issue, please contact the Office of Clinical and Pro Bono Programs.
- **Mid-Semester Evaluation (Fall/Spring Only):** You are required to have a mid-semester evaluation telephone meeting with your student. This is an opportunity for you to provide constructive feedback (praise and critique). This is also an opportunity to plan assignments and tasks for the remainder of the semester.
- **Monthly Time Log:** Students working in a long-distance (remote) placement are required to maintain and submit via email a monthly time log to their supervisor and the Clinical and Pro Bono Programs office (except students through the independent clinical program). An example is available for download on the clinical website.

Resources Available to Students

Conference rooms, Telephone, and Fax: The Office of Clinical and Pro Bono Programs has conference rooms with telephones available for students to use for clinical work. A fax machine is also available. For more information or to book the office space, students may contact our office at 617-495-5202 or clinical@law.harvard.edu.

CLOSE-OUT PROCEDURES

Before the end of the semester, please discuss with students any close-out procedures they must comply with in order to complete their clinical work.

Students should ensure that case files are updated, complete, and in good order before completing their clinical work. In addition to informing you of the status of their cases or projects, it may be helpful for students to write “transfer” memoranda detailing the current status of their work, documenting progress throughout the semester, and indicating what needs to be done in the near future. You should plan to discuss with the student how to deal with any email that needs to be saved, how to upload information to the case management system, and where to file client/case related information before you leave your clinic at the end of the semester.

We recommend that you schedule an exit interview with your student, at which time you can review his/her transfer documentation and your final evaluation.

PLACEMENT SITE VISIT

Someone from the Office of Clinical and Pro Bono Programs may contact you to arrange a time to meet with you to conduct a 'site visit' during the semester, if you are a local placement that regularly works with Harvard students. These site visits provide us with the opportunity to learn more about you and your organization and to hear your opinions and assessments of Harvard Law School's clinical program.

The following is a list of topics we hope to cover during the site visit interview. In addition to the items listed below, you should feel free to raise any issues or concerns you may have, as well as make suggestions, during this visit or at any time throughout the semester.

- Does the student have an adequate workspace at the site? Does the student have access to a computer and telephone? What other facilities are available?
- How many attorneys are in your office? How many staff members?
- Is work assigned in writing or verbally? Do other attorneys give the student any assignments? Are you overseeing those assignments?
- What types of assignments has the student been given?
- What types of assignments will you give the student during the remainder of the semester?
- Is the student being given a variety of projects or tasks to ensure a broad exposure to the practice?
- Does the student attend staff meetings, client meetings, mediations, or other scheduled events related to his/her work?
- Have you discussed ethical and client issues and various approaches to legal issues and cases with the students?
- How do you evaluate the student's work? Do you provide feedback in writing? In person?
- How often do you meet with the student? Do you meet in person? On the telephone? Via e-mail?
- How do you structure the meetings? Do you spend time critiquing the student's work and providing the student with effective and constructive feedback?
- Have you provided the student with any manuals or other materials? Has the student attended any training or participated in any seminars? If yes, please describe.

ACCESSIBILITY

OCP fully complies with Harvard Law School's commitment to the full inclusion of students with disabilities in its clinical programs. In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the Americans with Disabilities Act Amendments Act (ADAAA), HLS provides accommodations and support to students with documented disabilities on an individual, case-by-case basis. Clinic students are encouraged to access resources made available through Student Support Services in the Dean of Students Office in order to fully participate in all clinical opportunities. <https://hls.harvard.edu/home/accessibility-services-resources/>

We ask that all supervisors comply with all local, state and federal rules and laws when supervising and hosting students at their work sites. Students and supervisors with questions or concerns may reach out to Liz Solar at esolar@law.harvard.edu or 617-495-3765.

HARVARD UNIVERSITY

NOTICE OF NON-DISCRIMINATION

Harvard Law School does not discriminate against any person on the basis of race, color, religion, creed, national or ethnic origin, age, sex, gender identity, sexual orientation, marital or parental status, disability, source of income, or status as a veteran in admission to, access to, treatment in, or employment in its programs and activities. The Law School has instituted these policies and certain procedures to ensure a safe and nondiscriminatory environment and to meet legal requirements, including Title IX of the Education Amendments of 1972. All employers using the facilities and services of the career services offices must comply with these policies and procedures. Harvard Law School makes one exception to this policy. Under threat of loss of funding to the University resulting from the Solomon Amendment, the Law School has suspended the application of its non-discrimination policy to military recruiters. This exception to our policy does not in any way reflect acceptance of, or agreement with, discriminatory hiring practices.

Accordingly, the Office of Clinical and Pro Bono Programs of Harvard Law School requires all students and externship and independent supervisors to comply with all applicable antidiscrimination laws.

CONTACT INFORMATION

Inquiries regarding the application of the Law School's nondiscrimination policy may be referred to the following Law School coordinators of that policy:

Students:
Jessica Soban
Associate Dean for Student Services
617-495-1880
WCC 3039

Mark A. Weber
Assistant Dean for Career Services
617-495-5469
WCC 4022

Catherine Pattanayak
Assistant Dean for Public Service and Director of the Bernard Koteen Office of Public Interest Advising
617-496-6106
WCC 4048

Assistant Dean for Clinical and Pro Bono Programs
617-495-5202
WCC 3085

Faculty:
L. Tracee Whitley
Dean for Administration
617-495-4641
Griswold 201

Staff:
Roxanne L. Armbruster
Assistant Dean and Chief Human Resources Officer
617-496-2080
Hauser 010

Sasha Tulgan
Hauser Hall 010
1575 Massachusetts Avenue
Cambridge, MA 02138
STulgan@law.harvard.edu

J.D. Admissions:
Kristi Jobson
Assistant Dean for Admissions and Chief Admissions Officer
617-495-0658
Austin 203

LL.M. and S.J.D Admissions:
Assistant Dean for the Graduate Program and International Legal Studies
617-496-4849

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J. W. McCormack POCH, Room 222, Boston, MA 02109-4557.

HARVARD UNIVERSITY

NOTICE OF NON-DISCRIMINATION

Harvard Law School does not discriminate against any person on the basis of race, color, religion, creed, national or ethnic origin, age, sex, gender identity, sexual orientation, marital or parental status, disability, source of income, or status as a veteran in admission to, access to, treatment in, or employment in its programs and activities. The Law School has instituted these policies and certain procedures to ensure a safe and nondiscriminatory environment and to meet legal requirements, including Title IX of the Education Amendments of 1972. All employers using the facilities and services of the career services offices must comply with these policies and procedures. Harvard Law School makes one exception to this policy. Under threat of loss of funding to the University resulting from the Solomon Amendment, the Law School has suspended the application of its non-discrimination policy to military recruiters. This exception to our policy does not in any way reflect acceptance of, or agreement with, discriminatory hiring practices.

Accordingly, the Office of Clinical and Pro Bono Programs of Harvard Law School requires all students and externship and independent supervisors to comply with all applicable antidiscrimination laws.

CONTACT INFORMATION

Inquiries regarding the application of the Law School's nondiscrimination policy may be referred to the following Law School coordinators of that policy:

Students:

Stephen Ball
Assistant Dean and Dean of Students
617-495-1880
WCC 3039

Mark A. Weber
Assistant Dean for Career Services
617-495-5469
WCC 4022

Catherine Pattanayak
Assistant Dean for Public Service and Director of the Bernard Koteen Office of Public Interest Advising
617-496-6106
WCC 4048

Assistant Dean for Clinical and Pro Bono Programs
Meredith Boak
617-495-5202
WCC 3085

Faculty:

L. Tracee Whitley
Dean for Administration
617-495-4641
Griswold 201

Staff:

Roxanne L. Armbruster
Assistant Dean and Chief Human Resources Officer
617-496-2080
Hauser 010

Sasha Tulgan
HLS Title IX Program Office
Hauser Hall 010
1575 Massachusetts Avenue
Cambridge, MA 02138
STulgan@law.harvard.edu

J.D. Admissions:

Kristi Jobson
Assistant Dean for Admissions and Chief Admissions Officer
617-495-0658
Austin 203

LL.M. and S.J.D Admissions:

Gabriella Blum
Vice Dean for the Graduate Program and International Legal Studies
617-496-4849

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J. W. McCormack POCH, Room 222, Boston, MA 02109-4557.

Sexual and Gender-Based Harassment Policy

Harassment based on sex, gender, or gender identity is governed by Harvard University's [Interim Policies on Title IX Sexual Harassment and Other Sexual Misconduct](#). The Policies prohibiting sexual harassment and other sexual misconduct are designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including: Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the University's programs or activities; relevant sections of the Violence Against Women Reauthorization Act; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment; and Massachusetts laws that prohibit discrimination on the basis of sex, sexual orientation, and gender identity.

FREQUENTLY ASKED QUESTIONS

To learn more about [Harvard University's Interim Policies and Procedures](#), please refer to the Office for Gender Equity [website](#). More background explanation about the interim policies is available [here](#).

Procedures for Handling Complaints:

- Reports of sexual and gender-based harassment, including sexual assault and sexual violence, will be processed under the [HLS Sexual Harassment Resources and Procedures for Students](#) when both the complainant and the respondent are HLS students.

- If either the complainant or the respondent is a non-HLS student, the [Harvard University Procedures for Handling Complaints Involving Students Pursuant to the interim policies on Title IX Sexual Harassment and Other Sexual Misconduct](#) will be used, and, when the respondent is an HLS student, will be supplemented by the [HLS Interschool Sexual Harassment Procedures](#). For additional information regarding the investigative process under Harvard University procedures, visit the Office of Dispute Resolution's [website](#).

Anonymous Reporting:

If you wish to report a concern in an anonymous manner, you can do so via the Harvard University Reporting Hotline: The [Anonymous Reporting Hotline](#) operates 24 hours a day, seven days a week, and is run by an independent, third-party provider.

There are two ways to report: toll-free by calling 877-694-2275 or you can [submit a report online](#).

HLS CLINICAL CALENDAR 2022-2023

Date	Event
August 19, 2022	Winter-Spring 2023 and Spring 2023 Semester in Washington Clinic Application Deadline
August 26, 2022	Early Clinical Drop Deadlines (Capital Punishment Clinic -Winter-Spring, Crimmigration Clinic – Spring, Government Law: Attorney General Clinic – Winter and Spring, Government Lawyer: U.S. Attorney Clinic – Spring, LGBTQ+ Advocacy Clinic – Spring)
September 5, 2022	Labor Day – No Classes; University administrative offices will be closed
September 6, 2022	Upper-level Fall Term Classes Begin
TBD	Student Practice Organizations Fair
TBD	Supreme Court Litigation Clinic Winter 2022 Application Deadline
October 7, 2022	Last day to change credits for Fall 2022
	Columbus Day (Federal)/Indigenous Peoples' Day (City of Cambridge) – No Classes; University administrative offices will be closed.
October 10, 2022	Students are excused from clinical work and must notify placements.
October 12, 2022 (5:00 pm)	Sports Law Clinic Winter and Spring 2023 Application Deadline
October 14, 2022	Reflection Essay #1 Deadline (Externship Students) (Applicable for students who received an email with essay requirements)
October 23, 2022	Winter 2023 Criminal Justice Appellate Clinic Application Deadline
October 28, 2022 (midnight)	Winter 2023 Independent Clinical Application Deadline; Winter 2023 Advanced Clinical Application Deadline
October 28, 2022	Child Advocacy Clinic: Child Welfare, Education, & Juvenile Justice Winter-Spring 2023 Early Drop Deadline
October 31, 2022	Emmett Environmental Law and Policy Clinic Winter 2023 Application Deadline
	Veteran's Day – All classes meet on regular schedule; University administrative offices will be closed.
November 11, 2022	If clinical placement is closed, students must make up hours missed.
November 11, 2022 (midnight)	Winter 2023 and Winter-Spring 2023 Clinics Add/Drop Deadline Fall 2022 Supervisors' Mid-semester Student Evaluation Deadline
November 18, 2022	Reflection Essay #2 Deadline (Applicable for students who received an email with essay requirements)
November 18, 2022	Education Law Clinic: Legislative and Administrative Lawyering Spring 2023 Early Drop Deadline
November 23-25, 2022	Thanksgiving Break
November 28, 2022	Child Advocacy Clinic: Child Welfare, Education, & Juvenile Justice Spring 2023 Early Drop Deadline
December 2, 2022	Upper-level Fall Term Classes End

December 2, 2022 (midnight)	Spring 2023 Clinic Add/Drop Deadline Final Paper for Fall 2022 Clinical Work Due
December 3, 2022	Reflection Essay #3 Deadline (Externship Students) (Applicable for students who received an email with essay requirements)
December 9, 2022	Fall 2022 Supervisors' Student Evaluation Deadline
December 17, 2022 –	
January 2, 2023	Winter Break
January 3, 2023	Winter Term Classes Begin
January 6, 2023	1st Weekly Reflection Email Due (Independent Clinical Students)
January 13, 2023	2nd Weekly Reflection Email Due (Independent Clinical Students) Martin Luther King Day – No Classes; University administrative offices will be closed.
January 16, 2023	Students are excused from clinical work and must notify placement. Upper -level Winter Term Exams; Winter Term Clinical Work Ends; Final Day for all
January 20, 2023	Winter Term Academic Programming
January 20, 2023 (midnight)	Spring 2023 Independent Clinical Application Deadline; Spring 2023 Advanced Clinical Program Application Deadline 3rd Weekly Reflection Email Due (Independent Clinical Students)
January 20, 2023	Winter Term Supervisors' Student Evaluation Deadline
January 23, 2023	All Spring Term Classes Begin
February 17, 2023	Last day to change clinical credits for Spring 2023 Presidents Day – All classes meet on regular schedule; University administrative offices will be closed.
February 20, 2023	If clinical placement is closed, students must make up hours missed. Reflection Essay #1 Due (Externship Students) (Applicable for students who received
February 24, 2023	an email with essay requirements)
March 17, 2023	Spring 2023 Supervisors' Mid-semester Student Evaluation Deadline Reflection Essay #2 Due (Externship Students) (Applicable for students who received
March 17, 2023	an email with essay requirements)
March 11-19, 2023	Spring Break; Students are excused from clinical work and must notify placement.
April 21, 2023	Spring Term Classes End for All Students Reflection Essay #3 Due (Externship Students) (Applicable for students who received
April 21, 2023	an email with essay requirements)
April 21, 2023	Winter and Spring 2023 Independent Clinical Student Paper Deadline
April 28, 2023	Spring 2023 Final Supervisors' Student Evaluation Deadline
May 25, 2023	Commencement Day
May 29, 2023	Memorial Day; University administrative offices will be closed

The Clinical Calendar is also available at: [Clinical Calendar 2022-2023](#)

