

**1999 SURVEY RESULTS
ASSOCIATION OF LEGAL WRITING DIRECTORS/
LEGAL WRITING INSTITUTE**

	Page
SURVEY HIGHLIGHTS	i-v
SURVEY CONTENTS	
SUBMITTER PROFILE	1
I. GEOGRAPHY	2
II. STAFFING MODELS	2
III. DIRECTOR STATUS	4
IV. DIRECTOR'S COMPENSATION	5
V. DIRECTOR'S WORKLOAD	9
VI. LRW FACULTY MEMBERS	13
VII. LRW ADJUNCT FACULTY	18
VIII. TEACHING ASSISTANTS	19
IX. ADVANCED WRITING SKILLS	20
APPENDICES	
A. GENDER DATA REPORT	1-4
B. ADVANCED LEGAL WRITING COURSE OFFERINGS, BY LAW SCHOOL	1-20

**1999 SURVEY RESULTS
ASSOCIATION OF LEGAL WRITING DIRECTORS/
LEGAL WRITING INSTITUTE**

This 1999 ALWD/LWI Survey Results Report includes responses from 117 law schools in the United States. The respondents answered questions about the operation of their legal research and writing programs during the 1998-99 academic year. This report is a snapshot of these 117 programs. It is an admittedly inexact composite picture of many unique programs of great variety and complexity.

The respondents did their best to choose responses that most closely matched their current programs. The data analysts exercised their best judgement in interpreting the responses. There are several notes in this report explaining where data have been excluded for various reasons and indicating where data may not be reliable.

This survey report includes data from the 1998 survey prepared by Louis Sirico. You will see the left-hand column by each question includes the number of responses in each category from the 1998 survey, where available, and the 1999 survey. Averages and other relevant data from the 1998 survey are also included throughout this report, where available, to allow rough comparisons. Please realize, of course, that some variations measure real changes in LRW programs from last year, while others reflect changes in the respondent group.

Thanks go to all who participated in this survey. Your time and effort are valuable to all of us. Thank you.

Jo Anne Durako
Survey Committee Chair

SUBMITTER PROFILE

Are you:

1998 1999

70 98

0 1

1 4

4 11

 7

- a. Director of the entry-level program?
- b. Associate or assistant director of the entry-level program?
- c. Director of the upper level appellate advocacy program, drafting program, or other upper level program?
- d. A teacher in a program without a director?
- e. None of the above.

Please indicate your gender: 86 female or 31 male

I. GEOGRAPHY AND TYPE OF LAW SCHOOL

1. Following (and slightly modifying) the model developed by the Society of American Law Teachers, we have divided the country into seven regions. Please identify the region where your law school is located.

1998 **1999**

<u>8</u>	<u>20</u>	a. Region I: Far West - AZ, CA, HI, NV, OR, UT, WA.
<u>4</u>	<u>2</u>	b. Region II: Northwest & Great Plains - ID, MT, NE, ND, SD, WY.
<u>12</u>	<u>16</u>	c. Region III: Southwest & South Central - AR, CO, KS, LA, MO, NM, OK, TX.
<u>15</u>	<u>25</u>	d. Region IV: Great Lakes/Upper Midwest - IL, IN, IA, MI, MN, OH, WI.
<u>11</u>	<u>14</u>	e. Region V: Southeast - AL, FL, GA, KY, MS, TN, WV.
<u>14</u>	<u>17</u>	f. Region VI: Mid Atlantic - DE, MD, NJ, NC, PA, SC, VA.
<u>12</u>	<u>15</u>	g. Region VII: Northeastern - CT, MA, ME, NH, NY (excluding NYC & LI), RI, VT.
	<u>8</u>	h. Region VIII: New York City and Long Island.

2. What is the setting of your law school?

1998 **1999**

<u>54</u>	<u>75</u>	a. Urban.
<u>16</u>	<u>30</u>	b. Suburban.
<u>6</u>	<u>10</u>	c. Rural.

3. What type of institution is your law school?

1998 **1999**

<u>28</u>	<u>46</u>	a. Public.
<u>48</u>	<u>71</u>	b. Private.

II. STAFFING MODEL

4. Following the model developed by the Communications Skills Committee of the Section of Legal Education and Admissions to the Bar of the A.B.A., we have identified nine basic staffing models for first-year writing programs. Please identify the model that most closely resembles the format that your school uses.

1998 **1999**

<u>2</u>	<u>1</u>	a. Tenured or tenure-track teachers hired specifically to teach legal writing.
<u>0</u>	<u>3</u>	b. Tenured or tenure-track teachers hired to teach legal writing and other courses.
<u>0</u>	<u>3</u>	c. Tenured or tenure-track teachers who teach legal writing as part of their first-year doctrinal courses.
<u>0</u>	<u>2</u>	d. Many tenured or tenure-track teachers teaching legal writing to small groups of students where the teacher has no other responsibilities for legal writing and where the teacher's primary responsibilities lie with teaching other courses.
<u>41</u>	<u>64</u>	e. Full-time nontenure-track teachers with long-term or short-term contracts.
<u>7</u>	<u>15</u>	f. Adjuncts.
<u>0</u>	<u>2</u>	g. Graduate students.
<u>2</u>	<u>4</u>	h. Students.
<u>24</u>	<u>23</u>	i. A complex hybrid of the above models or some other model.

5. If you checked answer i (hybrid model) in the preceding question, which of the following elements are part of your program?.

1998 1999

<u>5</u>	<u>3</u>	a. Tenure-track teachers hired specifically to teach legal writing.
<u>9</u>	<u>8</u>	b. Tenure-track teachers hired to teach legal writing and other courses.
<u>3</u>	<u>4</u>	c. Tenure-track teachers who teach legal writing as part of their first-year doctrinal courses.
<u>3</u>	<u>0</u>	d. Many tenured or tenure-track teachers teaching legal writing to small groups of students where the teacher has no other responsibilities for legal writing and where the teacher's primary responsibilities lie with teaching other courses.
<u>16</u>	<u>18</u>	e. Full-time nontenure-track teachers with long-term or short-term contracts.
<u>12</u>	<u>15</u>	f. Adjuncts.
<u>1</u>	<u>3</u>	g. Graduate students.
<u>8</u>	<u>13</u>	h. Students.

6. How many credit hours are awarded for the entry-level program?

1998 1999

<u>11</u>	a. One credit each semester of the first year.
<u>41</u>	b. Two credits each semester of the first year.
<u>14</u>	c. Three credits each semester of the first year.
<u>51</u>	d. Some other combination in the first year.
<u>6</u>	e. Additional credits in a required program beyond the first year.

7. Does the number of credit hours equal the number of classroom hours for the entry-level program? (Note: This question is ambiguous. It was intended to ask the difference in the teaching hours each week. Some respondents may have answered with numbers for the entire term.)

1998 1999

<u>89</u>	a. Yes.
<u>19</u>	b. No, we teach (average) 2.816 (min .05; max 15) more classroom hour.
<u>8</u>	c. No, we teach (average) 3.5 (min 1; max 10) fewer classroom hour.

8. How is your entry-level course graded?

1998 1999

<u>98</u>	a. Grades that are included in the students' GPA.
<u>2</u>	b. Grades that are not included in the students' GPA.
<u>7</u>	c. Honors, pass, fail (or some equivalent).
<u>9</u>	d. Purely pass/fail.
<u>1</u>	e. Other method.

9. Is the entry-level program graded in the same manner as other required first-year courses?

1998 1999

<u>89</u>	a. Yes.	Note: This question is ambiguous. It was intended to refer to Question 8, to determine if grading practices for LRW (grades not included in GPA; Honors, pass/fail) are the same as for other courses. Some respondents answered that LRW was graded differently because it is not anonymously graded.
<u>28</u>	b. No.	

III. DIRECTOR'S STATUS

10. Does your program have a director, that is, a person with direct responsibility for the design, implementation, and supervision of a law school's writing program?

1998 **1999**

<u>69</u>	<u>95</u>	a. Yes.
<u>6</u>	<u>20</u>	b. No.
<u>1</u>	<u>2</u>	c. N/A.

NOTE ON DEFINITIONS for the following questions: "Tenure track" means that the director is on a scheduled time-table for being considered for tenure--not that the director has been promised conversion to tenure track at some unidentified time in the future. "Faculty member" means a teacher at the law school.

11. If your program has a director, which of these choices best describes the director?

1998 **1999**

<u>11</u>	<u>21</u>	a. A tenured faculty member whose primary responsibility is directing the legal writing program.
<u>12</u>	<u>13</u>	b. An untenured faculty member on a tenure track whose primary responsibility is directing the legal writing program.
<u>33</u>	<u>51</u>	c. A faculty member not on a tenure track whose primary responsibility is directing the legal writing program.
<u>5</u>	<u>7</u>	d. A faculty member or administrator whose primary responsibility is not the first year legal writing program.
<u>12</u>	<u>7</u>	e. Other.

12. Does your program have an associate or assistant director?

1998 **1999**

<u>76</u>	a. No.
<u>23</u>	b. Yes.

13. If the director is not tenure-track, how long is the term of the contract for the 1998-99 academic year?

1998 **1999**

<u>34</u>	<u>51</u>	a. Number of years: (average) 3 (min 1; max 5) years 1998 Survey: <u>(average) 2 years</u> (min 1; max 5)
<u>14</u>	<u>18</u>	• 1 year
<u>3</u>	<u>5</u>	• 2 years
<u>11</u>	<u>17</u>	• 3 years
<u>4</u>	<u>11</u>	• >3 years
<u>2</u>	<u>5</u>	b. The contractual terms have never been specifically set out.
<u>6</u>	<u>10</u>	c. N/A.

14. What title does the director have in official law school materials (publications, catalogues, signs, etc.)?

1998 **1999**

- | | | |
|-----------|----|--|
| <u>53</u> | a. | Professor, associate professor, or assistant professor. |
| <u>7</u> | b. | Professor, associate professor, or assistant professor of legal writing. |
| <u>2</u> | c. | Visiting professor or visiting professor of legal writing. |
| <u>8</u> | d. | Lecturer. |
| <u>6</u> | e. | Instructor. |
| <u>4</u> | f. | Assistant or Associate Dean. |
| <u>12</u> | g. | Director. |
| <u>7</u> | h. | Other. |