

## **SOCIAL JUSTICE AUDIT FOR YOUR CLINIC**

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### **I. Threshold and Goals Questions:**

- A. If you teach social justice in your clinic, what are your learning goals for your students?
  - 1. Is social justice a responsibility of:
    - a. the legal profession?
    - b. law school clinics?
  - 2. How important is social justice in helping your students to develop their professional identity?
- B. What are your clinic's service goals with respect to clients and communities?
  - 1. Is the provision of free legal services to poor clients a necessary component of social justice lawyering?
  - 2. Is the provision of free legal services to clients who cannot afford a lawyer *or* otherwise obtain a lawyer a form of social justice lawyering?
- C. What, if any, are your social justice goals in selecting students for your clinic?
  - 1. If you currently have limited or no discretion in selecting students, then how might you select them if given a choice?
  - 2. To what extent, if any, do you take students' interests and career goals into account in framing your clinic's learning goals and service goals?
- D. How do you define social justice in the context of clinical teaching?
  - 1. For instance, do you incorporate consideration of:
    - a. race and privilege?
    - b. socioeconomic difference?
    - c. immigrant status?
    - d. anything else?

2. Is social justice an important facet of your clinic's mission?
3. What, if any, is the relationship of pro bono work to social justice?

*See ABA Model Rule 6.1 ("Every lawyer has a professional responsibility to provide legal services to those unable to pay. A lawyer should aspire to render at least (50) hours of pro bono publico legal services per year.")*

E. Do you engage in social justice projects/advocacy outside of your clinic and are you interested in trying to incorporate aspects of this in your clinic?

## **II. Clinic Seminar as a Vehicle for Teaching Social Justice:**

- A. Do you explicitly teach social justice in your seminar?
1. For instance, do you:
    - a. have specific classes devoted to social justice?
    - b. assign readings related to social justice? If so, what readings?
    - c. incorporate materials about the historic aspects of social justice lawyering?
    - d. conduct in-class social justice exercises?
    - e. facilitate rounds conversations explicitly focused on social justice?
    - f. anything else?
  2. How might you do it differently?
  3. Is social justice an important facet of your clinic's mission?
- B. If you do not explicitly teach social justice in your seminar, consider whether you would like to do so.
1. Why or why not?
  2. How might you explicitly teach social justice in your seminar?

### **III. Casework as a Vehicle for Teaching and Doing Social Justice:**

- A. Do you explicitly teach social justice through your choice of clients, cases, and/or projects?
  - 1. For instance, do you discuss social justice issues raised by casework in:
    - a. individual supervision?
    - b. team meetings?
    - c. reflection (journals, mid- and end-of-the-semester meetings)?
  - 2. How might you do it differently?
- B. If you do not explicitly teach social justice through your casework, consider whether you would like to do so.
  - 1. Why or why not?
  - 2. How might you explicitly teach social justice through your casework?
- C. What, if any, social justice guidelines do you use in selecting clients, cases, and/or projects?
  - 1. For instance, do you focus on:
    - a. individual representation only?
    - b. impact litigation only?
    - c. policy reform projects only?
    - d. representing only individuals below the poverty line (or do you also represent low-income clients)?
    - e. partnering with social justice organizations?
    - f. anything else?
  - 2. If you do not have social justice guidelines, consider whether you would like to do so.
    - a. Why or why not?
    - b. How might you do more to incorporate social justice guidelines?

- c. For instance, could you:
  - i. choose different clients, cases, and/or projects that provide greater or more easily accessible social justice aspects?
  - ii. integrate more social justice discussion and do more to highlight the social justice aspects of your current clients, cases, and/or projects
  
- D. Does your selection of clients, cases, and/or projects present trade-offs between social justice learning goals for your students and services goals for your clinic?