

**2000 SURVEY RESULTS
ASSOCIATION OF LEGAL WRITING DIRECTORS/
LEGAL WRITING INSTITUTE**

This 2000 ALWD/LWI Survey Results Report includes responses from 137 law schools in the United States. The respondents answered questions about the operation of their legal research and writing programs during the 1999-2000 academic year. This report is a snapshot of these 137 programs. It is an admittedly inexact composite picture of many unique programs of great variety and complexity.

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

This survey report also includes data from the 1999 survey. You will see the left-hand column by each question includes the number of responses in each category from the 1999 survey, where available, and the 2000 survey. Averages and other relevant data from the 1999 survey are also included throughout this report, where available, to allow rough comparisons. Please realize, of course, that some variations measure real changes in LRW programs from last year, while other reflect changes in the respondent group.

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

Jo Anne Durako
Survey Committee Chair

I. SUBMITTER PROFILE

1. Are you:

<u>1999</u>	<u>2000</u>	
<u>98</u>	<u>112</u>	a. Director of the entry-level program?
<u>1</u>	<u>4</u>	b. Associate or assistant director of the entry-level program?
<u>4</u>	<u>2</u>	c. Director of the upper-level appellate advocacy program, drafting program, or other upper-level program?
<u>11</u>	<u>17</u>	d. A teacher in a program without a director?
<u>7</u>	<u>4</u>	e. None of the above.

2. Please indicate your gender.

<u>1999</u>	<u>2000</u>	
<u>86</u>	<u>99</u>	a. Female.
<u>31</u>	<u>38</u>	b. Male.

3. As of now, how many years have passed since the director earned a J.D. degree?

1999 **2000**

 113 Years. **(average) 17 (min 5; max 33)**

4. As of now, how many years has the director been teaching in law school on a full-time basis?

1999 **2000**

 113 Years. **(average) 11 (min 0; max 30)**

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

1999 **2000**

 113 Years. **(average) 7 (min 0; max 22)**

II. LAW SCHOOL INFORMATION

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.

1999 **2000**

 20 24

 2 4

 16 19

 25 28

 14 17

 17 21

 15 17

 8 6

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

7. What is the setting of your law school?

1999 **2000**

 75 106

 30 21

 10 10

- a. Urban.
- b. Suburban.
- c. Rural.

8. What type of institution is your law school?

1999 **2000**

 46 55

 71 79

- a. Public.
- b. Private.

9. What was the size of your first-year J.D. class for 1999-01?

1999 2000

- | | |
|--------------|---------------------------|
| <u> 7 </u> | a. 100 or fewer students. |
| <u> 22 </u> | b. 101 to 150 students. |
| <u> 36 </u> | c. 151 to 200 students. |
| <u> 29 </u> | d. 201 to 250 students. |
| <u> 16 </u> | e. 251 to 300 students. |
| <u> 27 </u> | f. 301 or more students. |

III. STAFFING MODEL

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

1999 2000

- | | | |
|--------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u> 1 </u> | <u> 5 </u> | a. Tenured or tenure-track teachers hired specifically to teach legal writing. |
| <u> 3 </u> | <u> 5 </u> | b. Tenured or tenure-track teachers hired to teach legal writing and other courses. |
| <u> 3 </u> | <u> 0 </u> | c. Tenured or tenure-track teachers who teach legal writing as part of their first-year doctrinal courses. |
| <u> 2 </u> | <u> 1 </u> | 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. |
| <u> 64 </u> | <u> 73 </u> | e. Full-time nontenure-track teachers with long-term contracts or short-term contracts. |
| <u> 15 </u> | <u> 25 </u> | f. Adjuncts. |
| <u> 2 </u> | <u> 1 </u> | g. Graduate students. |
| <u> 4 </u> | <u> 2 </u> | h. Students (<i>only if these upper-level students provide a substantial portion of individualized feedback on papers or have a substantial responsibility for classroom teaching</i>). |
| <u> 23 </u> | <u> 33 </u> | i. A complex hybrid of the above models or some other model. |

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

1999 2000

- | | | |
|--------------|--------------|-------------------------------------------------------------------------------------------------|
| <u> 3 </u> | <u> 4 </u> | a. Tenure-track teachers hired specifically to teach legal writing. |
| <u> 8 </u> | <u> 13 </u> | b. Tenure-track teachers hired to teach legal writing and other courses. |
| <u> 4 </u> | <u> 1 </u> | c. Tenure-track teachers who teach legal writing as part of their first-year doctrinal courses. |
| <u> 0 </u> | <u> 3 </u> | 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.

<u>18</u>	<u>20</u>
<u>15</u>	<u>21</u>
<u>3</u>	<u>1</u>
<u>13</u>	<u>14</u>

- e. Full-time nontenure-track teachers with long-term contracts or short-term contracts.
- f. Adjuncts.
- g. Graduate students.
- h. Students (*only if these upper-level students provide a substantial portion of individualized feedback on paper or have a substantial responsibility for classroom teaching*).

IV. CURRICULUM

12. How many credit hours are awarded each semester of the entry-level program?
Responses of 0 were excluded from the averages.

	First Year		Second Year		Third Year	
	Fall	Spring	Fall	Spring	Fall	Spring
(average)	2.14	2.08	2.20	2.00	1.33	3
(min)	0	0	0	0	0	0
(max)	4	4	4	3	2	3
# of responses	132	135	20	6	3	2

1999

- | | |
|-----------|---------------------------------------------|
| <u>11</u> | One credit each semester for first year. |
| <u>41</u> | Two credits each semester for first year. |
| <u>14</u> | Three credits each semester for first year. |
| <u>51</u> | Some other combination. |

13. When is introductory advocacy taught (typically an appellate advocacy course) 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.*)

	First Year		Second Year		Third Year	
	Fall	Spring	Fall	Spring	Fall	Spring
(average)	0	1.91	2.15	2.14	0	0
(min)	0	1	1	1	0	0
(max)	0	3	3	3	0	0
# of responses	0	103	20	7	0	0

14. Does the number of credit hours awarded for the entry-level program equal the number of scheduled classroom hours?

1999 2000

89 99
19 21

- a. Yes.
- b. No, we teach **(average) 2.5* (min 1; max 10)** more classroom hours, on average.
1999 Survey: (average) 2.816 (min .05; max 15)
- c. No, we teach **(average) 2.7* (min 1; max 10)** fewer classroom hours, on average.
1999 Survey: (average) 3.5 (min 1; max 10)

8 11

NOTE: *Four responses of >10 for b. and c. have been excluded from the averages. This question was intended to determine the difference between the number of hours of teaching each week and the number of credit hours. Some respondents may have answered with the number of hours taught each semester thus inflating the average.

15. How is your entry-level course graded?

1999 2000

98 113
2 2
7 12
9 6
1 4

- a. Grades that are included in the students' GPA.
- b. Grades that are not included in the students' GPA.
- c. Honors, pass, fail (or some equivalent).
- d. Purely pass/fail.
- e. Other method.

16. Is the entry-level program graded on a curve or with a required mean and distribution?

1999 2000

56
26
16
38

- a. Yes, it's graded the same way as all first-year courses.
- b. Yes, it's graded on a curve specifically for LRW.
- c. Yes, it's graded on some other curve.
- d. No.

17. Are the major writing assignments in the entry-level program graded anonymously?

(Note: A major writing assignment is one in which the final product is ≥ 5 pages.)

1999 2000

55
23
57

- a. Yes, all major writing assignments.
- b. Yes, some major writing assignments: % varies too widely to report.
- c. No.

18. How do you teach legal research in your program?

1999 2000

103
33

- a. Integrated with writing.
- b. Taught separately from writing.

- 64 c. Taught by LRW Faculty.
- 54 d. Taught by Librarians.
- 18 e. Other.

19. What research assignments are required in the first-year LRW course?
(Please choose the appropriate instructional model for programs with research instruction integrated or taught separately.) (Please check all that apply.)

A program with research instruction integrated w/ writing.	A program with research instruction taught separately.	
78	28	a. Research exercises unrelated to writing assignments
38	17	b. Closed universe research for writing assignments
43	9	c. All open library research for writing assignments
78	24	d. Combination of closed and open universe research
36	15	e. Legislative histories
45	14	f. Administrative law research
60	13	g. Limited Westlaw/Lexis training in the first semester
20	5	h. Unlimited Westlaw/Lexis training in the first semester
82	21	i. Unlimited Westlaw/Lexis training in the second semester
17	5	j. Other

20. What writing assignments are assigned in the required LRW course? *(Please circle all that apply.)*

1999 2000

- 134 a. Legal memoranda.
- 67 b. Client letters.
- 60 c. Pretrial briefs.
- 32 d. Trial briefs.
- 104 e. Appellate briefs.
- 3 f. Law review articles.
- 28 g. Drafting documents.
- 6 h. Drafting legislation.

21 i. Other.

21. What speaking skills are covered in the required first-year LRW course?

(Please circle all that apply.)

1999 **2000**

<u> 39 </u>	a. Pretrial motion.
<u> 15 </u>	b. Trial motion.
<u> 101 </u>	c. Appellate brief argument
<u> 34 </u>	d. In-class presentations.
<u> 16 </u>	e. Oral report to senior partner.
<u> 9 </u>	f. Other.

22. Are legal writing assignments coordinated (i.e., taught collaboratively by the faculty in two or more courses) with reading or writing assignments in other first-year courses?

1999 **2000**

<u> 9 </u>	a. Yes.
<u> 26 </u>	b. Somewhat. The topics of the assignments are coordinated, but not the teaching.
<u> 99 </u>	c. No.

23. Do you require rewrites of major writing assignments in the entry-level program?

(Note: A major writing assignment is one in which the final product is ≥ 5 pages.)

1999 **2000**

<u> 38 </u>	a. Yes, <u>all</u> major assignments require at least one rewrite.
<u> 73 </u>	b. Yes, but <u>not all</u> , approximately (average) 49% (min 10%; max 80%) of major assignments require rewrites.
<u> 22 </u>	c. No.

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

1999 **2000**

<u> 133 </u>	a. Comments written on the paper itself and in margins.
<u> 87 </u>	b. General feedback memo addressed to all students.
<u> 64 </u>	c. Feedback memo written specifically for the individual student.
<u> 104 </u>	d. Short comments written at the end of the paper.
<u> 117 </u>	e. Comments in person during conference.
<u> 21 </u>	f. Other.

25. What percentage of major writing assignments in the entry-level course are graded?

(Note: A major writing assignment is one in which the final product is ≥ 5 pages.)

1999 **2000**

<u> 9 </u>	a. 0-25%.
<u> 10 </u>	b. 26-50%.
<u> 17 </u>	c. 51-75%.
<u> 102 </u>	d. 76-100%.

26. For writing assignments with more than one required draft, are drafts other than the final draft graded?

1999 **2000**

56

a. Yes.

67

b. No.

27. Which citation method do you plan to teach for the 2000-01 academic year?

(Please note: This is the only question relating to the upcoming academic year instead of the 1999-00 academic year.)

1999 **2000**

48

a. ALWD Citation Manual only.

38

b. Bluebook only.

21

c. Both ALWD Citation Manual and Bluebook.

18

d. Other.

28. Which of these services does your law school provide for first-year students?

1999 **2000**

11

a. Writing Specialist, full time.

29

b. Writing Specialist, part time.

22

c. Tutorial.

91

d. Student teaching assistants helping students.

98

e. Academic support program.

8

f. Other.

29. If your law school employs a writing specialist, what is that person's status, training, salary, and gender?

		WRITING SPECIALIST #1	WRITING SPECIALIST #2
Status	a. Full-time	10	2
	b. Part-time	26	4
	c. Tenured	4	0
	d. Long-term contract	4	1
	e. Short-term contract	20	4
TRAINING	f. J.D.	16	2
	g. Ph.D. in English	14	1
	h. Other relevant advanced degree	14	4
	i. Other	0	0
Gender	j. Female	31	5
	k. Male	5	0
j. Salary		Full-time: (average) \$48,917 (min \$7,500; max \$75,000) Part-time: (average) \$12,444 (min \$2,215; max \$36,000)	Full-time: (average) \$44,000 (min \$44,000; max \$44,000) Part-time: (average) \$6,000 (min \$4,000; max \$8,000)

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?

1999 2000

- 34 a. Holding student conferences **(average) 73%** (min 10%; max 100%)
- 26 b. Training LRW faculty **(average) 3%** (min 0%; max 20%)
- 32 c. Providing workshops **(average) 19%** (min 0%; max 100%)
- 25 d. Training law review and advanced moot court students **(average) 1%** (min 0%; max 10%)
- 25 e. Teaching upper-level writing courses **(average) 8%** (min 0%; max 65%)
- 27 f. Reviewing upper-level seminar papers **(average) 5%** (min 0%; max 50%)
- 24 g. Publishing scholarly articles and books **(average) 4%** (min 0%; max 25%)

31. Do you have a formal writing center in your law school for your program?

1999 2000

- 13 a. Yes, established **(average) 6** (min 1; max 10) years ago.
- 9 b. Yes, staffed by **(average) 2** (min 1; max 7) professionals .
- 6 c. Yes, staffed by **(average) 9** (min 5; max 15) teaching assistants.
- 4 d. Other.
- 47 e. No, but the university writing center is available to law students.
- 63 f. No.