

# 2010 Survey of Law School Experiential Learning Opportunities and Benefits



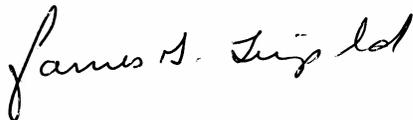
## Acknowledgments

This informative study of law school experiential learning opportunities, participation and benefits was made possible by the support and participation of many organizations and individuals. First among them are the associates in law firms across the country who took time to complete the online survey. Their insights and factual responses provide new perspectives on the practice-oriented courses and clinics offered in law schools and the perceived advantages provided by these courses in preparing new lawyers for practice.

Special thanks are extended to the many law firm administrators who served as liaisons for the associate-directed survey. We would not have accomplished our goals for distribution and responses without your support and assistance.

In addition to those participating in this study, NALP and the NALP Foundation would like to thank the members of NALP's Lawyer and Law Student Professional Development Work Group for their vision and dedication to this research project. Specifically, we extend our sincere gratitude to Kris Butler (Holland & Knight LLP), Sandra "Sande" Magliozzi (Santa Clara University School of Law), Gillian M. Murray (Bryan Cave LLP), and Margaret E. Reuter (New York Law School) for their expertise and valuable contributions in developing the survey instrument for this study.

Finally, this study would not have been possible without the knowledge and hard work of Judy Collins, NALP's Director of Research. Judy expertly guided the development of the survey instrument and conducted the analyses of the results.



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# Introduction

So much is being written about the gap between law school preparation and actual practice that the Lawyer Professional Development and Law Student Professional Development Sections of NALP decided to launch an investigation into this subject. Law firms want new associates with practice-ready lawyering and professional skills. Law faculty teach these skills in clinics, externships, and simulation courses, but just how many students take advantage of such courses? Was their learning from those courses valuable in making the transition to practice? A nationwide survey was called for — one that would assess the usefulness of several features of law school education, specifically these “hands-on” or experiential courses. The two NALP sections sought the direct assistance and participation of NALP and the NALP Foundation to produce such a study.

Tammy Patterson, the NALP Foundation President and CEO, and Judy Collins, NALP’s Director of Research, along with the sections’ work group reached out to clinical faculty and law school curriculum committees to elicit information that would be meaningful. A sample survey was then vetted by professional development thought-leaders across the country before it was distributed nationally. The survey response rate was excellent, with 930 associates providing their insights.

The project grew its wings with the attention and support of Gillian Murray, 2010-2011 chair of NALP’s Lawyer Professional Development Section, and Sandee Magliozzi, 2010-2011 chair of NALP’s Law Student Professional Development Section. Stacey Kielbasa, our NALP Board liaison, was a vital source of encouragement. The collaboration between firms and schools and among NALP members, Board of Directors, and staff has been thoroughly gratifying. The result is this study, which we hope will provide insights to law firm leaders and law school deans; recruiting managers and career services deans; and professional development directors and clinical faculty.

## The NALP Lawyer/Law Student Professional Development Collaboration Work Group

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# Executive Summary

*“Hands-on learning (skills courses, judicial internships, clinics, etc.) are the most effective preparation for law practice.”*

*“I benefitted most from situations in law school that let me learn in real life and real time.”*

Much debate has ensued during the last few years regarding the effectiveness of law school in preparing new lawyers for the practice of law and the advantages of experiential learning opportunities offered during law school. The data from this study suggest that some, if not all, of these “hands-on” or simulated learning opportunities, whether required or optional, are indeed instrumental in preparing new associates for the demands of the practice of law. The respondents, all associates in private law firms, provided a new view of some of the various experiential opportunities offered in law schools, and of whether these experiences affected their development and preparedness as a lawyer.

## ***Participation in and Benefits of Legal Clinics***

Slightly under one-third (30.2%) of the survey respondents reported that they had participated in at least one legal clinic during law school. Within this group, 63.1% rated these clinics “very useful” using a scale of 1 to 4 (with 1 being “not useful at all” and 4 being “very useful”). Only 3.9% of the respondents in this group rated the clinics as “not useful at all.”

## ***Participation in and Benefits of Externships/Field Placements***

Tracking similarly to participation in legal clinics, 36.2% of the associate respondents reported having taken part in an externship or field placement during law school. Not surprisingly, participation in these programs increased for students who attended law school in metropolitan areas with populations over 100,000. Overall, roughly 3 out of 5 (60.1%) associates who reported participating in at least one externship or field placement rated the experience as “very useful.”

## ***Participation in and Benefits of Practice Skills Courses***

The majority (70.1%) of the responding associates reported that they had taken at least one practice skills course during law school, with 40% reporting that they had taken three or more practice skills courses. The most common practice skills course taken by this group was Trial Advocacy. Surprisingly, the data reveal that the associates who reported participating in at least

one of these courses considered them to be only moderately useful. Unlike the usefulness rating reported by associates who had participated in legal clinics and/or externships, only 35.8% considered their practice skills course(s) to be “very useful.”

## ***Participation in and Benefits of Pro Bono Work During Law School***

The data reveal striking differences when it comes to participation in and usefulness of pro bono work during law school compared to other experiential or “hands-on” learning opportunities. The vast majority of respondents (88.3%) reported that pro bono work during law school was not required. Within the group who reported doing pro bono work, either voluntarily or as part of a curriculum requirement, over half (59.3%) said that they performed fewer than 40 hours of pro bono work during their law school tenure. When asked to rate the general usefulness of pro bono work in preparing them for private practice, associates ranked the experience(s) significantly lower, an average of 2.2 on a scale of 1 to 4 (with 1 being “not at all useful” and 4 being “very useful”), compared to the overall usefulness ratings of legal clinics (an average of 3.4), externships or field placements (an average of 3.4), and skills courses (an average of 3.1).

The full report contains many more findings on all topics noted in the Table of Contents and greater detail on the key findings noted in this summary.

# I. Participation in Legal Clinics

*“My clinical experience was by far the most important thing I did in law school to prepare me to practice. I think that all law students should be required to spend at least one semester in a clinical program.” — Law firm associate*

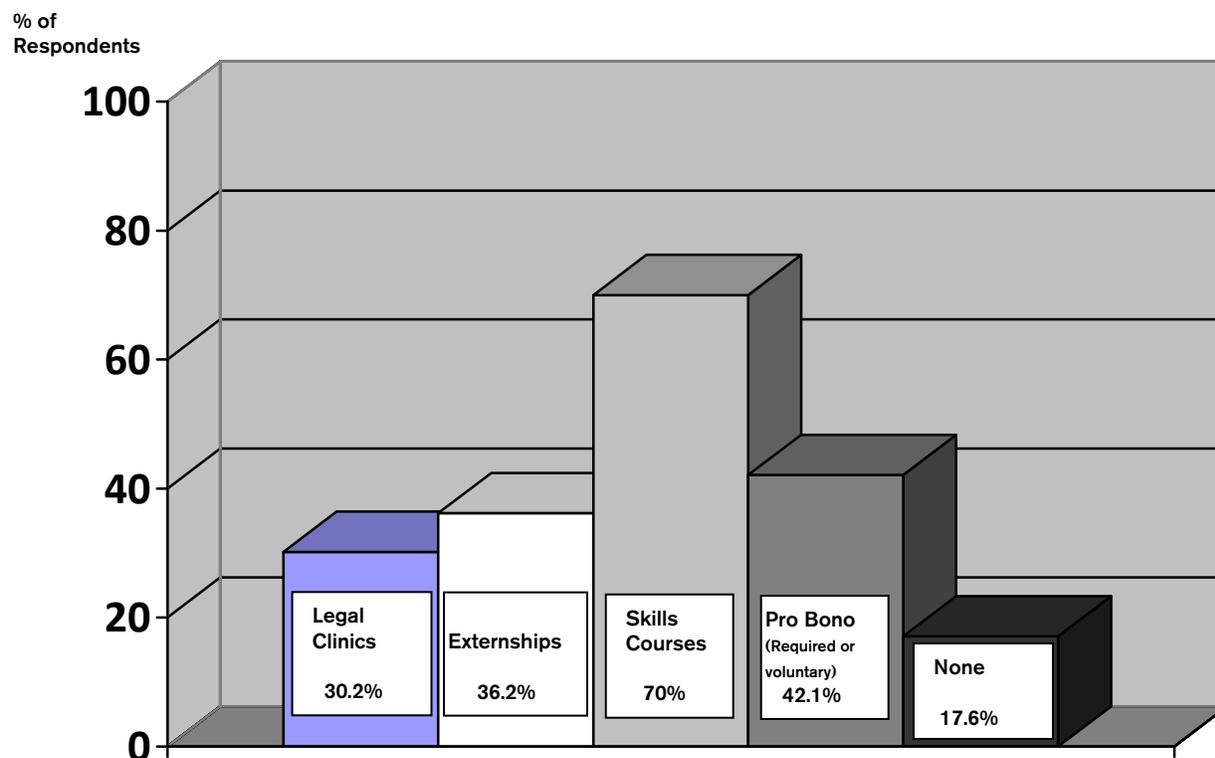
During recent years, law firms have encountered increased scrutiny from clients to deliver quality legal services as efficiently as possible. Clients have repeatedly expressed frustration and unwillingness to absorb the cost of training new associates hired by their outside counsel. These pressures have ignited much debate over the curriculum and experiential learning opportunities currently being offered at law schools. Law firms are demanding better prepared and “practice ready” new lawyers.

While many law schools are taking a close look at revamping curricula in response to these pressures, most already offer a wide variety of experiential or “hands-on” learning programs. But, how often and to what extent are students taking advantage of these offerings? The findings from this study conducted by NALP and the NALP Foundation reveal compelling results related to the participation in and “usefulness” of these experiential programs.

We begin by taking a look at participation in legal clinics. Law schools often offer clinical programs to provide students with hands-on experiences and, in turn, furnish a variety of clients with free legal services. Students gain experience researching legal issues, drafting documents, and meeting with clients. These clinics can be supervised by a member of the law school faculty, an outside practicing attorney, or both. Many jurisdictions have “student practice” rules that allow law-clinic students to appear and argue in court.

While most law schools in the United States offer some form of legal clinic, fewer than one-third (30.2%) of the associates responding to the survey reported that they had participated in at least one legal clinic during their law school tenure.

**Graph 1: Participation in Experiential Opportunities**



Note: Figures based on 930 responses; since respondents could check more than one item, percentages do not add up to 100.

Table 1 reveals participation in legal clinics by the responding associates' current general practice area. Not surprisingly, the associates currently working in some type of litigation practice reported higher participation in legal clinics than those associates currently practicing in a transactional, lobbying or regulatory practice.

**Table 1: Percent Participation in Legal Clinic(s) by Practice Area**

Litigation (N = 529)	34.6%
Transactional (N = 301)	23.6%
Lobbying or regulatory (N = 98)	27.6%

Note: Since not all respondents reported their practice area, counts do not add to the total number of respondents.

Table 2 indicates the responding associates' participation in legal clinics by years of practice. The data in this table reveals a slight increase in legal clinic participation for those associates with three or fewer years of practice, suggesting an increase in the number clinics being offered by law schools in recent years.

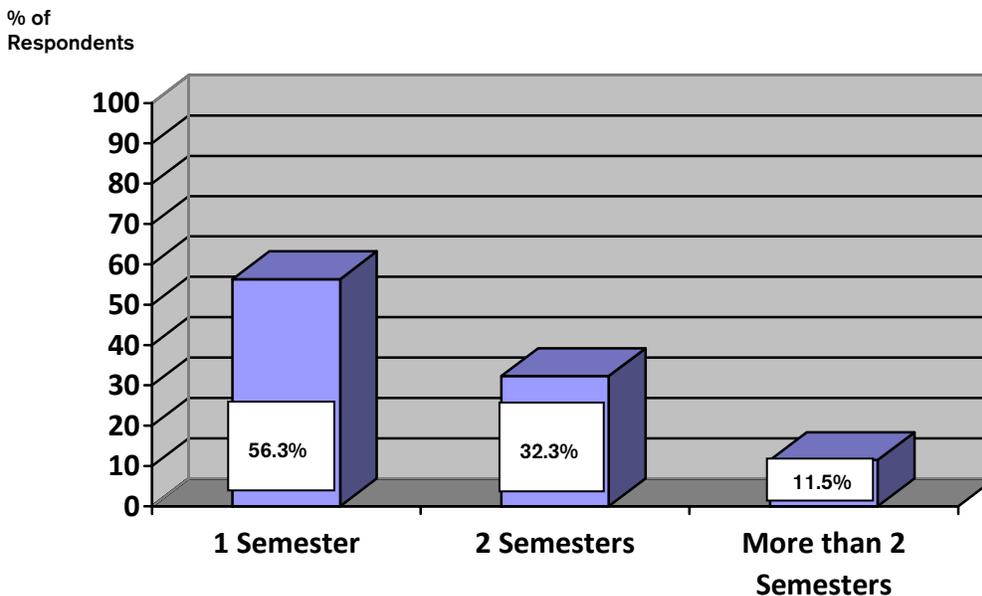
**Table 2: Percent Participation in Legal Clinic(s) by Years of Practice**

Less than 1 year (N = 192)	31.2%
1 year (N = 122)	36.1%
2 years (N = 126)	34.1%
3 years (N = 65)	27.7%
More than 3 years (N = 422)	27.0%

Note: Since not all respondents reported their years of practice, counts do not add to the total number of respondents.

Associates were asked to provide the length of time they participated in these legal clinics. Over one-half (56%) of the responding associates reported that they participated in a clinic for just one semester.

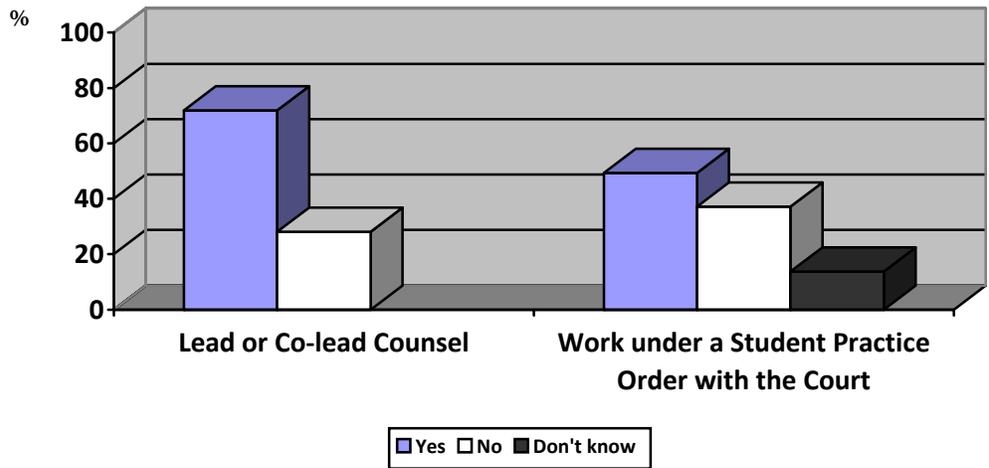
**Graph 2: Length of Legal Clinic Participation**



Note: Figures based on 278 respondents who participated in one or more clinic and answered this question.

Associates were also asked to provide details regarding their responsibilities and the supervision provided in their legal clinic(s). Nearly three quarters (71.9%) of the responding associates reported that they served as lead or co-counsel during their clinic, and almost one-half (49.3%) worked under a student practice order with the court.

**Graph 3: Details of Involvement in Legal Clinic(s)**



Note: Figures based on 279 respondents who participated in one or more clinic and answered this question.

**Table 3: Supervision During Legal Clinic(s)**

Supervisor (N = 279)	
Faculty member	60.2%
Outside attorney	15.4%
Both	24.4%

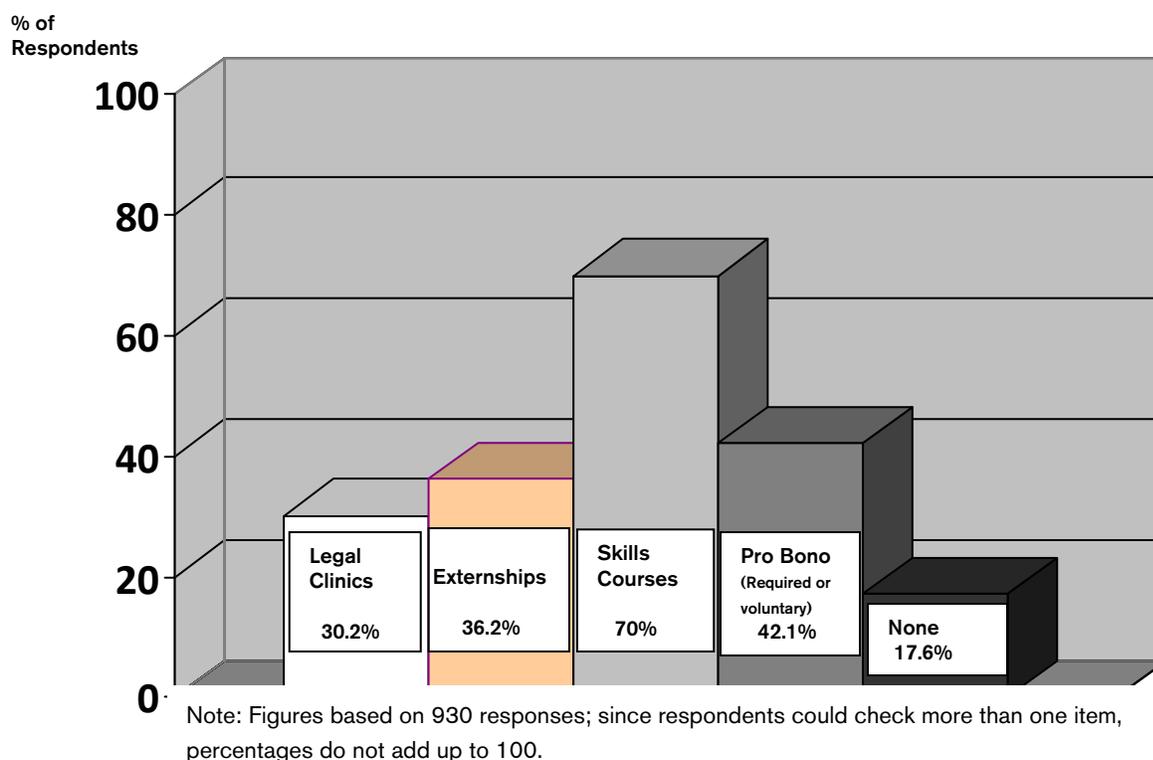
Note: Figures based on 279 respondents who participated in one or more clinic and answered this question.

## II. Participation in Externships/ Field Placements

*“I benefitted most from situations in law school that let me learn in real life and real time.”*

— Law Firm Associate

**Graph 4: Participation in Externship(s)/Field Placement(s)**



Like legal clinics, externships or field placements provide law students with valuable, hands-on learning opportunities and work experience. These courses give students the ability to work in a law setting outside of school in a variety of workplaces that meet their particular educational goals and interests.

In this study, 36.2% of responding associates reported having taken part in at least one externship or field placement during law school. Similar to legal clinics, associates employed in some type of litigation practice were most likely to have participated in an externship or field placement.

**Table 4: Percent Participation in Externship(s)/Field Placements(s) by Practice Area**

Litigation (N = 529)	42.2%
Transactional (N = 301)	26.9%
Lobbying or regulatory (N = 98)	33.7%

Note: Since not all respondents reported their practice area, counts do not add to the total number of respondents.

Table 5 below indicates participation in externships or field placements according to the responding associates' years of practice.

**Table 5: Percent Participation in Externship(s)/Field Placement(s) by Years of Practice**

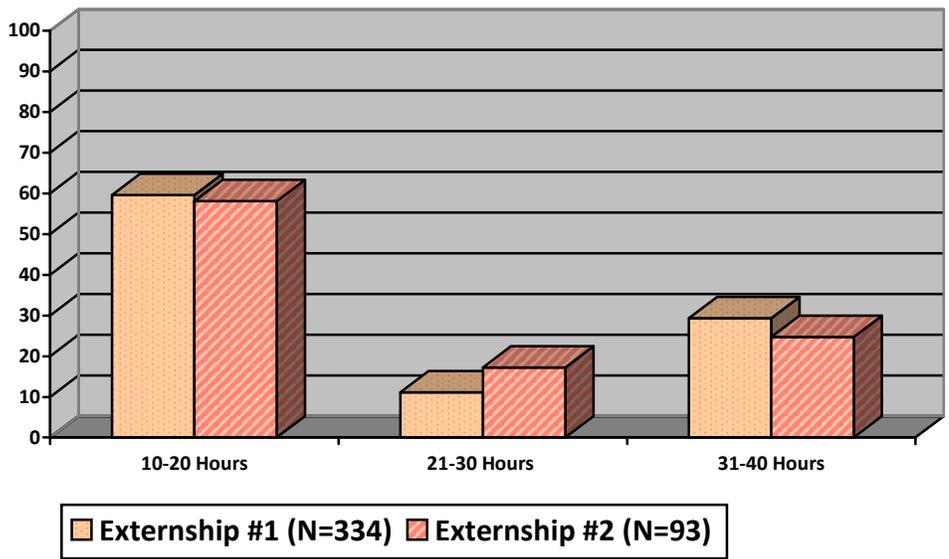
Less than 1 year (N = 192)	39.6%
1 year (N = 122)	46.7%
2 years (N = 126)	38.9%
3 years (N = 65)	33.9%
More than 3 years (N = 422)	31.5%

Note: Since not all respondents reported their years of practice, counts do not add to the total number of respondents.

A total of 337 respondents reported participation in at least one externship or field placement experience. Of these, about 28% reported participation in more than one externship. Graph 5 below details the number of hours worked in the externship(s) or field placement(s) as reported by associates. For the first and second externship(s)/field placement(s), the majority of participants reported that they worked 10-20 hours during these assignments (59.6% for the first externship/field placement, and 58.1% for the second externship/field placement).

**Graph 5: Hours Worked per Week in Externship(s)/ Field Placement(s)**

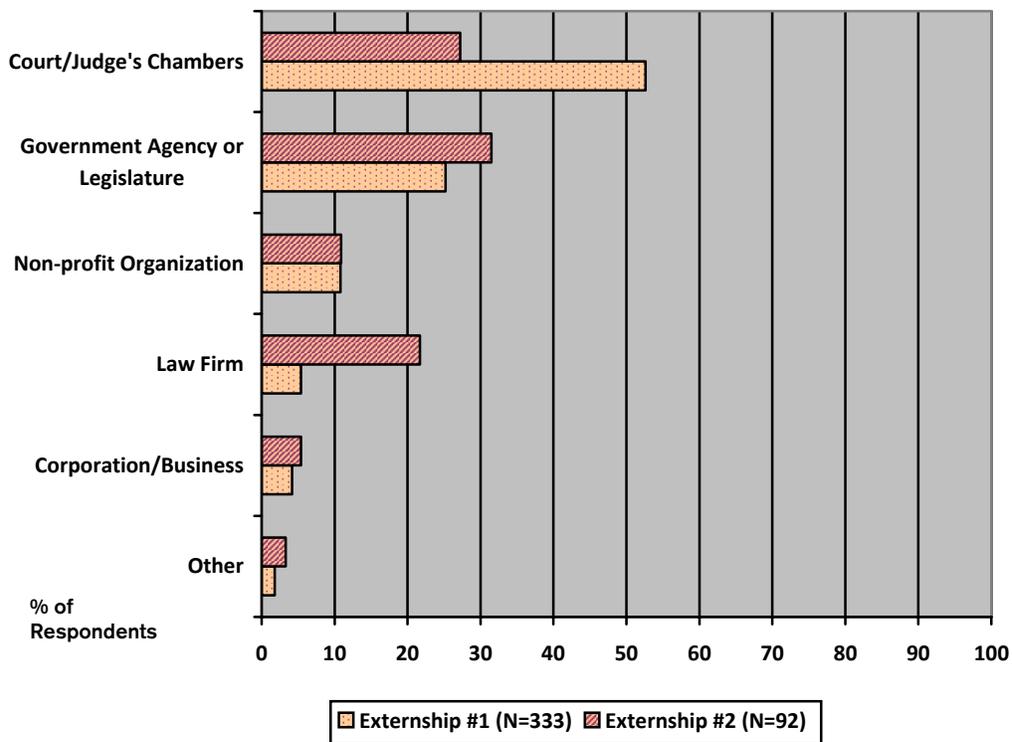
% of Respondents



Note: Figures based on respondents who participated in one or more externship and answered this question.

The most common setting for first externships/field placements was a court or judges' chambers (52.6%), while the most common setting for second assignments was a government agency or the legislature (31.5%). Graph 6 below lists the other settings commonly reported by responding associates. Settings reported as "Other" include corporate in-house, at the university, political campaign, and foreign government.

**Graph 6: Externship(s)/Field Placement(s) Settings**



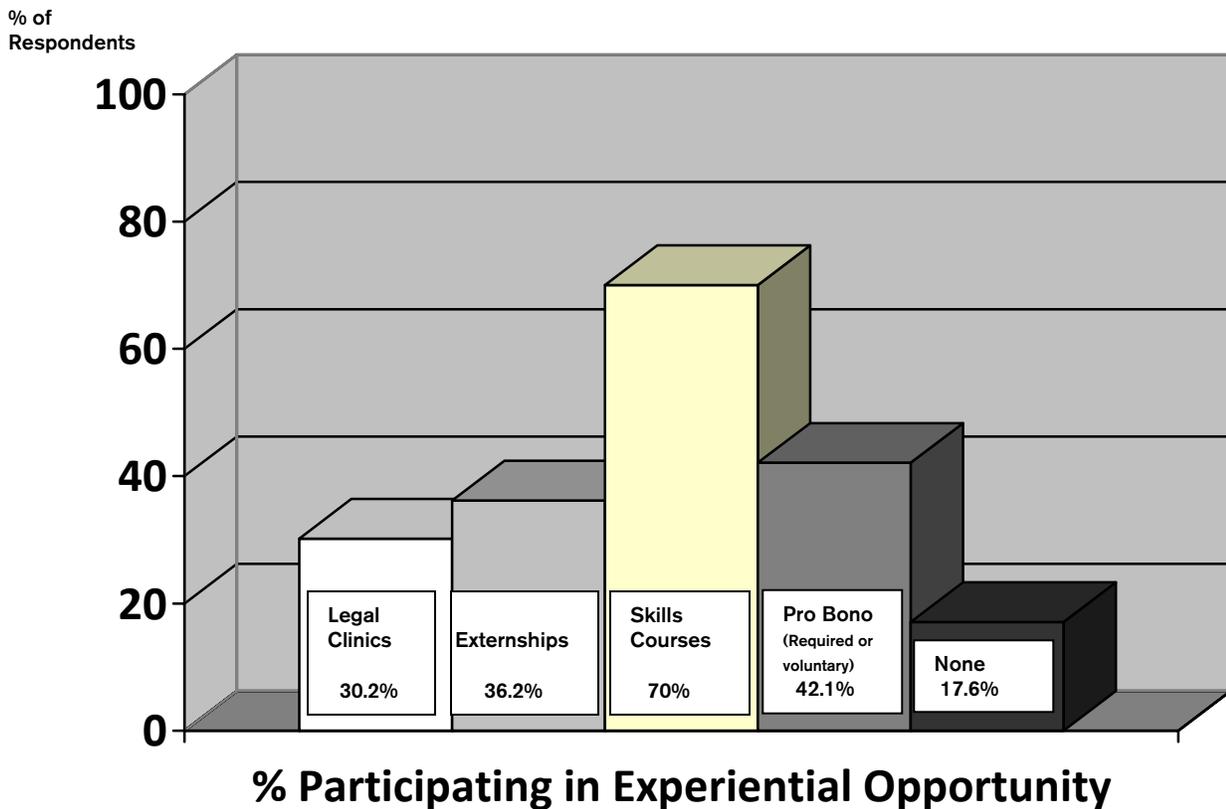
Note: Figures based on respondents who participated in one or more externship and answered this question.

### III. Participation in Practice Skills Courses

*“By far I gained the most practical experience by participating in Moot Court and the Moot Court Honors program. Researching and writing appellate briefs, then appearing before panels of judges, sometimes Court of Appeal and District and Circuit Court judges gave me a tremendous advantage when I started to practice law.” — Law firm associate*

*“In theory, practical skills courses sound like a great idea and for certain types of legal practice, they may be. However, practical skills courses, particularly those focused in my area of specialization have not been helpful.” — Law firm associate*

**Graph 7: Participation in Practice Skills Courses**



Note: Figures based on 930 responses; since respondents could check more than one item, percentages do not add up to 100.

Law schools offer a broad spectrum of courses that are designed to teach students in a simulation format many of the skills they will use in practice. Although these courses have various titles depending on the law school, they often tend to focus on practice skills such as,

but not limited to, trial advocacy, negotiations, client counseling and interviewing, and law practice management.

The majority of associates responding to the survey, regardless of their current practice area, reported that they had taken at least one practice skills course during law school.

**Table 6: Percent Participation in Practice Skills Courses by Practice Area**

Litigation (N = 529)	75.8%
Transactional (N = 301)	62.5%
Lobbying or regulatory (N = 98)	63.3%

Note: Since not all respondents reported their practice area, counts do not add to the total

Table 7 below indicates participation in practice skills courses according to the responding associates' years of practice.

**Table 7: Percent Participation in Practice Skills Courses by Years of Practice**

Less than 1 year (N = 192)	67.2%
1 year (N = 122)	77.1%
2 years (N = 126)	73.0%
3 years (N = 65)	61.5%
More than 3 years (N = 422)	69.9%

Note: Since not all respondents reported their years of practice counts do not add to the total

Trial advocacy is the most common practice skills course taken by the survey participants (56.7%), followed by negotiation skills (34.1%) and pre-trial litigation (26.4%).

Approximately one-third (33.%) of responding associates reported that they took just one practice skills course while in law school, while 40.1% took three or more skills courses. For those associates who reported taking more than one practice skills course, the most common combination of courses was reported to be trial advocacy and appellate advocacy (4.3%), followed by the combination of pre-trial litigation and trial advocacy (4%).

**Table 8: Practice Skills Courses Taken**

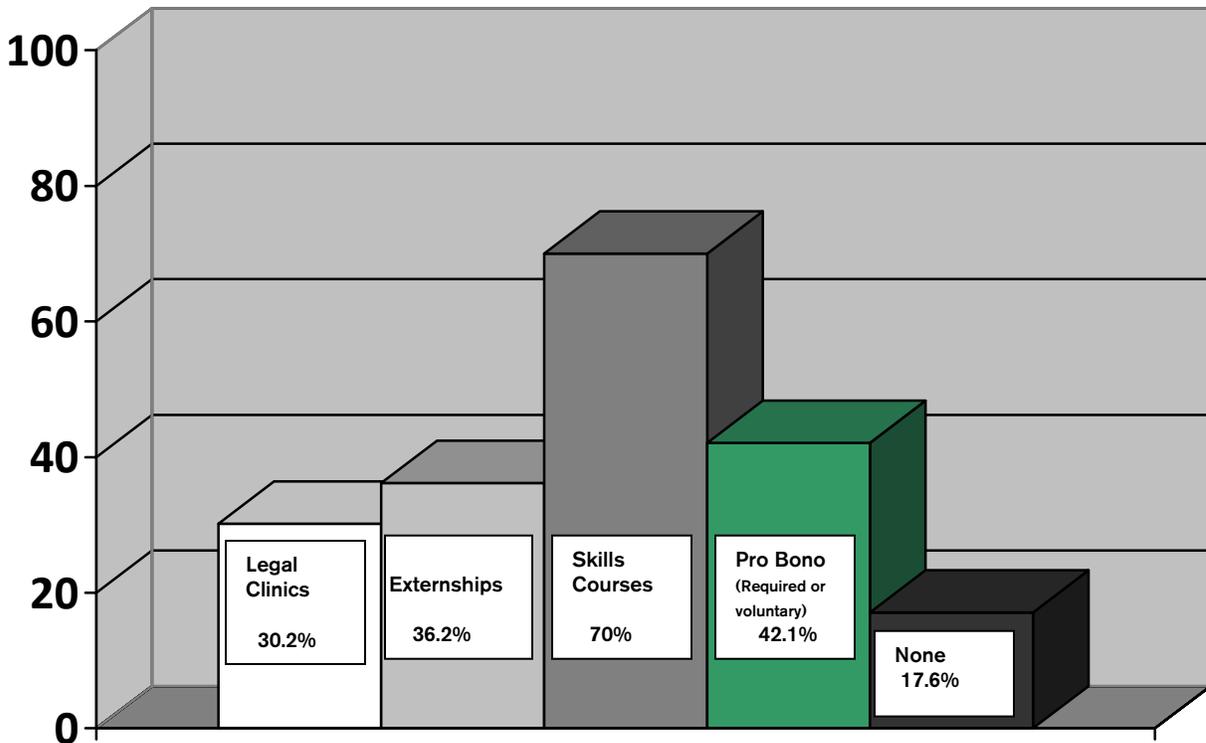
<b>Course</b>	<b>% taking course</b>
Trial advocacy	56.7%
Negotiating	34.1
Pre-trial litigation	26.4
Advanced drafting	24.0
Appellate advocacy	24.0
Alternative dispute resolution skills	21.7
Subject matter specific skills	19.2
Transactional practice	13.7
Counseling and interviewing	11.7
Law practice management	6.0
Other	4.9
Business management and planning	2.9
Leadership	2.6
Note: Percentages are based on respondents taking skills courses, a total of 651 responses.	

## IV. Participation in Pro Bono Work During Law School

*“I learned a lot performing pro bono activities during my first year at the firm. That experience would have been useful in law school.” — Law firm associate*

**Graph 8: Participation in Pro Bono Work**

% of Respondents



Note: Figures based on 930 responses; since respondents could check more than one item, percentages do not add up to 100.

Pro bono work has long been an important part of ensuring access to justice and the legal process for the indigent and under-represented. The American Bar Association (ABA) encourages all lawyers to aspire to render, without fee, at least 50 hours annually of pro bono legal services. Most law schools offer students the opportunity to perform pro bono work as an introduction to this important form of public service, but also as another way for students to obtain hands-on experiences in practicing law.

**Table 9: % Participation in Required or Voluntary Pro Bono Work by Practice Area**

Litigation (N = 529)	44.6%
Transactional (N = 301)	36.9%
Lobbying or regulatory (N = 98)	44.9%

Note: Since not all respondents reported their practice area, counts do not add to the total

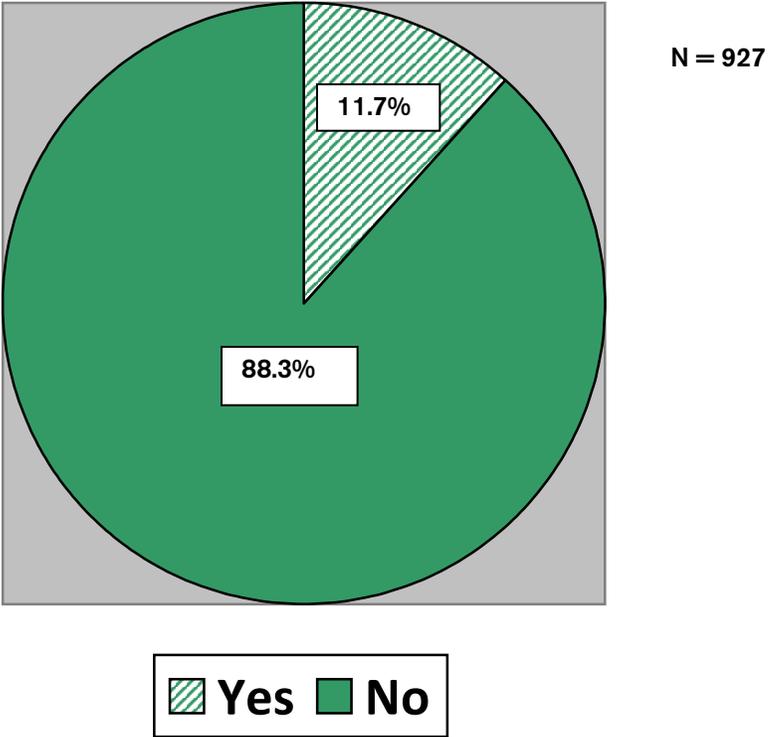
**Table 10: % Participation in Required or Voluntary Pro Bono Work by Years of Practice**

Less than 1 year (N = 192)	49.5%
1 year (N = 122)	45.9%
2 years (N = 126)	47.6%
3 years (N = 65)	43.1%
More than 3 years (N = 422)	36.0%

Note: Since not all respondents indicated years of practice, counts do not add to total.

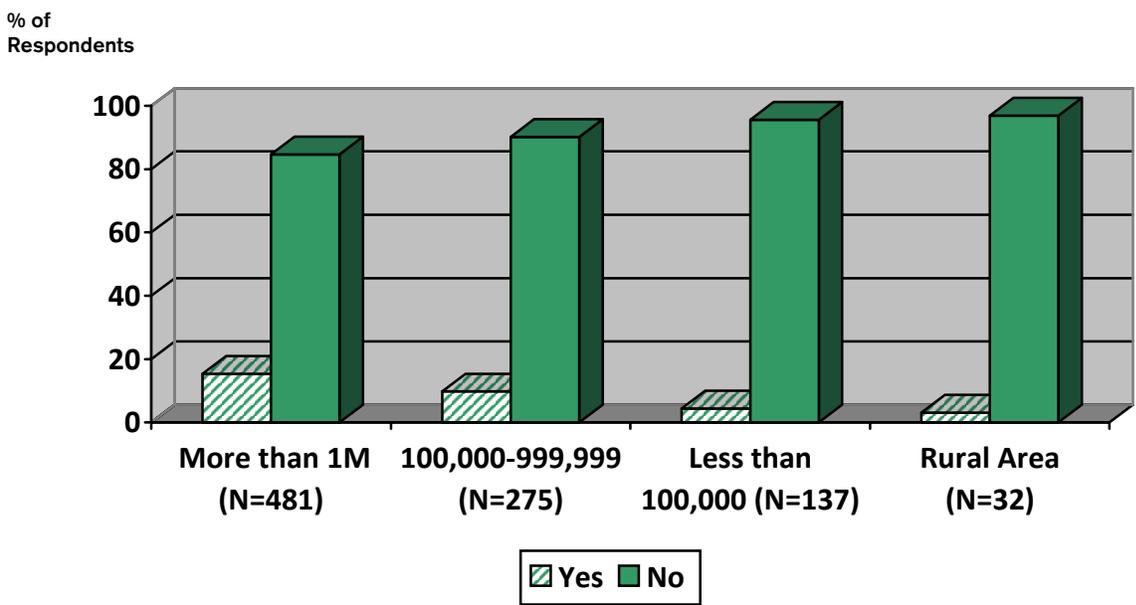
While some law schools require pro bono service as part of the curriculum, most students perform this work on a voluntary basis. Over 88% of the associates responding to the survey reported that pro bono service was not a requirement at their law school.

**Graph 9: Law School Required Pro Bono Work**



Graph 10 denotes a breakdown of responses, based on the population of the metropolitan area in which the law school is located, to the survey question asking if the associate’s law school required pro bono service. The results reveal that, generally, associates who attended a law school located in more populated areas are somewhat more likely to report having a pro bono requirement in law school.

**Graph 10: Law School Required Pro Bono Work by Population of Metropolitan Area in Which Law School Is Located**



Note: Since not all responses included size of the metropolitan area, sub-categories do not add to the total number of responses to the question of whether or not pro bono service was required for graduation.

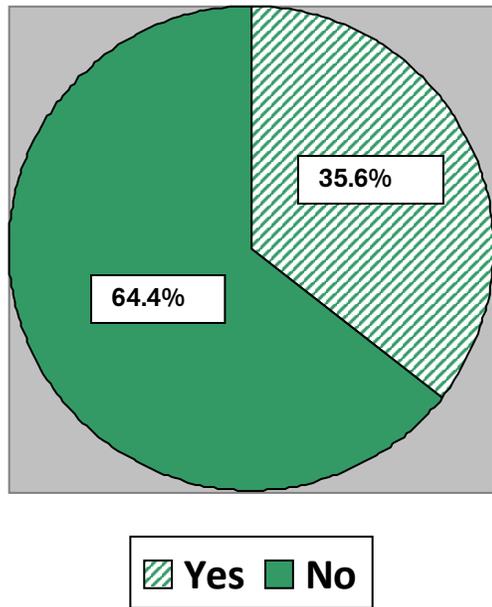
**Table 11: Number of Pro Bono Hours Required**

Number of Hours Required (N=102)	Percentage
20 hours or less	24.5%
21-40 hours	42.2%
41-60 hours	21.6%
More than 60 hours	11.8%

Note: Not all those who indicated that there was a requirement answered the hours required question.

It is important to look more closely at the information provided by respondents regarding pro bono work that was done on a voluntary basis during law school. Involvement in this type of work early on can signal a long-term commitment to pro bono service, as well as provide opportunities for students to practice various legal and client counseling skills. Note that these tables are based on respondents who reported that their law schools did not have a pro bono requirement.

**Graph 11: Voluntary Participation in Pro Bono Work**



Note: Figure based on 797 respondents who indicated that their law school did not have a pro bono requirement.

Surprisingly, only 35.6% of the associates responding to this study reported that they had voluntarily participated in pro bono work during law school. Tables 12 and 13 represent the survey respondents’ voluntary participation in pro bono work by their current practice area and by years of practice, respectively.

**Table 12: Voluntary Participation in Pro Bono Work by Practice Areas**

Litigation (N = 450)	38.9%
Transactional (N = 261)	29.1%
Lobbying or regulatory (N = 85)	37.7%

Note: Since not all respondents reported their practice area, counts do not add to the total.

**Table 13: Voluntary Participation in Pro Bono Work by Years of Practice**

Less than 1 year (N = 162)	42.0%
1 year (N = 103)	37.9%
2 years (N = 110)	40.9%
3 years (N = 56)	39.3%
More than 3 years (N = 364)	30.0%

Note: Since not all respondents reported their years of practice, counts do not add to the total.

The data from the survey reveal that women were more likely than men to participate in pro bono work — 44.6% compared to 27% of men. The data also reveal that more minority associates performed volunteer pro bono work (44.5%) than the non-minority associates (34.1%).

**Table 14: Voluntary Participation in Pro Bono Work by Gender and Minority Status**

Men (N=400)	27.0%
Women (N =386)	44.6%
Minority (N = 119)	44.5%
Non-minority (white) (N = 655)	34.1%

Associates who performed pro bono work on a voluntary basis during law school were asked to provide the total number of volunteer hours they recorded. While 17% of respondents reported more than 100 hours of volunteer service, well over one-half (59.3%) reported pro bono work totaling 40 hours or less.

**Table 15: Number of Pro Bono Hours Volunteered During Law School**

Number of Hours Volunteered (N=283)	
Less than 10 hours	12.0%
10-20 hours	27.2%
21-40 hours	20.1%
41-60 hours	11.0%
61-80 hours	6.7%
81-100 hours	6.0%
More than 100 hours	17.0%

## V. Usefulness of Learning Experiences in Preparing for the Practice of Law

In addition to exploring participation in various experiential learning opportunities offered in law schools, this study also explored the “usefulness” of these courses as viewed by the responding associates. Survey participants were asked to rank each experiential program they took part in on a scale of 1 to 4, with 1 being “not at all useful” and 4 being “very useful.” Table 16 below details the general “usefulness” rating for each of the opportunities examined in this study. Overall, legal clinics and externships were ranked significantly higher in terms of “usefulness” compared to legal skills courses and pro bono work. Almost two-thirds (63.1%) of responding associates rated legal clinics as “very useful,” and 60.1% ranked externships or field placements as “very useful.” In contrast, only 38.5% rated skills courses as “very useful,” and even fewer associates (17%) rated pro bono work as “very useful.”

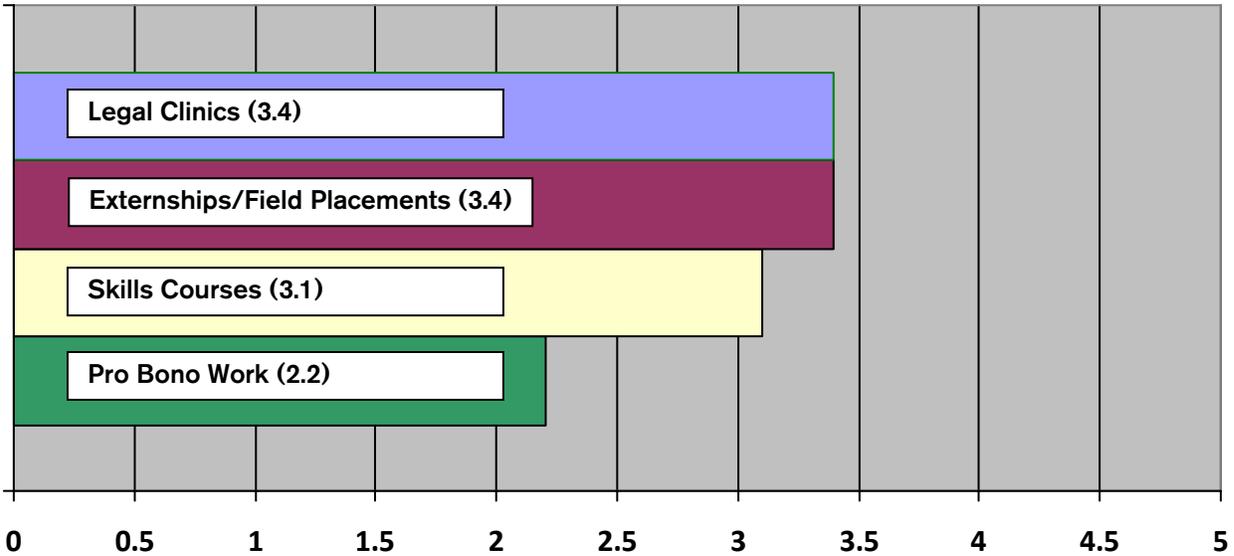
**Table 16: General Usefulness of Learning Experience in Preparing for Practice of Law**

	<b>Legal Clinics (N = 279)</b>	<b>Externships/ Field Placements (N = 333)</b>	<b>Skills Courses (N = 637)</b>	<b>Pro Bono work (required or volunteer) (N = 329)</b>
<b>1</b> Not at all useful	3.9%	3.9%	3.6%	17.0%
<b>2</b>	11.8%	12.6%	20.4%	38.0%
<b>3</b>	21.2%	23.4%	37.5%	28.0%
<b>4</b> Very useful	63.1%	60.1%	38.5%	17.0%

Note: All figures are based on respondents who reported participating in the activity and rated its usefulness.

Graph 12 shows the average “usefulness” rating for each experiential opportunity.

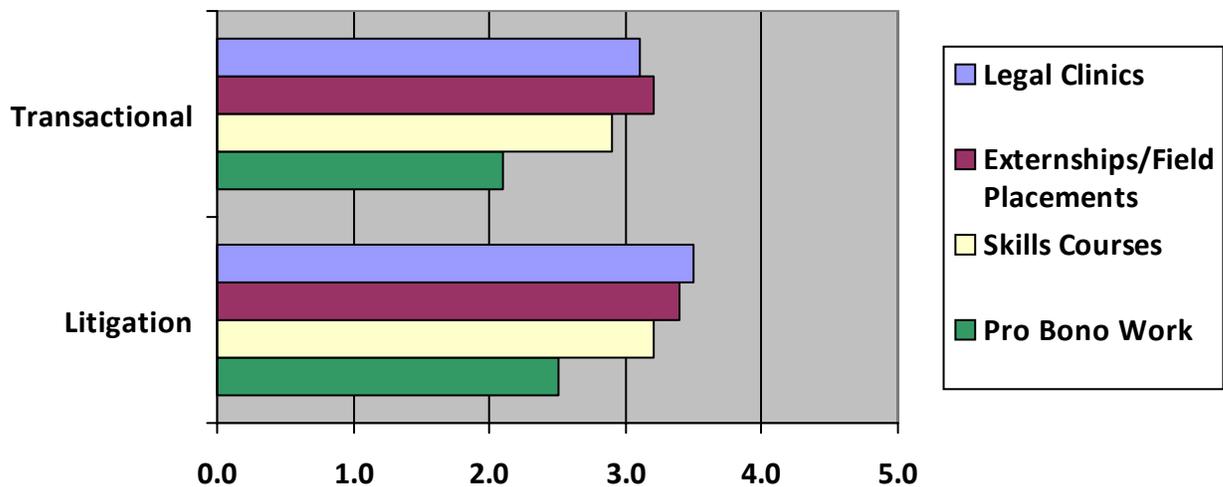
**Graph 12: Average Usefulness Rating**



Note: All figures are based on respondents who reported participating in the activity and rated its usefulness.

A closer look at these “usefulness” rankings based on whether the responding associate is currently working in a transactional or litigation practice reveals that litigation associates feel that the experiential opportunities are more “useful,” although only slightly, than the associates working in a transactional practice. This is not surprising as most experiential courses offered in law schools tend to be litigation or advocacy-focused.

**Graph 13: Average Usefulness Rating – Transactional vs. Litigation Practitioners**



Similarly, responding associates currently working in litigation-related practice rated pro bono work as slightly more “useful” than those associates practicing in a transactional-focused area. The overall “usefulness” rating was slightly higher for associates who spent 40 or more hours of pro bono work during law school.

**Table 17: General Usefulness of Pro Bono Work**

	Litigation (N = 198)	Transactional (N = 98)	Spent 40 or More Hours on Pro Bono (N = 154)
<b>1</b> Not at all useful	17.7%	15.3%	11.0%
<b>2</b>	38.9%	42.9%	31.2%
<b>3</b>	23.7%	31.6%	31.8%
<b>4</b> Very useful	19.7%	10.2%	26.0%
<b>Average rating</b>	<b>2.5</b>	<b>2.1</b>	<b>2.7</b>

Note: All figures are based on respondents who reported participating in the activity and rated its usefulness.

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# Appendix

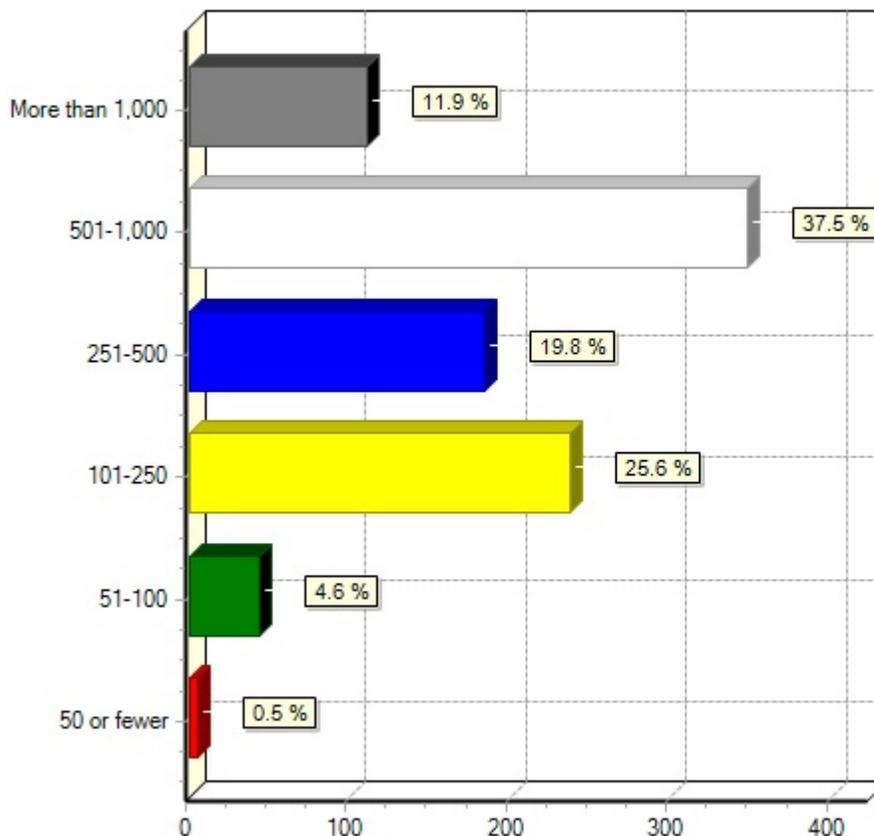
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## Methodology

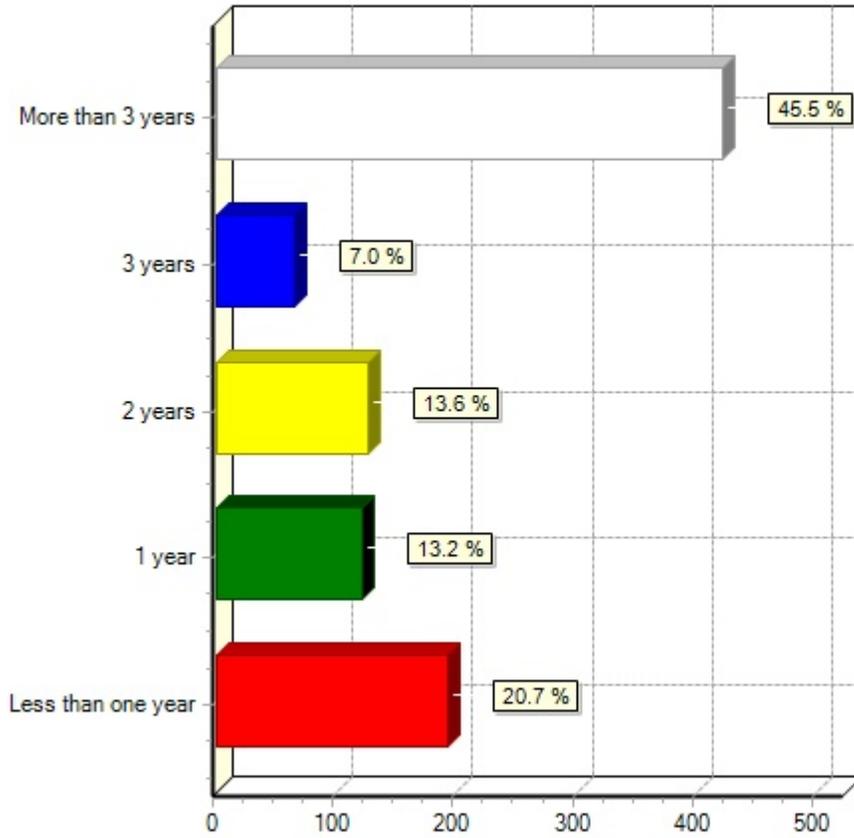
An invitation to have associates participate in this study was disseminated to approximately 500 United States and Canadian-based law firms, a sample derived from the NALP membership list. Law firm administrators were the primary contacts and were asked to distribute to associates the link to the online survey. Confidentiality agreements precluded compilation of the specific participants or their firms, thus the total number of law firms represented in the responses is not known. A total of 930 associates provided partial or complete responses to the survey.

## Respondent Demographics

**Graph 14: Respondents by Firm Size**



**Graph 15: Respondents by Years of Practice**



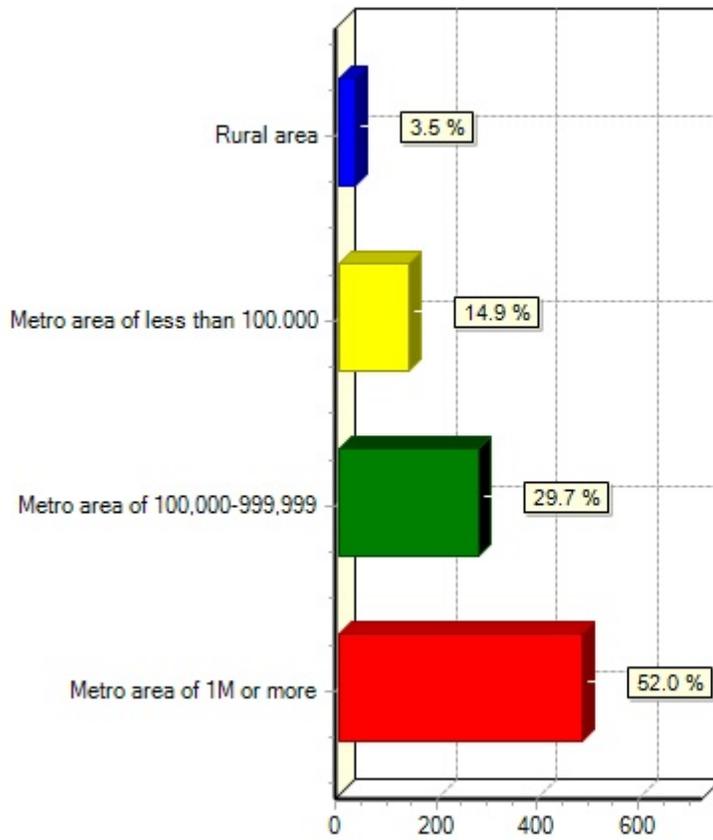
**Table 18: Respondents by Gender**

Response	Count	Percent
Male	472	51.5%
Female	445	48.5%

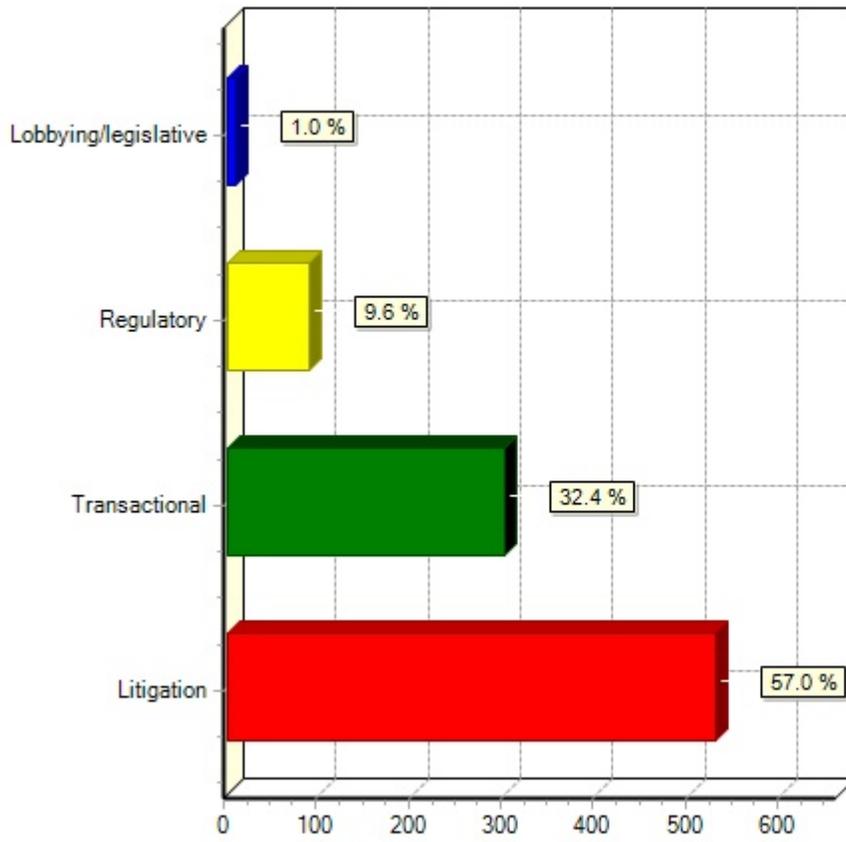
**Table 19: Respondents by Race/Ethnicity**

Response	Count	Percent
American Indian/Native American	5	0.6%
Asian/Pacific Islander	50	5.5%
Black/African-American	33	3.6%
Hispanic/Latino	29	3.2%
White/Caucasian	765	84.5%
Multi-racial	23	2.5%

**Graph 16: Respondents by Location of Law School**



**Graph 17: Respondents by Primary Area of Practice**



## *Survey Instrument*

### **2010 Survey of Law School Experiential Learning Opportunities and Benefits**

This survey is designed to learn which practice-oriented course(s) you took as a law student and how they have prepared you for practice as an attorney.

This survey takes no more than 10 minutes to complete. All information will be submitted on an anonymous basis, and no information about specific responses or that could be attributed to an individual will be released.

If you have questions, please contact Judith Collins, NALP's Research Director, at [jcollins@nalp.org](mailto:jcollins@nalp.org).

Please submit your survey by December 5, 2010.

#### **1. Which of the following JD-credit bearing courses did you take during law school? (Check all that apply.)**

**[Note that law schools offer a broad spectrum of courses using various titles and that they often have content that falls into more than one of the choices provided below. Choose the description(s) that best describe the most significant content of the course(s) you took.]**

- Clinic(s) representing individual clients (Please also complete 1a)
- Externship(s)/field placement(s) (Please also complete 1b)
- Legal practice skills or simulation course(s) (Please also complete 1c)
- None of the above

**1a. For any clinics that you took, answer each of the four questions.**

	How many terms/semesters did you participate in this clinic?			Were you lead or co-lead counsel?		Did you work under a Student Practice Order with the court?			Who supervised your work?		
	1	2	> 2	Yes	No	Yes	No	I don't know	A faculty member	An outside attorney	Both a faculty member and an outside attorney
Clinic 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinic 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinic 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinic 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinic 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinic 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**1b. For each of your externship/field placement(s), please tell us:**

	How many hours per week did you work?			What was the setting for this placement?					
	10-20 hours	21-30 hours	31-40 hours	Court/ judge's chambers	Government agency or legislature	Not-for-profit organization	Law firm	Corporation/ business	Other (describe below)
Placement #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement #5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement #6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Describe other setting(s)**

---

**1c. Which of the following practice skills courses did you take? (Check all that apply.)**

**[Law schools offer a broad spectrum of courses using various titles and they often have content that falls into more than one of the choices provided below. Choose the description(s) that best describe the most significant content of the course(s) you took. Please choose only one description per course that you took.]**

- Advanced drafting (beyond the 1L course)
- Pre-trial litigation (e.g., deposition skills)
- Trial advocacy
- Appellate advocacy
- Alternative dispute resolution skills
- Counseling and interviewing
- Negotiating
- Transactional practice (e.g., business formation/governance, licensing, closings)
- Law practice management skills (e.g., running a law firm)
- Subject matter specific skills (e.g., Education Law practice)
- Business management and planning
- Leadership
- Other (please specify)

If you selected other, please specify

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**2. Did your law school have a pro bono service graduation requirement?**

- Yes (indicate hours requirement below)
- No (please also complete items 2a and 2b)

**If yes, how many hours of service were required?**

- Fewer than 10 hours
- 10-20 hours
- 21-40 hours
- 41-60 hours
- 61-80 hours
- 81-100 hours
- More than 100 hours

**2a. Did you volunteer pro bono service during law school?**

- Yes (if yes, please also answer item 2b)
- No

**2b. If yes, how many hours did you volunteer?**

- Less than 10 hours
- 10-20 hours
- 21-40 hours
- 41-60 hours
- 61-80 hours
- 81-100 hours
- More than 100 hours

**3. How useful in general were each of the programs or experiences listed below in preparing you for the practice of law?**

	1 Not at all useful	2	3	4 Very useful	NA — did not have this experience
Clinic(s) representing individual clients	<input type="radio"/>				
Externship(s)/field placement(s)	<input type="radio"/>				
Legal practice skills or simulation course(s)	<input type="radio"/>				
Required or volunteer pro bono hours	<input type="radio"/>				

**4. At the time you interviewed with your current employer, in which of the following were you registered or had you participated? (Check all that apply.)**

- Clinic(s) representing individual clients
- Externship(s)/field placement(s)
- Legal practice skills or simulation course(s)
- Required or volunteer pro bono hours

**4a. In your interview, how much were any of these experiences discussed?**

- 1 Not at all
- 2
- 3
- 4 Extensively

***The remaining questions request background information about you, your school, and your firm. All responses will be used for statistical purposes only and will remain anonymous.***

**5. Which of the following graduate degrees do you currently hold? (Check all that apply.)**

- Juris Doctor (JD)/Bachelor of Law (LLB)
- LL.M
- Joint JD/MBA
- Other joint degree program (describe below)
- Law degree from a country other than the US or Canada

**Please describe other joint degree program**

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**6. Where is your law school located?**

- Metropolitan area [central city(ies) and suburban areas] with a population of 1 million or more
- Metropolitan area [central city(ies) and suburban areas] with a population of 100,000-999,999
- A city or metropolitan area of less than 100,000
- A rural area not part of any metropolitan area

**7. Is your law school located in a state or provincial capital?**

- Yes
- No

**8. How would you describe your primary area of practice? (Choose one.)**

- Litigation-based
- Transactional-based
- Regulatory-based
- Lobbying/legislative

**9. How long have you been practicing law?**

- Less than one year
- 1 year
- 2 years
- 3 years
- More than 3 years

**10. Including yourself, how many lawyers work in your firm world-wide?**

- 50 or fewer
- 51-100
- 101-250
- 251-500
- 501-1,000
- More than 1,000

**11. State or country where you currently practice law. If you practice in Canada, choose Canada from the end of the drop-down list.**

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- D.C.
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois

- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- Canada

**12. Your gender**

- Male
- Female

**13. Your race/ethnicity**

- American Indian/Native American
- Asian/Pacific Islander
- Black/African-American
- Hispanic/Latino
- White/Caucasian
- Multi-racial

**Please use the box below to make any comments on the topics covered in this survey.**

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Thank you for your participation.