

**Association of Legal Writing Directors  
Legal Writing Institute**

**Report of the Annual Legal Writing Survey**

**2015**



**ALWD/LWI 2015 Survey Report**

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# 2015 National Survey Results

Association of Legal Writing Directors/Legal Writing Institute

This report presents results of the 2015 ALWD/LWI national survey of legal writing programs and includes data about the operation of legal research and writing programs during the 2014-2015 academic year from 194 North American law schools (192 from the United States and 1 from Canada), representing approximately 95% of the 204 law schools eligible to complete the survey. The 95% response rate represents the highest response rate the Survey has ever received in all the years it has been administered since its inception.

As in past years, this report is admittedly a somewhat inexact composite picture of many varied, complex, and unique programs. Nevertheless, the survey results show common practices and trends and provide other valuable information about the current state of legal writing education in American law schools.

The survey report also includes data from prior years for comparison purposes. Please be aware that some year-to-year variations show real changes in legal writing programs, while others merely reflect changes in the respondent group.

We thank all who participated in this year's survey. Your time and effort are valuable to all of us.

George Mader and Judy Rosenbaum  
Co-Chairs, Survey Administration Sub-Committee

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# Read Me Before You Use the Tables

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## Note on Interpreting the Data in the Tables

Numbers can sound very definite, and we tend to grab onto them when the amount of discrete information is overwhelming. Sometimes, in fact, we have to do that. This can lead to numbers having unwarranted authority, though. The goal of this note is to give you some guidance and insight for better understanding and assessing the reliability of the information in the tables. I encourage you to read these two pages, but if you want to skip to the take-aways, they are at the bottom of the next page.

In any survey, the input will at least occasionally fail to match reality exactly. Some questions are hard for the respondent to interpret, so the response is a guess. Some questions offer response options that do not exactly capture the answer the respondent would like to give (“well, it’s a little (b), but also maybe (d), and I can choose only one”). Sometimes there is simple input error (a yearly salary of \$7,000, or \$700,000).

There is another way in which the survey responses do not conform to reality. The response rate on some questions can dip toward 50%. For some respondents, that may indicate confusion with the question, or non-applicability of the question. To the extent, though, that there is a real answer to the question, but it is not provided, the response data do not depict reality. Whether or not the information supplied by those who did respond is reflective and descriptive of those who did not respond is unknown and largely unknowable.

Thus, the response rate to a question offers an indication of how confident one should feel about the response data for that question. Don’t get me wrong, the responses to and corresponding raw data in this survey are useful, worthwhile, even good, but they do not exactly conform to reality.

Beyond the problems just noted, which I’ll call “input problems,” there are problems at the tabulation stage. I and those who preceded me in working with the data of this survey have developed conventions for handling data that arrives to us, perhaps expressing reality, but being unsuited to combination with other responses. This arises by far most often in the report of numbers. Many questions ask for numbers. Every one of the many, many questions about stipends, credit hours, employment numbers, salaries, enrollments, number of TAs, hours worked, etc. contains a request for a number.

### In cases where a number was requested:

- If the response was a range, the mid-point of that range is used in the data. Thus, a response of “1 or 2” is entered as 1.5 and a response of “\$60,000 - \$80,000” is entered as \$70,000.
- If the response was a number and a qualifier (“at least 1200 pages,” “about \$65,000,” “low \$70,000s,” “no more than 15”), the number is entered without the qualifier (in the above examples, 1200, \$65,000, \$70,000, 15).
- And, of course, where the response is “negotiable,” “depends on experience,” “a ton,” or “sensitive information,” even though those responses may reflect reality or be warranted, there is no way to quantify them. They are omitted.

The input problems and tabulation problems mean any statistics drawn from the data (averages, medians, quartiles, etc., or trends in those statistics) have errors --- errors we cannot estimate with numerical specificity.

For example: In 2013, average salaries for LRW faculty were reported by 96 of the 190 schools. The 25<sup>th</sup> percentile and 75<sup>th</sup> percentile tell us the middle 50% of the 96 reporting schools pay LRW faculty an average between \$64,000 to \$89,000, but we are left to wonder how the 94 missing schools are distributed. Are higher-paying schools under-represented in the responses? Lower-paying schools? We don't know. Certainly, the data from 96 schools is useful — they offer some ballast to the numbers — and it is unlikely that every non-responding school is at one or the other end of the spectrum, but could a full report of schools give a middle 50% range of \$61,000 - \$92,000? \$68,000 - \$83,000? Yes. And we don't know whether or which of those possibilities are true. When using the tables, you should be aware that such slack in the reported numbers exists where the response rate is low.

### The Take-aways

- Pay attention to the number of schools responding to a given question. One can have more confidence that the responses to a question accurately reflect reality when the response rate is very high. If the question is directed at a subset of schools, pay attention to how many schools responded out of the total number of schools to whom the question is directed. This response data will usually be listed in the table.
- Beware of 2009 and 2014 when looking at trends. Only 166 schools responded to the survey in 2009, compared to a range of 184-191 in the years 2010-13. Thus, a jump of 15% from 2009 to 2010 in any number reported will merely indicate the expected change due to number of responses increasing. Similarly, 190 schools responded to the survey in 2013, but only 178 in 2014. Thus, drops in various answers may merely be due to a drop in the overall number of responses. The 2015 Survey had the largest number of responses in the history of conducting the survey (194 respondents). Thus, increases in numbers

reported in 2015 compared to 2014 may not be as significant as they appear. To counter misimpressions, in the survey summaries, we tried to use percentages instead of or in addition to raw numbers wherever possible.

- Realize that even with a perfect response rate, both input errors and tabulation errors can mean the resulting data only approximates reality (though maybe very closely) rather than being a perfect description of it.
- One can draw valid inferences from the data in the tables; one just needs to qualify one's statements.

# 2015 ALWD/LWI Survey Highlights

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## The 2015 Survey

After sporadic informal surveys about the LRW field going back as far as 1959, the Legal Writing Institute's first systematic effort to survey schools about their LRW programs started in 1990 with Jill J. Ramsfield, then director at Georgetown University Law Center, serving as reporter. Professor Ramsfield repeated her efforts in 1992 and 1994. In 1995, concomitant with the beginnings of the Association of Legal Writing Directors, Jan Levine, now Director of Legal Research and Writing at Duquesne University School of Law, assisted by Louis J. Sirico, Director of Legal Writing Programs at Villanova University School of Law, drafted and tested a pilot survey. Their goal was to create a survey instrument that paid greater attention to gathering detailed information more consistent with the ABA Sourcebook. The pilot became the template for a greatly expanded 1997 survey of legal writing programs conducted by Lou Sirico under the auspices of the Association of Legal Writing Directors. The next year, 1998, ALWD and LWI collaborated to create a jointly sponsored annual survey of LRW programs. That survey was modified slightly when the survey migrated from print to internet-based data gathering. It has been conducted jointly by both ALWD and LWI for the past twenty years.

During that time, despite the growth and changing status of Legal Writing programs, the increasing longevity of Legal Writing faculty and rapid changes in technology, the questions have remained virtually unchanged. The reason for keeping the Survey questions constant over the years was to enhance comparability of data over time. Recently, growing out of the changes described above, many leaders in the LRW community came to believe that the pendulum had shifted enough that it had become more important for the Survey to correspond to the reality of Legal Writing in the 21<sup>st</sup> century than to retain consistent questions.

In 2011, the presidents of ALWD and LWI created a joint Survey Task Force. The report of that task force called for a substantial overhaul to the existing survey. In 2013, the ALWD and LWI Boards charged the Survey Committee with implementing the Report's recommendations and seeking out a new, more robust platform to host the survey. This

was a major endeavor, requiring the efforts of many people over several years. ALWD and LWI will begin administering the new version of the survey in the spring of 2017. Therefore, this is the last year that survey data was collected under the original methodology.<sup>1</sup>

As has been noted in previous Survey Highlights, beginning in 2012, the respondent pool for the annual Survey has been based on ABA accreditation and provisional accreditation, rather than on AALS membership. The ABA list includes all law schools that appear on the AALS list.<sup>2</sup> For the 2015 Survey, then, the Survey Committee solicited responses from ABA-accredited and provisionally accredited law schools that grant the juris doctor degree, as well as the University of Windsor in Ontario, Canada, the host of the 2003 ALWD conference. Of the solicited programs, 95% responded.

## **Program Structure and Staffing**

Program Structure (Questions 44-46): Question 44 asked: “Does your program have a director (a person with direct responsibility for the design, implementation, and supervision of your law school’s writing program)?” The number of “yes” responses to this question had been slowly decreasing from 81% of respondents for both the 2010-2011 and 2011-2012 academic years to 79% for the 2012-13 academic year, and to 75% for the 2013-2014 academic year. In the 2014-2015 academic year, this trend continued. Of the responding schools, 72.5% indicated that they assigned a person to exercise direct responsibility for the design, implementation, and supervision of the school’s writing program. In a parallel fashion, the percentage of schools without a director for the LRW program (answering “no” to the question) increased over the same period. Thus, the percentage of schools using the directorless model increased from 18.6% in the 2010-2011 academic year, to 19%, then 21% and then 25% in the next three academic years. The percentage of directorless programs continued to increase in the 2104-2015 academic year when 27% of responding schools indicated that they did not have a director.

Despite some fluctuation in the percentage of director-led programs compared to directorless programs, within the director-led programs, there was relatively little change in the status of the directors. The percentage of tenured or tenure-track (but not-yet tenured) faculty with primary responsibility for the LRW program was fairly constant over five years of surveys. Thus, that percentage was 32% in the 2010-2011 academic year, 34% in the 2012-2013 academic year, to 31% in both the 2012-2013 and 2013-2014 academic years, and then was 33% in the 2014-2015 academic year. In the other categories of types

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<sup>1</sup> The organizations did not collect data for 2015-2016 due to the complexities of the revision process.

<sup>2</sup> Both the AALS list and the ABA list include the Judge Advocate General’s Legal Center and School, as well as law schools located in Puerto Rico (University of Puerto Rico and Inter American University of Puerto Rico on the AALS list, and those schools as well as Pontifical Catholic of Puerto Rico on the ABA list). Most likely because these schools do not have traditional legal writing programs that correspond to the Survey questions, since at least 2001 (the most recent year that the responding schools are identified on posted Surveys), the Judge Advocate General’s Legal Center and School has not appeared on any Survey, and one of the three Puerto Rican law schools (Inter American) appeared one time, in 2003. Consistent with this history, the 2014-2015 Survey Committee did not solicit responses from these four programs.



of directors (faculty not on the tenure track with primary responsibility for LRW, faculty member or administrator whose primary responsibility is **not** the first year writing program, administrator whose primary responsibility **is** the first year writing program, and faculty with clinical tenure or on a clinical tenure track) the percentages also remained within a few points of each other during the entire five-year period from the 2011 Survey to the 2015 Survey.

The percentage of programs with an associate or assistant director was also consistent over the five academic years from the 2010-2011 academic year through 2014-2015. In the 2011 Survey and again in the 2014 Survey, 22% of the responding schools reported that they had an associate or assistant director. In the 2012 Survey and again in the 2013 Survey, the percentage was almost the same with 23% of responding schools reporting that they had an associate or assistant director. In the 2015 Survey, the percentage of schools using an associate or assistant director dropped slightly to 20% of the responding schools.

Staffing Models (Questions 10, 11): The data on staffing models of LRW programs has been fairly consistent throughout the five-year period 2011-2015. As in prior years, the most common staffing model is a program that uses full-time, non-tenure-track teachers with short-term contracts or long-term contracts. The responses indicate that 88 schools or 45% of responding schools used this model in the 2014-2015 academic year. That number can be compared to 85 or 48% in the 2013-2014 academic year, 85 or 45% in the 2012-2013 academic year, 82 or 45% in the 2011-2012 academic year, and 79 or 42% in the 2010-2011 academic year. The second most common model is a hybrid program that uses some combination of various options such as tenured or tenure track or non-tenure track teachers teaching primarily LRW or LRW plus other courses. For the 2014-2015 academic year, 70 or 36% of responding programs reported using a hybrid model. In prior survey years 2011 through 2014, the raw numbers of programs reporting that they used a hybrid model were in the 60s, but given different response rates in each of those years, the percentages were remarkably consistent. Thus, in both 2011-2012 and again in 2013-2014, 34% of programs used a hybrid model, 37% used a hybrid model in the 2010-2011 academic year, and 36% in the 2012-2013 academic year.

Ten schools reported using only adjuncts as LRW teachers in the 2014-2015 academic year. This number represented 5% of all responding schools. In the years from 2010-11 through 2013-14 the percentages dropped from 10% to 7%. Thus, the data from the 2015 Survey show that the percentage of programs using only adjuncts is declining.

Other data collected about the status of faculty within various staffing models shows more good news for the increasing professionalism of the field. As of 2015, continuing a trend that started in 2011, no school reported using law students or graduate students as LRW teachers. And, starting in 2012, no school reported using tenured or tenure track faculty teaching small sections of LRW when their main responsibility was to teach courses other than LRW and the small section was their only LRW responsibility. In responses to the 2015 Survey, only one school (less than 1%) assigned tenured or tenure-track faculty to teach LRW as part of their first-year doctrinal class. Similarly, in responses to the 2011 Survey and the 2014 Survey, only one school (also less than 1%) assigned tenured or

tenure-track faculty to teach LRW as part of their first-year doctrinal class. In responses to the 2012 Survey and the 2013 Survey, none of the reporting schools taught LRW as part of a doctrinal first year course.

The highest numbers of teachers in both unitary programs and hybrid ones were reported for schools using full time non-tenure track teachers with long-term or short-term contracts. The biggest differences between the hybrid and non-hybrid programs is that the hybrid programs used significantly more adjuncts (77%) than the non-hybrid programs (5%) and the hybrid programs used significantly more non-tenure track faculty with short or long term contracts (90%) than the non-hybrid ones (45%). The hybrid programs also used more law students, graduate students, and part-time faculty than non-hybrid programs. The least-used staffing models in hybrid programs were those relying on tenured or tenure track faculty to teach LRW as part of a doctrinal class or to a small section where the teacher had no other LRW responsibilities except the small section. The numbers for these two categories were equally small in unitary programs. However, as noted earlier, unitary programs also used no upper level students or graduate students, whereas hybrid programs used a few.

Staffing Diversity (Questions 71a and 71b): Data from the 2015 Survey show that new hires declined by more than 20% for the third consecutive year. Overall, between the 2010-2011 academic year and the 2014-2015 academic year, new hires dropped from a high of 147 in the 2010-2011 academic year to a low of 61 in the 2014-2015 academic year. The percentage of white hires for the 2014-2015 academic year was approximately 73%. The percentage of non-white hires combined (including African-American, Hispanic, Asian-American, Native American, and Multi-racial) was approximately 27%. Thus, where new faculty members are being hired, LRW programs are hiring far more white faculty than non-white faculty. However, at 73.6%, the percentage of newly hired white faculty is the lowest it has been in five years, and 6.4% lower than it was for the 2013-2014 academic year. With respect to the gender of new hires, there was relatively little change for the 2014-2015 academic year from prior years. About  $\frac{2}{3}$  of new hires are female and about  $\frac{1}{3}$  are male.

The gender and racial imbalance is even more pronounced when looking at the gender and race of all LRW faculty. In the 2014-2015 academic year, 88.6% of all faculty were Caucasian. That number is not only less diverse than the percentage of new hires; it also has varied by less than a percentage point over the last five years. There is a similar pattern skewing toward less diversity when looking at the gender of all LRW faculty as opposed to looking at new hires only. With respect to gender, nearly  $\frac{3}{4}$  of LRW faculty are female, while slightly over  $\frac{1}{4}$  are male.

## Curriculum

Program Length (Question 12): Just about every school in the country requires two semesters of Legal Writing in the first year of law school. Of the 194 respondents to the 2015 Survey, 190 schools (98%) require Legal Writing in the first semester and 191 schools (99%) require Legal Writing in the second semester. These percentages are identical to the percentages in responses to the 2014 Survey and incrementally higher than those in the

responses to the 2013 Survey. The average number of credits in the required program (spanning all three years and not just the first year) increased from 5.71 in the 2013-2014 academic year to 5.93 in the 2014-2015 academic year, capping off a steady increase in the average number of credits in each year starting with the 2010-2011 academic year.

Grading (Questions 15, 17): According to the 2015 Survey 178 schools (92%) grade the required first-year course and compute the grades in the students' GPAs. The percentage is a 3% increase from the percentage reported for the 2013-2014 academic year. Slightly over  $\frac{2}{3}$  of the responding schools use anonymous grading for at least some LRW assignments. The percentage of schools using some anonymous grading is consistent with, but slightly higher than, the percentage in prior years.

Legal Research Instruction (Question 18): Approximately 86% of LRW courses integrate the teaching of legal research with the teaching of legal writing. The percentages reported by respondents to the 2015 Survey are comparable to the percentages reported in previous years.

Upper Level Writing Courses (Questions 32-36): Almost all schools (97%) offer elective upper level writing courses. While only 8% of the courses are taught exclusively by LRW faculty, an additional 75% are taught by either LRW faculty or non-LRW faculty. That means that only 14% of the schools that report offering upper level writing, do not use any faculty from the writing program to teach the upper level writing courses.

With respect to a requirement that before graduation students take an upper-level writing course, beyond the required first year course, 91% of the responding schools now have such a requirement. Traditionally, schools with an upper level writing requirement allowed students to satisfy that requirement only by doing some sort of scholarly writing, such as a journal article or seminar paper. However, the data, going back to 2011, show a significant increase in the percentage of schools that now allow students to satisfy the upper-level writing requirement by taking some type of legal writing course. The increase has been most noticeable in general advanced writing courses, advanced advocacy courses, transactional drafting courses, and especially in judicial opinion writing courses.

Teaching Assistants (Questions 93-99): The respondents to the 2015 Survey indicated that 70% of writing programs use teaching assistants in the required course in some way, ranging from substantially to rarely. In the programs that do use teaching assistants, 85% of responding programs use TAs to teach citation, 60% use TAs in some way to teach research, 50% use TAs to teach 1Ls either advocacy or moot court, and 40% assign TAs responsibilities for teaching objective legal writing. Writing programs reported that TAs spent 69.9 hours on average (down slightly from the 2014 Survey) on their responsibilities in the fall semester and 69.2 hours on average (up slightly from the 2014 Survey) on their responsibilities in the spring semester.

## Common Practices

Assignments (Question 20): All 194 of the LRW programs responding to the 2015 Survey reported that they use the office memorandum as one of the writing assignments required by the program. The office memorandum has always been the writing assignment used most by writing programs, but the 2014-2015 academic year appears to be the first year that 100% of programs indicated that they used an office memorandum. Other writing assignments used by more than 50% of responding programs include email memos (65%), client letters (63%), pretrial briefs (61%), and appellate briefs (72%). The only other specific assignment used by a significant number of programs was a drafting assignment, used by approximately 35% of responding schools. However, 126 schools (65%) reported using “other writing assignments.” The Survey did not ask what assignments were included in that category of “other writing assignments.”

The Survey did ask about the speaking skills taught in the required program. The most common speaking skills taught included appellate arguments (73%), oral reports to senior partners (53%), pre-trial motion arguments (49%), and in-class presentations (47%). The trend over the past several years toward increasing numbers of schools using non-traditional speaking assignments, such as oral reports to senior partners and in-class presentations, has continued.

Variability Among Sections Within Programs (Question 26): Although prior Surveys indicated a slight trend toward less uniformity among the sections in LRW programs, this trend seems to have evened off a bit for the 2014-2015 academic year. The area of greatest variation among sections, not surprisingly, is the content of class instruction and exercises. In the 2014-2015 academic year, 67% of programs reported variation. This percentage was virtually the same as the numbers reported for the 2013-2014 academic year (66%) and for the 2012-2013 academic year (66% as well). Another area where programs tend not to be consistent is in the selection of textbooks. In the 2014-2015 academic year, 42% of programs reported variations in textbook choice. That number compares to 43% reported for the 2013-2014 academic year and 42% reported for the 2012-2013 academic year. Respondents to the 2015 Survey reported that the areas of greatest uniformity among sections include syllabus coverage and choice of citation manual. In the 2014-2015 academic year, 91% of programs were “consistent” or “generally consistent in syllabus coverage. This number compares to 90% for the 2013-2014 academic year and 91% in the 2012-2013 academic year. With respect to choice of citation manual, in the 2014-2015 academic year, 90% of reporting programs were “consistent” or “generally consistent” in choice of citation manual. However, the percentage for 2014-2015 is just 1% higher than the data reported for both the 2013-2014 academic year and the 2012-2013 academic year, where 89% of programs reported that they were “consistent” or “generally consistent” among the legal writing sections with respect to the choice of a citation manual.

Commenting (Question 24): The results of the 2015 Survey show little change in the preferred methods of providing feedback to students. The most preferred method of giving feedback was commenting on the paper itself through textual edits and marginal comments. In the 2014-2015 academic year, 99% of programs reported using this method of feedback. This percentage is virtually unchanged from prior years where 99% of programs

in both the 2013-2014 academic year and the 2012-2013 academic year reported using written paper comments as a method of feedback and 100% of programs in both the 2011-2012 academic year and the 2010-2011 academic year reported using written paper comments.

The second most common method of providing feedback to students was comments in person during a conference. In the 2014-2015 academic year, 96% of the responding schools reported that the writing faculty gave feedback to students through in-person comments during a conference. This percentage is the same as the percentage reported for the 2010-2011 academic year and only slightly different from the 98% in both the 2011-2012 and 2012-2013 academic years and the 97% reported for the 2013-2014 academic year. As in prior years, the 2015 Survey showed that other common methods of giving feedback were short comments written at the end of a paper (91%), a general feedback memo addressed to all students (77%), and a grading grid or score sheet (77%).

## **Use of Technology**

Web Pages (Question 42): According to the 2015 Survey, approximately 45% of LRW programs reported using a program-wide web page. This number is approximately the same as the 46% of programs that reported using a program-wide web page in responses to the 2014 Survey. The comparison is similar with respect to individual members of the LRW faculty using a web page. In the 2015, Survey respondents indicated that in 17% of LRW programs at least one faculty member used an individual web page, while responses to the 2014 Survey indicated that the percentage was 18%.

Utility of Specific Technology (Question 43): Similar to data reported in the 2014 Survey and only marginally different from the 2011, 2012 and 2013 Surveys, data from the 2015 Survey indicated that most writing faculty used some sort of web course utility product (such as Blackboard, TWEN, D2L, Instructure). Thus, in the 2014-2015 academic year, there was no faculty use of web course utility software in just .05% of responding programs. In a similar vein, there was no faculty use of an email list for students in just 7% of the responding programs.

## **Citation Manual (Question 27)**

Use of the ALWD Guide to Legal Citation relative to use of the Bluebook was not significantly different from the numbers reported in prior years. For the 2014-2015 academic year, 9% of responding schools indicated that they planned to use only the ALWD Guide to Legal Citation. This number compares to 8% reported for both the 2012-2013 and 2013-2014 academic years. There was just a slight change in the percentage of programs that planned to use the Bluebook exclusively. For academic year 2014-2015, 69% of programs reported that they would use exclusively the Bluebook. This number compares to 71% for academic year 2013-2014 and 74% for academic year 2012-2013. The slight decrease in the percentage of programs planning to use the Bluebook exclusively was not parallel to the 1% increase in the percentage of programs planning to use only the ALWD Guide to Legal Citation. Instead, the slight drop off in the percentage planning to use only



the Bluebook seems to have resulted in a slight increase in the percentage of programs that planned to allow individual writing faculty to choose whether to use either the Bluebook or the ALWD Guide to Legal Citation. That percentage was 10% for the 2014-2015 academic year, up from 8% for both the 2012-2013 and 2013-2014 academic years.

## Terms and Conditions of Employment

### Salary Highlights – Directors

Directors' Salaries (averages, Questions 3, 4, 5, 49): In the 2015 Survey, 121 schools reported information about the salary of program directors. The average director's salary (combining 12-month salaries and nine or ten-month salaries) for the 2014-2015 academic year was \$117,149. This salary was an increase over \$115,964 for the 2013-2014 academic year and \$112,843 for the 2012-2013 academic year. The average increase in the director's salary continues an upward trend dating back to at least 2001.

The average experience of directors did not change substantially from the average experience in prior years. On average, according to the 2015 Survey, the average director graduated from law school 24.2 years ago. This number compares to 24.1 years reported in responses to the 2014 Survey and 23.4 years reported in responses to the 2013 Survey. The average number of years that the director has been teaching also did not change significantly from prior years. Responses to the 2015 Survey reported that the director had been teaching law school on a full-time basis for an average of 15.5 years. This number is almost the same as the average of 15.6 years reported in the 2014 Survey and 15.2 years reported in the 2013 Survey. The average number of years that the director has been directing at the current law school also remains virtually constant. Responses to the 2015 Survey put that number at 9.1 years, compared to 9.8 years in responses to the 2014 Survey and 9.0 years in responses to the 2013 Survey.

Regional Differences for Directors (chart following Question 49): The average salary of directors in the 2014-2015 academic year was highest in the New York City & Long Island region as it has been for the past several years (\$173,500 – with four schools reporting). However, that number dropped almost \$10,000 from \$183,750 reported for the 2013-14 academic year and was lower than the average salaries for directors in academic years 2011-12 and 2012-13 in the same New York City & Long Island region.

The next highest average salaries were reported for directors in the 21 schools reporting data for the Mid-Atlantic region (\$125,853) and the 24 schools reporting data for the Far West region (\$127,369). In contrast to the salary decline in the New York City & Long Island region, there was a slight uptick (approximately \$500) in the average director salary in the Mid-Atlantic region and a more significant one (more than \$10,000) in the Far West region. The significant uptick in average director salaries in the Far West region resulted in the Far West region climbing from the tier of schools with the third-highest salaries to the second tier.

The next highest salaries were reported by the nine schools in the Northeastern region (\$113,511) and the 22 schools reporting from the Great Lakes/Upper Midwest region

(\$114,798). These two regions, like the New York City & Long Island region, showed a drop in the average director's salary in the 2014-2015 academic year. The drop was fairly modest (around \$1,500) in the Northeastern region, but it was more substantial (around \$6,500) in the Great Lakes/Upper Midwest region. With the fairly substantial decline in average director salaries, the Great Lakes/Upper Midwest region moved from the second tier of schools (the schools with the second highest average directors' salaries) to the third tier.

The regions with the lowest average director salaries were the Southeast region where 18 schools reported an average director salary of \$98,321 and the Northwest and Great Plains region where five schools reported an average director salary of \$96,800. In the Southeast, the average salary reported in for the 2014-2015 academic year was the same as the average salary reported for the 2013-2014 academic year and almost identical to the average salary reported for the 2012-2013 academic year. However, the Northwest and Great Plains region saw a fairly large drop in the average director salary (going down by just over \$7,000 on average) from the 2013-2014 academic year to the 2014-2015 academic year.

School Setting as Related to Salary (Questions 7, 49 and tables following Question 49): When comparing the average salaries of directors based on the geographic setting of the school, the pattern from previous years did not change. The highest average salaries were paid to directors teaching in the 82 schools responding from urban areas (\$120,088), followed by directors teaching in the 32 schools responding from suburban areas (\$114,306). The lowest average salaries were paid to directors teaching in the seven schools responding from rural areas (\$95,714).

Directors' Experience in Years since JD as Related to Salary (Question 3 and the tables following Question 49): The data indicate that the director's salary goes up as the number of years since the director graduated from law school goes up. Although there was no data reported in the 2015 Survey for directors out of law school between zero and five years (the least experience), in all other categories the salaries trend up as the time since graduation increases. The average salary for the two directors who had graduated between six and ten years before the date of the 2015 Survey was \$99,000. The average salary for the 12 directors reporting that between 11 and 15 years had passed since their graduation was \$99,167. The average salary for the 26 directors who had graduated between 16 and 20 years before the date of the 2015 Survey was \$107,110. In the next category, 28 directors who were between 21 and 25 years past their law school graduation date reported earning an average salary of \$114,935. And, for the 50 directors who had been out of law school more than 26 years, the average salary was \$123,039.

The data from the 2015 Survey thus does not have the anomaly reported in the previous two years' surveys where the salaries for directors out of law school between six and ten years was higher than the salaries of directors out of law school between 11 and 15 years.

Directors' Salary as Related to Years of Teaching Experience (Question 4 and the tables following Question 49): Similar to looking at the directors' salaries based on the time that had passed since the director graduated law school, directors' salaries also increase based on the number of years the director has been teaching in a law school. Thus, the six

directors who had been teaching law school for zero to five years earned, on average, \$100,500. In the six to ten year category, the 27 directors responding to the Survey earned, on average, \$101,059. The 35 directors who had 11 to 15 years of teaching experience earned, on average, \$102,182. The 22 directors who had between 16 and 20 years of law school teaching experience earned an average of \$123,280. In the 16 schools whose directors had between 21 and 25 years of law school teaching experience, the average director salary was \$135,780. Finally, the directors with the most teaching experience, over 26 years, earned, on average, \$152,886.

Directors' Faculty Status as Related to Salary (Questions 45, 49 and tables following Question 49): Whether a director is tenured has a favorable impact on the director's salary. The average salary of the 31 tenured directors, as reported in the 2015 Survey, was \$139,499. The eight directors on the tenure track but not yet tenured averaged salaries of \$106,200. The 40 non-tenure-track directors whose primary responsibility was teaching legal writing earned, on average, \$107,073. On first blush, it might be surprising that directors not on the tenure track whose primary responsibility was legal writing earned slightly more than those on the tenure track but not yet tenured. However, a possible explanation is that there were five times as many responses from directors not on the tenure track with a primary responsibility for legal writing than there were responses from those on the tenure track but not yet tenured (40 compared to 8). The much higher number of those in the non-tenure track category could have resulted in a higher average number. Another logical explanation might be that in the category of non-tenure track directors with primary responsibility for LRW, the highest salary was much higher than the highest salary for directors on the tenure track but not tenured (\$226,000 compared to \$128,600). The higher top salaries for non-tenure track directors with primary responsibility for legal writing may have skewed the average higher. Both of these considerations could have been the reason for the slightly higher average salary for directors not on the tenure track with primary responsibility for legal writing.

Staffing Models as Related to Salary (Questions 10, 49 and tables following Question 49): Following the pattern of previous years, the directors with the highest salaries were the nine directors who run adjunct-taught programs. Their average salary was \$144,111. Directors at the 12 reporting schools with full time tenure track faculty earned an average salary of \$135,000. Although in the 2014 Survey directors at schools with tenured or tenure track faculty and directors at schools with complex hybrid programs earned comparable salaries, by the next year when the 2015 Survey was administered, the salaries of directors at schools with tenured or tenure track faculty outpaced directors at schools with complex hybrid programs by more than \$10,000. The average salary reported in the 2015 Survey of a director at one of the 45 reporting schools with a complex hybrid program was \$123,257.



## Salary Highlights – Full-time LRW Faculty (not including Directors)

LRW Faculty Full-Time Salaries (averages, excluding directors; Question 75): In 2014-2015, 117 schools provided salary information for full-time faculty members, excluding directors. This was a slight increase over the previous year, when 114 schools reported. The overall average LRW faculty salary increased in 2014-2015, continuing the trend since 2001.

	<b>Average of Reported Average Salaries</b>	<b>Average Lowest Salary</b>	<b>Average Highest Salary</b>
<b>2014-2015</b>	<b>\$83,188</b>	<b>\$74,771</b>	<b>\$91,892</b>
2013-2014	\$82,007	\$72,999	\$88,890
2012-2013	\$78,479	\$69,086	\$86,272
2011-2012	\$75,228	\$66,961	\$83,265
2010-2011	\$74,123	\$64,301	\$81,245
2009-2010	\$71,294	\$64,642	\$77,945
2008-2009	\$70,657	\$63,275	\$78,040
2007-2008	\$66,302	\$60,140	\$72,465
2006-2007	\$63,313	\$57,420	\$70,862
2005-2006	\$59,668	\$54,015	\$65,321
2004-2005	\$56,579	\$51,587	\$61,641
2003-2004	\$53,752	\$49,419	\$59,395
2002-2003	Not reported	\$48,931	\$60,198
2001-2002	Not reported	\$47,741	\$54,316
2000-2001	Not reported	\$44,011	\$53,012

In addition to regular salaries, LRW faculty at 102 schools reported their eligibility for summer research grants in an average amount of \$8,894. This was a slight decrease from the 2013-2014 average of \$9,022.

Regional Differences for Salaries for LRW Faculty (excluding directors; chart following Question 75): Of the regions for which respondents disclosed salary information, the Northeastern region (excluding New York City and Long Island) had the highest average LRW faculty salary (\$95,875—with reports from 40% of regional schools), followed by the Far West (\$88,452—reports from 55% of regional schools), the Southwest & South Central (\$82,934—reports from 65% of regional schools), the Southeast (\$81,808—reports from 46% of regional schools), the Great Lakes/Upper Midwest (\$80,352—reports from 60% of regional schools), the Mid-Atlantic (\$80,194—reports from 49% of regional schools), and the Northwest & Great Plains (\$74,710—reports from 83% of regional schools). With only one school in the New York City & Long Island region reporting specific salary numbers, the Survey Report excludes that data to preserve anonymity.

School Setting as Related to Salary (Question 75 and tables following Question 75): The LRW faculty with the highest reported average faculty salary was in suburban areas, very slightly higher than in urban areas. The 26 LRW faculty reporting in suburban

settings averaged \$85,326 (up from \$75,839 from 2013-2014), the 67 reporting in urban settings averaged \$85,228 (up from \$80,447 in 2013-2014), while the seven in rural settings averaged \$66,857 (down from \$74,500 in 2013-2014).

Teaching Experience as Related to Salary (Question 74): Consistent with directors' salaries, salaries for LRW faculty increased with faculty members' teaching experience. In 2014-2015, the average salary for an entry-level LRW faculty member without prior teaching experience was \$69,960 (up from \$68,633 in 2013-2014), while the average entry-level salary for a faculty member with more than three years of teaching experience was \$77,056 (up from \$75,663 in 2013-2014).

Staffing Models as Related to Salary (Question 75 and tables following Question 75): For the programs reporting LRW faculty salary information, the average salary was highest for those faculty who were tenured or tenure-track (\$104,408, as reported by 54% of programs with tenured/tenure-track faculty) and lowest in programs staffed with full-time, non-tenure-track faculty (\$72,682, as reported by 58% of programs with full-time, non-tenure-track faculty).

### **Job Security, Contract Terms, and Workload:**

Directors' Faculty Status (Questions 44, 45): The 2014-2015 faculty status of directors in programs that were director-led was relatively unchanged from 2013-2014. The percentage of tenured faculty directors with LRW as a primary responsibility remained constant at 24% of responders, and the percentage of non-tenure-track faculty directors with LRW as a primary responsibility was 33% of responders (a slight decrease from 34% in 2013-2014). The percentage of untenured, tenure-track faculty directors with LRW as a primary responsibility was 8.5% (a slight increase from 7% in 2013-2014).

LRW Faculty Status (Questions 65, 66): LRW faculty in most programs remained on short-term contracts (140 responses, similar to 138 responses in 2013-2014). More specifically, 56 programs responding to the 2014-15 survey reported having one-year contracts, 17 programs reported having two-year contracts, and 67 programs reported having contracts of three years or more.

The number of programs reporting 405(c), 405(c)-track, and tenured or tenure-track increased from 124 in 2013-2014 to 135 in 2014-2015, continuing an upward trend. Forty-nine (49) programs reported having full-time faculty who were tenured or on the tenure track, 68 programs reported faculty with 405(c) status, and 18 reported faculty on the ABA Standard 405(c) track. Only ten schools reported a cap on the number of years that an LRW professor may teach at the school.

Directors' Teaching Load and Preparation Time (Questions 53, 54): During the fall semester of the 2014-2015 academic year, each director taught an average of 29.8 entry-level students, which was a decrease from 35.1 students in 2013-2014. During the spring semester of the 2014-2015 academic year, each director taught an average of 29.1 entry-level students, a slight decrease from 30.7 students in 2013-2014.

In the fall semester of 2014-2015, directors spent slightly more hours (49 hours, up from 46.2 hours) preparing major research and writing assignments. In the spring semester, directors spent essentially the same number of hours spent the previous year preparing major research and writing assignments (50.5 hours, as compared to 50.6 hours in 2013-2014).

LRW Faculty Teaching Load and Preparation Time (Question 82): The average number of students taught by LRW faculty members continues to decrease slightly. During Fall 2014, LRW faculty members taught an average of 37.5 students weekly (down slightly from 38.5 in Fall 2013), and in Spring 2015 LRW faculty members taught an average of 36.2 students weekly, down slightly from 37.3 in Spring 2014.

The number of in-class teaching hours per week, major assignments, and minor assignments remained relatively constant from the 2013-2014 academic year. The average total number of pages of student work that LRW faculty members read in Fall 2014 also remained relatively constant from Fall 2013 (1520 pages in 2014; 1530 pages in 2013), and the average total number of pages of student work that LRW faculty members read in Spring 2015 decreased slightly (1520 pages in 2015; 1564 pages in 2014).

The average number of hours that LRW faculty members spent preparing for class continued to increase slightly. Specifically, LRW faculty spent an average of 73.0 hours preparing for class in Fall 2014 (up from 71.6 hours in Fall 2013), and an average of 68.3 hours preparing for class in Spring 2015 (up from 66.9 hours in Spring 2014). The average number of hours that LRW faculty spent preparing major research and writing assignments increased slightly: 37.1 hours in Fall 2014 (compared with 36.5 hours in Fall 2013) and 38.0 hours in Spring 2015 (compared with 37.6 hours in Spring 2014).

### **Other Responsibilities of Directors and LRW Faculty**

Upper-Level Teaching (Questions 55, 56, 85): Just over half (54%) of responding directors taught courses other than the required writing courses during the 2014-2015 academic year; those responding directors taught an average of 1.18 non-LRW courses each. LRW faculty at most schools (92% of responding schools) also taught other courses, including both upper-level writing courses and non-LRW courses, either during the regular academic year or during separate summer sessions.

Faculty Committees (Questions 59, 83): Most responding directors (81%) served as voting members of faculty committees in 2014-2015. The most frequently identified committees were the Curriculum Committee, the LRW Committee, and the Admissions Committee. Similarly, most LRW faculty (83%) also served as voting members of faculty committees in the 2014-2015 academic year; the most frequently identified committees on which LRW faculty served were the Curriculum Committee, the Admissions Committee, the Library Committee, and the Technology Committee.

Faculty Meetings (Questions 60, 84): Seventy-two percent (72%) of non-tenure-track directors who answered Question 60 were permitted to attend faculty meetings. Of those

non-tenure-track directors permitted to attend faculty meetings, 45% were permitted to vote on all matters except hiring, promotion, or tenure, and 15% were permitted to vote on all matters. The percentage of LRW faculty permitted to attend faculty meetings (92%) was higher than that for directors overall. The percentage of LRW faculty attending faculty meetings who are permitted to vote on all matters (30%), was much greater than the 15% of non-tenure-track directors permitted to vote on all matters, and the percentage of LRW faculty permitted to vote on all matters except hiring, promotion, or tenure (46%) was about the same as the 45% of non-tenure-track directors who had those limitations on their votes.

### **Additional Support for LRW Faculty**

Summer Grants (Question 76): For the 102 schools reporting that LRW faculty are eligible for summer research grants, the average grant amount was \$8,894, which is slightly lower than the average grant of \$9,022 reported in 2013-2014. Fifty-three schools reported that LRW faculty were not eligible for summer grants, an increase from 45 schools in 2013-2014.

Professional Development Funding (Question 79): Almost all LRW faculty members (93% of programs responding to Question 79) were eligible to receive developmental funding in 2014-2015. The average funding level was \$2,475, which was slightly higher than the average funding level of \$2,375 in 2013-2014.

Research Assistants (Question 80): Most LRW faculty members (83% of programs responding to Question 80) received funding to hire student research assistants. Of those receiving funding, 65% received sufficient funding for all reasonable requests, while the remaining 18% were limited to a specified sum for hiring research assistants.

### **Hot Topics**

The 2014 Survey “Hot Topic” questions asked whether LRW programs had been affected by the economic downturn. This year, we sought to learn the effect of the decline in law school applications, whether or not related to the economic downturn. Separately, we also asked about experiential learning in LRW programs.

Travel Budgets (Hot Topics Questions 1 and 2): We asked if LRW professors had seen a decrease in their professional development (i.e., travel) budget in recent years. Of the 167 schools that responded to this question, 48.5% (81 schools) reported no change in their travel budgets. Of the responding schools, 31%, (52 schools) of schools reported a decrease in their travel budgets.

Four schools reported an increase in their travel budgets, with an average increase of \$1,313. Twenty (20) schools reported a decrease in their travel budgets, with an average decrease of \$1,535.

Named Professorships (Question 3): We asked if LRW faculty are eligible to be appointed to named professorships. Thirty-one schools (19%) replied yes, 67 schools (41% replied no), and 53 schools (32%) replied “my school does not have enough named professorships for this question to apply at this time.”

Electronic Commenting (Questions 4 and 5): We asked if LRW professors are viewing, commenting, and grading papers electronically. Fifty responders answered no, and 131 responders answered yes.

Of those who answered yes, one uses WordPerfect, ninety-four use Word, three use PDF, and twenty-six use some combination of these.

Experiential Learning Requirements (Questions 6-10): We asked if schools had added additional writing courses in the upper-level curriculum to meet the new ABA experiential learning requirements. Thirty-four schools answered yes, and 138 schools answered no. Of those schools that answered yes, the types of courses added varied widely, falling into the usual categories: various drafting courses, experiential classes (e.g., writing components in externships), and various capstone courses.

Fifty-three schools reported that they had incorporated experiential learning courses into the first-year curriculum, and 114 schools reported that they had not. Of the schools that had, the courses listed included negotiation, client interviewing, courses on the legal profession, simulation-based courses, drafting, etc. In some instances, the experiential course was a doctrinal course (e.g., Contracts) with a new experiential component.

We asked if upper-level courses that were not considered “skills” courses in the past were now designated as experiential learning courses. Twenty-four schools replied yes, and 135 schools replied no.

# I. Submitter Profile: Who Answered?

This section briefly describes the survey respondents.

## 1. Are you:

	2015	2014	2013	2012	2011
a. Director of the required legal writing program? (“Director” means the person charged with lead responsibility for the program.)	<b>128 / 66%</b>	126 / 71%	136 / 72%	138 / 75%	138 / 73%
b. Associate director, assistant director, or co-director of the required legal writing program?	<b>3 / 2%</b>	4 / 2%	9 / 5%	8 / 4%	10 / 5%
c. Director of the upper-level appellate advocacy program, drafting program or other upper-level program?	<b>1 / 1%</b>	0 / 0%	0 / 0%	0 / 0%	0 / 0%
d. A teacher in a program without a director? (If so, please have one individual fill out the survey and give a response that, to the extent possible, is representative of all teachers in the program.)	<b>43 / 22%</b>	34 / 19%	31 / 16%	28 / 15%	29 / 15%
e. None of the above.	<b>19 / 10%</b>	14 / 8%	14 / 7%	10 / 5%	11 / 6%

## 2. Please state your gender and race.

	2015	2014	2013	2012	2011
<b>a. Total Responses (Gender)</b>	<b>194</b>	178	190	184	188
Female	<b>147 / 75.8%</b>	138 / 77.5%	148 / 77.9%	142 / 77.2%	148 / 78.7%
Male	<b>47 / 24.2%</b>	40 / 22.5%	42 / 22.1%	42 / 22.8%	40 / 21.3%
<b>b. Total Responses (Race)</b>	<b>193</b>	178	189	183	186
White	<b>176 / 91.2%</b>	161 / 90.4%	173 / 91.5%	168 / 91.8%	174 / 93.5%
African-American	<b>7 / 3.6%</b>	9 / 5.1%	8 / 4.2%	5 / 2.7%	5 / 2.7%
Hispanic	<b>2 / 1.0%</b>	1 / 0.6%	2 / 1.1%	5 / 2.7%	4 / 2.2%
Asian-American	<b>4 / 2.1%</b>	3 / 1.7%	3 / 1.6%	2 / 1.1%	2 / 1.1%
Native American	<b>0</b>	0	0	0	0
Multiracial	<b>2 / 1.0%</b>	2 / 1.1%	1 / 0.5%	1 / 0.5%	0
Other	<b>2 / 1.0%</b>	2 / 1.1%	2 / 1.1%	2 / 1.1%	1 / 0.5%

3. How many years have passed since the director earned a J.D. degree?

	2015	2014	2013	2012	2011
Total Responses*	162	152	161	158	163
Years Average	24.2	24.1	23.4	23.0	22.9
Years Maximum	42	42	41	41	42
75%ile	30	30	30	x	x
Years Median	24	24	23	23	x
25%ile	19	18.5	18	x	x
Years Minimum	6	7	6	7	3
* Answers of zero were omitted as ostensibly indicating (as some respondents did) that the director does not possess a J.D.					

4. How many years has the director been teaching in law school on a full-time basis?

	2015	2014	2013	2012	2011
Total Responses	163	154	165	159	163
Years Average	15.5	15.6	15.2	14.5	14.8
Years Maximum	35	37	37	35	36
75%ile	21	22	21	x	x
Years Median	15	14	13	12	x
25%ile	10	9	9	x	x
Years Minimum	0	0	0	0	0

5. How many years has the director directed the writing program at the present law school?

	2015	2014	2013	2012	2011
Total Responses	158	147	160	155	158
Years Average	9.1	9.8	9.0	8.9	9.1
Years Maximum	34	34	34	32	31
75%ile	14	14	13	x	x
Years Median	7	7	6	6	x
25%ile	3	4	3	x	x
Years Minimum	0	0	0	0	1



## II. School Profile: Which Schools Answered?

6. Following (and slightly modifying) the model developed by the Society of American Law Teachers, we have divided the country into eight regions. Please identify the region where your law school is located. (*Note: One Canadian school not included.*)

	2015	2014	2013	2012	2011
a. Region I: Far West –AZ, CA, HI, NV, OR, UT, WA	33	28	32	30	31
b. Region II: Northwest & Great Plains –ID, MT, NE, ND, SD, WY	6	6	6	6	5
c. Region III: Southwest & South Central –AR, CO, KS, LA, MO, NM, OK, TX	26	24	24	24	24
d. Region IV: Great Lakes/Upper Midwest –IL, IN, IA, MI, MN, OH, WI	35	32	34	33	34
e. Region V: Southeast –AL, FL, GA, KY, MS, TN, WV	28	26	28	27	28
f. Region VI: Mid-Atlantic –DC, DE, MD, NJ, NC, PA, SC, VA	35	31	34	33	35
g. Region VII: Northeastern –CT, MA, ME, NH, NY (excluding New York City and Long Island), RI, VT	20	20	22	21	20
h. Region VIII: New York City and Long Island	10	10	9	9	10

7. What is the setting of your law school?

	2015	2014	2013	2012	2011
a. Urban	132	124	131	125	125
b. Suburban	51	43	49	48	50
c. Rural	11	11	10	11	13
d. No response	0	0	0	0	0

8. What type of institution is your law school?

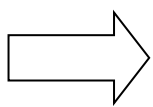
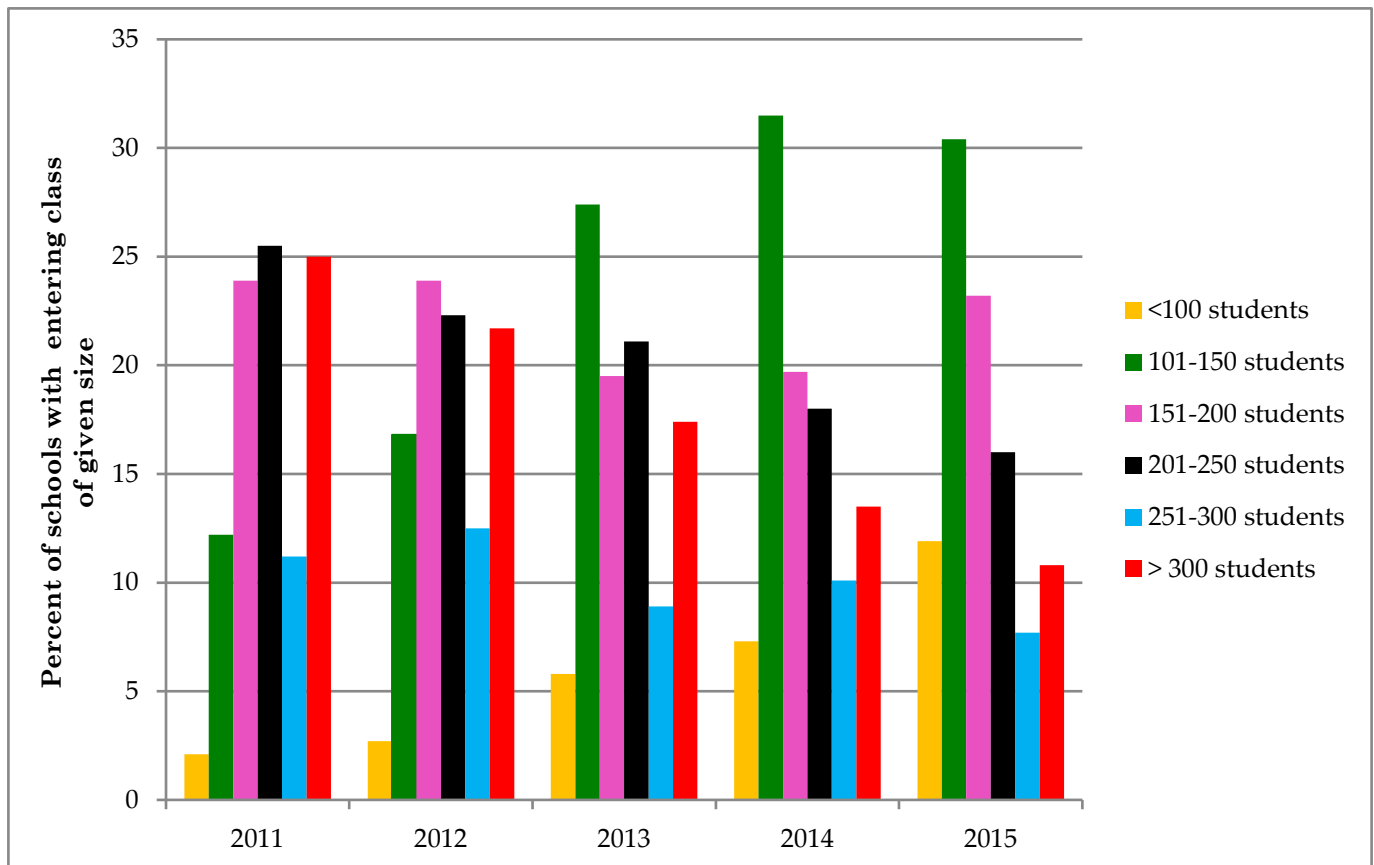
	2015	2014	2013	2012	2011
a. Public	80	73	81	76	76
b. Private	114	105	109	108	112



9. What was the size of your first-year JD class for the current academic year?

	2015	2014	2013	2012	2011
a. 100 or fewer students	23 / 11.9%	13 / 7.3%	11 / 5.8%	5 / 2.7%	4 / 2.1%
b. 101 to 150 students	59 / 30.4%	56 / 31.5%	52 / 27.4%	31 / 16.8%	23 / 12.2%
c. 151 to 200 students	45 / 23.2%	35 / 19.7%	37 / 19.5%	44 / 23.9%	45 / 23.9%
d. 201 to 250 students	31 / 16.0%	32 / 18.0%	40 / 21.1%	41 / 22.3%	48 / 25.5%
e. 251 to 300 students	15 / 7.7%	18 / 10.1%	17 / 8.9%	23 / 12.5%	21 / 11.2%
f. 301 or more students	21 / 10.8%	24 / 13.5%	33 / 17.4%	40 / 21.7%	47 / 25.0%
Less than 200 (a, b, c)	65%	58%	53%	43%	38%
200 or More (d, e, f)	35%	42%	47%	57%	62%

Note the inversion from 2011 to 2015 in the last two rows of this table.



**Chart comment:** Note the striking trend in 2011-15 (shrinking numbers of schools with enrollments over 200, growing numbers of schools with enrollments of less than 150).

### III. Staffing Model: Status Questions

10. Following the model used by the authors of the Sourcebook on Legal Writing Programs, we have identified eight basic staffing models for first-year writing programs. Please identify the model that most closely resembles the format that your school uses. Do not consider the director's status if that differs from the status of other LRW teachers.

	2015	2014	2013	2012	2011
a. Tenured or tenure-track teachers hired specifically to teach legal writing	12 / 6%	12 / 7%	12 / 6%	13 / 7%	13 / 7%
b. Tenured or tenure-track teachers hired to teach legal writing and other courses	12 / 6%	6 / 3%	7 / 4%	6 / 3%	4 / 2%
c. Tenured or tenure-track teachers who teach legal writing as part of their first-year doctrinal courses	1 / 1%	1 / 1%	0	0	1 / 1%
d. Many tenured or tenure-track teachers teaching legal writing to small groups of students where the teacher has no other responsibilities with respect to legal writing and where the teacher's primary responsibilities lie with teaching other courses	0	0	0	0	1 / 1%
e. Full-time nontenure-track teachers with long-term contracts or short-term contracts	88 / 45%	85 / 48%	85 / 45%	82 / 45%	79 / 42%
f. Part-time faculty	1 / 1%	1 / 1%	2 / 1%	2 / 1.1%	2 / 1.1%
g. Adjuncts	10 / 5%	12 / 7%	15 / 8%	19 / 10%	19 / 10%
h. Graduate students	0	0	0	0	0
i. Students (only if these are upper-level students who provide a substantial portion of individualized feedback on papers or have substantial responsibility for classroom teaching)	0	0	0	0	0
j. A complex hybrid of the above models or some other model	70 / 36%	61 / 34%	69 / 36%	62 / 34%	69 / 37%
k. Not answered	0	0	0	0	0
<b>TOTAL</b>	<b>194</b>	<b>178</b>	<b>190</b>	<b>184</b>	<b>188</b>

11. If you checked answer j. (hybrid model) in the preceding question, which of the following elements are part of your program? *Please mark all that apply.*

	2015	2014	2013	2012	2011
<b>Total Number of Schools with Hybrid Models</b>	<b>70</b>	61	69	62	69
a. Tenured or tenure-track teachers hired specifically to teach legal writing	<b>21 / 30%</b>	20 / 33%	21 / 30%	18 / 29%	17 / 25%
b. Tenured or tenure-track teachers hired to teach legal writing and other courses	<b>20 / 29%</b>	19 / 31%	19 / 28%	18 / 29%	18 / 26%
c. Tenured or tenure-track teachers who teach legal writing as part of their first-year doctrinal courses	<b>4 / 6%</b>	4 / 7%	4 / 6%	3 / 5%	4 / 6%
d. Many tenured or tenure-track teachers teaching legal writing to small groups of students where the teacher has no other responsibilities with respect to legal writing and where the teacher's primary responsibilities lie with teaching other courses	<b>4 / 6%</b>	1 / 2%	3 / 4%	2 / 3%	2 / 3%
e. Full-time nontenure-track teachers with long-term contracts or short-term contracts	<b>63 / 90%</b>	59 / 97%	57 / 83%	50 / 81%	55 / 80%
f. Part-time faculty	<b>9 / 13%</b>	10 / 16%	8 / 12%	12 / 19%	12 / 17%
g. Adjuncts	<b>54 / 77%</b>	46 / 75%	51 / 74%	42 / 68%	48 / 70%
h. Graduate students	<b>2 / 3%</b>	3 / 5%	3 / 4%	3 / 5%	4 / 6%
i. Students (only if these are upper-level students who provide a substantial portion of individualized feedback on papers or have substantial responsibility for classroom teaching)	<b>10 / 14%</b>	9 / 15%	11 / 16%	9 / 15%	9 / 13%

**Table Comment:**

This table reports the components present in LRW programs that have “complex hybrid” staffing models.

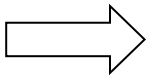
## IV. Curriculum: Credits and Coursework

*Note: To collect and report comparable data, we asked respondents to report all credit hours in semester hours and report all grades on a scale assuming 4.0 equals an A.*

12. How many credit hours are awarded each semester of the required program? (Responses of zero were excluded from the averages and totals.)

2015	1L		2L		3L	
	Fall	Spring	Fall	Spring	Fall	Spring
<b>Total Schools Responding</b>	<b>190</b>	<b>191</b>	<b>52</b>	<b>20</b>	<b>8</b>	<b>3</b>
1 credit (no. of schools)	4	6	2	2	4	0
2 credits (no. of schools)	84	97	34	11	3	3
3 credits (no. of schools)	92	81	15	5	1	0
4 credits (no. of schools)	10	7	1	2	0	0
<b>2015 (average credits)</b>	<b>2.57</b>	<b>2.47</b>	<b>2.29</b>	<b>2.35</b>	<b>1.63</b>	<b>2.00</b>
2014 (average credits)	2.50	2.39	2.21	2.40	2.40	2.00
2013 (average credits)	2.50	2.39	2.21	2.44	2.40	1.75
2012 (average credits)	2.44	2.36	2.16	2.40	2.33	1.75
2011 (average credits)	2.38	2.31	2.08	2.20	2.62	2.17

**Table Comment:** The average number of credits per school for each semester of the schools' required LRW program appears to be growing over the past several years. This indicates programs are requiring more credits overall, but the numbers are unclear from the data as presented. In an attempt to tease out this information, the table below uses data from this and previous surveys to reconstruct total number of credits reported by all schools.

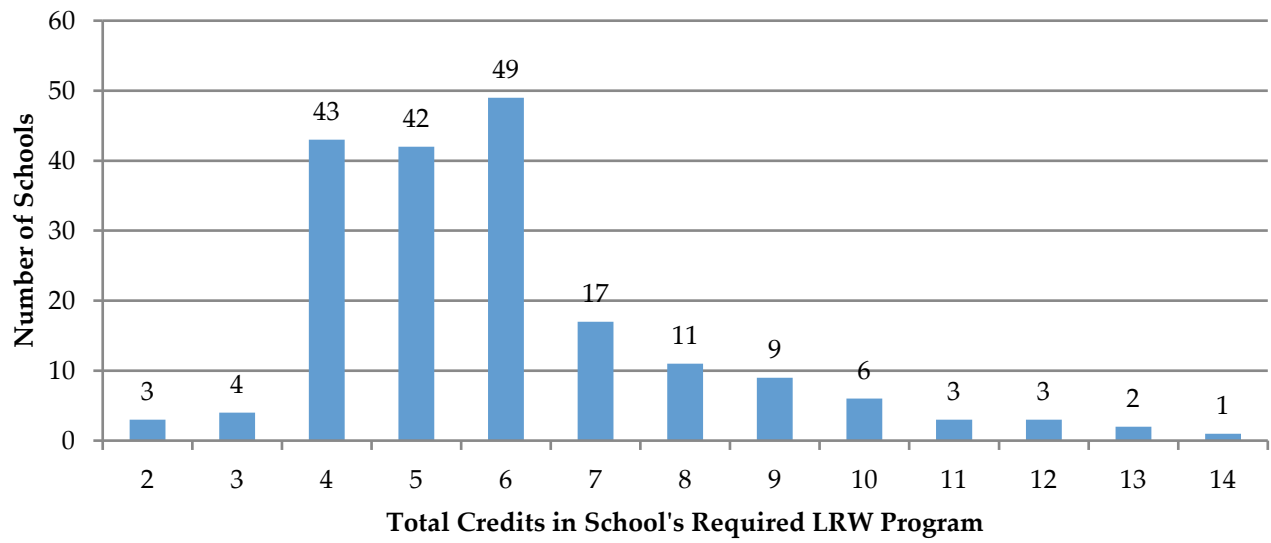


### Supplementary Table derived from the table above:

Year	Number of Schools Responding to Survey	Average Number of Credits in Required Program
<b>2015</b>	<b>193</b>	<b>5.93</b>
2014	178	5.71
2013	190	5.65
2012	184	5.60
2011	188	5.45
2010	191	5.36

**Note:** This growth of .57 credits per school over five years is equivalent to about 110 schools each adding one credit to their required LRW programs.

## Total Credits in Required LRW Programs (2015)



13. When is the first required advocacy course taught (typically an introductory appellate advocacy course taught in the spring of the first year), and how many credits are awarded for it? Please indicate the semester in which it is taught by writing the number of credit hours in the appropriate space. If necessary, estimate the number of credit hours.

2015	1L		2L		3L	
	Fall	Spring	Fall	Spring	Fall	Spring
<b>Total Schools Responding*</b>	<b>4</b>	<b>158</b>	<b>18</b>	<b>2</b>	<b>0</b>	<b>0</b>
1 credit (No. of schools)	0	11	0	0	0	0
2 credits (No. of schools)	0	85	11	1	0	0
3 credits (No. of schools)	4	59	7	1	0	0
4 credits (No. of schools)	0	3	0	0	0	0
<b>2015 (average credits)</b>	<b>3.0</b>	<b>2.34</b>	<b>2.39</b>	<b>2.5</b>	<b>0</b>	<b>0</b>
2014 (average credits)	3.0	2.32	2.28	2.0	0	0
2013 (average credits)	3.0	2.35	2.21	2.0	0	0
2012 (average credits)	2.50	2.31	2.22	2.0	0	0
2011 (average credits)	2.50	2.27	2.22	2.22	4.00	4.00

\*Responses of zero were excluded from the averages and totals.

14. Does the number of credit hours awarded for the required program each semester equal the number of hours of in-class teaching each week?

	2015*	2014*	2013	2012	2011
a. Yes.	<b>152</b>	133	143	145	143
b. No, we teach <u>more</u> classroom hours each week as compared to number of credit hours, on average.	<b>21</b>	19	18	15	19
Average hours more in-classroom teaching	<b>1.2</b>	1.3	1.3	1.13	1.19
Minimum hours more in-classroom teaching	<b>0.25</b>	0.25	0.25	0.25	0.25
Maximum hours more in-classroom teaching	<b>3</b>	3	3	3	3
c. No, we teach fewer classroom hours each week as compared to number of credit hours, on average.	<b>21</b>	24	27	24	24
Average hours fewer in-classroom teaching	<b>0.6</b>	0.75	0.75	0.78	0.75
Minimum hours fewer in-classroom teaching	<b>0.25</b>	0.25	0.25	0.50	0.25
Maximum hours fewer in-classroom teaching	<b>1</b>	2	2	2	2

Note: \*A few programs report a difference between credit hours and in-class hours for only one semester of a multi-semester program. Beginning in 2014, the numbers were averaged.

15. How is your required course graded?

	2015	2014	2013	2012	2011
a. Grades that are included in the students' GPAs	178	159	169	160	163
b. Grades that are not included in the students' GPAs	0	0	0	0	1
c. Honors, pass, fail (or some equivalent)	5	5	6	8	9
d. Purely pass/fail	3	2	3	3	3
e. Other method*	8	11	11	12	11
f. Not Answered	0	0	1	1	0

\*Most responses of "other" were combinations of the methods listed in this question – e.g., one semester graded and one semester an "honors, pass, fail" system.

16. Is the required program graded the same way as other first-year courses, on a special curve or mean for LRW, or on some other curve or mean?

*Please convert your mean grade to a 4.0 scale.\**

	2015	2014	2013	2012	2011
<b>a. Graded the same way as all first-year courses.</b>	<b>116</b>	106	109	108	112
Average required mean (85 schools reporting in 2015)	<b>2.97</b>	3.00	2.97	2.97	2.96
Maximum required mean	<b>3.75</b>	3.75	3.75	3.75	3.75
75%ile	<b>3.1</b>	3.2	3.15	x	x
Median required mean	<b>3.0</b>	3.0	3.0	x	x
25%ile	<b>2.8</b>	2.83	2.75	x	x
Minimum required mean	<b>2</b>	2	2	2	2
<b>b. Graded on a curve or mean specifically for LRW.</b>	<b>53</b>	48	48	46	45
Average required mean (48 schools reporting in 2015)	<b>3.0</b>	3.00	3.02	3.01	3.02
Maximum required mean	<b>3.7</b>	3.7	3.7	3.7	3.7
75%ile	<b>3.2</b>	3.1	3.2	x	x
Median required mean	<b>3.0</b>	3.0	3.0	x	x
25%ile	<b>2.9</b>	2.88	2.9	x	x
Minimum required mean	<b>2.5</b>	2.5	2.5	2.5	2.5
<b>c. Graded on some other curve or mean.</b>	<b>10</b>	8	11	10	7
Average required mean	<b>2.91</b>	3.00	3.00	3.05	3.02
Maximum required mean	<b>3.4</b>	3.4	3.4	3.4	3.4
Minimum required mean	<b>2.0</b>	2.5	2.5	2.5	2.5
<b>d. None of the above</b>	<b>15</b>	16	21	20	23

17. Are the major writing assignments in the required program graded anonymously? *A major writing assignment is one in which the final product is equal to or greater than 5 pages.*

	2015	2014	2013	2012	2011
a. Yes, <u>all</u> major writing assignments	71	58	63	64	63
b. Yes, over approximately 75% of major assignments	21	21	26	19	19
c. Yes, over approximately 50% of major assignments	25	21	19	22	17
d. Yes, over approximately 25% of major assignments	14	16	16	14	14
e. No	61	61	63	65	74

18. How do you teach legal research in your program (choose a. or b.), and who teaches legal research (choose c. through g.)?\*

	2015	2014	2013	2012	2011
a. Integrated with writing	167	154	163	159	157
b. Separate from writing	65	65	65	61	65
c. LRW Faculty	73	60*	64*	66*	77
d. Librarians	56	46*	51*	47*	54
e. Both LRW Faculty and Librarians	87	83*	86*	81*	75
f. Teaching assistants or other students	22	26	26	23	27
g. Other	33	30	28	25	25

Notes:

Schools were invited to select “all that apply.” The several schools that report legal research is *both* integrated with legal writing *and* separate from legal writing are therefore included in results for both integrated with and separate from legal writing.

\*In 2012-15, response data has been altered in the following way: if a school selected *all three* of the responses “LRW Faculty,” “Librarians,” and “Both LRW Faculty and Librarians,” those three responses were converted to be *solely* “Both LRW Faculty and Librarians.”

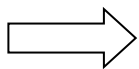


19. What assignments are covered in the required LRW program? *Please mark all that apply.*

		Research integrated w/ writing (of 167 in 2015)	Research taught separately (of 65 in 2015)
a. Research exercises unrelated to writing assignments	<b>2015</b>	<b>136</b>	<b>56</b>
	2014	130	59
	2013	136	57
	2012	131	52
b. <u>All</u> closed universe writing assignments with no research	<b>2015</b>	<b>24</b>	<b>9</b>
	2014	20	6
	2013	15	5
	2012	16	5
c. <u>All</u> open library research for writing assignments	<b>2015</b>	<b>37</b>	<b>11</b>
	2014	31	10
	2013	33	10
	2012	35	9
d. Combination of closed and open library research assignments	<b>2015</b>	<b>154</b>	<b>62</b>
	2014	139	64
	2013	148	63
	2012	142	58
e. Legislative history research	<b>2015</b>	<b>79</b>	<b>34</b>
	2014	70	35
	2013	77	34
	2012	74	32
f. Administrative law research	<b>2015</b>	<b>83</b>	<b>36</b>
	2014	77	36
	2013	83	35
	2012	77	30
g. Limited Westlaw/Lexis training in the first semester	<b>2015</b>	<b>48</b>	<b>24</b>
	2014	46	22
	2013	51	22
	2012	52	18
h. Unlimited Westlaw/Lexis training in the first semester	<b>2015</b>	<b>122</b>	<b>36</b>
	2014	112	42
	2013	118	43
	2012	113	42
i. Unlimited Westlaw/Lexis training in the second semester	<b>2015</b>	<b>131</b>	<b>44</b>
	2014	124	48
	2013	130	45
	2012	128	39
j. Other	<b>2015</b>	<b>47</b>	<b>17</b>
	2014	44	18
	2013	40	13
	2012	31	7

20. What writing assignments are assigned (choose a. through j.) and what speaking skills are taught (choose k. through o.) in the required LRW program? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Office memoranda	193	174	186	172	188
b. Electronic (email) memos	127	109	102	81	x
c. Client letters	122	116	116	93	103
d. Pretrial briefs	117	101	105	95	111
e. Trial briefs	77	67	65	52	63
f. Appellate briefs	139	125	141	138	150
g. Law review articles	7	5	7	6	3
h. Drafting documents	67	63	60	53	64
i. Drafting legislation	9	11	10	6	13
j. Other writing assignment	126	113	115	94	117
<hr/>					
k. Pretrial motion argument	95	84	84	71	83
l. Trial motion argument	54	45	41	32	40
m. Appellate brief argument	140	125	140	126	138
n. In-class presentation	90	77	80	70	83
o. Oral report to senior partner	103	85	87	62	71
p. Other speaking skills	82	73	71	52	61
<b>SUM of TYPES OF ASSIGNMENTS/SKILLS TAUGHT</b>	<b>1548</b>	<b>1373</b>	<b>1410</b>	<b>1203</b>	<b>1288</b>
<b>Schools responding to this question.</b>	<b>194</b>	<b>176</b>	<b>186</b>	<b>172</b>	<b>188</b>
<b>Average of number of different types of assignments</b>	<b>7.98</b>	<b>7.80</b>	<b>7.58</b>	<b>6.99</b>	<b>6.85</b>



**Table Comments:**

- Note the increase in the average number of different types of assignments and skills taught in schools' LRW programs.
- When comparing numbers in the cells of a given row, be sure to note the total numbers of schools responding to the question (second last line of data).
- Note the increases over time in Email Memos, Client Letters, Oral Report to Senior Partner, Trial Motion Arguments, and Other Speaking Skills. Meanwhile, there appears to be no gain (as a percentage of schools answering the question) in the past year, in Appellate Briefs and Appellate Brief Arguments.

21. What percentage of time is spent on the following classroom teaching activities? *Please mark all that apply. Responses of zero are included in totals and averages.*

	2015	2014	2013	2012	2011
<b>a. Lecture</b>	<b>186</b>	170	182	178	180
Average time spent	<b>29.3%</b>	29.2%	29.85	30.7%	31.67%
Maximum time spent	<b>75%</b>	75%	75%	75%	80%
75%ile	<b>40%</b>	40%	40%	NOT REPORTED	
Median	<b>25%</b>	25%	25%		
25%ile	<b>20%</b>	20%	20%		
Minimum time spent	<b>0%</b>	0%	0%	0%	0%
<b>b. Demonstrations</b>	<b>173</b>	157	169	167	167
Average time spent	<b>10.8%</b>	10.5%	10.8%	10.5%	11.08%
Maximum time spent	<b>30%</b>	30%	30%	30%	30%
75%ile	<b>15%</b>	15%	15%	NOT REPORTED	
Median	<b>10%</b>	10%	10%		
25%ile	<b>5%</b>	5%	5%		
Minimum time spent	<b>0%</b>	0%	0%	0%	0%
<b>c. Individual in-class exercises</b>	<b>177</b>	162	171	164	164
Average time spent	<b>11.3%</b>	11.4%	11.3%	11.0%	10.49%
Maximum time spent	<b>40%</b>	40%	40%	40%	40%
75%ile	<b>15%</b>	15%	15%	NOT REPORTED	
Median	<b>10%</b>	10%	10%		
25%ile	<b>10%</b>	5%	5%		
Minimum time spent	<b>0%</b>	0%	0%	0%	0%
<b>d. Group in-class exercises</b>	<b>184</b>	168	180	175	174
Average time spent	<b>17.3%</b>	17.1%	17.4%	16.9%	16.64%
Maximum time spent	<b>35%</b>	40%	45%	45%	40%
75%ile	<b>25%</b>	20%	25%	NOT REPORTED	
Median	<b>17.5%</b>	15%	15%		
25%ile	<b>10%</b>	10%	10%		
Minimum time spent	<b>0%</b>	0%	0%	0%	0%

<b>Question 21 (continued)</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>e. In-class writing</b>	<b>166</b>	154	160	155	155
Average time spent	<b>8.7%</b>	8.6%	8.6%	8.5%	8.65%
Maximum time spent	<b>50%</b>	50%	50%	50%	50%
75%ile	<b>10%</b>	10%	10%	NOT REPORTED	
Median	<b>10%</b>	10%	10%		
25%ile	<b>5%</b>	5%	5%		
Minimum time spent	<b>0%</b>	0%	0%	0%	0%
<b>f. Q &amp; A and class discussion</b>	<b>185</b>	169	181	176	179
Average time spent	<b>22.7%</b>	23.6%	23.3%	23.3%	23.27%
Maximum time spent	<b>85%</b>	55%	55%	55%	60%
75%ile	<b>25%</b>	30%	30%	NOT REPORTED	
Median	<b>20%</b>	20%	20%		
25%ile	<b>15%</b>	15%	15%		
Minimum time spent	<b>5%</b>	5%	5%	5%	0%
<b>g. Other activities</b>	<b>116</b>	102	109	104	99
Average time spent	<b>8.0%</b>	7.7%	8.1%	8.3%	7.93%
Maximum time spent	<b>30%</b>	30%	30%	30%	30%
75%ile	<b>10%</b>	10%	10%	NOT REPORTED	
Median	<b>5%</b>	5%	5%		
25%ile	<b>5%</b>	5%	5%		
Minimum time spent	<b>0%</b>	0%	0%	0%	0%

Note: Because not all schools marked all activities, the sum of percentages is greater than 100%.

22. Are any legal writing assignments coordinated collaboratively by the LRW faculty and doctrinal faculty with reading or writing assignments in other first-year courses?

	2015	2014	2013	2012	2011
a. Yes. The assignment topics and teaching are coordinated.	10 / 5%	9 / 5%	6 / 3%	5 / 3%	5 / 3%
b. Somewhat. The topics of the assignments are coordinated but not the teaching.	42 / 22%	41 / 23%	47 / 25%	41 / 22%	43 / 23%
c. No.	142 / 73%	128 / 72%	136 / 72%	138 / 75%	140 / 74%

23. Do you require rewrites of major writing assignments in the required program, and if so, are the rewrites graded? *Note: A major writing assignment is one in which the final product is equal to or greater than 5 pages.*

	2015	2014	2013	2012	2011
a. Yes, <u>all</u> major assignments require at least one rewrite.	58	49	53	53	55
b. Yes, but <u>not all</u> require rewrites.	124	118	123	117	118
Average % of assignments requiring rewrites	52.8%	52.0%*	52.0%	51.2%	53.2%
Maximum %	100	100%	100%	100%	100%
Minimum %	20	15%	15%	20%	10%
c. No.	12	11	13	14	15
d. All drafts and rewrites are graded.	998	86	84	83	83
e. Only drafts are graded, after which rewrites are required.	2	2	3	5	7
f. Only rewrites are graded.	84	80	90	83	83

\*Answers of 1, 3, and 5 omitted as likely being numbers of assignments rather than percentages.

24. For those major writing assignments on which LRW faculty comment, what is the extent of the comments? *Please mark all that apply. This applies to comments written in pen or pencil on paper or to feedback provided in a similar fashion via a computer.*

	2015	2014	2013	2012	2011
a. Comments written on the paper itself and in the margins	192	176	188	184	187
b. General feedback memo addressed to all students	149	146	157	154	159
c. Feedback memo written specifically for the individual student	134	125	136	133	132
d. Short comments written at the end of the paper	175	167	173	169	168
e. Comments in person during conference	186	173	186	181	179
f. Grading grids or score sheets	149	140	145	139	135
g. Other*	48	44	42	40	41

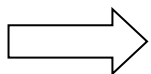
\*Most popular “other” answers were comments in class, comments on an electronic copy of the paper, and audio comments.

25. What percentage of major writing assignments in the required course is graded? *Note: A major writing assignment is one that requires a final product equal to or greater than 5 pages. Graded assignments do not include those evaluated with a ✓, ✓+, ✓-, or similar method.*

	2015	2014	2013	2012	2011
a. 0-25%	7	7	8	7	9
b. 26-50%	15	14	16	17	15
c. 51-75%	31	30	31	29	31
d. 76-100%	141	126	134	131	133

26. What aspects of your program are consistent among the sections?

		Uniform	Generally Consistent	Varies among sections
a. Syllabus coverage	2015	85	90	18
	2014	76	85	16
	2013	85	87	16
	2012	85	85	14
b. Number of major assignments	2015	131	56	6
	2014	123	49	5
	2013	136	50	2
	2012	137	46	1
c. Due dates and length of most assignments	2015	98	66	28
	2014	86	65	25
	2013	93	71	23
	2012	93	73	17
d. Number of minor assignments	2015	42	77	74
	2014	34	76	67
	2013	39	76	73
	2012	40	75	69
e. Required textbook	2015	87	23	82
	2014	77	22	77
	2013	86	21	80
	2012	83	24	76
f. Citation text (ALWD, Bluebook)	2015	157	17	19
	2014	144	15	18
	2013	154	15	19
	2012	153	16	15
g. Content of class lectures/exercises	2015	11	52	130
	2014	8	51	118
	2013	6	57	125
	2012	8	57	119
h. Grading	2015	49	114	28
	2014	46	104	25
	2013	51	110	25
	2012	49	111	22



**Table Comment:** This table indicates a slow overall trend: decreasing percentages of programs with uniform characteristics across sections, and corresponding increases in the percentages of programs for which characteristics vary among sections.

27. Which citation method do you plan to teach for the next academic year?  
*Please note: This is the only question relating to the next academic year instead of the current academic year.*

	2015	2014	2013	2012	2011
a. ALWD Citation Manual only	17 / 9%	15 / 8%	15 / 8%	19 / 10%	27 / 14%
b. Bluebook only	134 / 69%	126 / 71%	140 / 74%	131 / 71%	131 / 70%
c. Both ALWD Citation Manual and Bluebook	11 / 6%	10 / 6%	10 / 5%	10 / 5%	12 / 6%
d. Either ALWD Citation Manual or Bluebook, at each teacher's option.	19 / 10%	15 / 8%	15 / 8%	16 / 9%	11 / 6%
e. Other	13 / 7%	11 / 6%	9 / 5%	8 / 4%	7 / 4%

28. Which of these services does your law school provide for first-year students? *Please mark as many as apply.*

	2015	2014	2013	2012	2011
a. Writing Specialist, full-time	17	18	19	19	19
b. Writing Specialist, part-time	44	38	39	39	40
c. Tutorial	42	37	41	37	39
d. Student teaching assistants helping students	140	134	142	135	131
e. Academic Support Program	170	157	166	159	161
f. Other*	34	29	32	28	28

**Note:** There are inconsistencies between the data in the tables of Questions 28 and 29. For instance, in 2015 under Question 28, 17 schools report having a full-time writing specialist but in Question 29, 26 schools report such a position. These inconsistencies exist for all years displayed in the tables.



29. If your law school employs a writing specialist, what is that person's status, training, and gender? (Salary data on next page.)

			Writing Specialist #1	Writing Specialist #2
Status	a. Full-time	2015	26	3
		2014	22	3
		2013	24	3
	b. Part-time	2015	39	8
		2014	35	8
		2013	35	8
	c. Tenured	2015	2	0
		2014	2	0
		2013	2	0
	d. Long-term contract	2015	19	2
		2014	13	0
		2013	14	0
	e. Short-term contract	2015	31	7
		2014	32	8
		2013	33	7
Training	f. J.D.	2015	32	7
		2014	28	8
		2013	31	9
	g. Ph.D. in English	2015	17	0
		2014	16	1
		2013	14	0
	h. Other relevant advanced degree	2015	11	3
		2014	10	1
		2013	11	1
	i. Other	2015	4	1
		2014	2	1
		2013	3	1
Gender	j. Female	2015	49	9
		2014	42	9
		2013	44	8
	k. Male	2015	15	2
		2014	14	2
		2013	15	3

**Note:** There are inconsistencies between the data in the tables of Questions 28 and 29. For instance, under Question 28, 18 schools report having a full-time writing specialist but in Question 29, 22 schools report such a position. These inconsistencies exist for all years displayed in the tables.

## Salary Data for Question 29

		2015	2014	2013	2012	2011
Writing Specialist #1	<b>Full-time paid by semester (number)</b>	2	2	1	0	0
	Salary	No data	No data	No data	x	x
	<b>Full-time paid by year (number)</b>	23	18	19	18	17
	Average salary (6 reported 2015)	\$71,750	\$72,392	\$75,600	\$74,667	\$71,560
	Median salary	\$71,500	\$83,925	\$70,000	\$70,000	\$70,000
	Minimum salary	\$23,500	\$22,500	\$48,000	\$48,000	\$48,000
	Maximum salary	\$121,000	\$121,000	\$100,000	\$100,000	\$99,300
	<b>Part-time paid by semester (number)</b>	20	17	18	18	19
	Average salary (6 reported 2015)	\$12,667	\$17,667	\$11,000	\$11,600	\$11,600
	Median salary	\$14,250	\$10,500	\$6,750	\$7,500	\$7,500
	Minimum salary	\$5,000	\$5,000	\$4,000	\$2,000	\$2,000
	Maximum salary	\$30,000	\$30,000*	\$30,000*	\$30,000*	\$30,000
	<b>Part-time paid by year (number)</b>	14	14	17	20	24
	Average salary (4 reported 2015)	\$18,000	\$18,000	\$17,375	\$18,500	\$14,600
	Median salary	\$17,500	\$17,500	\$16,750	\$19,000	\$18,000
	Minimum salary	\$12,000	\$12,000	\$12,000	\$8,000	\$4,000
Maximum salary	\$25,000	\$25,000	\$25,000	\$30,000	\$20,000	
Writing Specialist #2	<b>Full-time paid by semester (number)</b>	0	0	0	1	0
	Salary	x	x	x	No data	x
	<b>Full-time paid by year (number)</b>	3	3	3	3	1
	Salary	No data	No data	No data	No data	No data
	<b>Part-time paid by semester (number)</b>	6	6	6	3	3
	Average salary (3 reported 2015)	\$20,333	\$19,833	\$16,833	\$22,500	\$22,000
	Median salary	\$16,000	\$15,000	\$14,500	\$22,500	\$22,000
	Minimum salary	\$15,000	\$14,500	\$6,000	\$14,500	\$14,000
	Maximum salary	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	<b>Part-time paid by year (number)</b>	2	2	2	2	3
	Average salary (1 reported 2015)	x	\$20,664	\$21,500	\$21,000	\$15,500
	Median salary	x	\$20,664	\$21,500	\$21,000	\$15,500
	Minimum salary	x	\$20,664	\$21,500	\$21,000	\$10,000
Maximum salary	x	\$20,664	\$21,500	\$21,000	\$21,000	

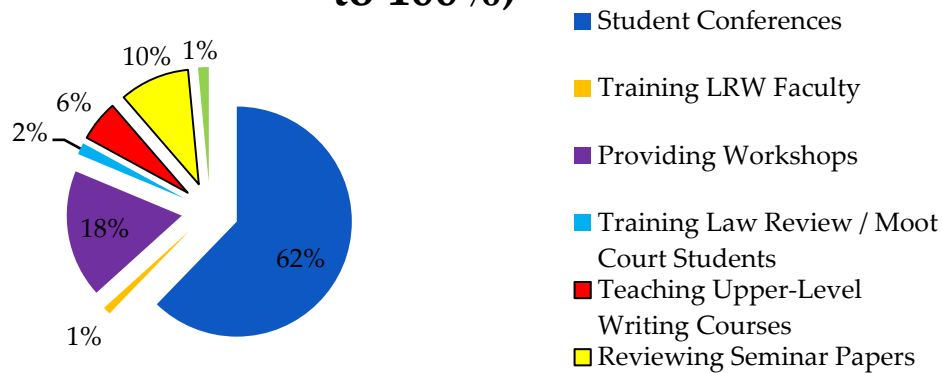
\*One reported part/time salary of \$60,000 assumed to be for year, so reduced to \$30,000 per semester.

30. If your law school employs a writing specialist, what responsibilities does that person have, and approximately what percentage of time is allocated to each responsibility? *Please mark all that apply. [Beginning in 2013, schools reporting 0% are not included in the data for this table.]*

	2015	2014	2013	2012	2011
<b>a. Holding student conferences</b>	<b>58</b>	51	53	58	59
Average % of time	<b>63%</b>	65%	61%	60.7%	63.1%
Minimum %	<b>5%</b>	5%	5%	5%	5%
Maximum %	<b>100%</b>	100%	100%	100%	100%
<b>b. Training LRW faculty</b>	<b>9</b>	9	11	40	37
Average % of time	<b>7%</b>	7%	9%	2.4%	2.7%
Minimum %	<b>5%</b>	5%	5%	0%	0%
Maximum %	<b>15%</b>	15%	25%	25%	25%
<b>c. Providing workshops</b>	<b>44</b>	36	42	50	49
Average % of time	<b>24%</b>	25%	24%	19.3%	18.8%
Minimum %	<b>5%</b>	5%	5%	0%	0%
Maximum %	<b>90%</b>	90%	100%	80%	80%
<b>d. Training L. REV. and Adv. Moot Court students</b>	<b>12</b>	11	15	40	36
Average % of time	<b>8%</b>	7%	10%	3.4%	3.9%
Minimum %	<b>5%</b>	5%	5%	0%	0%
Maximum %	<b>10%</b>	10%	30%	40%	40%
<b>e. Teaching upper-level writing courses</b>	<b>12</b>	9	11	41	38
Average % of time	<b>28%</b>	34%	32%	9.6%	8.7%
Minimum %	<b>10%</b>	10%	10%	0%	0%
Maximum %	<b>100%</b>	100%	100%	100%	75%
<b>f. Reviewing upper-level seminar papers</b>	<b>34</b>	29	32	45	42
Average % of time	<b>17%</b>	18%	18%	14.1%	11.5%
Minimum %	<b>5%</b>	5%	5%	0%	0%
Maximum %	<b>100%</b>	100%	100%	100%	80%
<b>g. Publishing scholarly articles and books</b>	<b>8</b>	9	9	36	32
Average % of time	<b>11%</b>	11%	11%	2.8%	2.8%

Minimum %	5%	5%	5%	0%	0%
Maximum %	20%	20%	20%	20%	20%

**2015: Writing Specialist's Workload  
(weighted average of %s in table, adjusted  
to 100%)**



31. Do you have a formal writing center in your law school for your program?  
*Please mark all that apply.*

	2015	2014	2013	2012	2011
<b>a. Yes</b>	<b>37</b>	33	35	32	31
Average years in operation (33 reporting in 2015)	<b>9.9</b>	10.6	10.4	9.8	10.33
Minimum years	<b>1</b>	1	1	1	1
Maximum years	<b>28</b>	27	26	25	32
<b>Professionals on Staff (number of schools)</b>	<b>31</b>	26	28	28	31
Average number of professionals	<b>2.0</b>	1.9	1.9	1.8	2.14
Minimum number of professionals	<b>1</b>	1	0.5	0.5	0.5
Maximum number of professionals	<b>9</b>	6	5	5	7
<b>Teaching Assistants on Staff (number of schools)</b>	<b>24</b>	21	21	22	24
Average number of teaching assistants	<b>9.3</b>	8.9	14.0	9.2	10.17
Minimum number of teaching assistants	<b>2</b>	2	2	2	1
Maximum number of teaching assistants	<b>42.5</b>	45	100	40	40
<b>b. No, but the university writing center is available to law students</b>	<b>80</b>	75	80	80	81

c. No	69	64	68	65	70
d. Other	15	13	11	11	11

## V. Upper-Level Writing Courses

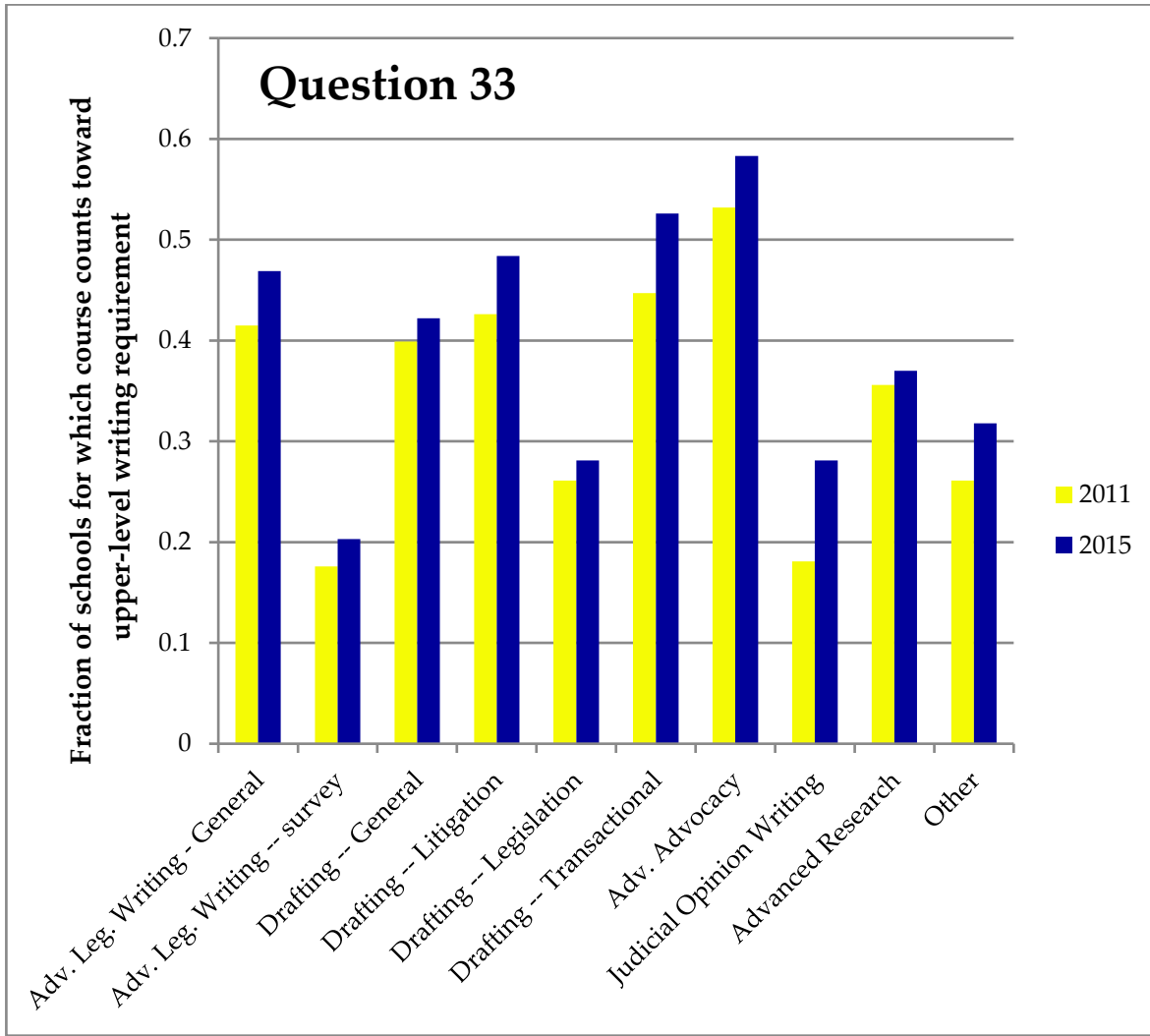
32. Does your law school offer elective legal writing courses? *Elective course means a course that is not part of the required sequence that all entering law students must take, such as legal research, legal writing, or appellate advocacy/moot court.*

	2015	2014	2013	2012	2011
a. No, no elective courses are offered	2	5	6	6	10
b. Yes, elective courses taught by non-writing faculty	27	22	28	31	37
c. Yes, elective courses taught by legal writing faculty (including the director and LRW adjuncts)	17	15	13	14	16
d. Yes, elective courses taught by either non-writing or by legal writing faculty	144	131	140	130	121
<b>Total of answers b, c, and d --- indicating how many schools offer elective legal writing courses (out of total number of schools responding to survey).</b>	<b>188/194 97%</b>	<b>168/178 94%</b>	<b>181/190 95%</b>	<b>175/184 95%</b>	<b>174/188 93%</b>
e. Other	4	4	2	3	4

33. Must students satisfy an upper-level writing requirement, beyond the required program, for graduation? *Please mark all courses that are required or count toward the requirement.*

	2015	2014	2013	2012	2011
No	15	14	15	16	12
Yes	177	164	174	168	176
Courses that are required or count toward requirement	Year	Required	Not required but counts toward requirement.	Total	
a. Advanced legal writing – general writing	2015	15	75	90	
	2014	13	69	82	
	2013	11	72	83	
b. Advanced legal writing – survey course	2015	0	39	39	
	2014	0	35	35	
	2013	0	34	34	
c. Drafting, general	2015	8	73	81	
	2014	8	68	76	
	2013	8	70	78	
d. Drafting, litigation	2015	5	88	93	
	2014	5	77	82	
	2013	4	80	84	
e. Drafting, legislation	2015	2	52	54	
	2014	2	50	52	
	2013	2	50	52	
f. Drafting, transactional	2015	7	94	101	
	2014	6	88	94	
	2013	6	87	93	
g. Advanced advocacy (excluding student-run moot court programs)	2015	4	108	112	
	2014	5	97	102	
	2013	6	101	107	
h. Scholarly writing	2015	74	100	174	
	2014	71	92	163	
	2013	80	96	176	
i. Judicial opinion writing	2015	0	54	54	
	2014	1	46	47	
	2013	0	42	42	
j. Advanced research	2015	11	60	71	
	2014	11	50	61	
	2013	12	54	66	
k. Other	2015	7	54	61	
	2014	5	53	58	
	2013	4	54	58	

**Note:** This table, and data from years even before 2013, show a noticeable increase over the past several years in the percentage of schools for which legal writing courses count toward upper-level writing requirements. This is true across course topics (except for advanced research); the recent growth is most rapid in answer (i), Judicial opinion writing.



34. Does your law school train students who are required to produce scholarly writing/seminar papers? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. No, not at all or seldom	22	18	20	21	26
b. The faculty or most faculty do so within the courses for which the paper is written	154	145	150	142	142
c. Yes, in writing workshops that are not law school courses	23	21	27	27	24
d. Yes, in a separate course taught by non-writing faculty	23	17	17	18	13
e. Yes, in a separate course taught by LRW faculty or director	17	14	17	19	18
f. Other	29	28	31	26	25



35. What courses are taught in the elective writing curriculum and who teaches those courses? *Please mark all that apply. Because each school could check more than one instructor type for each course, totals do not represent the number of schools offering a particular course.*

		LRW Director	LRW Full-time Faculty	LRW Adjuncts	Non-LRW Full-time Faculty	Non-LRW Adjuncts	Librarians	Other	Total
a. Advanced legal writing – general writing skills	2015	32	69	17	34	26	4	6	178
	2014	20	62	17	33	28	4	7	171
	2013	18	64	17	32	29	5	6	171
	2012	15	62	17	37	31	4	7	173
	2011	24	57	19	31	28	3	6	168
b. Advanced legal writing – survey course	2015	12	29	4	11	10	3	1	70
	2014	9	26	3	10	7	2	2	59
	2013	8	23	3	8	7	1	1	51
	2012	8	20	5	7	6	1	1	48
	2011	10	22	6	8	6	0	1	53
c. Drafting, general	2015	7	45	17	56	61	1	2	189
	2014	4	44	16	50	57	1	2	174
	2013	4	47	16	52	62	1	2	184
	2012	4	41	14	51	56	1	2	169
	2011	6	40	17	44	53	0	1	161
d. Drafting, litigation	2015	9	56	23	64	88	1	2	243
	2014	5	50	21	61	79	1	2	219
	2013	6	57	17	66	77	1	2	226
	2012	6	50	18	69	73	1	2	219
	2011	7	46	13	51	69	0	2	188
e. Drafting, legislation	2015	5	12	8	41	41	2	2	111
	2014	3	9	8	39	39	2	1	101
	2013	3	9	7	44	36	2	1	102
	2012	2	6	7	41	36	2	1	95
	2011	2	5	5	44	32	1	1	90

		<b>LRW Director</b>	<b>LRW Full-time Faculty</b>	<b>LRW Adjuncts</b>	<b>Non-LRW Full-time Faculty</b>	<b>Non-LRW Adjuncts</b>	<b>Librarians</b>	<b>Other</b>	<b>Total</b>
<b>f. Drafting, transactional</b>	<b>2015</b>	<b>10</b>	<b>58</b>	<b>24</b>	<b>76</b>	<b>81</b>	<b>1</b>	<b>5</b>	<b>255</b>
	2014	7	53	21	73	77	1	5	237
	2013	11	59	21	81	81	2	5	260
	2012	9	55	19	75	74	2	5	239
	2011	9	46	16	69	66	1	1	208
<b>g. Advanced advocacy (excluding student-run moot court programs)</b>	<b>2015</b>	<b>14</b>	<b>71</b>	<b>30</b>	<b>73</b>	<b>77</b>	<b>0</b>	<b>6</b>	<b>271</b>
	2014	14	61	23	71	69	0	7	245
	2013	17	62	21	73	70	0	8	251
	2012	17	56	24	71	67	0	5	240
	2011	19	50	25	70	65	0	2	231
<b>h. Scholarly writing</b>	<b>2015</b>	<b>14</b>	<b>40</b>	<b>6</b>	<b>102</b>	<b>25</b>	<b>2</b>	<b>8</b>	<b>197</b>
	2014	12	34	5	94	23	2	7	177
	2013	15	36	6	97	25	2	7	188
	2012	13	30	5	95	22	3	7	175
	2011	11	30	6	94	21	3	5	170
<b>i. Judicial opinion writing</b>	<b>2015</b>	<b>7</b>	<b>21</b>	<b>10</b>	<b>30</b>	<b>25</b>	<b>0</b>	<b>6</b>	<b>99</b>
	2014	6	21	6	26	20	0	4	83
	2013	8	20	5	26	17	0	6	82
	2012	8	18	4	19	15	0	6	70
	2011	8	14	4	19	13	1	4	63
<b>j. Advanced research</b>	<b>2015</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>21</b>	<b>8</b>	<b>150</b>	<b>8</b>	<b>200</b>
	2014	0	11	2	18	6	141	4	182
	2013	1	11	1	21	6	147	6	193
	2012	2	11	1	23	6	141	2	186
	2011	5	13	3	21	7	137	2	188

**Question 35 (continued)**

		<b>LRW Director</b>	<b>LRW Full-time Faculty</b>	<b>LRW Adjuncts</b>	<b>Non-LRW Full-time Faculty</b>	<b>Non-LRW Adjuncts</b>	<b>Librarians</b>	<b>Other</b>	<b>Total</b>
<b>k. Other</b>	<b>2015</b>	<b>5</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>3</b>	<b>60</b>
	2014	4	13	4	13	11	0	2	47
	2013	7	11	5	15	9	0	2	49
	2012	6	10	6	11	6	0	1	40
	2011	3	8	6	14	5	0	2	38

36. Approximately how many students enroll each year in the following upper-level writing courses? Is the demand for each upper-level course greater than its availability?

		Number of students who enroll (Average/Min./Max.)				Percent of schools offering course that report demand greater than availability. (Number of schools with demand exceeding availability / Number of schools offering course)			
		2015	2014	2013	2012	2015	2014	2013	2012
a. Advanced legal writing – general (2015 – 81 responses)	Avg.	<b>36.5</b>	38.8	40.7	42.6	<b>40/81</b> <b>49%</b>	43 / 76 (57%)	46 / 79 (58%)	46 / 78 (59%)
	Min	<b>5</b>	5	10	10				
	Max	<b>240</b>	240	280	280				
b. Advanced legal writing – survey (2015 – 24 responses)	Avg.	<b>25.6</b>	25.0	25.4	24.1	<b>14/24</b> <b>58%</b>	12 / 24 (50%)	11 / 19 (58%)	12 / 20 (60%)
	Min	<b>10</b>	10	12	8				
	Max	<b>60</b>	60	50	50				
c. Drafting, general (2015 – 65 responses)	Avg.	<b>38.3</b>	38.8	41.7	45.3	<b>27/65</b> <b>42%</b>	29 / 61 (48%)	27 / 63 (43%)	28 / 63 (44%)
	Min	<b>6</b>	5	5	5				
	Max	<b>125</b>	150	200	240				
d. Drafting, litigation (2015 – 109 responses)	Avg.	<b>38.1</b>	39.5	37.8	39.5	<b>46/109</b> <b>42%</b>	44 / 98 (45%)	44 / 101 (44%)	47 / 95 (49%)
	Min	<b>6</b>	6	6	6				
	Max	<b>120</b>	129	120	120				
e. Drafting, legislation (2015 – 47 responses)	Avg.	<b>16.1</b>	17.2	17.8	20.4	<b>13/47</b> <b>28%</b>	13 / 42 (31%)	14 / 45 (31%)	14 / 44 (32%)
	Min	<b>5</b>	5	6	6				
	Max	<b>32</b>	40	40	150				
f. Drafting, transactional (2015 – 115 responses)	Avg.	<b>46.8</b>	46.0	45.0	40.9	<b>56/115</b> <b>49%</b>	51 / 107 (48%)	47 / 103 (46%)	47 / 98 (48%)
	Min	<b>6</b>	6	6	6				
	Max	<b>300</b>	300	285	210				
g. Advanced advocacy (2015 – 117 responses)	Avg.	<b>44.0</b>	43.4	48.6	52.1	<b>32/117</b> <b>27%</b>	32 / 107 (30%)	34 / 111 (31%)	36 / 109 (33%)
	Min	<b>5</b>	8	8	8				
	Max	<b>340</b>	340	340	340				
h. Scholarly writing (2015 – 73 responses)	Avg.	<b>85.1</b>	89.3	96.6	100.0	<b>11/73</b> <b>15%</b>	9 / 68 (13%)	10 / 69 (14%)	9 / 70 (13%)
	Min	<b>8</b>	8	5	5				
	Max	<b>308</b>	422	422	422				
i. Judicial opinion writing (2015 – 46 responses)	Avg.	<b>17.0</b>	17.1	16.2	17.9	<b>12/46</b> <b>26%</b>	12 / 40 (30%)	13 / 41 (32%)	11 / 35 (31%)
	Min	<b>5</b>	5	5	5				
	Max	<b>50</b>	50	50	60				
j. Advanced research (2015 – 126 responses)	Avg.	<b>43.9</b>	44.2	41.4	40.9	<b>31/126</b> <b>25%</b>	32 / 114 (28%)	33 / 119 (28%)	36 / 118 (31%)
	Min	<b>5</b>	5	5	5				
	Max	<b>400</b>	400	400	400				
k. Other (2015 – 22 responses)	Avg.	<b>45.9</b>	45.4	54.5	55.5	<b>6/22</b> <b>27%</b>	7 / 20 (35%)	9 / 21 (43%)	8 / 22 (36%)
	Min	<b>5</b>	5	5	5				
	Max	<b>120</b>	120	200	200				

Note: Responses in excess of 500 have been excluded.

37. Do any upper-level doctrinal courses taught by full-time faculty include a writing assignment? *Please note: Doctrinal course means a course other than a clinic, seminar, or advanced writing course. Writing assignment means an assignment other than a traditional written in-class or take-home examination.*

	2015	2014	2013	2012	2011
a. Yes, all doctrinal courses include a writing component	1	2	2	2	2
b. Yes, some doctrinal courses include a writing component	188	174	181	175	178
Average % with writing component	25.0%	23.6%	24.5%	24.0%	23.5%
Minimum % with writing component	5%	5%	5%	5%	5%
Maximum % with writing component	80%	80%	85%	80%	80%
c. No doctrinal courses include a writing component	5	2	6	7	8

38. If you answered (a) or (b) in the prior question, what types of assignments do the doctrinal courses include? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Drafting—general	99	90	94	91	88
b. Drafting—litigation	113	110	111	104	97
c. Drafting—legislation	79	77	82	75	70
d. Drafting—transactional	134	126	128	116	112
e. Advanced advocacy	80	75	82	76	71
f. Memoranda or essays	143	130	135	125	120
g. Client/Opinion letters	88	76	78	75	71
h. Judicial opinions	59	44	60	55	54
i. Scholarly papers	151	144	151	147	144
j. Other	53	44	43	36	36

**Table Note:** Differing numbers of schools reply to the survey each year. By looking at the data in the table for Question 37, one can calculate percentages of schools using each type of assignment. There has been an increase since 2011 in the percentage of schools using each type of assignment.

39. How much written feedback do students generally receive on assignments in doctrinal courses?

	2015	2014	2013	2012	2011
a. <u>More</u> feedback than in the required writing program	0	0	0	0	1
b. <u>About the same</u> amount of feedback as in the required writing program	3	3	3	2	3
c. <u>Somewhat less</u> feedback than in the required writing program	27	28	31	31	30
d. <u>Considerably less</u> feedback than in the required writing program	78	65	72	70	74
e. Don't know	85	78	81	78	78

## VI. Technology

40. Does the law school provide legal writing faculty with technological resources such as Westlaw, LexisNexis, access to the Internet, and word processing?

	2015	2014	2013	2012	2011
a. Yes	194	177	189	184	188
b. No	0	0	0	0	0

41. If the law school does provide legal writing faculty with computer technology, how do the resources compare with those of other faculty?

	2015	2014	2013	2012	2011
a. The resources are <u>better</u> than those of other faculty	3	6	6	7	5
b. The resources are <u>comparable</u> to those of other faculty	189	169	181	173	179
c. The resources are <u>less</u> than those of other faculty	1	2	2	3	3

42. Does the LRW program have a web page?

	2015	2014	2013	2012	2011
a. Yes, the LRW program has a web page	86	81	80	75	72
b. Yes, at least one member of the LRW faculty has a web page	33	32	36	38	42
c. No web pages	75	64	73	71	74

43. Which of the following technologies do you and your LRW faculty use in your program, and how effective is each technology, rated on a scale of 1 to 5, with 1 being not effective and 5 being very effective? *Answers of "0" were not included in averages. Ratings on next page.*

		All faculty use	Most faculty use	Some faculty use	No faculty use
a. E-mail listserv for students	2015	123	26	19	14
	2014	116	23	23	11
	2013	121	28	23	13
	2012	122	27	21	10
	2011	127	29	19	10
b. Smart classroom	2015	82	35	43	14
	2014	68	36	44	14
	2013	69	39	51	13
	2012	66	38	47	14
	2011	62	39	53	15
c. On-line edits	2015	22	41	101	16
	2014	20	35	97	18
	2013	20	31	107	21
	2012	18	26	107	23
	2011	17	25	107	26
d. Course web page	2015	36	19	36	54
	2014	33	13	36	55
	2013	30	14	40	57
	2012	31	14	39	58
	2011	30	15	41	59
e. Web course utility product (e.g. TWEN, WebCT, Blackboard, etc.)	2015	140	34	16	1
	2014	128	28	17	1
	2013	129	29	24	3
	2012	120	32	25	3
	2011	113	33	34	4



<b>Question 43 (continued)</b>	<b>2015 Effectiveness Rating (Total schools responding)</b>					<b>Average Rating</b>
	<b>1 (least)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (most)</b>	
a. E-mail listserv for students	<b>1</b>	<b>2</b>	<b>17</b>	<b>38</b>	<b>108</b>	2015: 4.51 2014: 4.54 2013: 4.55 2012: 4.50 2011: 4.48
b. Smart classroom	<b>2</b>	<b>4</b>	<b>29</b>	<b>48</b>	<b>67</b>	2015: 4.16 2014: 4.22 2013: 4.21 2012: 4.21 2011: 4.19
c. On-line edits	<b>3</b>	<b>6</b>	<b>23</b>	<b>51</b>	<b>63</b>	2015: 4.13 2014: 4.16 2013: 4.14 2012: 4.07 2011: 4.01
d. Course web page	<b>2</b>	<b>4</b>	<b>18</b>	<b>21</b>	<b>28</b>	2015: 3.94 2014: 3.99 2013: 4.00 2012: 4.06 2011: 4.07
e. Web course utility product (e.g. TWEN, WebCT, Blackboard, etc.)	<b>3</b>	<b>3</b>	<b>12</b>	<b>63</b>	<b>106</b>	2015: 4.42 2014: 4.39 2013: 4.37 2012: 4.33 2011: 4.29

## VII. Directors

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

	2015	2014	2013	2012	2011
a. Yes	<b>140</b>	134	148	149	153
b. No	<b>53</b>	44	40	35	35
c. No answer	<b>1</b>	0	2	0	0

Note: The percentage of programs that are directorless (answer "no") has increased from 19% to 27% since 2011.

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

	2015	2014	2013	2012	2011
a. A tenured faculty member whose primary responsibility is directing the legal writing program	<b>34</b>	32	36	36	34
b. An untenured faculty member on a tenure track whose primary responsibility is directing the legal writing program	<b>12</b>	10	10	15	19
c. A faculty member not on a tenure track whose primary responsibility is directing the legal writing program	<b>46</b>	45	50	50	58
d. A faculty member or administrator whose primary responsibility is not the first-year legal writing program	<b>1</b>	1	1	2	4
e. An administrator whose primary responsibility is directing the legal writing program	<b>1</b>	4	4	4	3
f. A faculty member with clinical tenure or on clinical tenure track	<b>28</b>	25	27	26	21
g. Other	<b>18</b>	17	20	16	25

46. Does your program have an associate or assistant director? If so, please give the salary.

	2015	2014	2013	2012	2011
<b>a. Yes</b>	<b>35</b>	36	40	38	37
Average annual salary (30 salaries reported in 2015)	<b>\$97,300</b>	\$96,286	\$88,868	\$85,688	\$86,991
Maximum annual salary	<b>\$135,000</b>	\$131,000	\$130,000	\$130,000	\$146,000
75%ile	<b>\$115,000</b>	\$104,500	\$100,000	x	x
Median annual salary	<b>\$100,000</b>	\$100,000	\$90,000	\$90,000	\$87,500
25%ile	<b>\$78,000</b>	\$80,000	\$70,000	x	x
Minimum annual salary	<b>\$60,000</b>	\$65,000	\$50,000	\$40,000	\$40,000
<b>b. No</b>	<b>142</b>	125	131	129	132

47. If the director is not tenured or tenure track, how long is the term of the director's contract?

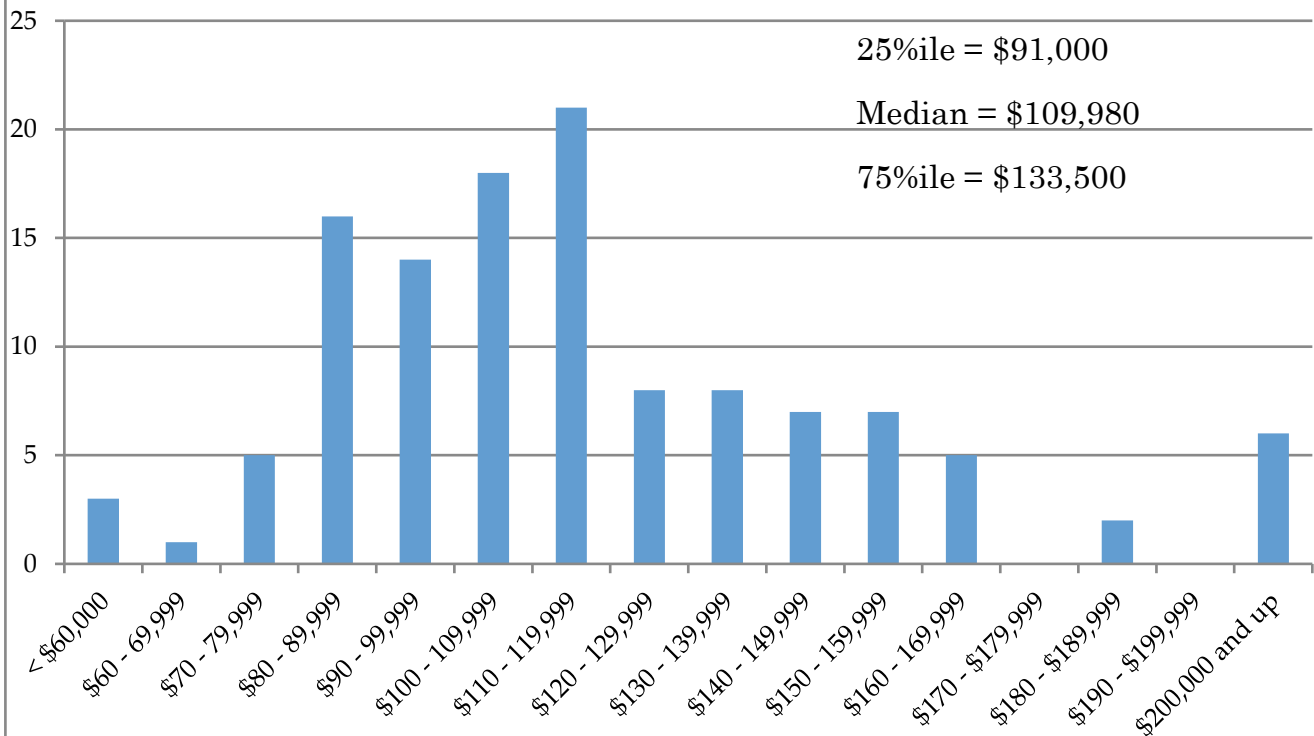
	2015	2014	2013	2012	2011
<b>Number of years</b>					
1 year	<b>14</b>	16	16	16	19
2 years	<b>3</b>	2	2	5	4
3 years	<b>12</b>	14	18	12	10
>3 years	<b>48</b>	46	48	48	49
<b>a. The contractual terms have never been specifically set out</b>	<b>5</b>	6	5	9	10
<b>b. Not applicable or unknown*</b>	<b>38*</b>	25*	27*	49	47

\*Beginning in 2013, responses of "not applicable or unknown" are limited to those schools for which the response to Question 45 does not indicate director is tenured or tenure-track.

48. What faculty title does the director have in official law school materials (publications, catalogues, signs, etc.)? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Professor, associate professor, or assistant professor	67	62	70	74	70
b. Professor, associate professor, or assistant professor of <u>legal writing</u>	28	27	34	27	29
c. <u>Visiting</u> professor or visiting professor of legal writing	0	0	0	0	1
d. <u>Clinical</u> professor, clinical associate professor, or clinical assistant professor	17	18	19	19	23
e. Lecturer or senior lecturer	9	8	6	7	8
f. Instructor	1	1	2	3	3
g. Director	79	77	85	82	81
h. Assistant or associate dean	9	8	7	4	6
i. Other	22	21	21	17	23

**Question 49: Salaries of Directors by Range**



49. What is the current annual base salary of the director? *Note: Base salary is the salary for the current academic year, including any additional stipend for the administrative workload but excluding payments for other work such as summer teaching, academic support, moot court coaching.*

	2015	2014	2013	2012	2011
<b>a. Salary based on a 12-month calendar contract period (not a 12-month payment period)</b>	<b>78 (64 reported)</b>	74 (62 reported)	77 (67 reported)	79	78
Average salary	<b>\$119,601</b>	\$119,659	\$118,598	\$112,060	\$108,319
Maximum salary	<b>\$240,000</b>	\$225,000	\$225,000	\$220,000	\$220,000
75%ile	<b>\$133,500</b>	\$141,250	\$140,000	x	x
Median salary	<b>\$110,000</b>	\$110,000	\$110,000	\$107,200	\$104,000
25%ile	<b>\$96,500</b>	\$95,000	\$98,000	x	x
Minimum salary	<b>\$50,000</b>	\$50,000	\$50,000	\$50,000	\$50,000
<b>b. Salary based on a 9- or 10-month period</b>	<b>64 (57 Reported)</b>	62 (54 reported)	71 (63 reported)	70	76
Average salary	<b>\$115,002</b>	\$111,721	\$106,721	\$108,589	\$108,918
Maximum salary	<b>\$242,000</b>	\$239,000	\$229,000	\$219,000	\$208,000
75%ile	<b>\$133,000</b>	\$130,500	\$125,000	x	x
Median salary	<b>\$110,000</b>	\$106,500	\$100,000	\$106,000	\$103,500
25%ile	<b>\$94,000</b>	\$90,000	\$84,000	x	x
Minimum salary	<b>\$50,000</b>	\$70,000	\$65,000	\$65,000	\$64,000
<b>Combined total of 12-month &amp; &lt;12-month salaries</b>	<b>142 (121 Reported)</b>	136 (116 reported)	148 (130 reported)	149	154
Average salary	<b>\$117,149</b>	\$115,964	\$112,843	\$110,378	\$108,699
Maximum salary	<b>\$242,000</b>	\$239,000	\$229,000	\$220,000	\$220,000
75%ile	<b>\$133,000</b>	\$133,500	\$130,000	x	x
Median salary	<b>\$110,000</b>	\$109,980	\$108,000	\$107,100	\$104,000
25%ile	<b>\$94,000</b>	\$91,000	\$90,000	x	x
Minimum salary	<b>\$50,000</b>	\$50,000	\$50,000	\$50,000	\$50,000
<b>c. N/A or Don't know</b>	<b>30</b>	20	17	12	9

## Director Salary by Region

	2015	2014	2013	2012
<b>New York City &amp; Long Island -- 4 schools reporting (2015)</b>				
Average	\$173,500	\$183,750	\$180,375	\$176,150
Maximum	\$242,000	\$239,000	\$229,000	\$219,000
75%ile	x	x	x	x
Median	\$186,000	\$175,000	\$173,250	\$170,750
25%ile	x	x	x	x
Minimum	\$80,000	\$146,000	\$146,000	\$144,099
<b>Northeastern (excluding New York City and Long Island) -- 9 schools reporting (2015)</b>				
Average	\$113,511	\$115,130	\$114,133	\$109,700
Maximum	\$160,000	\$160,000	\$155,000	\$150,500
75%ile	x	\$131,300	\$131,000	x
Median	\$118,000	\$115,500	\$115,000	\$112,000
25%ile	x	\$98,980	\$98,800	x
Minimum	\$50,000	\$50,000	\$50,000	\$50,000
<b>Mid Atlantic -- 21 schools reporting (2015)</b>				
Average	\$125,833	\$125,300	\$119,026	\$113,675
Maximum	\$240,000	\$225,000	\$225,000	\$220,000
75%ile	\$148,000	\$147,500	\$129,000	x
Median	\$115,000	\$117,500	\$114,500	\$112,000
25%ile	\$105,000	\$94,500	\$98,000	x
Minimum	\$79,400	\$76,000	\$72,000	\$72,000
<b>Great Lakes/Upper Midwest - 22 schools reporting (2015)</b>				
Average	\$114,798	\$121,221	\$116,799	\$108,133
Maximum	\$220,000	\$220,000	\$217,000	\$211,000
75%ile	\$120,000	\$139,500	\$128,000	x
Median	\$107,000	\$112,000	\$107,500	\$101,000
25%ile	\$95,000	\$93,205	\$91,660	x
Minimum	\$50,000	\$82,000	\$73,000	\$70,000
<b>Southwest &amp; South Central -18 schools reporting (2015)</b>				
Average	\$105,416	\$101,741	\$99,029	\$93,805
Maximum	\$158,000	\$158,000	\$155,000	\$150,000
75%ile	\$114,000	\$117,500	\$115,500	x
Median	\$100,000	\$98,000	\$91,000	\$91,000
25%ile	\$82,000	\$80,000	\$82,500	x
Minimum	\$75,000	\$70,000	\$70,000	\$66,000

**Director Salary by Region (Continued)**

	2015	2014	2013	2012
<b>Southeast – 18 schools reporting (2015)</b>				
Average	\$98,321	\$98,321	\$98,224	\$96,460
Maximum	\$130,000	\$130,000	\$130,000	\$130,000
75%ile	\$110,000	\$110,000	\$112,000	x
Median	\$102,500	\$93,500	\$97,500	\$100,000
25%ile	\$94,000	\$85,000	\$80,000	x
Minimum	\$80,000	\$73,000	\$65,000	\$60,000
<b>Northwest &amp; Great Plains – 5 schools reporting (2015)</b>				
Average	\$96,800	\$104,000	\$101,083	\$100,933
Maximum	\$134,000	\$140,000	\$130,000	\$136,000
75%ile	x	x	x	x
Median	\$89,000	\$99,500	\$96,750	\$95,800
25%ile	x	x	x	x
Minimum	\$76,000	\$74,000	\$72,000	\$72,000
<b>Far West – 24 schools reporting (2015)</b>				
Average	\$127,369	\$116,095	\$114,513	\$119,229
Maximum	\$231,000	\$168,000	\$164,000	\$165,000
75%ile	\$145,729	\$137,500	\$137,500	x
Median	\$116,500	\$104,000	\$104,000	\$110,000
25%ile	\$104,000	\$100,000	\$100,000	x
Minimum	\$68,000	\$65,000	\$65,000	\$65,000



## Director Salary by Geographical Setting

	2015	2014	2013	2012
<b>Urban -- 82 schools reporting (2015)</b>				
Average	\$120,088	\$118,030	\$115,478	\$112,502
Maximum	\$242,000	\$239,000	\$229,000	\$220,000
75%ile	\$145,000	\$159,500	\$130,000	x
Median	\$110,000	\$109,500	\$108,150	\$108,075
25%ile	\$94,000	\$91,000	\$91,000	x
Minimum	\$50,000	\$50,000	\$50,000	\$50,000
<b>Suburban -- 32 schools reporting (2015)</b>				
Average	\$114,306	\$110,715	\$106,027	\$103,148
Maximum	\$231,000	\$168,000	\$164,000	\$164,000
75%ile	\$129,300	\$131,500	\$120,000	x
Median	\$110,000	\$105,000	\$101,000	\$101,000
25%ile	\$94,393	\$91,250	\$89,000	x
Minimum	\$68,000	\$65,000	\$65,000	\$65,000
<b>Rural -- 7 schools reporting (2015)</b>				
Average	\$95,714	\$106,000	\$106,286	\$106,600
Maximum	\$134,000	\$130,000	\$130,000	\$136,000
75%ile	x	x	x	x
Median	\$112,000	\$111,000	\$110,000	\$105,500
25%ile	x	x	x	x
Minimum	\$50,000	\$81,000	\$81,000	\$88,000

### Director Salary by Institution Type

	2015	2014	2013	2012
<b>Public -- 54 schools reporting (2015)</b>				
Average	\$115,526	\$110,803	\$108,009	\$104,695
Maximum	\$231,000	\$220,000	\$217,000	\$211,000
75%ile	\$134,000	\$138,750	\$127,000	x
Median	\$105,500	\$102,000	\$100,000	\$98,000
25%ile	\$93,000	\$89,500	\$88,837	x
Minimum	\$50,000	\$50,000	\$50,000	\$50,000
<b>Private -- 67 schools reporting (2015)</b>				
Average	\$118,456	\$119,662	\$116,581	\$114,094
Maximum	\$242,000	\$239,000	\$229,000	\$220,000
75%ile	\$131,500	\$138,750	\$132,000	x
Median	\$110,000	\$112,000	\$110,000	\$108,800
25%ile	\$97,500	\$95,000	\$97,500	x
Minimum	\$50,000	\$74,000	\$70,000	\$66,000

### Director Salary by First-year Class Size

	2015	2014	2013	2012
<b>&lt; 100 Students -- 16 schools reporting (2015)</b>				
Average	\$105,038	\$98,460	\$109,863	\$100,520
Maximum	\$231,000	\$130,000	\$160,000	\$136,000
75%ile	\$124,300	\$105,000	\$123,125	x
Median	\$95,000	\$93,000	\$106,750	\$93,600
25%ile	\$83,500	\$85,000	\$89,000	x
Minimum	\$50,000	\$81,000	\$81,000	\$86,000
<b>101-150 Students -- 35 schools reporting (2015)</b>				
Average	\$108,781	\$107,385	\$104,654	\$106,338
Maximum	\$185,400	\$168,000	\$164,000	\$160,000
75%ile	\$121,800	\$127,800	\$113,500	x
Median	\$106,000	\$103,000	\$101,000	\$108,600
25%ile	\$89,000	\$90,000	\$88,919	x
Minimum	\$50,000	\$65,000	\$65,000	\$72,000

**Director Salary by First-year Class Size (Continued)**

	2015	2014	2013	2012
<b>151 – 200 Students -- 28 schools reporting (2015)</b>				
Average	<b>\$107,198</b>	\$102,769	\$105,264	\$102,735
Maximum	<b>\$160,000</b>	\$155,000	\$155,000	\$164,000
75%ile	<b>\$117,000</b>	\$115,500	\$120,000	x
Median	<b>\$106,000</b>	\$100,000	\$109,075	\$103,500
25%ile	<b>\$90,893</b>	\$85,000	\$91,660	x
Minimum	<b>\$68,000</b>	\$50,000	\$50,000	\$50,000
<b>201 – 250 Students -- 19 schools reporting (2015)</b>				
Average	<b>\$124,947</b>	\$122,492	\$109,354	\$104,554
Maximum	<b>\$180,000</b>	\$200,000	\$200,000	\$153,000
75%ile	<b>\$144,000</b>	\$143,293	\$127,000	x
Median	<b>\$125,000</b>	\$115,000	\$100,000	\$101,250
25%ile	<b>\$107,500</b>	\$100,500	\$88,000	x
Minimum	<b>\$80,000</b>	\$70,000	\$65,000	\$65,000
<b>251 – 300 Students -- 8 schools reporting (2015)</b>				
Average	<b>\$115,625</b>	\$112,417	\$107,030	\$100,657
Maximum	<b>\$150,000</b>	\$159,000	\$150,000	\$135,000
75%ile	x	\$131,500	\$130,000	x
Median	<b>\$107,000</b>	\$107,000	\$107,000	\$97,900
25%ile	x	\$91,000	\$82,000	x
Minimum	<b>\$94,000</b>	\$75,000	\$67,500	\$66,000
<b>&gt; 300 Students -- 15 schools reporting (2015)</b>				
Average	<b>\$159,100</b>	\$157,967	\$139,170	\$132,879
Maximum	<b>\$242,000</b>	\$239,000	\$229,000	\$220,000
75%ile	<b>\$216,000</b>	\$191,000	\$163,250	x
Median	<b>\$150,000</b>	\$155,000	\$134,000	\$128,000
25%ile	<b>\$111,500</b>	\$117,000	\$107,500	x
Minimum	<b>\$80,000</b>	\$98,000	\$72,000	\$60,000

## Director Salary by Years Since J.D.

	2015	2014	2013	2012
<b>0-5 Years -- 0 schools reporting (2015)</b> (One response, with zero years since J.D., was omitted as ostensibly indicating (as some respondents did) that the director does not possess a J.D.)				
Average	NO RESPONSES WITH SALARY DATA			
Maximum				
75%ile				
Median				
25%ile				
Minimum				
<b>6 – 10 Years -- 2 schools reporting (2015)</b>				
Average	\$99,000	\$100,400	\$105,667	\$94,579
Maximum	x	\$115,000	\$120,000	\$115,000
75%ile	x	x	x	x
Median	x	\$110,000	\$111,000	\$95,800
25%ile	x	x	x	x
Minimum	x	\$80,000	\$79,000	\$70,000
<b>11 – 15 Years -- 12 schools reporting (2015)</b>				
Average	\$99,167	\$90,850	\$100,566	\$96,313
Maximum	\$125,000	\$118,000	\$125,000	\$118,000
75%ile	\$116,500	\$100,000	\$111,000	x
Median	\$100,500	\$90,500	\$101,000	\$96,000
25%ile	\$85,500	\$81,000	\$90,669	x
Minimum	\$56,000	\$75,000	\$76,000	\$76,000
<b>16 – 20 Years -- 26 schools reporting (2015)</b>				
Average	\$107,110	\$108,241	\$102,124	\$101,483
Maximum	\$212,000	\$202,000	\$182,000	\$182,000
75%ile	\$115,000	\$118,000	\$113,000	x
Median	\$104,000	\$104,000	\$99,750	\$99,250
25%ile	\$86,000	\$90,000	\$85,500	x
Minimum	\$50,000	\$80,000	\$65,000	\$65,000
<b>21 – 25 Years -- 28 schools reporting (2015)</b>				
Average	\$114,935	\$118,174	\$115,664	\$114,807
Maximum	\$185,400	\$200,000	\$200,000	\$159,000
75%ile	\$132,500	\$150,000	\$139,500	x
Median	\$103,000	\$106,500	\$114,000	\$121,000
25%ile	\$93,000	\$93,000	\$89,500	x
Minimum	\$75,000	\$70,000	\$67,500	\$72,000

**Director Salary by Years  
Since J.D. (continued)**

	2015	2014	2013	2012
<b>26+ Years — 50 schools reporting (2015)</b>				
Average	\$123,039	\$123,639	\$118,056	\$117,396
Maximum	\$231,000	\$239,000	\$229,000	\$219,000
75%ile	\$146,000	\$142,500	\$130,750	x
Median	\$115,250	\$115,250	\$108,600	\$109,300
25%ile	\$100,000	\$100,000	\$92,000	x
Minimum	\$50,000	\$65,000	\$50,000	\$50,000

**Director Salary by Years of Law School Teaching**

	2015	2014	2013	2012
<b>0 - 5 Years — 6 schools reporting (2015)</b>				
Average	\$100,500	\$92,875	\$92,680	\$91,552
Maximum	\$125,000	\$112,000	\$125,000	\$128,000
75%ile	x	\$100,000	\$100,000	x
Median	\$95,000	\$90,000	\$90,000	\$91,800
25%ile	x	\$85,500	\$79,000	x
Minimum	\$84,000	\$80,000	\$72,000	\$70,000
<b>6 - 10 Years — 27 schools reporting (2015)</b>				
Average	\$101,059	\$101,411	\$102,363	\$97,539
Maximum	\$130,000	\$162,500	\$160,000	\$140,000
75%ile	\$115,000	\$116,500	\$115,000	x
Median	\$110,000	\$101,500	\$104,000	\$99,000
25%ile	\$88,500	\$84,000	\$83,000	x
Minimum	\$50,000	\$65,000	\$35,000	\$65,000
<b>11 - 15 Years — 35 schools reporting (2015)</b>				
Average	\$102,182	\$107,516	\$103,576	\$104,937
Maximum	\$162,500	\$160,000	\$182,000	\$182,000
75%ile	\$111,500	\$120,000	\$111,075	x
Median	\$100,000	\$100,000	\$99,850	\$98,250
25%ile	\$84,000	\$89,250	\$88,000	x
Minimum	\$50,000	\$70,000	\$50,000	\$50,000

**Director Salary by Years of Law Teaching (Continued)**

	2015	2014	2013	2012
<b>16 – 20 Years -- 22 schools reporting (2015)</b>				
Average	<b>\$123,280</b>	\$124,826	\$120,776	\$120,616
Maximum	<b>\$220,000</b>	\$220,000	\$217,000	\$211,000
75%ile	<b>\$148,000</b>	\$149,000	\$139,543	x
Median	<b>\$108,000</b>	\$116,000	\$117,500	\$120,000
25%ile	<b>\$95,786</b>	\$92,500	\$91,500	x
Minimum	<b>\$80,000</b>	\$80,000	\$80,000	\$80,000
<b>21 – 25 Years -- 16 schools reporting (2015)</b>				
Average	<b>\$135,780</b>	\$127,880	\$123,354	\$114,774
Maximum	<b>\$185,400</b>	\$200,000	\$200,000	\$144,099
75%ile	<b>\$151,500</b>	\$143,293	\$137,000	x
Median	<b>\$139,043</b>	\$122,750	\$125,000	\$117,000
25%ile	<b>\$111,000</b>	\$110,000	\$105,500	x
Minimum	<b>\$100,000</b>	\$84,000	\$84,000	\$79,000
<b>26+ Years -- 14 schools reporting (2015)</b>				
Average	<b>\$152,886</b>	\$141,776	\$141,107	\$142,467
Maximum	<b>\$240,000</b>	\$239,000	\$229,000	\$220,000
75%ile	<b>\$160,000</b>	\$160,000	\$166,500	x
Median	<b>\$142,500</b>	\$137,000	\$137,500	\$141,000
25%ile	<b>\$119,000</b>	\$109,960	\$100,000	x
Minimum	<b>\$84,000</b>	\$73,000	\$70,000	\$70,000

## Director Salary by Years Directing Current Program

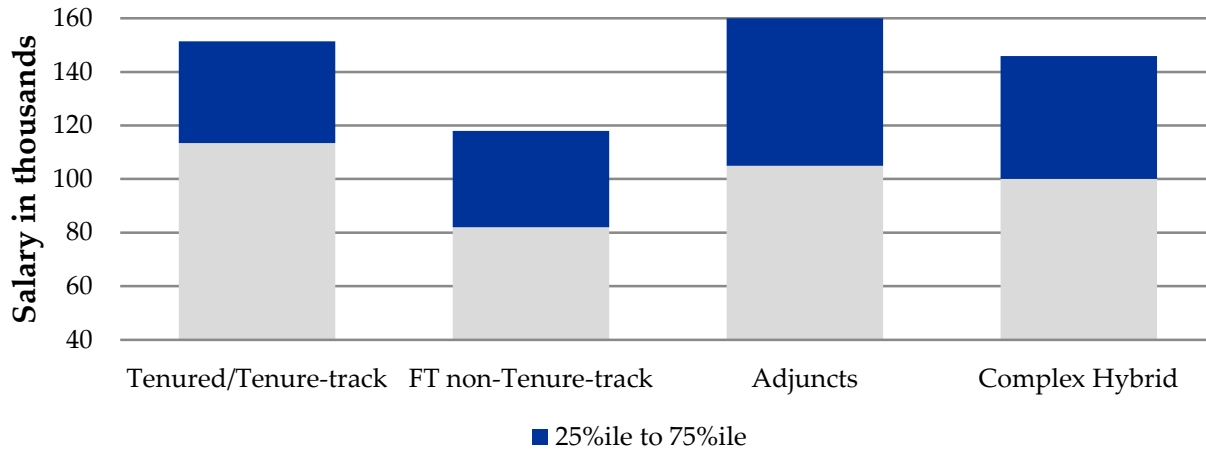
	2015	2014	2013	2012
<b>0 – 5 Years -- 44 schools reporting (2015)</b>				
Average	<b>\$110,786</b>	\$105,429	\$104,493	\$101,442
Maximum	<b>\$212,000</b>	\$202,000	\$217,000	\$211,000
75%ile	<b>\$125,000</b>	\$115,250	\$120,000	x
Median	<b>\$110,000</b>	\$100,000	\$100,500	\$98,250
25%ile	<b>\$91,500</b>	\$85,500	\$88,000	x
Minimum	<b>\$50,000</b>	\$65,000	\$50,000	\$50,000
<b>6 – 10 Years -- 37 schools reporting (2015)</b>				
Average	<b>\$110,514</b>	\$117,683	\$110,862	\$111,305
Maximum	<b>\$240,000</b>	\$225,000	\$225,000	\$220,000
75%ile	<b>\$118,000</b>	\$130,000	\$130,000	x
Median	<b>\$98,000</b>	\$107,000	\$100,000	\$106,000
25%ile	<b>\$83,000</b>	\$92,000	\$85,000	x
Minimum	<b>\$50,000</b>	\$79,400	\$70,000	\$66,000
<b>11 – 15 Years -- 22 schools reporting (2015)</b>				
Average	<b>\$123,688</b>	\$123,970	\$119,216	\$118,925
Maximum	<b>\$185,400</b>	\$200,000	\$200,000	\$164,000
75%ile	<b>\$146,457</b>	\$145,000	\$140,000	x
Median	<b>\$117,000</b>	\$113,000	\$110,300	\$115,000
25%ile	<b>\$100,000</b>	\$100,000	\$100,000	x
Minimum	<b>\$80,000</b>	\$70,000	\$70,000	\$80,000
<b>16+ Years -- 17 schools reporting (2015)</b>				
Average	<b>\$132,252</b>	\$126,389	\$124,982	\$124,654
Maximum	<b>\$226,000</b>	\$229,000	\$229,000	\$219,000
75%ile	<b>\$158,000</b>	\$143,293	\$140,549	x
Median	<b>\$131,406</b>	\$123,000	\$129,000	\$127,500
25%ile	<b>\$108,000</b>	\$99,000	\$102,000	x
Minimum	<b>\$84,000</b>	\$73,000	\$70,000	\$60,000



## Director Salary by Staffing Model

	2015	2014	2013	2012
<b>Tenured or tenure-track for LRW faculty (answers a and b)</b>				
<b>— 12 schools reporting (2015)</b>				
Average	\$135,833	\$124,000	\$117,100	\$114,286
Maximum	\$231,000	\$160,000	\$160,000	\$160,000
75%ile	\$151,500	\$144,000	\$130,000	x
Median	\$125,000	\$113,000	\$112,000	\$110,000
25%ile	\$113,500	\$107,500	\$106,000	x
Minimum	\$101,000	\$100,000	\$90,000	\$86,000
<b>Full-time nontenure-track — 54 schools reporting (2015)</b>				
Average	\$103,731	\$104,013	\$99,894	\$99,111
Maximum	\$185,400	\$200,000	\$200,000	\$165,000
75%ile	\$118,000	\$115,250	\$111,000	x
Median	\$100,000	\$100,000	\$98,000	\$96,900
25%ile	\$82,000	\$83,871	\$81,000	x
Minimum	\$50,000	\$50,000	\$50,000	\$50,000
<b>Part-time — 1 schools reporting (2015)</b>				
Average	<b>Omitted to preserve anonymity</b>	<b>No Data</b>	\$120,000	\$106,000
Maximum			\$120,000	\$112,000
75%ile			x	x
Median			\$110,000	\$106,000
25%ile			x	x
Minimum			\$100,000	\$100,000
<b>Adjuncts — 9 schools reporting (2015)</b>				
Average	\$144,111	\$134,909	\$129,872	\$120,233
Maximum	\$242,000	\$239,000	\$229,000	\$219,000
75%ile	\$160,000	\$157,500	\$155,000	x
Median	\$120,000	\$120,000	\$120,000	\$114,500
25%ile	\$105,000	\$107,500	\$102,000	x
Minimum	\$80,000	\$80,000	\$79,000	\$72,000
<b>Complex Hybrid — 45 schools reporting (2015)</b>				
Average	\$123,257	\$123,343	\$120,921	\$119,158
Maximum	\$240,000	\$225,000	\$225,000	\$220,000
75%ile	\$146,000	\$144,500	\$140,549	x
Median	\$113,000	\$115,500	\$112,000	\$112,000
25%ile	\$100,000	\$93,250	\$98,000	x
Minimum	\$80,000	\$70,000	\$65,000	\$65,000

## 2015: Director Salary by Staffing Model, display of middle 50% of salaries for each category.



### Director Salary by Director Type

	2015	2014	2013	2012
<b>Tenured, primary responsibility is LRW -- 31 schools reporting (2015)</b>				
Average	\$139,499	\$136,986	\$132,317	\$133,678
Maximum	\$242,000	\$239,000	\$229,000	\$220,000
75%ile	\$149,000	\$155,000	\$147,000	x
Median	\$133,000	\$131,000	\$128,000	\$128,000
25%ile	\$112,500	\$110,000	\$108,000	x
Minimum	\$89,000	\$94,000	\$88,837	\$86,250
<b>Untenured tenure-track, primary responsibility is LRW --- 8 schools reporting (2015)</b>				
Average	\$106,200	\$104,657	\$104,769	\$105,223
Maximum	\$128,600	\$128,600	\$120,000	\$123,000
75%ile	x	x	x	x
Median	\$105,000	\$100,000	\$107,075	\$108,150
25%ile	x	x	x	x
Minimum	\$84,000	\$81,000	\$81,000	\$86,000
<b>Nontenure-track, primary responsibility is LRW --- 40 schools reporting (2015)</b>				
Average	\$107,073	\$106,051	\$100,670	\$97,557
Maximum	\$226,000	\$170,000	\$166,500	\$166,500
75%ile	\$115,000	\$120,000	\$120,000	x
Median	\$100,000	\$100,000	\$97,400	\$96,000
25%ile	\$83,500	\$85,000	\$79,000	x
Minimum	\$56,000	\$65,000	\$65,000	\$60,000

## Director Salary by Director Type (Continued)

	2015	2014	2013	2012
<b>Administrator or faculty, primary responsibility not LRW -- 1 school reporting (2015)</b>				
Average	Data omitted to preserve anonymity	Data omitted to preserve anonymity	x	\$115,000
Maximum			x	\$120,000
75%ile			x	x
Median			x	\$115,000
25%ile			x	x
Minimum			x	\$110,000
<b>Administrator, primary responsibility is LRW -- 1 schools reporting (2015)</b>				
Average	Data omitted to preserve anonymity	\$112,000	\$112,000	\$110,333
Maximum		\$140,000	\$140,000	\$140,000
75%ile		x	x	x
Median		\$112,000	\$112,000	\$112,000
25%ile		x	x	x
Minimum		\$84,000	\$84,000	\$79,000
<b>Clinical tenure or clinical tenure track (405(c) status) -- 25 schools reporting (2015)</b>				
Average	<b>\$104,558</b>	\$105,261	\$105,311	\$103,873
Maximum	<b>\$160,000</b>	\$160,000	\$157,000	\$153,000
75%ile	<b>\$118,000</b>	\$115,750	\$115,000	x
Median	<b>\$105,000</b>	\$108,000	\$102,750	\$101,000
25%ile	<b>\$94,000</b>	\$88,500	\$91,000	x
Minimum	<b>\$50,000</b>	\$75,000	\$79,400	\$79,400
<b>Other -- 15 schools reporting (2015)*</b>				
Average	<b>\$121,275</b>	\$120,106	\$121,427	\$114,400
Maximum	<b>\$220,000</b>	\$220,000	\$217,000	\$211,000
75%ile	<b>\$148,543</b>	\$143,293	\$144,043	x
Median	<b>\$105,000</b>	\$92,000	\$113,850	\$95,000
25%ile	<b>\$91,000</b>	\$86,500	\$84,500	x
Minimum	<b>\$50,000</b>	\$50,000	\$50,000	\$50,000

\* **Note:** Data for 2013 and 2014 for “Other” is strikingly in two groups. In 2014, nine of the reported salaries are \$100,000 or less. The other six salaries are over \$140,000. Seven of the nine lower salaries report they are untenured. All of the six higher salaries report tenure or clinical tenure. A similar divide existed in 2013.

The above statement is less true in 2015.

50. What personnel benefits does the director receive?

	2015	2014	2013	2012	2011
a. The same benefits as tenure-track faculty	107	102	117	120	119
b. The same benefits as nontenure-track faculty	32	30	31	28	33
<b><i>If the answer is not a or b, please mark all of the benefits below that the director receives.</i></b>	*Beginning in 2012, the answers below are limited to those school answering “not a or b” – two schools in 2015.				
c. Health insurance and related benefits	2	4	3	3	18
d. Life insurance	2	4	3	3	17
e. Contributions to retirement	1	3	4	3	19
f. Other	0	0	0	0	5
g. None	0	0	0	0	0

51. Past surveys have found a discrepancy between salaries paid tenure-track faculty and LRW directors. Please provide us with your best estimate of the difference between the current annual base salary of the director and the annual base salary of an entry-level tenure-track faculty member at your law school.

	2015	2014	2013	2012	2011
<b>a. The director earns <u>more than</u> the new tenure-track faculty member</b>	46	44	53	53	55
Average difference 26 reported (2015)	\$40,615	\$40,428	\$36,334	\$29,776	\$28,519
Median difference	\$33,500	\$37,000	\$37,000	\$30,000	\$26,500
Minimum difference	\$14,000	\$14,000	\$5,000	\$5,000	\$5,000
Maximum difference	\$80,000	\$100,000	\$60,000	\$60,000	\$60,000
<b>b. The director earns roughly the <u>same</u> as the new tenure-track faculty member</b>	23	17	21	16	22
<b>c. The director earns <u>less than</u> the new tenure-track faculty member</b>	46	50	52	57	55
Average difference 32 reported (2015)	\$26,406	\$26,333	\$27,184	\$26,900	\$26,145
Median difference	\$25,000	\$25,000	\$26,250	\$21,250	\$25,000
Minimum difference	\$10,000	\$3,000	\$5,000	\$2,000	\$2,000
Maximum difference	\$60,000	\$63,000	\$60,000	\$60,000	\$60,000
<b>d. Don't know</b>	54	43	40	36	32
<b>e. N/A</b>	0	0	0	0	0

52. What is your best estimate of the difference between the annual base salary of the director and the annual base salary of an entry-level clinician at your law school?

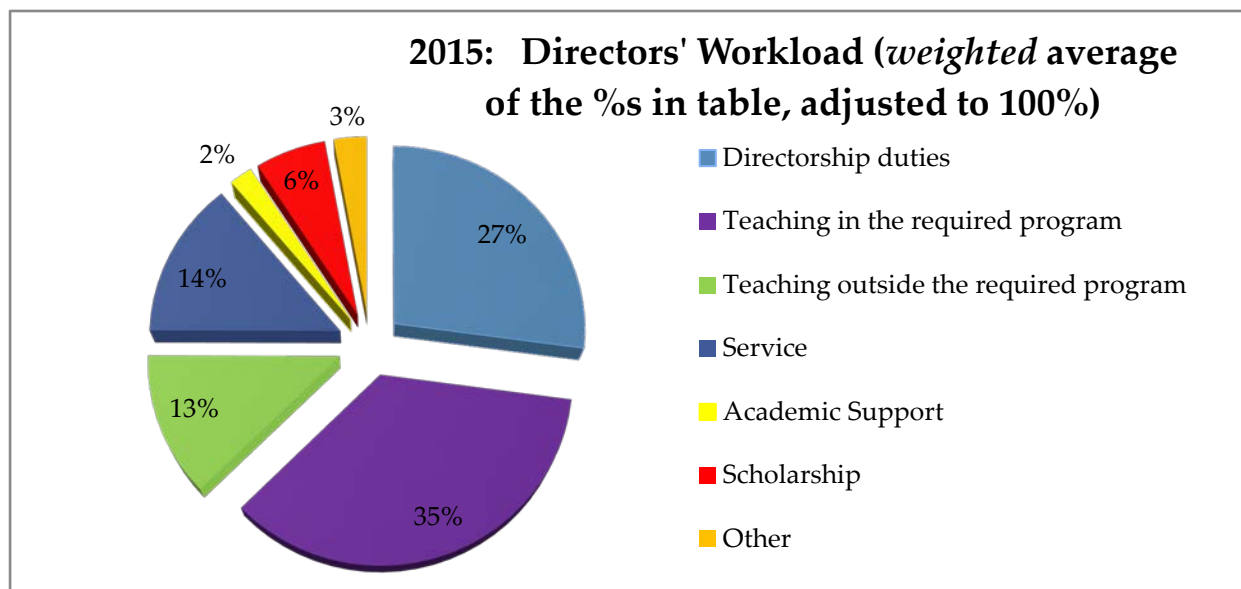
	2015	2014	2013	2012	2011
<b>a. The director earns <u>more</u> than the new clinician</b>	<b>49</b>	52	61	63	65
Average difference 33 reported (2015)	<b>\$35,758</b>	\$38,765	\$35,595	\$30,915	\$29,321
Median difference	<b>\$36,000</b>	\$38,750	\$30,000	\$30,000	\$28,500
Minimum difference	<b>\$5,000</b>	\$8,000	\$2,000	\$2,000	\$2,000
Maximum difference	<b>\$85,000</b>	\$110,000	\$110,000	\$70,000	\$70,000
<b>b. The director earns roughly the <u>same</u> as the new clinician</b>	<b>11</b>	9	12	11	11
<b>c. The director earns <u>less</u> than the new clinician</b>	<b>15</b>	16	13	12	11
Average difference 6 reported (2015)	<b>\$20,833</b>	\$21,000	\$22,444	\$17,500	\$21,111
Median difference	<b>\$20,000</b>	\$20,000	\$20,000	\$20,000	\$20,000
Minimum difference	<b>\$5,000</b>	\$4,000	\$10,000	\$5,000	\$5,000
Maximum difference	<b>\$40,000</b>	\$40,000	\$40,000	\$30,000	\$50,000
<b>d. Clinicians are paid tenure-track salaries (so Question 51 offers the relevant data)</b>	<b>12</b>	12	13	8	13
<b>e. No clinicians at my school</b>	<b>7</b>	4	8	9	8
<b>f. Don't know</b>	<b>61</b>	54	56	50	53

53. For the current academic year, please indicate the percentage of time the director devoted to the following activities. *Answers of zero are excluded; first line is number of non-zero responses.*

	2015	2014	2013	2012	2011
<b>a. Directorship duties, such as administering, training LRW faculty members</b>	<b>138</b>	135	149	150	156
Average time spent	<b>27.9%</b>	27.4%	28.4%	29.2%	29.3%
Maximum time spent	<b>80%</b>	75%	100%	90%	90%
75%ile	<b>35%</b>	35%	35%	NOT REPORTED	
Median	<b>25%</b>	25%	25%		
25%ile	<b>15%</b>	155	15%		
Minimum time spent	<b>5%</b>	5%	5%	5%	5%
<b>b. Teaching students in the required program</b>	<b>121</b>	118	134	136	136
Average time spent	<b>41.6%</b>	42.0%	40.3%	39.2%	39.6%
Maximum time spent	<b>80%</b>	80%	80%	80%	80%
75%ile	<b>50%</b>	50%	50%	NOT REPORTED	
Median	<b>40%</b>	40%	40%		
25%ile	<b>30%</b>	30%	30%		
Minimum time spent	<b>5%</b>	5%	5%	5%	10%
<b>c. Teaching outside the required program</b>	<b>77</b>	73	77	83	82
Average time spent	<b>23.0%</b>	21.6%	22.3%	22.2%	22.4%
Maximum time spent	<b>100%</b>	65%	60%	90%	90%
75%ile	<b>25%</b>	25%	30%	NOT REPORTED	
Median	<b>20%</b>	20%	20%		
25%ile	<b>10%</b>	10%	10%		
Minimum time spent	<b>5%</b>	5%	5%	5%	5%
<b>d. Service to the law school</b>	<b>135</b>	131	145	147	146
Average time spent	<b>14.6%</b>	13.2%	13.5%	13.1%	13.4%
Maximum time spent	<b>50%</b>	35%	45%	45%	65%
75%ile	<b>20%</b>	20%	20%	NOT REPORTED	
Median	<b>10%</b>	10%	10%		
25%ile	<b>10%</b>	10%	10%		
Minimum time spent	<b>5%</b>	5%	5%	5%	5%

**Question 53 (continued)**

	2015	2014	2013	2012	2011
<b>e. Academic Support</b>	<b>35</b>	34	36	29	30
Average time spent	8.0%	8.1%	7.9%	8.4%	9.5%
Maximum time spent	30%	30%	30%	30%	30%
75%ile	10%	10%	10%	NOT REPORTED	
Median	5%	5%	5%		
25%ile	5%	5%	5%		
Minimum time spent	5%	5%	5%	5%	5%
<b>f. Scholarship</b>	<b>82</b>	80	88	83	86
Average time spent	10.7%	11.5%	12.0%	12.5%	12.0%
Maximum time spent	40%	40%	40%	40%	40%
75%ile	15%	15%	15%	NOT REPORTED	
Median	10%	10%	10%		
25%ile	5%	5%	5%		
Minimum time spent	5%	5%	5%	5%	5%
<b>g. Other activities</b>	<b>45</b>	42	53	53	50
Average time spent	9.1%	9.8%	10.5%	11.0%	13.3%
Maximum time spent	45%	50%	65%	65%	65%
75%ile	10%	10%	10%	NOT REPORTED	
Median	5%	5%	5%		
25%ile	5%	5%	5%		
Minimum time spent	5%	5%	5%	5%	5%



54. During the current academic year, please indicate the director's workload in the required program by filling in the chart below. *Entries of zero are excluded.*

		Fall Semester				Spring Semester			
		2015	2014	2013	2012	2015	2014	2013	2012
a. Number of students taught at least weekly in the required program.	Avg.	<b>29.8</b>	35.1	33.3	35.9	<b>29.1</b>	30.7	32.4	34.3
	Min.	<b>7</b>	8	7	8	<b>8</b>	1	7	8
	25%ile	<b>20</b>	19	17	X	<b>18</b>	18	19	X
	Median	<b>25</b>	25.5	24	X	<b>24</b>	25	25	X
	75%ile	<b>38</b>	40	40	X	<b>37</b>	36	35.5	X
	Max.	<b>150</b>	320	307	307	<b>150</b>	250	296	296
b. In-class hours of teaching each week	Avg.	<b>3.4</b>	3.3	3.2	3.1	<b>3.2</b>	3.2	3.1	3.0
	Min.	<b>1.75</b>	1	1	1	<b>1</b>	1	1	1
	25%ile	<b>2</b>	2	2	X	<b>2</b>	2	2	X
	Median	<b>3</b>	3	3	X	<b>3</b>	3	3	X
	75%ile	<b>4</b>	4	4	X	<b>4</b>	4	4	X
	Max.	<b>9</b>	8	9	7	<b>9</b>	7	9	6
c. Number of major assignments (≥ 5 pages)	Avg.	<b>3.1</b>	3.3	3.2	3.1	<b>2.7</b>	2.9	2.8	2.8
	Min.	<b>1</b>	1	1	1	<b>1</b>	1	1	1
	25%ile	<b>2</b>	2	2	X	<b>2</b>	2	2	X
	Median	<b>3</b>	3	3	X	<b>2.5</b>	2	2	X
	75%ile	<b>4</b>	4	4	X	<b>3</b>	3	3	X
	Max.	<b>8</b>	8	8	8	<b>9</b>	15	15	9
d. Number of minor assignments (< 5 pages)	Avg.	<b>3.9</b>	4.2	4.1	3.9	<b>3.2</b>	3.5	3.5	3.4
	Min.	<b>1</b>	1	1	1	<b>1</b>	1	1	1
	25%ile	<b>2</b>	2	2	X	<b>2</b>	2	2	X
	Median	<b>3</b>	4	3	X	<b>3</b>	3	3	X
	75%ile	<b>5</b>	5	5	X	<b>4</b>	5	4	X
	Max.	<b>20</b>	28	18	18	<b>11</b>	12	18	18
e. Total number of pages of student work read per term	Avg.	<b>1028</b>	1032	996	1027	<b>1085</b>	1111	1056	1087
	Min.	<b>40</b>	40	40	50	<b>40</b>	40	40	50
	25%ile	<b>568</b>	600	500	X	<b>630</b>	665	600	X
	Median	<b>840</b>	882	820	X	<b>975</b>	1000	950	X
	75%ile	<b>1283</b>	1330	1200	X	<b>1300</b>	1420	1360	X
	Max.	<b>4200</b>	4015	4015	4015	<b>4261</b>	4261	4261	4261
f. Total hours in conference required or strongly recommended	Avg.	<b>39.5</b>	36.5	37.1	35.3	<b>37.5</b>	34.5	35.0	33.4
	Min.	<b>1</b>	1	1	1	<b>1</b>	1	1	1
	25%ile	<b>20</b>	19	19	X	<b>18</b>	17.5	15	X
	Median	<b>34</b>	30	30	X	<b>29.5</b>	30	30	X
	75%ile	<b>50</b>	48	48	X	<b>49</b>	45	46.5	X
	Max.	<b>150</b>	150	150	150	<b>150</b>	150	150	150



<b>Question 54 (continued)</b>		<b>Fall Semester</b>				<b>Spring Semester</b>			
		<b>2015</b>	2014	2013	2012	<b>2015</b>	2014	2013	2012
g. Total hours preparing major research and writing assignments	Avg.	<b>49.0</b>	46.2	47.2	46.7	<b>50.5</b>	50.6	49.3	48.7
	Min.	<b>2</b>	2	2	2	<b>2</b>	2	2	5
	25%ile	<b>30</b>	30	30	X	<b>30</b>	30	30	X
	Median	<b>40</b>	40	40	X	<b>40</b>	44.5	40	X
	75%ile	<b>60</b>	60	60	X	<b>70</b>	67.5	62.5	X
	Max.	<b>120</b>	120	150	200	<b>160</b>	150	150	150
h. Total hours preparing for class (excluding hours reported above in g)	Avg.	<b>57.1</b>	54.9	56.6	54.0	<b>52.3</b>	51.1	54.8	52.3
	Min.	<b>2</b>	1	2	2	<b>2</b>	2	2	2
	25%ile	<b>30</b>	30	30	X	<b>30</b>	30	28	X
	Median	<b>50</b>	50	50	X	<b>50</b>	50	50	X
	75%ile	<b>80</b>	75	75	X	<b>70</b>	75	75	X
	Max.	<b>168</b>	150	300	300	<b>200</b>	140	300	300

55. Did the director teach courses other than required writing courses in the current academic year?

	<b>2015</b>	2014	2013	2012	2011
a. Yes, academic support only	<b>2</b>	2	2	3	2
b. Yes, courses other than academic support	<b>91</b>	85	85	85	88
c. No	<b>53</b>	50	64	63	67
d. N/A	<b>25</b>	18	15	11	7

56. If the director taught courses in the current academic year other than required writing courses:

	2015	2014	2013	2012
<b>a. How many courses did the director teach?</b>				
Total responses	90	84	88	83
Average number of courses	1.74	1.94	1.90	1.86
Minimum number of courses	1	1	1	1
25%ile	1	1	1	X
Median	1	2	2	X
75%ile	2	2	2	X
Maximum number of courses	6	6	5	5
<b>b. How many of those courses were on legal writing, drafting, or advanced advocacy?</b>				
Total responses	79	77*	41	37
Average number of courses	0.75	0.82	1.61	1.59
Minimum number of courses	0	0	1	1
25%ile	0	0	1	X
Median	1	0	1	X
75%ile	1	1	2	X
Maximum number of courses	4	4	5	5
<b>c. How many of those courses were courses on subjects other than legal writing, drafting, or oral advocacy?</b>				
Total responses	767	74*	64	63
Average number of courses	1.18	1.26	1.52	1.52
Minimum number of courses	0	0	1	1
25%ile	1	1	1	X
Median	1	1	1	X
75%ile	2	2	2	X
Maximum number of courses	5	5	5	5
<b>d. What were the subject areas of the non-writing courses</b>	Various**	Various**	Various	Various
<b>e. How many total credit hours for other than required program courses?</b>				
Total responses	85	81	85	77
Average number of hours	3.98	4.31	4.38	4.60
Minimum number of hours	1	1	1	1
25%ile	2	2	2	X
Median	3	3	4	X
75%ile	5	6	6	X
Maximum number of hours	15	15	15	19

**Question 56 (continued)**

	2015	2014	2013	2012
<b>f. Did the director receive additional compensation?</b>				
Total responses	141	132	138	133
Yes	25	23	22	21
No	116	109	116	112
<b>g. How much additional compensation?</b>				
Total responses	13	11	14	9
Average compensation	\$6,192	\$6,800	\$8,486	\$9,189
Minimum compensation	\$1,500	\$3,000	\$4,000	\$4,200
25%ile	\$3,000	\$5,750	\$6,000	x
Median compensation	\$6,000	\$6,000	\$7,750	\$7,500
75%ile	\$6,500	\$7,500	\$10,000	x
Maximum compensation	\$17,500	\$12,500	\$15,000	\$17,500

\*Beginning in 2014, this table includes responses of zero in (b) and (c) if the school's response to (a) was nonzero.

\*\*The responses to "What subject areas?" are truly wide ranging --- over 70 responses listing over 30 different courses in each of 2014 and 2015.

57. How many people does the director supervise and what are their genders? *Only non-zero responses included. “Full-time professionals” includes LRW faculty, writing specialists, academic support personnel, etc.*

	Full-time professionals			Part-time professionals not enrolled in the school			Adjuncts			Law School Graduate Students			Teaching or Research Assistants		
	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013	2015	2014	2013
<b>Total Schools with nonzero responses (Female):</b>	<b>118</b>	113	125	<b>17</b>	15	20	<b>68</b>	57	74	<b>8</b>	7	8	<b>93</b>	91	100
Females Supervised	<b>413</b>	449	506	<b>34</b>	29	37	<b>519</b>	512	604	<b>25</b>	32	30	<b>608</b>	583	700
Average number of females	<b>3.5</b>	4.0	4.1	<b>2.0</b>	1.9	1.9	<b>7.6</b>	9.0	8.2	<b>3.1</b>	4.6	3.8	<b>6.5</b>	6.4	7.0
% female in category	<b>70%</b>	71%	71%	<b>74%</b>	71%	77%	<b>53%</b>	56%	55%	<b>52%</b>	59%	54%	<b>57%</b>	56%	58%
<b>Total Schools with nonzero responses (Male):</b>	<b>91</b>	87	96	<b>9</b>	11	10	<b>53</b>	49	66	<b>4</b>	5	5	<b>69</b>	60	77
Males Supervised	<b>174</b>	182	209	<b>12</b>	12	11	<b>424</b>	400	502	<b>23</b>	22	26	<b>457</b>	451	507
Average number of males	<b>1.9</b>	2.1	2.2	<b>1.3</b>	1.1	1.1	<b>8.0</b>	8.2	7.6	<b>5.8</b>	4.4	5.2	<b>6.6</b>	7.5	6.6
% male in category	<b>30%</b>	29%	29%	<b>26%</b>	29%	23%	<b>44%</b>	44%	45%	<b>48%</b>	41%	46%	<b>43%</b>	44%	42%
<b>Total faculty members in category</b>	<b>587</b>	631	715	<b>46</b>	41	48	<b>943</b>	912	1106	<b>48</b>	54	56	<b>1065</b>	1034	1207



**Table Comment:** Last year’s report stated:

Reported LRW “staff” of all descriptions have declined steadily 2012-14: a 13% drop in full-time professionals, a 24% drop in adjuncts, and over a 20% drop in the three other categories. A portion of the decrease, but not all of it, may be due to fewer schools responding to the survey in 2014, but it is highly unlikely that accounts for more than a few percentage points of the drop.

This year, there has been a small uptick in adjuncts, part-time professionals, and teaching or research assistants. Note that full-time professionals has dropped by about 7% from last year, which was a decline of almost 12% from 2013.

58. Does the director participate in the following activities either as part of core job responsibilities or as an additional activity with additional compensation? *Please mark all that apply and fill in the approximate amount of additional compensation.*

Activity		2015	2014	2013	2012
a. Coach in-house moot court teams	Core Job Responsibility	17	13	13	13
	Additional Activity	14	16	21	23
	N/A or No response	119	110	116	111
	Additional Compensation	No responses	\$3,500 (1 response)	\$2,500 (2 responses)	\$2,839 avg. (4 responses)
b. Coach outside moot court teams	Core Job Responsibility	11	8	10	10
	Additional Activity	14	16	20	15
	N/A or No response	121	112	113	116
	Additional Compensation	\$2,500 (1 response)	\$1,000 (1 response)	\$1,000 (1 response)	\$3000 (1 response)*
c. Coach outside negotiation & counseling teams	Core Job Responsibility	0	0	1	2
	Additional Activity	4	6	9	9
	N/A or No response	134	122	127	125
	Additional Compensation	No responses	\$1,000 (1 response)	\$1,000 (1 response)	\$3,000 (1 response)
d. Faculty advisor to students	Core Job Responsibility	69	61	66	69
	Additional Activity	42	42	41	35
	N/A or No response	52	45	50	48
	Additional Compensation	No responses	No responses	No responses	No responses
e. First-year orientation	Core Job Responsibility	74	68	73	76
	Additional Activity	32	29	36	32
	N/A or No response	58	54	53	51
	Additional Compensation	\$1333 avg. (3 responses: \$500, \$1,000, \$2,500)	\$1333 avg. (3 responses: \$500, \$1,000, \$2,500)	\$2,100 avg. (5 responses: min. \$500 max. \$4,000)	\$2250 (5 responses: min. \$500, max. \$4,200)

**Question 58 (continued)**

Activity		2015	2014	2013	2012
f. Academic Support	Core Job Responsibility	14	12	14	16
	Additional Activity	35	28	28	25
	N/A or No response	99	98	104	102
	Additional Compensation	<b>\$6,000 avg. (2 responses: \$3,000, \$9,000)</b>	\$6,000 avg. (2 responses: \$3,000, \$9,000)	\$4,167: (3 responses: \$500, \$3,000, \$9,000)	\$11,167 avg. (3 responses: \$500, \$3,000, \$30,000)
g. Law Review advisor	Core Job Responsibility	8	10	12	12
	Additional Activity	16	15	14	18
	N/A or No response	120	110	116	109
	Additional Compensation	<b>No responses</b>	No responses	No responses	No responses
h. Writing center	Core Job Responsibility	14	13	13	10
	Additional Activity	7	5	6	4
	N/A or No response	119	112	119	121
	Additional Compensation	<b>No responses</b>	No responses	No responses	No responses
i. Other activities	Core Job Responsibility	41	39	43	39
	Additional Activity	43	43	44	38
	N/A or No response	69	59	63	67
	Additional Compensation	<b>\$9,600 avg. (5 responses: min. \$7000, max. \$13,000)</b>	\$7,410 avg. (10 responses: min. \$500, max. \$13,000)	\$6,660 (10 responses: min. \$500, max. \$13,000)	\$7,443 avg. (7 responses: min. \$500, max. \$13,000)

59. Does the director serve on faculty committees?

	2015	2014	2013	2012	2011
a. Yes, as a voting member	138	128	139	140	142
b. Yes, as a non-voting member	7	6	7	8	8
Which Committees? <i>(Please mark all that apply.)</i>					
Admissions Committee	30	28	28	33	32
Appointments Committee	17	19	25	20	25
Clerkship Committee	8	7	13	9	10
Curriculum Committee	68	55	58	55	62
Moot Court Committee	19	16	19	17	20
Library Committee	18	16	16	13	17
LRW Committee	32	33	34	33	39
Technology Committee	11	14	15	13	19
Other	101	107	112	105	106
c. No	3	4	5	5	7
d. N/A or Don't know	23	17	15	9	7

60. If the director is not on tenure track, may the director attend faculty meetings?

	2015	2014	2013	2012	2011
a. Yes, as a voting member on <u>all</u> matters	19	18	20	19	17
b. Yes, as a voting member on all matters <u>except</u> hiring, promotion or tenure	58	56	61	59	61
c. Yes, as a <u>non-voting</u> member	16	16	20	20	22
d. No	5	5	4	4	5
e. N/A or Don't know	31	26	24	22	22

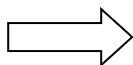
61. May a clinician who is not on tenure track attend faculty meetings?

	2015	2014	2013	2012	2011
a. Yes, as a voting member on <u>all</u> matters	22	19	20	17	17
b. Yes, as a voting member on all matters <u>except</u> hiring, promotion or tenure	76	75	80	76	78
c. Yes, as a <u>non-voting</u> member	27	23	25	25	30
d. No	8	9	7	8	5
e. N/A or Don't know	27	23	26	27	25



62. Does the director have an obligation to produce written scholarship?

	a. Is the director on tenure track?		b. Is the director . . .			c. Is the scholarship of the same quality and quantity as tenure-track faculty?		
	Yes	No	<u>required to produce scholarship?</u>	<u>expected to produce scholarship?</u>	<u>encouraged to produce scholarship?</u>	Yes	No	Not specified
2015	60	101	62	72	102	61	22	44
2014	54	101	54	63	91	55	19	39
2013	60	106	61	68	97	58	22	27
2012	61	100	59	62	89	60	20	23
2011	61	102	58	60	88	63	20	28
2010	62	102	56	60	87	62	20	27


**Table Note:** There has been a steady increase over the past several years in the percentage of responding schools that expect or encourage the director of the school's legal writing program to produce scholarship.

63. Is the hiring process for the director the same as the process for tenure-track faculty?

	2015	2014	2013	2012	2011
a. Yes, <u>because</u> the director is tenure track	45	45	51	53	54
b. No, <u>although</u> the director is tenure track	3	4	5	5	6
c. Yes, <u>although</u> the director is not tenure track	32	33	33	30	30
d. No, there is a <u>different</u> process	57	53	59	59	61
e. Other	23	18	16	14	12

64. Is the director eligible for leave? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Paid sabbaticals	58	56	63	64	69
b. Unpaid sabbaticals	25	25	25	23	24
c. Leave	56	53	60	55	60
d. Reduced load	57	54	56	57	59
e. Other	21	18	20	23	23

## VIII. Full-time Legal Writing Faculty Members

This section describes those full-time legal writing faculty who are not also directors.

65. What is the employment state of the full-time faculty members in your program? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Tenured or tenure-track	49	42	42	40	44
b. ABA Standard 405(c)	68	62	59	53	54
c. Contracts of 3 years in length or more	67	60	63	60	60
d. Contracts of 2 years in length	17	18	20	15	17
e. Contracts of 1 year in length	56	60	58	59	61
f. ABA Standard 405(c) track	18	20	18	18	19

66. If the LRW faculty members are on contracts, is there a limit to the total number of years they may teach at the law school? (Is the position “capped”?)

	2015	2014	2013	2012	2011
a. No, there is no limit	155	146	150	142	144
b. Yes, there is a limit	10	7	8	9	9
Average (years)	3.6	3.5	3.4	3.4	3.4
Minimum (years)	2	2	2	2	2
Maximum (years)	10	10	10	10	10

67. If your program is “uncapped,” what are the lengths of typical contract terms?

	First term	Second term	Third term	Fourth term
<b>2015 Total Responses</b>	<b>128</b>	<b>126</b>	<b>121</b>	<b>115</b>
<b>Average</b>	<b>1.59</b>	<b>2.21</b>	<b>3.12</b>	<b>3.87</b>
<b>Minimum</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Maximum</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>
2014 Total Responses	121	118	113	108
Average	1.59	2.22	3.15	3.80
Minimum	1	1	1	1
Maximum	5	7	7	7
2013 Total Responses	122	119	112	108
Average	1.63	2.28	3.21	3.75
Minimum	1	1	1	1
Maximum	5	7	7	7
2012 Total Responses	116	111	106	101
Average	1.58	2.23	3.12	3.70
Minimum	1	1	1	1
Maximum	5	7	7	7
2011 Total Responses	122	117	110	106
Average	1.57	2.15	3.00	3.56
Minimum	1	1	1	1
Maximum	5	7	7	7

68. What faculty title do the LRW faculty members have in official materials (publications, catalogues, signs, etc.) at your law school? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Professor, associate professor, or assistant professor	55	47	47	46	45
b. Professor, associate professor, or assistant professor of legal writing	65	63	61	56	56
c. Visiting professor or visiting professor of legal writing	11	11	10	14	13
d. Clinical professor, clinical associate professor, or clinical assistant professor	20	18	18	16	17
e. Lecturer or senior lecturer	25	25	22	21	22
f. Instructor	18	16	25	26	23
g. Assistant or associate dean	4	4	2	3	4
h. Other	32	28	32	29	32

69. What is the size and location of LRW offices? *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. <u>Comparable</u> to most non-writing faculty offices	142	127	126	122	124
b. <u>Smaller</u> than most non-writing faculty offices	32	35	38	36	39
c. <u>More desirable</u> location than most non-writing faculty offices	8	8	9	8	8
d. <u>Less desirable</u> location than most non-writing faculty offices	33	28	35	37	36
e. Offices are <u>integrated</u> among most non-writing faculty offices	83	76	74	72	75
f. Offices are <u>segregated</u> from most non-writing faculty offices	43	38	42	43	45

70. Are there written standards or criteria for evaluating LRW faculty for retention and promotion and, if so, who does the evaluation?

	2015	2014	2013	2012	2011
a. Yes, the <u>same standards</u> as for all faculty	33	26	26	26	26
b. Yes, <u>specific standards</u> for LRW faculty, but they are very <u>similar</u> to those for tenure-track faculty.	44	39	38	35	41
c. Yes, <u>specific standards</u> for LRW faculty only, substantially <u>different</u> from those for tenure-track faculty	70	64	67	66	59
d. Standards are in development	7	9	12	15	14
e. No	27	26	28	24	30

**Who does the evaluation?**

f. Evaluation is done by the director alone	7	8*	7*	6*	9
g. Evaluation is done by the director and a committee	56*	51*	56*	51*	55
h. Evaluation is done by the director and a dean	21*	27*	30*	22*	37
i. Evaluation is done by a committee or dean, excluding the director	48*	40*	37*	35*	34
j. Another method is used	26*	22*	21*	20*	26

\*These data may include multiple responses from individual schools. Responses from schools with standards in development are NOT included.

71. (a) Please indicate the number, gender, and race of new full-time LRW faculty teaching for the first time at your law school during the current academic year (2014-2015). *Note: This question was re-worded in 2008.*

	2014-15	2013-14	2012-13	2011-12	2010-11
Female	38 / 62%	56 / 69%	68 / 64%	89 / 64%	93 / 63%
Male	23 / 38%	25 / 31%	38 / 36%	50 / 36%	54 / 37%
<b>Total Reported -- Sex</b>	<b>61</b>	81	106	139	147
White	39 / 73.6%	56 / 80.0%	81 / 86.2%	98 / 78.4%	122 / 88.4%
African-American	7 / 13.2%	6 / 8.6%	4 / 4.3%	9 / 7.2%	4 / 2.9%
Hispanic	2 / 3.8%	3 / 4.3%	3 / 3.2%	6 / 4.8%	1 / 0.7%
Asian-American	2 / 3.8%	4 / 5.7%	4 / 4.3%	5 / 4.0%	4 / 2.9%
Native American	1 / 1.9%	1 / 1.4%	0	1 / 0.8%	1 / 0.7%
Multi-racial	2 / 3.8%	0	2 / 2.1%	1 / 0.8%	3 / 2.2%
Other	0	0	0	5 / 4.0%	3 / 2.2%
<b>Total Reported, Race</b>	<b>53</b>	70	94	125	138

**Table Comment:**

- Responses for 2015 show new full-time LRW faculty hires declined by over 20% for the third consecutive year.
- In comparison to gender, race of newly hired full-time LRW faculty is under-categorized (roughly 90% as many indications of race each year as indications of gender). This situation adds uncertainty to the racial data. One thing is clear: hiring has been and continues to be overwhelmingly White, regardless of the racial classifications in the missing data.



71. (b) Please indicate the number, gender, and race of all full-time LRW faculty teaching at your law school during the current academic year.

*Note: This table reports data collected, but inadvertently not reported, in 2009.*

	2014-15	2013-14	2012-13	2011-12	2010-11
Female	714 / 72%	721 / 72%	820 / 73%	779 / 73%	739 / 71%
Male	272 / 28%	276 / 28%	297 / 27%	291 / 27%	302 / 29%
Total Reported -- Sex	986	997	1117	1070	1041
Caucasian	811 / 88.6%	832 / 87.9%	901 / 89.0%	876 / 87.7%	830 / 88.6%
African-American	52 / 5.7%	52 / 5.5%	50 / 4.9%	54 / 5.4%	56 / 6.0%
Hispanic	18 / 2.0%	18 / 1.9%	19 / 1.9%	24 / 2.4%	14 / 1.5%
Asian-American	26 / 2.8%	27 / 2.9%	25 / 2.5%	25 / 2.5%	20 / 2.1%
Native American	4 / 0.4%	5 / 0.5%	5 / 0.5%	6 / 0.6%	5 / 0.5%
Multi-racial	6 / 0.7%	5 / 0.5%	5 / 0.5%	3 / 0.3%	6 / 0.6%
Other	8 / 0.9%	8 / 0.8%	7 / 0.7%	11 / 1.1%	6 / 0.6%
Total Reported - Race	915	947	1012	999	937

**Table Comments:**

- Note the number of full-time LRW faculty reported had grown significantly year-to-year for the first three years of this table despite nearly consistent numbers of schools responding to the survey (188 in 2011, 184 in 2012, and 190 in 2013).
- Note the sharp decrease in the number of full-time LRW faculty reported in 2014. Some of this decline was due to fewer schools responding in 2014 (178), but note that the total dropped again in 2015 despite 194 schools responding.
- In comparison to sex, race of newly hired full-time LRW faculty is under-categorized (90-95% as many indications of race each year as indications of gender). This situation adds uncertainty to the racial data. One thing is clear: the profession has been and continues to be overwhelmingly Caucasian, regardless of the racial classifications in the missing data.

72. If you hired new full-time LRW faculty in the current academic year, what forms of advertising did you use? *Please mark all forms that apply.*

	2015	2014	2013	2012	2011
a. Legal Writing or Dircon listervs	33	35	47	54	57
b. AALS registry	23	25	31	37	35
c. <i>Chronicle of Higher Education</i>	13	11	16	15	19
d. Periodicals with national circulation	11	10	11	14	17
e. Periodicals with local circulation	17	16	30	28	34
f. Law school placement office	14	16	20	22	25

g. Other	<b>13</b>	18	25	23	30
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73. Who has formal, primary responsibility for hiring members of the legal writing faculty?

	<b>2015</b>	2014	2013	2012	2011
a. A dean	<b>6</b>	7	4	5	8
b. A dean upon the recommendation of the legal writing director	<b>20</b>	21	22	20	21
c. A dean upon the recommendation of a faculty committee composed entirely or almost entirely of members of the non-writing faculty	<b>24</b>	24	27	25	23
d. A dean upon the recommendation of a faculty committee composed entirely or almost entirely of members of the legal writing faculty	<b>4</b>	10	11	11	10
e. A faculty committee composed entirely or almost entirely of members of the non-writing faculty	<b>10</b>	6	5	5	5
f. The faculty as a whole	<b>42</b>	29	27	24	27
g. The legal writing director	<b>4</b>	5	6	7	10
h. A committee composed entirely or almost entirely of members of the legal writing faculty	<b>3</b>	3	2	2	2
i. The faculty as a whole upon the recommendation of the dean	<b>2</b>	1	1	1	2
j. The faculty as a whole upon the recommendation of a faculty committee composed entirely or almost entirely of members of the non-writing faculty	<b>35</b>	33	32	31	30
k. The faculty as a whole upon the recommendation of the legal writing director	<b>3</b>	2	1	1	2
l. The faculty as a whole upon the recommendation of a committee composed entirely or almost entirely of members of the writing faculty	<b>4</b>	4	5	6	4
m. Other	<b>27</b>	23	27	27	25

74. For the current academic year, what would your entry-level annual salary be for a newly hired LRW faculty member?

	2015	2014	2013	2012	2011
<b>a. We would not hire a person without teaching experience.</b>	<b>36</b>	35	35	37	34
<b>b. For a person <u>without</u> prior teaching experience -- number of responses</b>	<b>87</b>	83	91	88	94
Average salary	<b>\$69,960</b>	\$68,633	\$66,308	\$64,632	\$64,186
Maximum salary	<b>\$140,000</b>	\$125,000	\$125,000	\$97,000	\$140,000
75%ile	<b>\$80,000</b>	\$79,000	\$75,000	x	x
Median salary	<b>\$70,000</b>	\$69,000	\$63,000	\$60,000	\$60,000
25%ile	<b>\$60,000</b>	\$60,000	\$55,500	x	x
Minimum salary	<b>\$30,000</b>	\$42,500	\$42,500	\$40,000	\$40,000
<b>c. For a person with 1-3 years prior teaching experience -- number of responses</b>	<b>90</b>	88	92	92	90
Average salary	<b>\$73,314</b>	\$71,896	\$69,609	\$68,143	\$67,772
Maximum salary	<b>\$160,000</b>	\$110,000	\$110,000	\$110,000	\$150,000
75%ile	<b>\$80,000</b>	\$80,000	\$80,000	x	x
Median salary	<b>\$72,000</b>	\$70,000	\$70,000	\$69,000	\$65,750
25%ile	<b>\$62,000</b>	\$61,500	\$60,000	x	x
Minimum salary	<b>\$50,000</b>	\$50,000	\$40,000	\$40,000	\$40,000
<b>d. For a person with &gt; 3 years prior teaching experience (number of responses)</b>	<b>81</b>	79	83	78	76
Average salary	<b>\$77,056</b>	\$75,663	\$72,301	\$71,396	\$70,928
Maximum salary	<b>\$180,000</b>	\$135,000	\$110,000	\$110,000	\$110,000
75%ile	<b>\$85,000</b>	\$85,000	\$80,000	x	x
Median salary	<b>\$75,000</b>	\$75,000	\$72,000	\$70,000	\$70,000
25%ile	<b>\$65,000</b>	\$65,000	\$61,500	x	x
Minimum salary	<b>\$50,000</b>	\$50,000	\$43,500	\$43,500	\$43,500



75. What is the base salary range (excluding summer support, overload teaching, etc.) for current full-time LRW faculty members (excluding the director) in your program and how are salary increases determined?

	2015	2014	2013	2012	2011
<b>a. Number of responses for base salary range</b>	<b>117</b>	114	117	114	113
<b>Lowest salary</b>					
Average lowest salary	<b>\$74,771</b>	\$72,999	\$69,086	\$66,961	\$64,301
Maximum lowest salary	<b>\$145,000</b>	\$145,000	\$140,000	\$120,000	\$122,000
75%ile	<b>\$84,000</b>	\$80,000	\$76,000	x	x
Median lowest salary	<b>\$73,000</b>	\$70,000	\$70,000	\$65,000	\$65,000
25%ile	<b>\$65,000</b>	\$62,000	\$60,000	x	x
Minimum lowest salary	<b>\$45,000</b>	\$46,000	\$40,000	\$40,000	\$40,000
<b>Highest salary</b>					
Average highest salary	<b>\$91,892</b>	\$88,890	\$86,272	\$83,265	\$81,245
Maximum highest salary	<b>\$212,000</b>	\$202,000	\$185,000	\$182,000	\$175,000
75%ile	<b>\$100,000</b>	\$100,000	\$96,000	x	x
Median highest salary	<b>\$86,000</b>	\$82,000	\$80,000	\$76,282	\$75,000
25%ile	<b>\$73,000</b>	\$70,000	\$67,500	x	x
Minimum highest salary	<b>\$40,000</b>	\$46,000	\$40,000	\$45,000	\$45,000
<b>Reported Average and Median salaries</b>					
Range of reported Average salaries (100 schools reported avg. salary in 2015)	<b>\$50,000 - \$175,000</b>	\$53,000 - \$175,000	\$40,000 - \$162,500	\$46,000 - \$137,000	*
Average of reported Average salaries	<b>\$83,188</b>	\$82,007	\$78,479	\$75,228	\$74,123
75%ile	<b>\$94,500</b>	\$94,000	\$89,000	NOT REPORTED	
Median of average salaries	<b>\$80,000</b>	\$78,250	\$75,000		
25%ile	<b>\$69,000</b>	\$68,000	\$64,000		
Range of reported Median salaries (63 schools reported median in 2015)	<b>\$50,000 - \$134,500</b>	\$43,000 - \$132,000	\$43,000 - \$125,000	\$46,000 - \$125,000	x
Median of reported Median salaries	<b>\$80,000</b>	\$77,000	\$75,000	\$74,000	\$74,815
<b>How are salary increases determined?</b>					
b. Don't know how salary increases are determined (or no answer)	<b>48</b>	39	53	52	49
c. Salary increases are based on a uniform annual amount or percentage of salary	<b>89</b>	78	82	82	87
d. Salary increases are based on teaching performance	<b>31</b>	31	29	29	30
e. Salary increases are based on merit, including factors other than teaching	<b>98</b>	93	94	85	88

## LRW Faculty Average Salary by Region

	2015	2014	2013	2011
<b>New York City &amp; Long Island --- 1 (of 10) school reporting (2015)</b>				
Average	<b>Omitted to preserve anonymity</b>	\$62,000	\$62,000	\$62,000
Maximum		\$62,000	\$62,000	\$62,000
75%ile		x	x	x
Median		\$62,000	\$62,000	\$62,000
25%ile		x	x	x
Minimum		\$62,000	\$62,000	\$62,000
<b>Northeastern (excluding New York City and Long Island) --- 8 (of 20) schools reporting (2015)</b>				
Average	<b>\$95,875</b>	\$89,044	\$88,250	\$75,429
Maximum	<b>\$175,000</b>	\$175,000	\$162,500	\$125,000
75%ile	<b>x</b>	\$106,700	x	x
Median	<b>\$82,000</b>	\$75,000	\$76,750	\$75,000
25%ile	<b>x</b>	\$65,000	x	x
Minimum	<b>\$60,000</b>	\$60,000	\$52,000	\$50,000
<b>Mid Atlantic --- 17 (of 35) schools reporting (2015)</b>				
Average	<b>\$80,194</b>	\$81,093	\$75,956	\$75,250
Maximum	<b>\$135,000</b>	\$130,000	\$125,000	\$125,000
75%ile	<b>\$83,000</b>	\$85,000	\$83,650	x
Median	<b>\$75,000</b>	\$76,000	\$73,000	\$70,000
25%ile	<b>\$70,000</b>	\$70,000	\$63,500	x
Minimum	<b>\$57,500</b>	\$60,000	\$50,000	\$50,000
<b>Great Lakes/Upper Midwest --- 21 (of 35) schools reporting (2015)</b>				
Average	<b>\$80,352</b>	\$82,779	\$78,794	\$73,618
Maximum	<b>\$141,000</b>	\$141,000	\$137,000	\$137,000
75%ile	<b>\$84,912</b>	\$91,500	\$81,258	x
Median	<b>\$77,800</b>	\$76,900	\$75,500	\$74,000
25%ile	<b>\$73,000</b>	\$75,000	\$63,126	x
Minimum	<b>\$54,000</b>	\$54,000	\$51,000	\$51,000
<b>Southwest &amp; South Central --- 17 (of 26) schools reporting (2015)</b>				
Average	<b>\$82,934</b>	\$79,713	\$76,194	\$72,417
Maximum	<b>\$112,750</b>	\$106,000	\$106,000	\$106,000
75%ile	<b>\$104,500</b>	\$95,000	\$85,000	x
Median	<b>\$81,333</b>	\$78,250	\$69,750	\$65,250
25%ile	<b>\$66,000</b>	\$65,000	\$63,000	x
Minimum	<b>\$60,000</b>	\$55,830	\$46,000	\$46,000

**LRW Faculty Average Salary by Region (Continued)**

	2015	2014	2013	2012
<b>Southeast — 13 (of 28) schools reporting (2015)</b>				
Average	\$81,808	\$77,923	\$77,615	\$81,111
Maximum	\$115,000	\$108,000	\$108,000	\$108,000
75%ile	\$97,000	\$98,500	\$90,000	x
Median	\$76,000	\$70,000	\$75,000	\$79,000
25%ile	\$65,000	\$65,000	\$65,000	x
Minimum	\$53,000	\$53,000	\$53,000	\$60,000
<b>Northwest &amp; Great Plains — 5 (of 6) schools reporting (2015)</b>				
Average	\$74,710	\$77,667	\$66,667	NO DATA
Maximum	\$96,000	\$88,000	\$88,000	
75%ile	x	x	x	
Median	\$75,000	\$85,000	\$72,000	
25%ile	x	x	x	
Minimum	\$50,000	\$60,000	\$40,000	
<b>Far West — 18 (of 33) schools reporting (2015)</b>				
Average	\$88,452	\$85,504	\$82,020	\$77,435
Maximum	\$125,000	\$125,000	\$125,000	\$110,000
75%ile	\$98,000	\$97,000	\$95,000	x
Median	\$93,600	\$90,500	\$75,600	\$74,000
25%ile	\$75,000	\$70,000	\$70,000	x
Minimum	\$53,333	\$53,333	\$53,333	\$53,333

### LRW Faculty Average Salary by Geographical Setting

	2015	2014	2013	2012
<b>Urban -- 67 (of 132) schools reporting (2015)</b>				
Average	\$85,228	\$83,029	\$79,807	\$76,057
Maximum	\$175,000	\$175,000	\$162,500	\$137,000
75%ile	\$93,500	\$92,300	\$89,000	x
Median	\$80,800	\$77,150	\$75,000	\$75,000
25%ile	\$71,000	\$70,000	\$65,500	x
Minimum	\$54,000	\$54,000	\$40,000	\$46,000
<b>Suburban -- 26 (of 51) schools reporting (2015)</b>				
Average	\$82,326	\$80,447	\$75,839	\$74,149
Maximum	\$125,000	\$125,000	\$125,000	\$125,000
75%ile	\$97,000	\$97,000	\$90,000	x
Median	\$79,216	\$76,000	\$71,000	\$67,135
25%ile	\$66,000	\$65,778	\$60,000	x
Minimum	\$53,000	\$53,000	\$53,000	\$50,000
<b>Rural -- 7 (of 11) schools reporting (2015)</b>				
Average	\$66,857	\$74,500	\$72,750	\$69,750
Maximum	\$96,000	\$88,000	\$88,000	\$78,500
75%ile	x	x	x	x
Median	\$60,000	\$75,000	\$75,500	\$75,250
25%ile	x	x	x	x
Minimum	\$50,000	\$60,000	\$52,000	\$50,000

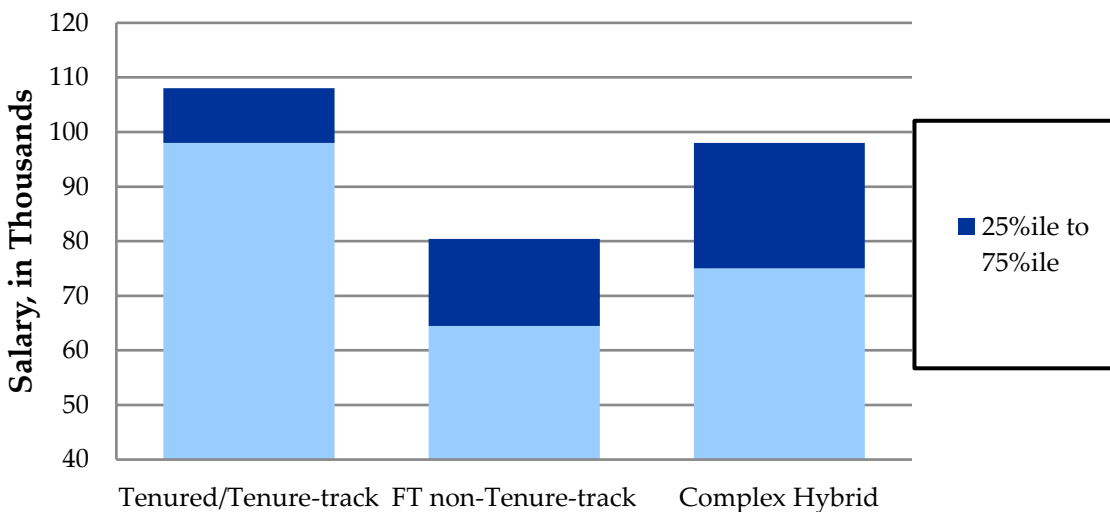
## LRW Faculty Average Salary by Institution Type

	2015	2014	2013	2012
<b>Private -- 53 (of 114) schools reporting (2015)</b>				
Average	<b>\$83,042</b>	\$82,290	\$79,582	\$74,621
Maximum	<b>\$175,000</b>	\$175,000	\$162,500	\$125,000
75%ile	<b>\$90,000</b>	\$93,000	\$90,000	x
Median	<b>\$77,800</b>	\$75,800	\$75,000	\$71,700
25%ile	<b>\$70,000</b>	\$66,000	\$65,000	x
Minimum	<b>\$53,000</b>	\$53,000	\$40,000	\$50,000
<b>Public -- 47 (of 80) schools reporting (2015)</b>				
Average	<b>\$83,352</b>	\$81,711	\$77,330	\$75,783
Maximum	<b>\$135,000</b>	\$130,000	\$125,000	\$137,000
75%ile	<b>\$95,500</b>	\$95,000	\$86,500	x
Median	<b>\$80,800</b>	\$77,500	\$75,000	\$72,725
25%ile	<b>\$68,750</b>	\$70,000	\$62,500	x
Minimum	<b>\$50,000</b>	\$53,333	\$51,000	\$46,000
<b>NOTE:</b> 2013 Survey mis-labeled the Public data as Private, and vice versa. That error was corrected in both the 2014 survey and this survey.				

## LRW Faculty Average Salary by Staffing Model

	2015	2014	2013	2012
<b>Tenured or tenure-track for LRW faculty (answers a and b)</b>				
<b>--- 13 (of 24) schools reporting (2015)</b>				
Average	\$104,408	\$100,591	\$95,625	\$92,900
Maximum	\$130,000	\$135,000	\$108,000	\$108,000
75%ile	\$108,000	\$105,500	\$102,500	x
Median	\$105,000	\$97,000	\$95,500	\$94,500
25%ile	\$98,000	\$94,500	\$89,000	x
Minimum	\$85,000	\$85,000	\$85,000	\$73,000
<b>Full-time nontenure-track (answer e) --- 51 (of 88) schools reporting (2015)</b>				
Average	\$72,682	\$71,994	\$67,914	\$67,736
Maximum	\$97,000	\$97,000	\$97,000	\$100,000
75%ile	\$80,400	\$80,000	\$76,000	x
Median	\$73,000	\$70,000	\$67,000	\$66,000
25%ile	\$64,500	\$62,500	\$60,000	x
Minimum	\$53,000	\$53,000	\$40,000	\$46,000
<b>Complex Hybrid (answer j) - 36 (of 70) schools reporting (2015)</b>				
Average	\$90,408	\$90,286	\$87,752	\$81,466
Maximum	\$175,000	\$175,000	\$162,500	\$137,000
75%ile	\$98,000	\$100,567	\$100,000	x
Median	\$84,500	\$80,000	\$78,500	\$75,000
25%ile	\$75,000	\$72,500	\$72,000	x
Minimum	\$50,000	\$54,000	\$50,000	\$50,000

**LRW Faculty Average Salary by Staffing Model:  
Middle 50% of salaries for each category.**



**LRW Faculty Average Salary by Director Type**

	2015	2014	2013	2012
<b>Tenured, primary responsibility is LRW -- 17 (of 35) schools reporting (2015)</b>				
Average	\$91,412	\$91,106	\$86,983	\$83,088
Maximum	\$130,000	\$135,000	\$135,000	\$125,000
75%ile	\$96,000	\$96,000	\$90,000	x
Median	\$90,000	\$87,000	\$83,650	\$80,000
25%ile	\$77,000	\$76,250	\$74,000	x
Minimum	\$57,500	\$75,000	\$50,000	\$50,000
<b>Untenured tenure-track, primary responsibility is LRW -- 3 (of 12) schools reporting (2015)</b>				
Average	\$64,333	\$70,000	\$83,500	\$75,764
Maximum	\$73,000	\$70,000	\$97,000	\$97,000
75%ile	x	x	x	x
Median	\$70,000	x	x	\$70,000
25%ile	x	x	x	x
Minimum	\$50,000	\$70,000	\$70,000	\$58,320
<b>Nontenure-track, primary responsibility is LRW -- 25 (of 46) schools reporting (2015)</b>				
Average	\$75,985	\$74,792	\$70,770	\$68,628
Maximum	\$110,000	\$110,000	\$100,000	\$100,000
75%ile	\$85,000	\$84,500	\$77,000	x
Median	\$73,000	\$70,000	\$70,000	\$64,750
25%ile	\$63,000	\$64,850	\$60,000	x
Minimum	\$53,000	\$53,000	\$46,000	\$46,000
<b>Administrator or faculty, primary responsibility not LRW -- 1 (of 1) school reporting (2015)</b>				
Average	<b>Omitted to preserve anonymity</b>	NO DATA	NO DATA	\$50,000
Maximum				\$50,000
75%ile				x
Median				\$50,000
25%ile				x
Minimum				\$50,000
<b>Administrator, primary responsibility is LRW -- 1 (of 1) schools reporting (2015)</b>				
Average	<b>Omitted to preserve anonymity</b>	\$76,667	\$76,667	\$76,667
Maximum		\$110,000	\$110,000	\$110,000
75%ile		x	x	x
Median		\$60,000	\$60,000	\$60,000
25%ile		x	x	x
Minimum		\$60,000	\$60,000	\$60,000

**LRW Faculty Average Salary by Director Type (continued)**

	2015	2014	2013	2012
<b>Clinical tenure or clinical tenure track — 16 (of 29) schools reporting (2015)</b>				
Average	\$74,814	\$74,324	\$70,657	\$69,269
Maximum	\$95,000	\$95,000	\$95,000	\$86,000
75%ile	\$81,500	\$79,250	\$77,050	x
Median	\$75,000	\$75,300	\$74,000	\$69,000
25%ile	\$69,000	\$66,778	\$64,000	x
Minimum	\$55,000	\$55,830	\$52,000	\$50,000
<b>Other — 13 (of 18) schools reporting (2015)</b>				
Average	\$83,212	\$81,839	\$80,631	\$83,577
Maximum	\$140,000	\$141,000	\$137,000	\$137,000
75%ile	\$92,000	\$93,250	\$90,500	x
Median	\$71,000	\$75,000	\$75,000	\$74,000
25%ile	\$65,000	\$64,500	\$62,000	x
Minimum	\$54,000	\$54,000	\$40,000	\$60,000

**76. Is the LRW faculty member eligible for summer research grants?**

	2015	2014	2013	2012	2011
a. Yes, if so, how much is the typical grant?	102	99	106	104	102
Average amount (93 responses in 2015)	\$8,894	\$9,022	\$8,843	\$8,897	\$8,968
Maximum amount	\$20,000	\$20,000	\$17,000	\$16,000	\$17,000
75%ile	\$10,000	\$10,500	\$11,000	x	x
Median amount	\$10,000	\$10,000	\$9,450	\$9,900	\$9,000
25%ile	\$6,000	\$6,250	\$6,000	x	x
Minimum amount	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
b. No	53	45	47	43	43
c. Our school does not generally provide summer research grants to faculty	12	8	6	6	8
d. Do not know	14	13	11	12	14



77. If you answered “Yes” to the prior question, what method does your school use to determine amounts of summer research grants.

	2015	2014	2013	2012	2011
a. Flat amount	86	83	85	84	84
b. Percentage of school-year salary	5	5	5	5	5
c. Other	11	11	16	16	16

78. If you answered “Yes” to Question 76, how do the summer research grants to LRW faculty compare in dollars to summer grants awarded to doctrinal faculty?

	2015	2014	2013	2012	2011
a. Research grants are <u>equal</u>	68	66	66	67	68
b. Research grants are <u>greater</u>	0	0	0	0	0
c. Research grants are <u>less</u>	21	22	24	21	22
d. Don’t know	13	11	16	33	34

78b. If you answered “Yes” to Question 76, how often are summer research grants awarded to LRW faculty who apply for such grants, as compared to doctrinal faculty?

	2015	2014	2013	2012	2011
a. Research grants are awarded <u>as often</u> to LRW faculty as to doctrinal faculty.	61	60	62	61	60
b. Research grants are awarded <u>somewhat less often</u> to LRW faculty as compared to doctrinal faculty.	9	6	7	6	7
c. Research grants are awarded <u>much less often</u> to LRW faculty as compared to doctrinal faculty.	8	11	10	8	10
d. Research grants have <u>never</u> been awarded to LRW faculty.	1	0	1	2	3
e. Don’t know	22	21	25	26	38

79. Is the LRW faculty member eligible to receive developmental funding in the current academic year (to attend conferences, buy books, etc.)

	2015	2014	2013	2012	2011
a. Yes, or Yes sufficient funds for all reasonable requests.	<b>166</b>	155	157	148	150
If yes, Average amount	<b>\$2,473</b>	\$2,375	\$2,567	\$2,636	\$2,468
If yes, Maximum amount	<b>\$10,000</b>	\$7,000	\$10,000	\$10,000	\$7,500
If yes, 75%ile	<b>\$3,000</b>	\$3,000	\$3,000	NOT REPORTED	
If yes, Median	<b>\$2,000</b>	\$2,000	\$2,000		
If yes, 25%ile	<b>\$1,500</b>	\$1,500	\$1,500		
If yes, Minimum amount	<b>\$300</b>	\$200	\$200	\$500	\$500
b. No	<b>8</b>	3	4	7	7
c. N/A	<b>5</b>	4	4	3	4

80. Does the LRW faculty member receive funding to hire student research assistants (exclusive of student teaching assistants)?

	2015	2014	2013	2012	2011
a. Yes, sufficient funding for all reasonable requests	<b>117</b>	107	113	111	116
b. Yes, annually about _____	<b>32</b>	28	28	30	28
Average amount	<b>\$2,891</b>	\$2,217	\$2,410	\$2,565	\$2,007
Maximum amount	<b>\$7,750</b>	\$7,750	\$7,750	\$7,750	\$5,000
75%ile	<b>\$5,000</b>	\$3,000	\$3,300	x	x
Median amount	<b>\$2,000</b>	\$1,000	\$1,800	\$2,000	\$1,000
25%ile	<b>\$1,500</b>	\$750	\$1,000	x	x
Minimum amount	<b>\$500</b>	\$500	\$500	\$500	\$500
c. No	<b>31</b>	30	28	23	22

81. Do the LRW faculty have the obligation to produce written scholarship?

	a. Is the LRW faculty on tenure track?		b. Is the LRW faculty ...			c. Is the scholarship of the same quality and quantity as tenure-track faculty?		
	Yes	No	<u>required to produce scholarship</u>	<u>expected to produce scholarship</u>	<u>encouraged to produce scholarship</u>	Yes	No	Not Specified
<b>2015</b>	<b>41</b>	<b>142</b>	<b>48</b>	<b>62</b>	<b>126</b>	<b>44</b>	<b>33</b>	<b>50</b>
2014	34	132	41	58	117	41	32	52
2013	35	135	40	56	115	38	34	51
2012	35	130	39	50	107	37	29	44
2011	36	132	41	52	111	37	31	52
2010	35	130	39	51	103	41	27	49
2009	31	117	34	39	91	36	19	49

82. During the current academic year, what was the LRW faculty member's workload in the required program?

		Fall Semester			Spring Semester		
		2015	2014	2013	2015	2014	2013
a. Number of students taught at least weekly in the required program.	Avg.	<b>37.5</b>	38.5	38.9	<b>36.2</b>	37.3	37.9
	Min.	<b>12</b>	10	10	<b>10</b>	10	5
	Max.	<b>150</b>	150	210	<b>150</b>	150	210
b. In-class hours of teaching each week	Avg.	<b>4.0</b>	3.9	3.9	<b>3.7</b>	3.6	3.5
	Min.	<b>1.25</b>	1.25	1.25	<b>1</b>	1	1
	Max.	<b>12</b>	12	12	<b>12</b>	11	8
c. No. of major assignments ( $\geq 5$ pages)	Avg.	<b>3.2</b>	3.2	3.3	<b>2.6</b>	2.7	2.6
	Min.	<b>2</b>	1	1	<b>1</b>	1	1
	Max.	<b>11</b>	11	11	<b>12</b>	12	12
d. No. of minor assignments ( $< 5$ pages)	Avg.	<b>3.4</b>	3.7	3.4	<b>2.9</b>	3.0	2.7
	Min.	<b>0</b>	0	0	<b>0</b>	0	0
	Max.	<b>12</b>	28	12	<b>11</b>	11	10
e. Total No. of pages of student work read per term	Avg.	<b>1540*</b>	1530*	1534*	<b>1520*</b>	1564*	1591*
	Min.	<b>175*</b>	175*	175*	<b>175*</b>	175*	175*
	Max.	<b>12,000</b>	12,000	12,000	<b>12,000</b>	12,000	12,000
f. Total hours in conference required or strongly recommended	Avg.	<b>47.5</b>	46.2	49.5 <sup>#</sup>	<b>44.0</b>	42.8	44.7 <sup>#</sup>
	Min.	<b>1</b>	0	0	<b>0</b>	0	0
	Max.	<b>150</b>	200	200 <sup>#</sup>	<b>150</b>	150	150 <sup>#</sup>
g. Total hours preparing major research and writing assignments	Avg.	<b>37.1</b>	36.5	35.4	<b>38.0</b>	37.6	34.4
	Min.	<b>0</b>	0	0	<b>0</b>	0	0
	Max.	<b>125</b>	125	125	<b>160</b>	160	160
h. Total hours preparing for class (excluding hours reported above in g)	Avg.	<b>73.0</b>	71.6	70.4	<b>68.3</b>	66.9	65.8
	Min.	<b>4</b>	4	3	<b>4</b>	4	3
	Max.	<b>750</b>	750	500	<b>750</b>	750	500
* Answers less than 40 omitted as likely being per student							
<sup>#</sup> Answer of 1600 omitted as being, well, impossible.							

83. Do LRW faculty serve on faculty committees?

	2015	2014	2013	2012	2011	2010
a. Yes, as a voting member	151	134	137	132	130	123
b. Yes, as a non-voting member	11	10	8	9	11	7
<b>Which Committees? (Please mark all that apply.)</b>						
Admissions Committee	108	95	94	89	91	81
Appointments Committee	60	52	57	47	45	37
Clerkship Committee	62	55	58	52	48	44
Curriculum Committee	115	103	105	98	96	93
Moot Court Committee	62	54	57	49	52	43
Library Committee	77	68	70	62	65	57
LRW Committee	41	37	37	38	40	38
Technology Committee	75	70	73	68	66	56
Other	112	101	101	97	95	92
c. No	18	20	22	19	24	31
d. Don't know	2	2	3	5	3	3
Note: In 2014 and 2015, under "other," over 30 committee names were listed. The most popular "other" committee was Academic Standards.						

84. May LRW faculty attend faculty meetings?

	2015	2014	2013	2012	2011	2010
a. Yes, as a voting member on <u>all</u> matters	54	42	44	42	43	41
b. Yes, as a voting member on <u>all matters except</u> hiring, promotions, or tenure	83	79	77	73	72	71
c. Yes, as a <u>non-voting</u> member	30	30	32	33	35	34
d. No	12	13	13	11	13	14
e. Don't know	3	3	4	6	5	4

85. Do the LRW faculty teach other courses?

	2015	2014	2013	2012	2011	2010
a. No	14	17	22	23	25	30
b. Yes	166	149	148	141	143	134

	When		Type of Course		Compensation			
	During regular academic year	During separate summer session	Upper-level LRW courses	Non-LRW courses	Same rate as faculty overload	Same rate as adjuncts	Other	No add'l comp.
<b>2015</b>	<b>146</b>	<b>111</b>	<b>117</b>	<b>136</b>	<b>67</b>	<b>22</b>	<b>59</b>	<b>49</b>
2014	138	101	108	124	59	20	53	45
2013	133	108	104	126	59	22	51	41
2012	126	103	95	121	56	19	49	35
2011	125	99	93	121	53	20	49	36
2010	118	92	85	116	47	24	32	47
2009	108	81	79	101	39	24	31	41

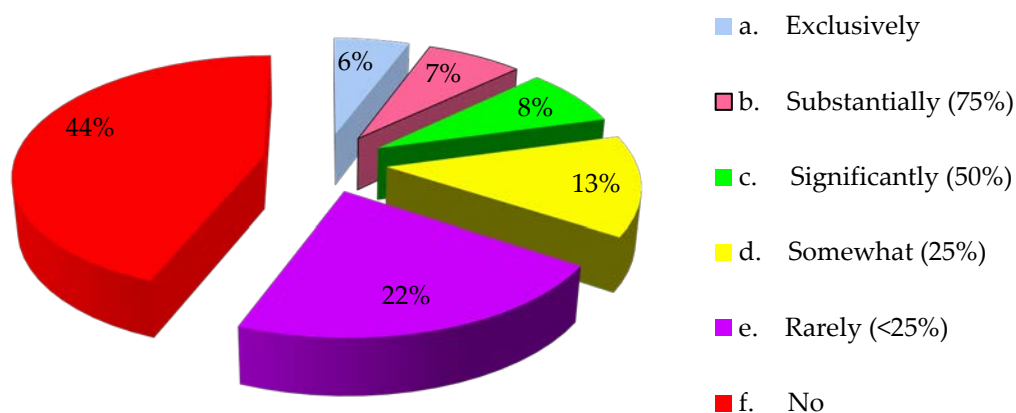
## IX. LRW Adjunct Faculty

86. Do you use adjunct faculty in your required program? (The percentages used below to define the responses are based on % of students taught.)

	2015	2014	2013	2012	2011	2010
a. Exclusively	11	11	13	14	14	15
b. Substantially (75%)	14	14	15	18	20	22
c. Significantly (50%)	15	10	15	19	18	16
d. Somewhat (25%)	26	27	31	29	28	32
e. Rarely (<25%)	42	31	31	30	29	23
f. No	85	83	82	74	78	78
Total Responses to question	193	176	187	184	187	186

Note: Over time, note the increase in the answers denoting less than 25% and the corresponding decrease in answers denoting greater than 25%; this even as the number of responding schools grew.

### 2015 Percentages of Schools Using Adjuncts to Teach (x% of) Students in Required Program



87. How many adjunct faculty did you use in the required program during the current academic year for teaching, and what are their genders?

			Objective legal writing	Advocacy or moot court	Both objective writing & advocacy	Research only	Other	Totals
<b>Female Adjuncts</b>	Schools Responding	<b>2015</b>	<b>16</b>	<b>33</b>	<b>47</b>	<b>7</b>	<b>16</b>	<b>84</b>
		2014	17	32	44	4	10	74
		2013	16	37	47	5	12	82
		2012	18	33	59	5	13	89
	No. of Females:	<b>2015</b>	<b>66</b>	<b>179</b>	<b>245</b>	<b>19</b>	<b>102</b>	<b>611</b>
		2014	62	170	267	8	74	581
		2013	74	201	284	25	95	679
		2012	77	176	336	25	99	713
	Average:	<b>2015</b>	<b>4.1</b>	<b>5.4</b>	<b>5.2</b>	<b>2.7</b>	<b>6.4</b>	
		2014	3.6	5.3	6.1	2.0	7.4	
		2013	4.6	5.4	6.0	5.0	7.9	
		2012	4.3	5.3	5.7	5.0	7.6	
	Minimum	<b>2015</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	
		2014	1	1	1	1	1	
		2013	1	1	1	1	2	
		2012	1	1	1	1	2	
	Maximum	<b>2015</b>	<b>12</b>	<b>20</b>	<b>30</b>	<b>7</b>	<b>21</b>	
		2014	12	20	26	5	24	
		2013	15	20	22	17	24	
		2012	16	16	22	17	20	
<b>Male Adjuncts</b>	Schools Responding	<b>2015</b>	<b>12</b>	<b>26</b>	<b>34</b>	<b>2</b>	<b>15</b>	<b>64</b>
		2014	10	24	35	0	10	56
		2013	9	32	40	3	14	74
		2012	13	31	44	3	14	78
	No. of Males:	<b>2015</b>	<b>40</b>	<b>149</b>	<b>187</b>	<b>8</b>	<b>91</b>	<b>475</b>
		2014	38	149	168	0	68	423
		2013	39	176	195	19	104	533
		2012	51	159	230	19	103	562
	Average:	<b>2015</b>	<b>3.3</b>	<b>5.7</b>	<b>5.5</b>	<b>4.0</b>	<b>6.1</b>	
		2014	3.8	6.2	4.8	0	6.8	
		2013	4.3	5.5	4.9	6.3	7.4	
		2012	3.9	5.1	5.2	6.3	7.4	
	Minimum	<b>2015</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	
		2014	1	1	1	0	1	
		2013	1	1	1	1	1	
		2012	1	1	1	1	1	
	Maximum	<b>2015</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>7</b>	<b>22</b>	
		2014	10	25	20	0	22	
		2013	10	25	21	17	22*	
		2012	13	25	21	17	22*	

\* Answers in excess of 75 are excluded



88. What is the salary for adjunct faculty in your required program?

	2015	2014	2013	2012	2011
<b>a. Total Responses (per credit hour)</b>	<b>53</b>	41	45*	47	51
Average amount per credit hour	<b>\$2,257</b>	\$2,530	\$2,318	\$2,372	\$2,234
Maximum amount per credit hour	<b>\$8,500</b>	\$12,000	\$12,000	\$10,000	\$10,000
75%ile	<b>\$2,875</b>	\$3,000	\$3,000	NOT REPORTED	
Median amount per credit hour	<b>\$2,000</b>	\$2,000	\$2,000	\$2,000	\$1,875
25%ile	<b>\$1,400</b>	\$1,500	\$1,250	NOT REPORTED	
Minimum amount per credit hour	<b>\$675</b>	\$675	\$500	\$675	\$675
<b>b. Total responses (per term)</b>	<b>47</b>	47***	54**	54	56
Average amount per term	<b>\$7,498</b>	\$7,912	\$8,731	\$8,824	\$8,439
Maximum amount per term	<b>\$40,000</b>	\$35,000	\$35,000	\$50,000	\$50,000
75%ile	<b>\$8,000</b>	\$9,500	\$8,000	NOT REPORTED	
Median amount per term	<b>\$4,900</b>	\$5,000	\$5,000	\$5,000	\$4,500
25%ile	<b>\$3,050</b>	\$3,625	\$3,000	NOT REPORTED	
Minimum amount per term	<b>\$1,250</b>	\$1,250	\$1,250	\$1,200	\$1,000

\*Answer of 32 omitted. \*\* Answer of 6 omitted. \*\*\*Answer of \$400,000 omitted.

89. How many students on average does each adjunct teach?

	2015	2014	2013	2012	2011
<b>a. Total Responses (students per section)</b>	<b>99</b>	87	90	94	103
Average students per section	<b>17.3</b>	17.1	17.6	17.5	18.1
Maximum students per section	<b>35</b>	35	32	31	41
75%ile	<b>20</b>	20	20	NOT REPORTED	
Median students per section	<b>16.5</b>	16.5	16.5	17	17.5
25%ile	<b>13.3</b>	13	14	NOT REPORTED	
Minimum students per section	<b>8</b>	1	8	8	8
<b>b. Total responses (students per adjunct)</b>	<b>85</b>	73	75	81	84
Average total students	<b>18.3</b>	19.1	18.9	19.6	20.8
Maximum total students	<b>46**</b>	50**	50**	50**	60**
75%ile	<b>20</b>	21	22.25	NOT REPORTED	
Median	<b>18</b>	20	18		
25%ile	<b>14</b>	14	14		
Minimum total students	<b>8</b>	8	8	10	10

\*\*Answers >100 excluded as unlikely for an adjunct to have more than 100 LRW students.

90. Must an adjunct have a minimum number of years of legal practice experience to be hired?

	2015	2014	2013	2012	2011
a. Yes (total responses)	55	51	54	57	56
Average minimum number of years	3.0	3.0	3.1	3.0	3.14
Lowest minimum number of years	1	1*	1	1	1
Highest minimum number of years	5	5	5	5	5
b. No	75	67	65	60	61
* Error corrected in 2015. Entry in 2014 was mistakenly a zero.					

91. How many years of teaching experience do the adjuncts in your program have? Please indicate the number of adjuncts who fall into each of the following categories.

	2015	2014	2013	2012	2011
a. 0-2 years (schools responding)	38	41	57	64	59
Average number of adjuncts with this experience	3.8	3.2	3.6	3.6	3.66
b. 3-5 years (schools responding)	59	55	66	71	69
Average number of adjuncts with this experience	3.9	3.9	4.1	3.8	3.95
c. 6-10 years (schools responding)	51	49	57	59	69
Average number of adjuncts with this experience	4.4	4.0	4.1	4.2	3.96
d. >10 years (schools responding)	39	42	53	52	57
Average number of adjuncts with this experience	4.2	4.1	3.9	4.3	4.51
e. Total Number of schools responding	87	79	88	93	93
Average number of adjuncts (764/87 in 2015)	8.8	9.1	10.4	10.5	10.56

92. Who creates the major writing assignments used by the adjuncts in your program? (Do not indicate who determines how many assignments or other curricular requirements.)

	2015	2014	2013	2012	2011
a. The director and full-time LRW faculty <u>exclusively</u>	61	53	52	51	51
b. The director and full-time LRW faculty <u>primarily</u>	28	23	27	30	30
c. The adjunct <u>primarily</u>	18	18	18	15	17
d. The adjunct <u>exclusively</u>	6	5	6	7	8
e. Other	30	30	27	22	22

## X. Teaching Assistants

93. Do you use teaching assistants in your required program? (The % is based on the % of the classroom teaching hours.)

	2015	2014	2013	2012	2011
Total Schools Responding	193	176	186	182	186
a. Exclusively	0	1	0	0	0
b. Substantially (75%)	7	7	4	3	4
c. Significantly (50%)	14	9	9	11	10
d. Somewhat (25%)	74	63	65	63	66
e. Rarely (<25%)	41	42	50	45	40
f. No	57	54	58	60	66

94. How many teaching assistants participate in your program to teach or to help teach and what do they teach? *Please mark all that apply.*

	2015	2014	2013	2012	2011
<b>Total number of schools responding</b>	127	113	116	103	110
<b>a. Total number of teaching assistants</b>					
Average number	15.1	16.5	17.4	18.5	18.3
Maximum	71	70	70	90	85
75%ile	18	19.5	24	NOT REPORTED	
Median number	10	12	13	13	13.5
25%ile	6	6	8	NOT REPORTED	
Minimum	1	1	1	1	1
<b>b. Subjects taught</b>					
Objective legal writing	51	47	52	49	49
Advocacy or moot court	63	56	64	59	55
Research	66	62	70	69	67
Citation	108	94	105	93	90
Other	49	47	42	38	41

95. Approximately how many students are assigned to each teaching assistant?

	2015	2014	2013	2012	2011
<b>a. Total Responses (fall)</b>	<b>131</b>	113	116	107	115
Average number students per TA	<b>21.2</b>	22.4	21.6	20.7	21.18
Maximum students per TA	<b>150</b>	150	150	150	150
75%ile	<b>23.5</b>	25	22.75	NOT REPORTED	
Median number students per TA	<b>17</b>	18	17	18.00	18.00
25%ile	<b>12.5</b>	12.5	12	NOT REPORTED	
Minimum students per TA	<b>4</b>	4	4	3	2
<b>b. Total Responses (spring)</b>	<b>129</b>	110	112	105	115
Average number students per TA	<b>21.0</b>	22.4	22.0	20.8	21.03
Maximum students per TA	<b>150</b>	150	150	150	150
75%ile	<b>23</b>	25	23.5	NOT REPORTED	
Median number students per TA	<b>17</b>	18	17	18.00	18.0
25%ile	<b>12</b>	12	12.5	NOT REPORTED	
Minimum students per TA	<b>4</b>	4	2	3	2

96. Approximately how many hours does each teaching assistant spend on TA duties each term?

	2015	2014	2013	2012	2011
<b>a. Total Responses (fall)</b>	<b>121</b>	109	112	104	104
Average hours	<b>69.9</b>	72.5	72.4	71.5	72.5
Maximum hours	<b>300</b>	300	300	240	240
75%ile	<b>100</b>	100	100	NOT REPORTED	
Median hours	<b>55</b>	60	60	60	57.5
25%ile	<b>30</b>	33	35	NOT REPORTED	
Minimum hours	<b>4</b>	5	5	5	4
<b>b. Total Responses (spring)</b>	<b>118</b>	104	110	105	102
Average hours	<b>69.2</b>	67.7	66.5	70.1	68.0
Maximum hours	<b>450</b>	250	150	250	250
75%ile	<b>100</b>	100	100	NOT REPORTED	
Median hours	<b>56.8</b>	60	60	60	52.5
25%ile	<b>30</b>	30	30	NOT REPORTED	
Minimum hours	<b>5</b>	5	5	5	4

97. Do TAs hold office hours? If so, what do they answer questions about?  
Please mark all that apply.

	2015	2014	2013	2012	2011
<b>a. No</b>	<b>27</b>	25	27	24	21
<b>b. Yes</b>	<b>128</b>	115	121	115	113
<b>c. Subjects covered</b>					
Research	<b>106</b>	97	105	100	98
Writing, generally	<b>98</b>	90	98	91	92
Writing assignments before they are graded	<b>90</b>	81	89	85	90
Other law school questions (such as exams)	<b>75</b>	72	77	72	71
Citation	<b>117</b>	103	112	108	106

98. How are the teaching assistants compensated? *Please mark all that apply.*

	2015	2014	2013	2012	2011
<b>a. Course credit and grades (no. of schools)</b>	<b>21</b>	20	19	18	18
<b>b. Course credit (no. of schools)</b>	<b>39</b>	37	37	32	34
Average credits (Fall) (46 schools reporting 2015)	<b>1.76</b>	1.68	1.87	1.86	1.82
Minimum credits (Fall)	<b>1</b>	1	1	1	1
Maximum credits (Fall)	<b>4</b>	3	4	4	4
Average credits (Spring) (45 schools reporting 2015)	<b>1.58</b>	1.53	1.70	1.77	1.71
Minimum credits (Spring)	<b>1</b>	1	1	1	1
Maximum credits (Spring)	<b>3</b>	3	3	3	3
<b>c. Offset against tuition (no. of schools)</b>	<b>10</b>	10	11	11	10
Average offset (5 schools reporting 2015)	<b>\$1,415</b>	\$1,688	\$2,117	\$2,014	\$2,014
Minimum offset	<b>\$1,000</b>	\$1,000	\$1,000	\$900	\$900
Maximum offset	<b>\$2,200</b>	\$2,750	\$4,000	\$4,000	\$4,000
<b>d. Payment per term (no. of schools)</b>	<b>25</b>	25	28	26	29
Average payment (24 schools reporting 2015)	<b>\$1,475</b>	\$1,330	\$1,345	\$1,294	\$1,310
Minimum payment	<b>\$300</b>	\$300	\$350	\$350	\$100
Maximum payment	<b>\$4,000</b>	\$4,000	\$4,000	\$4,000	\$4,000
<b>e. Payment per hour worked (no. of schools)</b>	<b>59</b>	48	52	47	44
Average payment (61 schools reporting 2015)	<b>\$11.19</b>	\$11.04	\$10.72	\$10.84	\$10.73
Minimum payment	<b>\$7.50</b>	\$7.50	\$6.50	\$6.50	\$6.50
Maximum payment	<b>\$20.00</b>	\$20.00	\$20.00	\$20.00	\$15.00
<b>f. Other (no. of schools)</b>	<b>13</b>	12	14	11	12

99. Approximately how many hours of training are provided for each teaching assistant each term?

	2015	2014	2013	2012	2011
Schools responding	<b>116</b>	102	106	102	102
Average hours	<b>9.8</b>	10.2	10.6	10.6	10.85
Maximum hours	<b>55</b>	55	60	60	60
75%ile	<b>15</b>	15	15	NOT REPORTED	
Median	<b>8</b>	6	6.5		
25%ile	<b>5</b>	4	4		
Minimum hours	<b>1</b>	1	1	1	1

## XI. Survey Use

100. Have you used ALWD/LWI survey data to . . . *Please mark all that apply.*

	2015	2014	2013	2012	2011
a. Improve your program	140	129	135	128	126
b. Improve your status	91	88	89	82	78
c. Improve your salary	88	85	90	83	80
d. No	31	26	31	30	33
Other	27	29	28	25	31

## XII. Hot Topics

### A. IMPACT OF ECONOMIC CONDITIONS AND THE LAW SCHOOL CLIMATE

1. Have there been recent changes in your professional development (*i.e.* travel) budget in recent years?

	2015
a. There has been no change and I can attend about the same number of programs requiring travel.	81
b. There has been no change, but with increased registration fees and travel costs, I cannot attend as many programs or I have to attend more programs closer to school.	28
c. My budget has increased to keep pace with increased registration fees and travel costs, so that I can attend about the same number of programs.	5
d. My budget has increased enough that I can attend more programs	1
e. My budget has decreased	52

2. If your budget has increased or decreased, by approximately how much?

	2015
My budget has <b>increased</b> by approximately: (4 schools reporting in 2015)	
Average amount	\$1,313
Maximum	\$3,000
Median	\$1,000
Minimum	\$250
My budget has <b>decreased</b> by approximately: (20 schools reporting in 2015)*	
Average amount	\$1,535
Maximum	\$5,000
Median	\$1,000
Minimum	\$500
My budget has not changed	29
Not applicable	31

\*Several answers were given in manners unreportable in the table: reduction by percentage (including 100%), “all except \$1500,” etc.

3. Are LRW faculty at your school eligible to be appointed to named professorships?

	2015
a. Yes	31
b. No	67
c. My school does not have enough named professorships for this question to apply at this time.	53
d. Other	14

4. Are you viewing, commenting on, and grading papers electronically?

	2015
a. Yes	131
b. No	50



5. If you are viewing, commenting, and grading papers electronically, what format do you use?

	2015
a. WordPerfect	1
b. Word	94
c. PDF	3
d. Grading program housed with course management program at my school	0
e. Some Combination of the above	26
f. None of the above	1
g. Turnitin or other originality checking program. If other, please name the program	4
h. Other	9

6. Has your school added additional writing courses in the upper-level curriculum to meet the new ABA experiential learning requirements?

	2015
a. Yes	34
b. No	138

7. If the answer to Hot Topics Question 6 was “yes,” what courses have been added?

Answers varied widely, falling into the usual categories: various drafting courses, experiential classes (e.g. writing components in externships), and various capstone courses.

8. Has your school incorporated experiential learning courses into the first-year curriculum?

	2015
a. Yes	53
b. No	114

9. If the answer to Hot Topics Question 8 was “yes,” what courses have been added?

Courses listed included negotiation, client interviewing, courses on the legal profession, simulation-based courses, drafting, etc. In some instances, the experiential course was a doctrinal course (Contracts, e.g.) with a new experiential component.

10. Have the upper-level writing courses that were not considered “skills” courses in the past now designated as experiential learning courses?

	2015
a. Yes	24
b. No	135

# Appendix

## Participation by School

### Law Schools that responded in time for 2015 Survey Report (194 total)

1. Albany Law School
2. American University, Washington College of Law
3. Appalachian School of Law
4. Arizona State University Sandra Day O'Connor College of Law
5. Arizona Summit Law School
6. Atlanta's John Marshall Law School
7. Ave Maria School of Law
8. Barry University School of Law
9. Baylor University Law School
10. Benjamin N. Cardozo School of Law, Yeshiva University
11. Boston College Law School
12. Boston University School of Law
13. Brooklyn Law School
14. California Western School of Law
15. Campbell University School of Law
16. Capital University Law School
17. Case Western Reserve University School of Law
18. Catholic University of America Columbus School of Law
19. Chapman University School of Law Dale E. Fowler School of Law
20. Charleston School of Law
21. Charlotte School of Law
22. Chicago-Kent College of Law, Illinois Institute of Technology
23. Cleveland Marshall College of Law
24. Columbia Law School
25. Concordia University School of Law
26. Cornell University Law School

27. Creighton University School of Law
28. Cumberland School of Law – Samford University
29. CUNY School of Law
30. DePaul University College of Law
31. Drake University Law School
32. Drexel University College of Law
33. Duke University School of Law
34. Duquesne University School of Law
35. Elon University School of Law
36. Emory University School of Law
37. Faulkner University Jones School of Law
38. Florida Coastal School of Law
39. Florida International University
40. Florida State University College of Law
41. Fordham Law School
42. George Mason University School of Law
43. George Washington University Law School
44. Georgetown University Law Center
45. Georgia State University College of Law
46. Golden Gate University School of Law
47. Gonzaga University School of Law
48. Hamline University School of Law
49. Hastings College of the Law
50. Hofstra Law
51. Howard University School of Law
52. Indiana University Maurer School of Law
53. Indiana University Robert H. McKinney School of Law
54. Lewis and Clark Law School
55. Loyola Law School, Los Angeles
56. Loyola University Chicago School of Law
57. Loyola University New Orleans School of Law
58. Marquette University Law School

59. Massachusetts School of Law at Andover
60. McGeorge School of Law, University of the Pacific
61. Mercer University School of Law
62. Michigan State University College of Law
63. Mississippi College School of Law
64. Moritz College of Law, The Ohio State University
65. New England School of Law
66. New York Law School
67. North Carolina Central University School of Law
68. Northeastern University School of Law
69. Northern Illinois University College of Law
70. Northern Kentucky University Salmon P. Chase College of Law
71. Northwestern University Pritzker School of Law
72. Notre Dame Law School
73. Nova Southeastern University Shepard Broad Law Center
74. NYU School of Law
75. Ohio Northern University Pettit College of Law
76. Oklahoma City University School of Law
77. Pace Law School
78. Paul M. Hebert Law Center Louisiana State University
79. Penn State School of Law
80. Pepperdine University School of Law
81. Quinnipiac University School of Law
82. Regent University School of Law
83. Roger Williams University School of Law
84. Rutgers School of Law – Camden
85. Rutgers School of Law – Newark
86. S. J. Quinney College of Law – University of Utah
87. Santa Clara University Law
88. Savannah Law School
89. Seattle University School of Law
90. Seton Hall University School of Law

91. South Texas College of Law
92. Southern Illinois University School of Law
93. Southern Methodist University School of Law
94. Southern University Law Center
95. Southwestern Law School
96. St John's University School of Law
97. St. Louis University School of Law
98. St. Mary's University School of Law
99. St. Thomas University School of Law (Miami)
100. Stanford Law School
101. Stetson University College of Law
102. Suffolk University Law School
103. SUNY at Buffalo
104. Syracuse University College of Law
105. Temple University Beasley School of Law
106. Texas A&M University School of Law
107. Texas Tech University School of Law
108. The John Marshall Law School (Chicago)
109. Thomas Jefferson School of Law
110. Thurgood Marshall School of Law, Texas Southern University
111. Touro College Jacob D. Fuchsberg Law Center
112. Tulane Law School
113. UCLA School of Law
114. University of Akron School of Law
115. University of Alabama School of Law
116. University of Arizona James E. Rogers College of Law
117. University of Arkansas at Little Rock, William H. Bowen School of Law
118. University of Arkansas School of Law
119. University of Baltimore School of Law
120. University of California, Berkeley School of Law
121. University of California Davis School of Law
122. University of California, Irvine School of Law

123. University of Chicago Law School
124. University of Cincinnati College of Law
125. University of Colorado Law School
126. University of Connecticut School of Law
127. University of Dayton School of Law
128. University of Denver Sturm College of Law
129. University of Detroit Mercy School of Law
130. University of Florida Levin College of Law
131. University of Georgia School of Law
132. University of Illinois College of Law
133. University of Iowa College of Law
134. University of Kansas School of Law
135. University of Kentucky College of Law
136. University of La Verne College of Law
137. University of Louisville, Louis D. Brandeis School of Law
138. University of Maine School of Law
139. University of Maryland, Carey School of Law
140. University of Massachusetts School of Law -Dartmouth
141. University of Memphis, Cecil C. Humphreys School of Law
142. University of Miami School of Law
143. University of Michigan Law School
144. University of Minnesota Law School
145. University of Mississippi School of Law
146. University of Missouri School of Law
147. University of Missouri-Kansas City School of Law
148. University of Montana School of Law
149. University of New Hampshire School of Law
150. University of New Mexico School of Law
151. University of North Carolina School of Law
152. University of North Dakota School of Law
153. University of Oklahoma College of Law
154. University of Oregon School of Law

155. University of Pennsylvania Law School
156. University of Pittsburgh School of Law
157. University of Richmond School of Law
158. University of San Diego School of Law
159. University of San Francisco School of Law
160. University of South Carolina School of Law
161. University of South Dakota School of Law
162. University of Southern California, Gould School of Law
163. University of St. Thomas School of Law (Minnesota)
164. University of Tennessee College of Law
165. University of Texas School of Law
166. University of the District of Columbia David A. Clarke School of Law
167. University of Toledo College of Law
168. University of Tulsa College of Law
169. University of Virginia School of Law
170. University of Washington School of Law
171. University of Windsor
172. University of Wisconsin Law School
173. University of Wyoming College of Law
174. Valparaiso University School of Law
175. Vanderbilt University Law School
176. Vermont Law School
177. Villanova University School of Law
178. Wake Forest University School of Law
179. Washburn University School of Law
180. Washington University School of Law
181. Wayne State University Law School
182. West Virginia University College of Law
183. Western Michigan University Cooley Law School
184. Western New England University School of Law
185. Western State University College of Law
186. Whittier Law School



187. Widener University School of Law, Harrisburg
188. Widener University School of Law, Wilmington
189. Willamette University College of Law
190. William and Mary Law School
191. William Mitchell School of Law
192. William S. Boyd School of Law – UNLV
193. William S. Richardson School of Law, University of Hawaii at Manoa
194. Yale Law School