

### III. STAFFING MODEL

10. Following the model used by the authors of the *Source Book 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. *Note: Do not consider the director's status if that differs from the status of the other LRW teacher.*

<u>2001</u>	<u>2002</u>	<u>2003</u>	
<u>5</u>	<u>7</u>	<u>6</u>	a. Tenured or tenure-track teachers hired specifically to teach legal writing ( <b>4%</b> )
<u>4</u>	<u>4</u>	<u>7</u>	b. Tenured or tenure-track teachers hired to teach legal writing and other courses ( <b>4%</b> )
<u>0</u>	<u>0</u>	<u>1</u>	c. Tenured or tenure-track teachers who teach legal writing as part of their first-year doctrinal courses ( <b>0.5%</b> )
<u>1</u>	<u>1</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 ( <b>0.5%</b> )
<u>66</u>	<u>76</u>	<u>85</u>	e. Full-time non tenure-track teachers with long-term contracts or short-term contracts ( <b>50%</b> )
<u>*</u>	<u>*</u>	<u>4</u>	f. Part-time Faculty ( <b>2%</b> )
<u>25</u>	<u>21</u>	<u>16</u>	g. Adjuncts ( <b>9%</b> )
<u>0</u>	<u>0</u>	<u>0</u>	h. Graduate students ( <b>0%</b> )
<u>0</u>	<u>1</u>	<u>1</u>	i. 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> ) ( <b>0.5%</b> )
<u>34</u>	<u>41</u>	<u>50</u>	j. A complex hybrid of the above models or some other model ( <b>29%</b> )
<u>5</u>	<u>0</u>	<u>0</u>	k. Not answered

*\*This answer option was not available in the 2001 and 2002 surveys.*

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

<u>2001</u>	<u>2002</u>	<u>2003</u>	
<u>3</u>	<u>6</u>	<u>5</u>	a. Tenure-track teachers hired specifically to teach legal writing ( <b>10%</b> )
<u>8</u>	<u>8</u>	<u>12</u>	b. Tenure-track teachers hired to teach legal writing and other courses ( <b>24%</b> )
<u>2</u>	<u>2</u>	<u>5</u>	c. Tenure-track teachers who teach legal writing as part of their first-year doctrinal courses ( <b>10%</b> )
<u>4</u>	<u>2</u>	<u>5</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 **(10%)**

<u>24</u>	<u>25</u>	<u>31</u>	e.	Full-time non tenure-track teachers with long-term contracts to short-term contracts ( <b>62%</b> )
*	*	<u>9</u>	f.	Part-time faculty <b>(18%)</b>
<u>21</u>	<u>28</u>	<u>28</u>	g.	Adjuncts <b>(56%)</b>
<u>3</u>	<u>5</u>	<u>1</u>	h.	Graduate students ( <b>2%</b> )
<u>10</u>	<u>14</u>	<u>0</u>	i.	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> ) ( <b>0%</b> )

*\*This answer option was not available in the 2001 and 2002 surveys.*