



Principles for a Fair and Ethical Recruitment Process

School Members: Second-Year Student Recruitment and OCI

*Five Things to Consider When Creating Your School's Policy**

1. REFLECTION

What worked well for your school under the old Principles? What didn't? What are the minimum recruiting practices you expect from your typical employer community? Is there a "typical" recruiting experience for your students? What did that look like?

2. DISCUSSION

Consider talking to institutional stakeholders who have a vested interest in your recruiting process (e.g., alumni, recruiting counterparts, students). Gather thoughts on potential policies and consider all angles. How will your staff adjust counseling to account for any policies you enact?

3. STRATEGY

What are the most important components of this process to your institution? What are your school's "absolutes" in terms of employer and student behavior during the recruiting process? For example, is there a minimum amount of time that offers should remain open? Are there times you would grant an exception?

4. APPLICATION

How holistic do you want your policies to be? Do you want to plan for and articulate every nuance or do you want to leave room for interpretation and adjustment? Will these policies apply to public and private employers regardless of size?

5. DISSEMINATION

Once you've created a policy for your school, will you send it to interested stakeholders (e.g., on-campus employers, students, administrators)? Will you invite questions? Will you vet the policies with a few trusted employer colleagues? This may help troubleshoot potential pitfalls. Once your policy is finalized, share it on NALP.org!

**These prompts are intended to be starting points for forming your individual institution's policies. Individual institutional needs will vary.*



School Members: First-Year Student Engagement

*Five Things to Consider When Creating Your School's Policy**

1. WHEN DO YOU WANT TO START WORKING WITH 1LS?

How early do you want them to be ready to enter the job market? How much time do they need to become acclimated at school? Can your team effectively balance 1L counseling with 2L and 3L counseling?

2. ARE THERE ACADEMIC CONSIDERATIONS?

Will your faculty take issue with 1Ls focusing on their job search early in their 1L year? Does your faculty prefer that students only focus on academics for a period of time? Are there academic events (e.g., legal research and writing memos, exams) that may impact your timing policies?

3. SELF-ASSESSMENT

What is the role of self-assessment in the professional development of your students? Will they have the opportunity to reflect on what their interests are if they start applying to employers early? How does the completion of self-assessment affect the flow of counseling?

4. DIVERSITY

Does your team have the bandwidth to adequately support students applying to diversity programs early in the process? How will you support students who are applying to these positions?

5. EMPLOYER ENGAGEMENT

Is there a date before which you do not want employers engaging your students? Does having employers on campus for events early in the fall of 1L year set the tone you're trying to promote? Are you encouraging early applications by promoting early engagement?

**These prompts are intended to be starting points for forming your individual institution's policies. Individual institutional needs will vary.*