

**This is a hardcopy version of
CSALE's online 2016-17 Survey of
Applied Legal Education. You can
learn more about CSALE and find
results at www.CSALE.org**

2016-17 CSALE Survey of Applied Legal Education

PHASE I: MASTER SURVEY

Introduction

Welcome to Phase I Master Survey of the 2016-17 *Survey of Applied Legal Education*, a project of the CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION (CSALE). The *Survey* should take about an hour to complete.

CSALE conducts the *Survey* every three years: this is our fourth since 2007. Eighty-eight percent of ABA accredited law schools participated in our last survey in 2013-14. Continued participation at this level is critical. The data CSALE gathers has and will continue to have a significant impact on clinical legal education. Over 75% of U.S. law schools have relied on CSALE's data in considering law clinic and field placement course design, pedagogy and staffing. Scholars and organizations (*e.g.*, CLEA) also regularly rely on CSALE's data. Your participation in the 2016-17 *Survey* keeps CSALE's data "fresh" and is thus critically important to applied legal educators, their programs, law schools, and legal scholars. You can learn more about CSALE's work, see a summary of the results the prior *Surveys*, and request a free customized report by visiting www.CSALE.org.

You have been identified as the person primarily responsible for, or with the best knowledge of, the law clinic and field placement courses at your law school. If this is in error, please email changeprp@csale.org at your very earliest convenience. CSALE requests that you complete this *Master Survey* to provide an overview of all law clinics and field placement courses at your law school. The *Master Survey* also electronically generates two *Sub-Surveys*: Phase II which is directed to the director or head of each individual law clinic or field placement course at your school, and Phase III directed to anyone teaching or supervising in either a law clinic *and/or* field placement course there. You will be asked to electronically assign these *Sub-Surveys* below by providing a name and email address for the appropriate persons. Each Phase of the *Survey* is completed and submitted entirely on-line and can be paused where indicated. **This *Phase I Master Survey* must be completed by December 31, 2016, but it would be best if you completed it as far in advance of the deadline as possible. The Phase II and III *Sub-Surveys* that you are assigning will be released to their intended recipients for completion in early 2017.**

Your responses in the *Survey* will be combined with those from other schools and clinical faculty and collectively reported. CSALE carefully limits the distribution and use of its data to scholars and those considering law clinic and field placement program design and staffing. No data is made available for purposes of ranking (e.g., U.S. News).

Notes on taking the *Phase I Master Survey*

The *Phase I Master Survey* is divided into sections, several which will run very quickly if you have your faculty directory at hand. Your answers to the section you are currently working on are automatically saved when you switch to a different section using the tabs at the top of the page or when you click the "Next Section" or "Previous Section" buttons at the bottom of the page. The last section has a "Finished" button. Clicking this button will save your answers for the last section, give you the opportunity to see your answers for all the questions in the *Survey* and email you a copy of your answers. At any point (even after you click the "Finished" button) until this *Survey* is closed, you can log back into the *Survey* and review or change your answers.

Whenever you need to leave the *Survey*, please make sure to select the "Next Section" button to save your answers for the current section. Selecting the "Log Out" link, typing in a new web address, or closing your browser will NOT automatically save your answers for the current section.

Critical Definitions

This *Survey* focuses on law clinics, field placement courses, and the people teaching in each. In taking this *Survey*, the following definitions apply:

- (i) A **clinical faculty member** is a person employed by the law school who teaches in either a law clinic or field placement course. A person who is primarily employed by the office where a student is placed in a field placement course and supervises students in that capacity (sometimes referred to as a “field supervisor” or “site supervisor”) or who is primarily a doctrinal/classroom teacher and supervises a few students in externship placements or helps teach a select seminar class sessions are **not** considered “clinical faculty” for purposes of this Survey;

- (ii) **Law Clinics** are credit-bearing courses under ABA Standard 304(b) in which students advise or represent clients (individuals or organizations) or serve as a third-party neutral, are supervised by a clinical faculty member (faculty, adjunct, fellow, staff attorney, etc.), and include a classroom instructional component; and

- (iii) **Field placement courses** are credit-bearing externship courses under ABA Standard 304(c) that provide substantial lawyering experience where students are supervised in a setting outside the law school by persons not primarily employed by the law school and which may or may not include a classroom component, but does require some means of ongoing, contemporaneous, faculty guided reflection. **Field placement program** is the collection of field placement courses.

A. Identifying Information

1. LAW SCHOOL IDENTIFICATION: Please choose your law school from the drop down list provided in the on-line version.

2. RESPONDENT IDENTITY: Please provide the following information about yourself.

Last Name: _____

First Name: _____

Title: _____

Email Address: _____

3. Please identify the region where your law school is located.

___Region I: Far West (AZ, CA, HI, NV, OR, UT, WA)

___Region II: Northwest & Great Plains (ID, MT, NE, ND, SD, WY)

___Region III: Southwest & South Central (AR, CO, KS, LA, MO, NM, OK, TX)

___Region IV: Great Lakes/Upper Midwest (IL, IN, IA, MI, MN, OH, WI)

___Region V: Southeast and Puerto Rico (AL, FL, GA, KY, MS, PR, TN, WV)

___Region VI: Mid Atlantic (DC, DE, MD, NJ, NC, PA, SC, VA)

___Region VII: Northeastern (CT, MA, ME, NH, NY (excluding New York City and Long Island), RI, VT)

___Region VIII: New York City and Long Island

4. LAW SCHOOL CHARACTERISTICS

4a. What is the size of your first-year full-time J.D. class for the current academic year?

- | | | |
|----------------------------|-----------------------------|----------------------------|
| <i>101 to 150 students</i> | <i>151 to 200 students</i> | <i>201 to 250 students</i> |
| <i>251 to 300 students</i> | <i>301 to 350 students</i> | <i>351 to 400 students</i> |
| <i>401 to 450 students</i> | <i>451 or more students</i> | |

4b. What is the size of your first-year part-time J.D. class for the current academic year? (if no part-time students, please select that answer)

- | | | |
|------------------------------|------------------------------|-----------------------------|
| <i>No Part-Time Students</i> | <i>Fewer than 5 students</i> | <i>5 to 50 students</i> |
| <i>51 to 100 students</i> | <i>101 to 150 students</i> | <i>151 to 200 students</i> |
| <i>201 to 250 students</i> | <i>251 to 300 students</i> | <i>301 to 350 students</i> |
| <i>351 to 400 students</i> | <i>401 to 450 students</i> | <i>451 or more students</i> |

4c. Is your law school a: *public institution / private institution*

5a. Does your school have a person with oversight responsibility for all law clinics **and** field placement courses? *Yes / No*

5b. If you answered yes to question 5a, does this person's title include the word "Dean"?
Yes / No

5c. If you answered yes to question 5a, please provide that full title whether or not it includes the word "Dean".

5d. Does this person have oversight responsibility for courses or programs other than law clinics and field placement courses? If yes, please indicate such courses and programs below (check all that apply):

Yes / No

- ___ Pro Bono Program
- ___ Simulation/practicum courses
- ___ 1L Legal Writing/Practice Program
- ___ Other [Please briefly described below]

6a. Is there a person at your school (other than the person identified in question 5 above) that has oversight responsibility for **only** all law clinics? Yes / No

6b. If you answered yes to question 6a, does this person's title include the word "Dean"?
Yes / No

6c. If you answered yes to question 6a, please provide that full title whether or not it includes the word "Dean".

7a. Is there a person at your school (other than the person identified in question 5 above) that has oversight responsibility for **only** all field placement courses?

Yes / No

7b. If you answered yes to question 7a, does this person's title include the word "Dean"?

Yes / No

7c. If you answered yes to question 7a, please provide that full title whether or not it includes the word "Dean".

7d. To whom does the person with oversight responsibility for the field placement program report?

To the Dean / To the experiential/clinical dean or director
To the head of career services / To the head of student affairs
To the head of public interest /
To another person or office. (Please state that person's title or role below.)

8. Please indicate who at your school does the hiring of **full-time** clinical faculty on tenure track, clinical tenure track, or contractual basis that mimics either of these tracks and can ultimately lead to a renewable, long-term contract.

For the purposes of this question only, the term "clinical faculty" **does not include**: (i) fellows, staff attorneys or others on short-term, fixed duration contracts that do not mimic pre-tenure probationary periods; and (ii) persons who are primarily employed by the organization where a student is placed in a field placement course and supervising students in that capacity (sometimes referred to as a "field supervisor).

___ *A Committee*
___ *Faculty Vote upon Committee Recommendation*
___ *Your School's Dean*

- Overall Clinical or Experiential Programs Dean/Director
- Individual Law Clinic Director
- Faculty Vote without Committee Recommendation
- Process differs depending on status of position being filled

9. If a committee is involved in hiring, please choose the *best* description of the composition of that committee below:

- All clinical faculty.
- A mix of clinical and doctrinal faculty where anyone can chair the committee.
- A mix of clinical and doctrinal faculty, but only doctrinal faculty can chair the committee.
- A committee without any clinical faculty.
- All faculty: my school does not distinguish among "types".
- Varies based on status of position being filled.

B. Programs Overview

LAW CLINIC COURSES:

1. With the earlier definition of law clinic in mind, please choose the number of distinct law clinics offered at your school at any time during the 2016-17 academic year commencing on or after August 1, 2016 through the summer term (if any) of 2017. If the same clinic is offered more than one semester, list it only once. If your school offers no clinics, please enter "0":

Number of Law Clinics: _____

2. For each law clinic identified in the previous question, please identify the general substantive focus of each as best described by the general categories below. Choose only 1 per clinic.

Please check "Other" and identify the course **only if you have offerings that fall well outside of the choices below.**

<input type="checkbox"/> Administrative Law	<input type="checkbox"/> Entrepreneurship//Small Business
<input type="checkbox"/> Appellate	<input type="checkbox"/> Environmental
<input type="checkbox"/> Asylum/Refugee	<input type="checkbox"/> Family Law
<input type="checkbox"/> Bankruptcy	<input type="checkbox"/> Health Law
<input type="checkbox"/> Children & the Law	<input type="checkbox"/> Housing
<input type="checkbox"/> Civil & Crim Lit / General Lit Clinic	<input type="checkbox"/> Human Rights
<input type="checkbox"/> Civil Litigation / General Civil Clinic	<input type="checkbox"/> Immigration
<input type="checkbox"/> Civil Rights	<input type="checkbox"/> Indian Law
<input type="checkbox"/> Community/Economic Development	<input type="checkbox"/> Innocence
<input type="checkbox"/> Community Justice	<input type="checkbox"/> Intellectual Property
<input type="checkbox"/> Constitutional Law	<input type="checkbox"/> Legislative/Policy
<input type="checkbox"/> Consumer Law	<input type="checkbox"/> Mediation/ADR
<input type="checkbox"/> Criminal Defense	<input type="checkbox"/> Prisoners Rights
<input type="checkbox"/> Criminal Prosecution	<input type="checkbox"/> Securities

<input type="checkbox"/> Death Penalty	<input type="checkbox"/> Tax
<input type="checkbox"/> Disability Law	<input type="checkbox"/> Transactional
<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Veterans
<input type="checkbox"/> Employment Law	<input type="checkbox"/> Wills/Trusts/Estates
<input type="checkbox"/> Elder Law	<input type="checkbox"/> Other

If you chose other, please specify:

FIELD PLACEMENT COURSES:

3. With the earlier definition of field placement course in mind, please choose the number of **distinct** field placement courses offered at your school during the 2016-17 academic year commencing on or after August 1, 2016 through the summer term (if any) of 2017. *Distinct courses are only those separately identified in your course catalog (e.g., Judicial Externship, Criminal Externship); not the number of seminar sections your school might hold in that course. Do not count the number of different placement sites in the courses or types of placements within a specific field placement course.* If the same field placement course is offered more than one semester, list it only once. If your school offers no for-credit field placement courses, please enter "0":

Number of Field Placements: _____

4a. For the FP courses counted above, identify the title or organizing principle of each course as best described in the categories below. Check as many categories as apply for each course offered, but please check only one category per course. The Field Placement Sub-Survey seeks more detailed course level information.

- ___ Civil
- ___ Criminal (e.g., prosecution and/or defense)
- ___ General
- ___ Government
- ___ In-House Counsel (e.g., for-profit corporation, university counsel's office)
- ___ International
- ___ Judicial
- ___ Law Firms
- ___ Legislative
- ___ Public Interest
- ___ Subject Matter Focus (e.g., entertainment, intellectual property)

Other: _____

4b. Considering the universe of field placements in your program in a typical semester, please estimate the percentage of the placements where the work is focused on the following practice types. Your estimates for the four practice categories should add to 100%.

<i>Litigation (include judicial placements)</i>	1-25%	26-50%	51-75%	76-100%
<i>Transactional</i>	1-25%	26-50%	51-75%	76-100%
<i>Regulatory or legislative</i>	1-25%	26-50%	51-75%	76-100%
<i>Other</i>	1-25%	26-50%	51-75%	76-100%

GRADUATION REQUIREMENTS

5. Is participation in a law clinic required for all J.D. students as a condition of graduation? Yes / No

6. Is participation in a field placement course required for all J.D. students as a condition of graduation? Yes / No

7. Is participation in a law clinic or a field placement course required for all J.D. students? Yes / No

8a. Please *estimate* the percentage of your student body that will participate in a law clinic before graduation. [If a law clinic is required, indicate "100"]

1 - 5	51 - 55
6 - 10	56 - 60
11 - 15	61 - 65
16 - 20	66 - 70
21 - 25	71 - 75
26 - 30	76 - 80
31 - 35	81 - 85
36 - 40	86 - 90
41 - 45	91 - 95
46 - 50	96 - 99
	100

8b. Please *estimate* the percentage of your student body that will participate in a field placement course before graduation. [If a field placement course is required, indicate "100"]:

1 - 5	51 - 55
6 - 10	56 - 60
11 - 15	61 - 65
16 - 20	66 - 70
21 - 25	71 - 75
26 - 30	76 - 80

31 - 35	81 - 85
36 - 40	86 - 90
41 - 45	91 - 95
46 - 50	96 - 99
	100

8c. Please *estimate* the percentage of your student body that will graduate having participated in at least one law clinic or field placement course before graduation. [If a law clinic or field placement course is required, indicate "100"]:

1 - 5	51 - 55
6 - 10	56 - 60
11 - 15	61 - 65
16 - 20	66 - 70
21 - 25	71 - 75
26 - 30	76 - 80
31 - 35	81 - 85
36 - 40	86 - 90
41 - 45	91 - 95
46 - 50	96 - 99
	100

9. Does your school have a written guarantee promising any J.D. student who wants a clinical experience a slot prior to graduation in a:

Commented [RM1]: This colon is missing online.

- 9a. Law clinic? Yes / No
- 9b. Field placement course? Yes / No
- 9c. Law clinic or field placement course? Yes / No

STUDENT DEMAND

10. In the last three years, has **demand for law clinics** at your school:

- Increased
- Remained Constant
- Decreased

11a. If demand has **decreased**, please check the factor(s) below that you believe contributed to that decline:

- Time commitment per credit hour too high
- Lack of interest in substantive area(s) of practice within clinics offered
- Students believe clinics do not improve skills
- Students believe clinics do not improve job marketability
- Lack of support and promotion by law school
- Other faculty discourage students from taking clinic
- Smaller student body
- Other (Please comment below.)

11b. If demand has **increased**, please check the factor(s) below that you believe contributed to that increase:

- Increased interest in substantive area(s) of practice within clinics offered*
- Students believe clinics improve skills*
- Students believe clinics improve job marketability*
- Increased support and promotion by law school*
- Other faculty promoting clinics / encouraging students to enroll*
- Larger student body*
- Other (Please comment below.)*

12. In the last three years, has **demand for field placement courses** at your school:

- Increased*
- Remained Constant*
- Decreased*

13a. If demand has **decreased**, please check the factor(s) below that you believe contributed to that decline:

- Time commitment per credit hour too high*
- Lack of interest in substantive area(s) of practice within placements offered*
- Students believe field placements do not improve skills*
- Students believe field placements do not improve marketability*
- Lack of support and promotion by law school*
- Other faculty discourage students from enrolling in field placement courses*
- Smaller student body*
- Other (Please comment below.)*

13b. If demand has **increased**, please check the factor(s) below that you believe contributed to that increase:

- Increased interest in substantive area(s) of practice within placements offered*
- Students believe field placements improve skills*
- Students believe field placements improve marketability*
- Increased support and promotion by law school*

- Other faculty promoting field placements / encouraging students to enroll
- Larger student body
- Other (Please comment below.)

FIELD PLACEMENT LIMITATIONS

14a. Does your field placement program allow students to extern full-time during the fall or spring terms? Yes / No

14b. If full-time placements are allowed, what locations are permitted? Check all that apply.

- In the vicinity of the law school.
- In specific city(ies) in the U.S. in which the law school has relationships or a designated program.
- In the U.S., wherever the student has identified an eligible placement.
- In other countries, but in a specific location where the law school has relationships or a designated program.
- In other countries, wherever the student has identified an eligible placement.

14c. Does your field placement program have restrictions on the practice setting for field placements? Yes / No

14d. If certain practice settings are prohibited, which settings are excluded?

- Law firms
- In-house counsel for-profit entity
- Other

Commented [r2]: This pull down menu is missing – in the beta survey it just had options yes/no options

14e. Does your field placement program allow students to receive compensation in addition to academic credit for any field placement course (beyond reimbursement for reasonable out-of-pocket expenses)?

- Yes
- Yes, with conditions
- No

14f. If you chose "yes, with conditions," please explain.

STAFFING STRUCTURE

15. To provide an overview of the staffing structure at your school, please provide a

summary in below for *each* person teaching in a law clinic and each person teaching in a FPC at any time during the 2016-17 academic year commencing on or after August 1, 2016 through the summer term (if any) of 2017. Do not include persons who are primarily employed by the office where a student is placed in a field placement (sometimes referred to as a "field supervisor") or who are primarily doctrinal/classroom teachers and simply supervise a few students in externship placements or help teach a few clinical seminars.

When including information about the status of employees on contract, please consider the following definitions:

a. Presumption of Renewal: ABA Accreditation Standard 405 defines "presumptively renewable contracts" as those that include a presumption that they will be renewed at the end of each contract term and are only subject to termination/non-renewal for the following reasons: 1) dismissal of the faculty member for good cause, including the person's job performance or fitness as a teacher; 2) the closing or material modification of the faculty member's clinical or field placement course; or 3) other financial or budgetary exigency.

b. Probationary Contracts: A probationary contract is one that typically mimics the "pre-tenure" employment status of a tenure track professor, to wit: a contract that places the employee on a track under which the person will ultimately be considered for a longer term presumptively renewable contract.

c. Long-Term Contract: A contract of at least 5 years.

15(a). Total number of faculty teaching in law clinics or field placement courses, including part-time, adjunct, staff attorneys, fellows: _____

15(b). Of the number you just identified, circle the approximate percentage that are employed **full time** by the law school:

0%	25%	50%	75%	100%
5%	30%	55%	80%	
10%	35%	60%	85%	
15%	40%	65%	90%	
20%	45%	70%	95%	

15(c): Of the **full-time employees you just identified**, how many of those are:

15(c)(1): *Tenured Faculty* _____

15(c)(2): *On Tenure Track* _____

15(c)(3): *Clinical Tenured Faculty* _____

(15)(c)(4): *On Clinical Tenure Track* _____

15(c)(5): On a Presumptively Renewable Long-Term Contract _____

15(c)(6): On a Probationary Contract that could lead to a long term,
presumptively renewable contract _____

15(c)(7): On Short-Term Contract _____

15(c)(8): At Will _____

15(c)(9): Fellows with Other Employment Terms _____

15(c)(10): Full Time Employees with Other Employment Terms _____

C. Program Challenges & Support

1. What are the **major challenges to your law clinics**? Check up to three of your top challenges.

Insufficient hard money (tuition dollars, endowment income, or, at a public institution, state subsidies)

Insufficient support among non-clinical doctrinal faculty

Insufficient faculty status

Insufficient support from the administration

Insufficient student demand

Insufficient number of faculty

Other demands on clinical faculty's time

Insufficient physical/office space

Insufficient administrative/secretarial support

Other (Please comment below.)

2. What are the **major challenges to your field placement program**? Check up to three of your top challenges.

Insufficient hard money (tuition dollars, endowment income, or, at a public institution, state subsidies)

Insufficient support among non-clinical doctrinal faculty

Insufficient faculty status

Insufficient support from the administration

Insufficient student demand

Insufficient number of faculty

Other demands on clinical faculty's time

Insufficient physical / office space

Insufficient administrative / secretarial support

Other (Please comment below.)

D. Phase II Sub-Survey Assignments: Law Clinics

The Law Clinic Sub-Survey captures information on structure and pedagogy from each law clinic at your school. A link to that survey will be sent to each person who directs a law clinic.

Please provide the email addresses of the persons directing or primarily responsible for each clinic offered at your school at any time during the 2016-17 academic year commencing on or after August 1, 2016 through the summer term (if any) of 2017. It does not matter which term the clinic is offered in, only that it is offered regularly, at least once a year.

- If the same clinic is offered multiple terms, enter the director’s email address once.
- If a single clinic has multiple faculty, provide an email address for just one of them.
- If a person directs more than one clinic, please list his/her email address multiple times, so that the system generates the correct number of independent survey links. You should also alert these individuals to complete the survey for each clinic using the separately emailed links.

If you direct or are primarily responsible for a clinic, please add your email address to the list so that you will receive a link too.

The email and links will be sent in early 2017 from our online survey tool, although it nominally comes from you. You may customize the boilerplate email message below for your colleagues (especially adding your name to the closing.)

Once you finish this section, you will be able to view which individuals have completed their surveys and can send the reminders through the system as well. All invitation and reminder emails contain the link to the survey. Like this *Master Survey*, these individuals will be able to use the link to view and edit their answers as many times as they want until the sub-survey closes.

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Please remember, only 1 email address for each distinct law clinic.

Email Address

Below is text for the email to the law clinic survey recipients. It will include a unique URL that will grant the recipient access to his or her survey. Please add your name to the closing, and feel free to revise the text as you see fit before hitting "Send Invitations."

Subject: CSALE'S PHASE II CLINICS SURVEY: Please complete

Hello,

Below is a link to the Law Clinic Survey from the CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION'S (CSALE) as part of its major triennial survey of clinics and field placement courses. Please click the link below and complete the survey; it should take less than 15 minutes.

If you received more than one of these emails, it is because you are responsible for more than one clinic. Please complete one survey for each clinic, using the separately emailed links.

The data gathered from these surveys is extremely beneficial to those teaching in clinics and field placement courses, law schools reviewing their programs, and scholars studying applied legal education. You can learn more about CSALE at www.CSALE.org.

To access your Phase II Clinics Sub-Survey, click your unique URL address here: [custom URL]

Many thanks, [YOUR NAME HERE]

SEND INVITATIONS

E. Phase II Sub-Survey Assignments: Field Placement Courses

The Field Placement Course Sub-Survey captures information on the structure and pedagogy of each field placement course at your school. A link to that survey will be sent to each person who directs one of the field placement courses.

Please provide the email addresses of the persons directing or primarily responsible for each field placement course offered at your school at any time during the 2016-17

academic year commencing on or after August 1, 2016 through the summer term (if any) of 2017. It does not matter which term the field placement course is offered in, only that it is offered regularly, at least once a year.

- If the same field placement course is offered multiple terms, enter the director's email address only once.
- If a single field placement course has multiple individuals responsible for it, provide the email address for just one of them.
- If a person directs more than one field placement course, please list his/her email address multiple times, so that the system generates the correct number of independent survey links. You should also alert these individuals to complete the survey for each course using the separately emailed links.
- If you personally direct or are primarily responsible for a field placement course, please add your email address to the list so that you will receive a link too.

The email is sent from our online survey tool in early 2017, although it nominally comes from you. You may customize the boilerplate email message below for your colleagues (especially adding your name to the closing.)

Once you finish this section, you will be able to view which individuals have completed their surveys and can send them reminders through the system as well. All invitation and reminder emails contain the link to the survey. Like this *Master Survey*, these individuals will be able to use the link to view and edit their answers as many times as they want until the sub-survey closes.

Please remember, only 1 email address for each distinct field placement course.

Email Addresses

Below is text for the field placement recipients. It will include a unique URL that will grant the recipient access to his or her survey. Please add your name to the closing, and feel free to revise the text as you see fit before hitting "Send Invitations."

Subject: CSALE'S PHASE II FIELD PLACEMENT COURSE SURVEY: Please complete

Hello,

Below is a link to the Field Placement Course Survey from the CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION'S (CSALE), as part of its major triennial survey of clinics and field placement courses. Please click the link below and complete the survey; it should take 15-20 minutes.

If you received more than one of these emails, it is because you are responsible for more than one field placement course. Please complete one survey for each clinic, using the separately emailed links.

The data gathered from these surveys is extremely beneficial to those teaching in clinics and field placement courses, law schools reviewing their programs, and scholars studying applied legal education. You can learn more about CSALE at www.CSALE.org.

To access your Phase II Field Placement Sub-Survey, click your unique URL address here: [custom URL]

Many thanks, [YOUR NAME HERE]

SEND INVITATIONS

F. Phase III Sub-Survey Assignments: All Clinical Faculty

The Faculty Sub-Survey collects information about all clinical faculty regarding their teaching and employment—each individually. It is anonymous. It is important for clinical education and educators that as many clinical faculty as possible participate.

A link to that survey will be sent to each person whose primary teaching responsibilities are in a law clinic or field placement course at your school. We ask you to identify and provide email addresses for the appropriate individuals.

Please provide the email addresses for each person teaching in clinical or field placement courses at your school at any time during the 2016-17 academic year commencing on or after August 1, 2016 through the summer term (if any) of 2017. Please note that everyone you previously assigned a clinics or field placement sub-survey in the sections above have auto-populated in your address list below for this sub-survey, so you do not need to enter their email addresses again.

- Include tenured clinical faculty to staff attorneys, fellows, and adjuncts, if they teach in the field work/supervisory component of a clinic or teach in or are responsible for a field placement course.
- Do include your own name if you teach or supervise in a law clinic or field placement course.
- Do not include the persons to whom the Law Clinic and/or Field Placement Course sub-surveys were sent. The system automatically adds those addresses to this list.
- Do not include field placement course work-site supervisors.
- Do not include someone who may help with the classroom instructional component, but does not oversee the law clinic student's casework.
- Do not include faculty members who are primarily doctrinal or podium, but might oversee a few field placements or help with a few seminars.

The email is sent from our online survey tool in early 2017, although it nominally comes from you. You may customize the boilerplate email message below for your colleagues (especially adding your name to the closing.)

Once you finish this section, you will be able to view which individuals have completed their surveys and can send them reminders through the system as well. All invitation and reminder emails contain the link to the survey. However, this survey is anonymous and you will not be able to review their answers.

Email Addresses

Below is text that you can customize. It will include a unique URL that will grant the recipient access to his or her survey. Please add your name to the closing, and feel free to revise the text as you see fit before hitting "Send Invitations."

Subject: CSALE'S FACULTY SURVEY: Please complete

Hello.

Below is the link to the Faculty Sub-Survey from the CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION'S (CSALE), as part of its major triennial survey of clinics and field placement courses.

The survey should take less than 15 minutes to finish and is completely anonymous.

The data gathered is extremely beneficial to those teaching in law clinics and field placement courses, law schools reviewing their programs, and scholars studying applied legal education.

The confidentiality of the data gathered will be vigorously maintained. Only CSALE's president and vice-president will have access to raw, un-compiled Survey data. They are prohibited from accessing combinations of various answers that might offer clues to your identity without express written permission from CSALE's board of directors. You can learn more about CSALE at www.CSALE.org.

To access your survey, click your unique URL address here: [custom URL]

Many thanks, [YOUR NAME HERE]

SEND INVITATIONS

G. PROMOTION AND RETENTION STANDARDS

1. Does your law school have written standards for the promotion, tenure, or retention of clinical faculty? Yes / No

If yes, please email those standards to standards@csale.org or fax to CSALE at 734-764-4702.

2. Do the clinical faculty standards differ from those for "doctrinal"/"podium" faculty?
Yes / No

3. If the standards differ, please check all the differences *between* the standards for "doctrinal"/"podium" faculty and clinical faculty on clinical tenure track (skip to next question if no "clinical tenure track" at your school):

The number of publications clinical faculty are required to produce is lower.

There is a greater acceptance of "applied" scholarship by clinical faculty.

Briefs and similar works authored primarily by clinical faculty are considered.

Community involvement, state and local bar activities, public advisory committee or commission participation, or participation in continuing professional education through teaching by clinical faculty are considered.

- There is a greater emphasis on the quality of teaching by clinical faculty.
- There is a greater emphasis on the administration skills of clinical faculty.
- Clinical faculty receive "credit" for participating in litigation or other activities that raise important questions of public policy.
- Clinical faculty receive "credit" for their ability to raise funds to support clinical programs.
- Other (Please comment in below.)

4. If the standards differ, please check all the differences *between* the standards for "doctrinal/podium" faculty and clinical faculty seeking contractual renewal or promotion from a short-term to a long-term contract (skip to next question if not applicable):

- The number of publications clinical faculty are required to produce is lower.
- There is a greater acceptance of "applied" scholarship by clinical faculty.
- Briefs and similar works authored primarily by clinical faculty are considered.
- Community involvement, state and local bar activities, public advisory committee or commission participation, or participation in continuing professional education through teaching by clinical faculty are considered.
- There is a greater emphasis on the quality of teaching by clinical faculty.
- There is a greater emphasis on the administration skills of clinical faculty.
- Clinical faculty receive "credit" for participating in litigation or other activities that raise important questions of public policy.
- Clinical faculty receive "credit" for their ability to raise funds to support clinical programs.
- Other (Please comment in below.)

H. FEEDBACK

1. Please approximate to the nearest half hour how long it took you to complete this Master Survey:

- 0.5 hours 1 hour 1.5 hours

2. Please provide any suggestions you have for improving this Master Survey:

2016-17 CSALE Survey of Applied Legal Education PHASE II: Law Clinics Sub-Survey

Welcome to Phase II, 2016-17 *Law Clinics Sub-Survey of Applied Legal Education*, a project of the CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION (CSALE). This Phase II *Sub-Survey* has been sent to you at the request of the person primarily responsible for, or with the best knowledge of, the clinical program at your school. It should take less than 15 minutes to complete and be completed by April 15, 2017.

CSALE conducts its *Survey* ever three years in three phases and, depending on your position, you may be asked to respond to more than one of the Phases. Phase I (Master Survey) goes to your clinical or experiential program dean (or someone in a similar position) and gathers overview information on your school as a whole. Phase II (Law Clinic Sub-Survey & Field Placement Sub-Survey) goes to directors of individual law clinics and field placement courses and gathers information on how those courses are taught and operate. You will likely receive this Phase II for each distinct clinic or field placement course you teach and also a Phase III (Faculty Sub-Survey) that captures, among other things, biographical information and defining characteristics of your employment.

Over 84% participated in the 2010-11 *Survey*, and 88% participated in the 2013-14 *Survey*. The data gathered had a significant impact on clinical legal education. Nearly 75% of U.S. law schools have relied on the Survey data in considering clinic and externship program design, pedagogy, and staffing. Scholars also rely on CSALE's data. Your participation in this short survey keeps CSALE's data "fresh" and is thus critically important to applied legal educators, their programs, law schools, and legal scholars. You can learn more about CSALE's work, see a summary of the results the prior *Surveys*, and request a free customized report by visiting www.CSALE.org.

Your responses in the Survey will be combined with those from other schools and clinical faculty and collectively reported. CSALE carefully limits the distribution and use of its data to scholars and those considering law clinic and field placement course design and staffing. No data is ever made available for purposes of ranking. CSALE also vigorously maintains the confidentiality of the anonymously submitted employment data gathered in its Phase III *Faculty Sub-Survey*. None of that data is ever released in a manner that could potentially permit identification of the person responding

Notes on taking the Law Clinics *Sub-Survey*

This *Law Clinics Sub-Survey* is divided into several sections. Your answers to the section you are currently working on are automatically saved when you switch to a different section using the tabs at the top of the page or when you click the

"Next Section" or "Previous Section" buttons at the bottom of the page. The last section has a "Finished" button; clicking this button will save your answers for the last section, give you the opportunity to see your answers for all the questions in this *Sub-Survey*, and email a copy of your answers to yourself. At any point (even after you click the "Finished" button) you can log back into the *Sub-Survey* and review or change your answers.

Whenever you need to leave this *Sub-Survey*, please make sure to select the "Next Section" button to save your answers for the current section. Selecting the "Log Out" link, typing a new web address, or closing your browser will NOT automatically save your answers for the current section.

Identifying Information

1. LAW SCHOOL IDENTIFICATION: Please choose your law school from the following drop down list:

[Albany to Yeshiva Univ. - Cardozo School of Law]

2. RESPONDENT IDENTITY: Please provide the following information about yourself. Note that no identification information will be released linking a person to answers.

Last Name/ First Name Title/Title

Law Clinic Information

Please answer the remaining questions for the law clinic you direct or are primarily responsible for during the 2016-17 academic year (fall 2016 through summer 2017). If you direct or were primarily responsible for more than one law clinic during this academic year, please fill out another clinic sub-survey for that other clinic(s). [A law clinic offered for more than one term during the previous year should be treated as simply one clinic.]

1. Name of Clinic:

2. From the list below, please choose **one** category that **best** describes this clinic. Please check "Other" and identify the program in the text box provided **only if you have offerings that fall well outside of the choices below.**

<input type="checkbox"/> <i>Administrative Law</i>	<input type="checkbox"/> <i>Entrepreneurship//Small Business</i>
<input type="checkbox"/> <i>Appellate</i>	<input type="checkbox"/> <i>Environmental</i>

<input type="checkbox"/> Asylum/Refugee	<input type="checkbox"/> Family Law
<input type="checkbox"/> Bankruptcy	<input type="checkbox"/> Health Law
<input type="checkbox"/> Children & the Law	<input type="checkbox"/> Housing
<input type="checkbox"/> Civil & Crim Lit / General Lit Clinic	<input type="checkbox"/> Human Rights
<input type="checkbox"/> Civil Litigation / General Civil Clinic	<input type="checkbox"/> Immigration
<input type="checkbox"/> Civil Rights	<input type="checkbox"/> Indian Law
<input type="checkbox"/> Community/Economic Development	<input type="checkbox"/> Innocence
<input type="checkbox"/> Community Justice	<input type="checkbox"/> Intellectual Property
<input type="checkbox"/> Constitutional Law	<input type="checkbox"/> Legislative/Policy
<input type="checkbox"/> Consumer Law	<input type="checkbox"/> Mediation/ADR
<input type="checkbox"/> Criminal Defense	<input type="checkbox"/> Prisoners Rights
<input type="checkbox"/> Criminal Prosecution	<input type="checkbox"/> Securities
<input type="checkbox"/> Death Penalty	<input type="checkbox"/> Tax
<input type="checkbox"/> Disability Law	<input type="checkbox"/> Transactional
<input type="checkbox"/> Domestic Violence	<input type="checkbox"/> Veterans
<input type="checkbox"/> Employment Law	<input type="checkbox"/> Wills/Trusts/Estates
<input type="checkbox"/> Elder Law	<input type="checkbox"/> Other

3a. Please indicate whether this clinic is taught on a semester, trimester or quarter basis and *note that your selection will be considered the clinic's "term" for the remainder of the questions in this survey.*

- Semester
- Trimester
- Quarter

3b. If a student chooses to enroll in this clinic, please indicate the mandatory number of terms a student is required to enroll.

- one term
- two terms
- three terms
- Other

If you selected other, please explain:

[text field]

3c. During the 2016-17 academic year, please indicate the number of times this clinic is offered to students as a class [a full-year clinic that enrolls the same students over more than one term is considered to be offered once:

- One (e.g., fall but not spring semester)
- Two (e.g., fall and spring semesters)
- Three
- Four

3d. Please indicate if this clinic will be offered in the 2017 summer term:

Yes / No

4a. What is the typical enrollment in this clinic each term?

1 – 2	3 - 4	5 – 6	7 - 8	9 – 10	11 - 12
13 – 14	15 - 16	17 – 18	19 - 20	21 - 24	25 - 28
29 - 32	33 - 36	37 - 40	41 - 44	45 - 48	49 - 52

4b. Student demand for this Clinic over the past 3 years:

- a. Typically exceeds the number of slots/positions available in a given term
- b. Typically does not fill the number of slots/positions available in a given term
- c. Typically matches the number of available slots/positions in a given term

5. Can part-time J.D. students participate in this clinic?

Yes / No/ No part-time students at my school

6a. Please select the most appropriate description of the person in charge of this clinic. If there are co-directors, please answer for the person with the most seniority at your school. For the purposes of this question and two later questions that address a clinical instructor's status, please consider the following definitions:

(i). Presumption of Renewal: ABA Accreditation Standard 405 defines "presumptively renewable contracts" as those that include a presumption that they will be renewed at the end of each contract term and are only subject to termination/non-renewal for the following reasons: 1) dismissal of the faculty member for good cause, including the person's job performance or fitness as a teacher; 2) the closing or material modification of the faculty member's clinical or field placement program; or 3) other financial or budgetary exigency.

(ii) Probationary Contracts: A probationary contract is one that typically mimics the "pre-tenure" employment status of a tenure-track professor, to wit: a contract that places the employee on a track under which the person will ultimately be considered for a longer-term presumptively renewable contract.

- a. Tenured
- b. On Tenure Track
- c. Clinical Tenured
- d. On Clinical Tenure Track
- e. 5 yr or more contract
- f. 4 yr contract
- g. 3 yr contract
- h. 2 yr contract
- i. 1 yr contract
- j. Adjunct
- k. Fellow

- I. Non-Adjunct At Will Employee (without contract)
- m. Other Employment Terms

If other, please explain:
[text field]

6b. If on contract, please indicate whether the contract is:

- (i) Presumptively renewable

Yes / No

- (ii) A probationary contract

Yes / No

CLASSROOM COMPONENT

The next section covers the classroom component of the clinic, covering student-teacher ratio, credits, hourly commitments, grading, faculty status of teachers, and course content.

7. State the student-teacher ratio for the classroom component of this clinic (i.e., number of students per faculty member):

[1 – 50]

8. State the total number of academic credits a student receives per term for the combined classroom and casework components of this clinic. If variable, choose the most common number of credits students receive:

[1 – 17]

9. State the number of credits per term for just the classroom component of this clinic: (If the credits are not divided between the classroom and field-work components, please do your best to apportion the total credits between the two components):

[1 – 6]

10. State the number of hours per week for the classroom component of the clinic (if necessary, round to the closest time period):

[1 – 8]

11. Classroom credit hour grading.

- (i) Grading Methodology

- a. Mandatory Pass/Fail (including systems with "high pass," "low pass," etc.)
- b. Mandatory Letter/Number Grade
- c. Optional Pass/Fail or Grade
- d. Mixed Pass/Fail & Letter/Number Grade

(ii) If you grade with letters or numbers, is it done on a curve?

Yes / No.

12. Does your school limit the number or the type of credits given for this classroom component that a student may count towards the total needed for graduation? [NB. Question 18 below asks about school limits on casework credits].

Yes / No

13. Please specify the approximate percentage of the classroom component that is devoted to:

Simulation	[0 – 100 in increments of 5]
Skills instruction	[0 – 100 in increments of 5]
Substantive law	[0 – 100 in increments of 5]
Procedural law or rules	[0 – 100 in increments of 5]
Case discussion (i.e., "rounds")	[0 – 100 in increments of 5]
Ethics/professional responsibility	[0 – 100 in increments of 5]
Other	[0 – 100 in increments of 5]

14. For each person teaching the classroom component of this clinic, *including yourself* if applicable, please check the most appropriate description consistent with the definitions of "presumptive renewal" and "probationary contracts" set forth in question 6a, *supra*:

	Full/Part Time Status	Employment Status	If on Contact, is there a Presumption of Renewal?	If on Contract, is it "probationary?"
Person				

Full/Part-Time Status

- Full time employee
- Approx ¾ time employee
- Approx ½ time employee
- Approx ¼ time employee

Employment Status:

Tenured

Tenure Track

Clinical Tenured

Clinical Tenure Track

5yr or more contract

4yr contract

3yr contract

2yr contract

1yr contract

Adjunct

Fellow

Non-adjunct At Will Employee (without contract)

Other Employment Terms

If Contract Employee, is there a Presumption of Renewal?

Yes

No

If Contract, is it Probationary?

Yes

No

CASEWORK COMPONENT

15. State the student-teacher ratio for the casework component of this clinic (i.e., number of students per faculty member):

[1 – 20]

Question 16a, Question Group 16b, Question Group 16c

Your response to Question 16a will determine whether you need to answer Questions in 16b or 16c

16a. Are the credits students receive for the casework component of this clinic set at a *fixed* amount or are they *variable* based on the amount of casework students commit to doing?

Fixed / variable

Section 16b

Respond to this section if you answered "Fixed" to question 16a.

Skip this section if you answered "Variable" to question 16a. Answer 16c instead.

16b. If casework credits for this clinic per term are **fixed**:

i. Please state the fixed number of credits students receive for their casework. (If credits are not formally divided between the classroom and casework components, please do your best to apportion the total credits between the two components.)

[1 – 15]

ii. Please estimate the number of hours a student is expected to devote to casework (including associated administrative matters) per term for each fixed casework credit they receive [note that ABA Standard 310(b) requires the equivalent of no less than 45 hours of work (between classroom and casework) per term for each credit hour in a clinical course].

[1 – 75]

Section 16c

Respond to this section if you answered "Variable" to question 16a.

Skip this section if you answered "Fixed" to question 16a. Answer 16b (above) instead.

16c. If casework credits per term are **variable** based on the amount of time students spend on casework:

i. i. Please estimate the number of hours a student is expected to devote to casework (including associated administrative matters) per term for each variable casework credit they receive [note that ABA Standard 310(b) requires the equivalent of no less than 45 hours of work (between classroom and casework) per term for each credit hour in a clinical course].

[1 – 75]

ii. Please state the maximum number of variable casework credits a student may receive in a term:

[1 – 15]

iii. Please state the minimum number of variable casework credits a student may receive in a term:

[1 – 15]

17. Casework credit hour grading.

(i) Grading Methodology

- a. Mandatory Pass/Fail (including systems with "high pass," "low pass," etc.)
- b. Mandatory Letter/Number Grade
- c. Optional Pass/Fail or Grade
- d. Mixed Pass/Fail & Letter/Number Grade

(ii) If you grade with letters or numbers, is it done on a curve?

Yes / No

18. Does your school limit the total number of credits given for this casework component that a student may count towards the total needed for graduation?

Yes / No

19a. For each person supervising the casework component of this clinic, *including yourself* if applicable, please check the most appropriate description consistent with the definitions of "presumptive renewal" and "probationary contracts" set forth in question 6a, *supra*:

	Full/Part Time Status	Employment Status	If on Contract, is there a Presumption of Renewal?	If on Contract, is it "probationary?"
Person 1				

Full/Part Time Status

- Full time employee
- Approx ¾ time employee
- Approx ½ time employee
- Approx ¼ time employee

Employment Status:

- Tenured
- Tenure Track
- Clinical Tenured
- Clinical Tenure Track
 - 5yr or more contract
 - 4yr contract
 - 3yr contract
 - 2yr contract
 - 1yr contract
- Adjunct
- Fellow
- Non-adjunct At Will Employee (without contract)
- Other Employment Terms

If Contract Employee, is there a Presumption of Renewal?

- Yes
- No

If Contract, is it Probationary?

- Yes
- No

19b. What percent of the people you identified as supervisors in this clinic in the preceding question also teach the classroom component of this clinic?
[text box]

20. Do students practice under a student practice rule as part of this clinic?

- Yes (all do)
- No

Some, but not all.

21. Are there pre- or co-requisites for this course (set either by the school or by a court rule under which the students practice)?

Yes / No

22. If there are pre- or co-requisites, check all that apply:

- Evidence
- Civil Procedure
- Ethics/Professional Responsibility
- Criminal Procedure
- Course(s) in the substantive area of practice in the clinic
- Simulation course(s) (e.g., trial advocacy)
- Other

If you chose other, please specify:

[text field]

23. TECHNOLOGY:

a. Does the clinic employ Case Management Software?

Yes / No

i. If so, please check the type of case management software currently employed:

- Amicus
- Case Notebook
- ClinicCases
- Clio
- Firm Manager
- My Case
- Practice Manager
- Rocket Matter
- Time Matters
- Other

If you chose other, please specify:

[text field]

b. Are students permitted to use email for client contact?

Yes / No

c. Is there a dedicated intranet (school-run computer network permitting document sharing) providing students with access to client-related documents and files?

Yes / No

i. If yes, can students access the intranet from outside the law school?

Yes / No

d. Is there a cloud computing site (computer network outside the school that is accessible over the Internet) that provides students with access to client-related documents and files?

Yes / No

e. Are students trained in courtroom presentation software?

Yes / No

f. Does the clinic make use of video recording of student work for feedback and/or supervision purposes?

Yes / No

i. If you answered yes to the question above, is video recording of student/client interaction permitted?

Yes / No

24. Are students permitted to take this clinic for additional terms beyond the mandatory term of enrollment provided in response to question 3?

Yes / No

24a. If yes, then for how many terms:

[1 – 8]

24b. For how many credits per additional term?

[1 – 15 & variable]

24c Do these additional terms include a classroom component?

Yes / No

24d. How are students graded for these additional terms?

- a. Mandatory Pass/Fail (including systems with "high pass," "low pass," etc.)
- b. Mandatory Letter/Number Grade
- c. Optional Pass/Fail or Grade
- d. Mixed Pass/Fail & Letter/Number Grade

24e. Approximate the percentage of students who take this clinic for additional terms:

[0 – 100 in increments of 5]

25. Please estimate the total number of hours of free legal services delivered by the students in this clinic during the previous 2015-2016 academic year to individuals, government entities, or non-profit organizations:

Civil Legal Services [text field]

Criminal Legal Services [text field]

26. Please approximate the total number of to individuals, government entities, or non-profit organizations advised or represented by this clinic during the previous 2015-2016 academic year (organizational clients or serving as a third-party neutral between parties count as 1):

Civil Legal Services [text field]

Criminal Legal Services [text field]

FEEDBACK

1. Please approximate how long it took you to complete this *Law Clinics Sub-Survey*:

.25 hours

.5 hours

.75 hours

1 hour

2. In the box below, please provide any suggestions you have for improving this *Law Clinics Sub-Survey*:

[text area]

**2016-17 CSALE Survey of Applied Legal Education:
Phase II: Field Placement Sub-Survey**

Welcome to Phase II - The 2016 Field Placement Sub-Survey of Applied Legal Education-- a project of the CENTER FOR THE STUDY OF APPLIED LEGAL EDUCATION (CSALE). This Phase II Sub-Survey has been sent to you at the request of the person primarily responsible for, or with the best overall knowledge of, the law clinics/field placements at your school. It should take about 20 minutes to complete and be completed by April 15, 2017.

CSALE conducts its Survey every three years in three phases. The Phase I survey (Master) goes to the clinical or experiential program dean at your school (or someone in a similar position). It gathers overview information on your school as a whole. Phase II goes to directors of each individual law clinic and field placement course. It gathers information on how those courses are taught and operate. Please complete this Phase II Field Placement Sub-Survey for each field placement course you teach and/or administer. Phase III (Faculty Sub-survey) captures, among other things, biographical information and defining characteristics of your employment. Depending on your position, you may be asked to participate in Phase III (Faculty sub-survey) as well.

Your participation in this survey keeps CSALE's data "fresh" and is thus critically important to applied legal educators, their programs, law schools, and legal scholars. The data gathered had a significant impact on clinical legal education:

- 88% of ABA accredited law schools participated in CSALE's 2013-14 Survey.
- 75% of U.S. law schools have relied on it in considering clinic and field placement program design, pedagogy, and staffing.
- Scholars rely on CSALE's data. CSALE data has been cited in dozens of law review articles and was critical to ABA's most recent amendments to the Standards.

You can learn more about CSALE's work, see a summary of the results from the prior Surveys, and request a free customized report by visiting www.CSALE.org.

CSALE carefully limits the distribution and use of its data to scholars and those considering law clinic and field placement course design and staffing. No data is ever made available for purposes of ranking (e.g., U.S. News). CSALE also vigorously maintains the confidentiality of the

anonymously submitted employment data gathered in its Phase III Faculty Sub-Survey. None of that data is ever released in a manner that could potentially permit identification of the person responding.

Notes on taking the Field Placement Sub-Survey
This Field Placement Sub-Survey is divided into several sections:

- Your answers to the section you are currently working on are automatically saved when you switch to a different section using the tabs at the top of the page or when you click the "Next Section" or "Previous Section" buttons at the bottom of the page.
- The last section has a "Finished" button; clicking this button will save your answers for the last section, give you the opportunity to see your answers for all the questions in this Sub-Survey, and email a copy of your answers to yourself.
- At any point you may log back into the Sub-survey to review and change your answers (even if you had clicked the "Finished" button).

Important note:

Whenever you need to leave the FP Sub-Survey, please make sure to select the "Next Section" button to save your answers for the current section.

Selecting the "Log Out" link, typing a new web address, or closing your browser WILL NOT SAVE your answers for the current section.

“A” tab title: IDENTIFYING INFORMATION

from the following drop down list:

A-1. **Law school.** Please choose your law school

[Albany to Yeshiva Univ. - Cardozo School of Law]

A-2. **Respondent identification.** Please provide the following information about yourself. Note that no identification information will be released linking a person to answers.

Last Name/ First Name Title/Title]

“B” tab title: ROLES & POLICIES

Field Placement Program is an umbrella for one or more distinct field placement or externship courses.

Field Placement Course refers to distinct courses, separately listed in the catalog. This Sub-Survey gathers information on multiple levels:

- Overall field placement program
- Distinct field placement courses
- Classroom and field work components
- Changes in program or course for the summer term

At some schools, a single person has chief responsibility for all or nearly all aspects of the program and its component parts; in other schools, multiple individuals might fill these roles. We tease them apart in this survey to allow us to capture the best possible picture of the staffing of the field placement program and specific features of each field placement course.

If you oversee more than one field placement course (FP course), you should have received separate emails with a unique survey link for each course. If you did not receive a sufficient number, please contact CSALE: administrator@csale.org.

If you are completing surveys for multiple field placement courses, please complete all questions in this Section B at least once. **For each additional FP course survey link**, identify your school and skip to Sections C-K.

Question B-1, Question Group B-2-3, Question Group B-4-5

Your response to Question B-1 will determine whether you need to answer Question Group B-2-3, Question Group B-4-5, or Skip to School/Program Policies.

B-1. **Respondent role.** What category best fits your role with field placements at your law school? (**Check the choice that represents the highest level of your responsibility** in your school's field placement program.)

- Head of main field placement program (skip to question B-2-3)
- Head of this distinct field placement course (skip to question B-4-5)
- Classroom instructor for the academic component of a field placement course (skip to School/Program policies section)
- Other (skip to School/Program policies section)

If other, please specify:

[text field]

Question Group B-2-3

Respond to this section if you answered "Head of main field placement program" to question B-1.

B-2. FP Program head. If you are the head of the main field placement program, please indicate which responsibilities you personally and primarily handle (e.g., for the program, course, and/or classroom component, as relevant).

Check all that apply.

- Student aspects (e.g., application process, student advising)
- Placements aspects (e.g., approving placement sites, placement monitoring, training, communication with supervisor)
- Classroom oversight aspects (e.g., selection and management of classroom instructors and curriculum)
- Reflection/teaching aspects (e.g., teach the seminar, review and comment on student journals or logs, assign grade)

B-3. Number of students in FP Program. If you are the head of the main field placement program, please indicate the typical number of students in field placements you oversee in an academic year (including summer, if relevant).

[1 – 100 in single digit increments / 100 to 500 in increments of 50 / 501+]

Skip to Question B-6 of the School/Program Policies section.

Question Group B-4-5

Respond to this section if you answered "Head of this distinct field placement course" to question B-1.

B-4. FP Course head. If you are the head of the field placement course (FP course), please indicate which responsibilities you personally handle (for the course and/or classroom component, as relevant).

Check all that apply.

- Student aspects (e.g., application process, student advising)
- Placements aspects (e.g., approving placement sites, placement monitoring, training, communication with supervisor)
- Classroom oversight aspects (e.g., selection and management of classroom instructors and curriculum)
- Reflection/teaching aspects (e.g., teach the seminar, review and comment on student journals or logs, assign grade)

B-5. Number of students in this FP Course. If you are the head of field placement course, please indicate the typical number of students in field placements you oversee in an academic year, including summer, if relevant.

[1 – 100 in single digit increments / more than 100]

Skip to Question B-6 of the School/Program Policies section.

School/Program policies

B-6. Paid externships. Does your field placement program allow students to receive compensation in addition to academic credit for any field placement course (beyond reimbursement for reasonable out-of-pocket expenses)?

- Yes
- Yes, with conditions
- No
- No school policy yet set

B-7. If you chose "Yes" or "Yes with conditions," what methods of compensation are permitted?
Check all that apply.

- Direct compensation from field placement

Grants from sources other than the field placement (e.g., summer fellowships or stipends).
 Tuition reimbursement/scholarship
 Other

B-8. **Fieldwork credit limits.** Does your school specifically limit the number of field placement credits toward graduation?
 Yes / No

B-9. If yes, please indicate the maximum number of field placement credits.

“C” Tab title: COURSES

SPECIFIC FIELD PLACEMENT COURSE INFORMATION

Please answer these questions for each specific field placement course (FP course) for which you are primarily responsible during the 2016-17 academic year, including summer 2016, if relevant.

You should have received separate emails with a survey link for each course you oversee. If you did not receive sufficient number, please contact CSALE: administrator@csale.org.

Course title, placement mix, practice types, and subject matter

C-1. **Course title.** Please give the individual FP course title as listed in course catalog. (“Judicial Externship,” “Criminal Defense Externship,” Intellectual Property Externship”):

C-2. **Placement mix.** Which category below best characterizes the placements in this FP course.

- Single setting-Judicial: only in a court or administrative tribunal
 - Single setting-Public Interest: only public interest/social justice
 - Single setting-Government: only government placements
 - Single setting-Criminal: prosecution and/or defense
 - Single setting-Law Firms: civil or criminal, also called private placements
 - Single setting-Corporate Counsel (including university counsel’s office)
 - Single setting-International: only placements outside of the U.S.
 - Mixed setting-Public: mix of public interest and government agencies
 - Mixed setting-Private: mix of law firms and corporate counsel
 - Mixed setting-General: any mix of placements (civil, criminal, public, private, multiple settings)
 - Other
- If other, please specify:

C-3. **Practice types.** For this FP course, indicate which practice types are offered.
 Check all that apply.

- Placements with a litigation practice focus
- Placements with a transactional practice focus
- Placements with a regulatory or legislative practice focus
- Placements with other types of practice

C-4. Considering the placements represented in this FP course, please estimate the percentage of the placements where the students’ work is primarily focused on the following practice types.

<i>Litigation (include judicial placements)</i>	0%	1-25%	26-50%	51-75%	76-100%
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<i>Transactional</i>	0%	1-25%	26-50%	51-75%	76-100%
<i>Regulatory or legislative</i>	0%	1-25%	26-50%	51-75%	76-100%
<i>Other</i>	0%	1-25%	26-50%	51-75%	76-100%

C-5. **Subject matter.** If this FP course has a specific subject matter focus, please identify:

My course has no specific practice area focus

<input type="checkbox"/> <i>Administrative Law</i> <input type="checkbox"/> <i>Appellate</i> <input type="checkbox"/> <i>Asylum/Refugee</i> <input type="checkbox"/> <i>Bankruptcy</i> <input type="checkbox"/> <i>Children & the Law</i> <input type="checkbox"/> <i>Civil & Crim Lit / General Lit Clinic</i> <input type="checkbox"/> <i>Civil Litigation / General Civil Clinic</i> <input type="checkbox"/> <i>Civil Rights</i> <input type="checkbox"/> <i>Community/Economic Development</i> <input type="checkbox"/> <i>Community Justice</i> <input type="checkbox"/> <i>Constitutional Law</i> <input type="checkbox"/> <i>Consumer Law</i> <input type="checkbox"/> <i>Criminal Defense</i> <input type="checkbox"/> <i>Criminal Prosecution</i> <input type="checkbox"/> <i>Death Penalty</i> <input type="checkbox"/> <i>Disability Law</i> <input type="checkbox"/> <i>Domestic Violence</i> <input type="checkbox"/> <i>Employment Law</i> <input type="checkbox"/> <i>Elder Law</i>	<input type="checkbox"/> <i>Entrepreneurship//Small Business</i> <input type="checkbox"/> <i>Environmental</i> <input type="checkbox"/> <i>Family Law</i> <input type="checkbox"/> <i>Health Law</i> <input type="checkbox"/> <i>Housing</i> <input type="checkbox"/> <i>Human Rights</i> <input type="checkbox"/> <i>Immigration</i> <input type="checkbox"/> <i>Indian Law</i> <input type="checkbox"/> <i>Innocence</i> <input type="checkbox"/> <i>Intellectual Property</i> <input type="checkbox"/> <i>Legislative/Policy</i> <input type="checkbox"/> <i>Mediation/ADR</i> <input type="checkbox"/> <i>Prisoners Rights</i> <input type="checkbox"/> <i>Securities</i> <input type="checkbox"/> <i>Tax</i> <input type="checkbox"/> <i>Transactional</i> <input type="checkbox"/> <i>Veterans</i> <input type="checkbox"/> <i>Wills/Trusts/Estates</i> <input type="checkbox"/> <i>Other</i>
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“D” tab title: ENROLLMENT & REGISTRATION

Pre-requisites and enrollments

D-1. **Pre-requisite/co-requisites.** Are there pre- or co-requisites for this FP course?
Yes / No
D-2. What pre- or co-requisites are applicable?
Check all that apply.
 Evidence
 Civil Procedure
 Ethics/Professional Responsibility
 Criminal Procedure
 An experiential course (e.g., simulation, clinic)
 Course(s) in the substantive practice area for this FP course

D-3. **Enrollments per term.** What is the typical enrollment in this distinct FP course each term? Do not count number of students for the whole FP Program. Do include the enrollment for all sections of this FP course, even if there is more than one section of a classroom component.

[1 – 20 in single digit increments/ 11 to 100 in increments of 10 / more than 100]

D-4. **Enrollment cap.** Does this FP course have an enrollment cap (maximum) for the term?

Yes / No

D-5. **Student demand.** If yes, does student demand for this FP course (over the past 3 years):

- Typically exceeds the enrollment cap
- Typically is less than the enrollment cap
- Typically matches the enrollment cap

D-6. **Repeat enrollments.** Please indicate whether students may enroll two or more times in this FP course.

Yes / No

D-7. If yes, indicate whether students are permitted to continue to work at the same field placement office in the subsequent term(s).

- Students must work in a different field placement office.
- Students may continue in the same field placement office, without any conditions.
- Students may continue in the same field placement office, with conditions or approval.

D-8. **Part-time student enrollment.** May part-time J.D. students enroll in this FP course?

- Yes
- No
- No part-time students at my school

D-9. If yes, what is the typical enrollment of part-time students in this FP course over a full year?

- 0
- 1-5
- 6 or more

D-10. **Credits fixed.** If this FP course is offered for a fixed number of credits, how many may a student earn per term?

[1 - 15]

D-11. **Credits variable.** If this FP course is offered for variable credit, what is the minimum number of credits?

[1 - 15]

D-12. If variable, what is the maximum number of credits?

[1 - 15]

D-13. **Classroom component credit.** If your FP course includes a classroom component, does it have a separate credit allocation? (If your FP course has no classroom component, skip to Question E-1).

- Yes, students earn additional credits
- No, FP course credits include both for fieldwork and classroom components

D-14. If students earn separate credit(s) for a classroom component, indicate how many credits. Check all that apply.

[1 – 5 / more than 5]

“E” tab title: FIELD WORK

Hours and grading

E-1. **Hours per credit.** Please state the total number of hours in the term a student must work, per field work credit hour (not hours per week):

[30 – 70]

E-2. **Time reporting.** How do students report their hours?

- Time logs, not verified by site supervisor
- Time logs, verified by site supervisor
- Other

E-3. **Field work grading.** Please indicate the grading method.

- Mandatory Pass/Fail (including variations like high pass, honors, etc.)
- Mandatory Letter/Number Grade
- Optional Pass/Fail or Grade
- Mixed Pass/Fail & Letter/Number Grade

E-4. If you grade with letters or numbers, is it done on a curve?

Yes . No

E-5. **Student practice rule.** Estimate the percentage of students who perform legal work under a Student Practice Rule or Order.

- 0
- 1-25%
- 26-50%
- 51-75%
- 76-100%

“F” tab title: CLASSROOM & REFLECTION

F-1 **Academic/reflection component.** How does your FP course meet the requirement for ongoing, contemporaneous, faculty-guided reflection?

- Classroom instructional component
- Regularly scheduled faculty tutorials
- Other means
- Combination of the above

F-2. **Classroom component.** Is there a classroom instructional component to this FP course? For the purposes of this and related questions, the term “classroom component” comprises a seminar-type class, with multiple class meetings, taught by a faculty member over the term, with the field placement students as a group. Classroom component does not include one-on-one meetings with students, review of student journals, etc.

RADIO BUTTON

- Yes
- No, skip to question F-10.

F-3. **Classroom component for repeat enrollments.** If your law school allows students to take this FP course more than once, please indicate how the classroom component is handled for the repeating students.

- Course does not allow repeat enrollments.
- Classroom component required only for first enrollment.
- Classroom component required for repeat students.
- Other [text box]

F-4. **Number of sections.** Indicate the number of sections for the classroom component that are offered in a typical term for this FP course.

[1 – 5 / more than 5]

F-5. **Classroom component grading.** If the classroom component is graded separately from the field work component, please indicate the grading method.

- Mandatory Pass/Fail (including variations like high or low pass, honors, etc.)
- Mandatory Letter/Number Grade
- Optional Pass/Fail or Grade
- Mixed Pass/Fail & Letter/Number Grade

F-6. If you grade with letters or numbers, is it done on a curve?

Yes / No

F-7. **Classroom hours.** Please state the number of hours per week students are in the classroom. If the classroom seminar does not meet every week, please estimate the weekly average over the semester:

[1 – 8]

F-8. **Classroom student-teacher ratio.** Indicate the student-teacher ratio for the classroom component (students per individual instructor).

- 1 – 50 in increments of 5 / more than 50]
- more than 50 to 1

F-9. **Classroom curriculum.** Please specify the approximate percentage of the classroom component that is devoted to:

- | | |
|---|------------------------------|
| F-9a. Simulation | [0 – 100 in increments of 5] |
| F-9b. Skills Instruction | [0 – 100 in increments of 5] |
| 9c. Substantive Law | [0 – 100 in increments of 5] |
| F-9d. Procedural Law or Rules | [0 – 100 in increments of 5] |
| F-9e. Fieldwork discussion (i.e., “rounds”) | [0 – 100 in increments of 5] |
| F-9f. Ethics/Professional Responsibility | [0 – 100 in increments of 5] |

F-10. **Journals.** Irrespective of whether this FP course has a classroom component, are journals/reflective memos required?

- Journals are not used.
- Journals are used and shared with on-site supervisors.
- Journals are used, but they are not shared with on-site supervisors.

F-11. **Other writing.** Please specify *other* writing requirement(s) used in this FP course (research papers, term-end field reports, etc.):

[text field]

"G" tab title: PLACEMENT/SUPERVISOR MGMT

G-1. **Number of placement offices.** Please state the average number of placement offices (host offices) that you oversee in the FP course each term. Do not count each supervising attorney. If a placement includes independent offices with separate legal staff and supervisory structures, count each office separately (e.g., the general counsel's office in a regulatory agency and the enforcement unit.)

[1 – 20 in single increments / 21 to 100 in increments of 10/ more than 100]

G-2. **Placement evaluation.** Please indicate how you monitor/evaluate the placements to assure the quality of the student educational experience.

Check all that apply.

- Student evaluation of host office and/or supervisor
- Supervisor evaluation of student
- Site visits to host office
- Telephone calls with field supervisor
- Remote video communications (e.g., Skype, Adobe Connect, etc., with field supervisor)
- Email communication with field supervisors
- Other

If other, please specify: [text field]

G-3. **Site visits.** Are site visits to the placement office generally performed?

Yes / No

G-4. If yes, how often are such visits conducted?

- Irregularly/occasionally
- Every other year
- Once a year
- Once a term
- More than once a term

G-5. **Field supervisor training.** Does the law school provide any training programs for the field placement supervising attorneys?

Yes

G-6. If training is provided, what format is used?

Check all that apply.

- Written material
- Live training (e.g., at host office or law school)
- Online video or webinar
- Online interactive training
- Other, please specify: [text field]

G-7. If training is provided, how frequently?

- Every term
- Annual
- Less frequent than annual
- For new supervisors to the program
- Other

“H” tab title: SUMMER TERM

H-1. **Summer term.** Is your FP course offered during the summer term?

- No, skip to Section I, FACULTY STATUS.
 Yes.

H-2. **Summer enrollment.** What was the average enrollment in this FP course during the past three summers?

[1 – 20 in increments of 5 / 21 to 100 in increments of 10 / more than 100]

H-3. **Differences in credit allocation.** Is there a difference in the number of credits awarded for this FP course between summer term and the core academic terms?

Yes / No

H-4. If yes, indicate the number of credits that awarded for the summer FP course?

[1 – 15 in single digit increments]
 variable

H-5. If variable, what is the minimum number of credits?

[1 – 15]

H-6. If variable, what is the maximum number of credits?

[1 – 15]

H-7. **Differences regarding permissibility of full-time field work.** Please indicate in which terms, if any, full-time field placements are allowed in this FP course.

- All terms, full-time placements are permitted.
 Full-time placements are allowed during the summer term only.
 Full-time placements are not allowed at all.

H-8. **Differences in geographic limits.** Is there a difference in permissible placement locations between summer term and the core academic terms?

Yes / No

H-9. If yes, what locations are permitted in the summer FP course?

Check all that apply.

- In the vicinity of the law school.
 In specific city(ies) in the U.S. in which the law school has relationships or a designated program.
 In the U.S., wherever the student has identified an eligible placement.
 In other countries, but in a specific location where the law school has relationships or a program.
 In other countries, wherever the student has identified an eligible placement.

“I” tab title: FACULTY STATUS

For the purposes of the following questions, please use the following definitions:

(i). Presumption of Renewal: ABA Accreditation Standard 405 defines “presumptively renewable contracts” as those that include a presumption that they will be renewed at the end of each contract term and are only subject to termination/non-renewal for the following reasons: 1) dismissal of the faculty member for good cause, including the person’s job performance or fitness as a teacher; 2) the closing or material modification of the faculty member’s clinical or field placement program; or 3) other financial or budgetary exigency.

(ii) Probationary Contracts: A probationary contract is one that typically mimics the “pre-tenure” employment status of a tenure track professor, to wit: a contract that places the employee on a track under which the person will ultimately be considered for a longer-term presumptively renewable contract.

I-1. **Status.** Please select the most appropriate description of your faculty status.

- Tenured Faculty
- Tenure Track
- Clinical Tenured Faculty
- Clinical Tenure Track
- Presumptively Renewable Long Term Contract
- Probationary, leading to long-term, presumptively renewable contract
- Short-Term Contract; no long-term renewal rights (e.g., Adjunct)
- At will
- Fellow, with Other Employment Terms
- Full-time Employee with Other Employment Terms

I-2. **Status of classroom component teachers.** For each person teaching the classroom component of this FP course, *including yourself* if applicable, check the most appropriate descriptions. Please use the choices provided below, and the definitions of “presumptive renewal” and “probationary contracts” set forth above.

	Full/part-time status	Employment status	Presumptive renewal	Probationary contract
Teacher 1				

Full/Part Time Status

- Full time employee
- Approx ¾ time employee
- Approx ½ time employee
- Approx ¼ time employee
- Less than ¼ time employee

Employment status

- Tenured Faculty
- Tenure Track
- Clinical Tenured Faculty
- Clinical Tenure Track
- Presumptively Renewable Long Term Contract
- Probationary, leading to long-term, presumptively renewable contract
- Short-Term Contract; no long-term renewal rights (e.g., Adjunct)
- At will
- Fellow, with Other Employment Terms
- Full-time Employee with Other Employment Terms

“J” tab title: PRO BONO SERVICE

J-1. **Pro bono hour estimate.** Please *estimate* the aggregate total number of hours of legal services delivered over the past academic year by the students enrolled in this FP course who are placed in non-profit or governmental offices (including judicial chambers).
[text field]

“K” tab title: FEEDBACK

K-1. **Length of time to complete.** Please approximate how long it took you to complete this *FP course Sub-Survey*:

- .25 hours
- .5 hours
- .75 hours
- 1 hour
- More than an hour

K-2. **Comments.** In the box below, please provide any suggestions you have for improving this *FP course Sub-Survey*:
[text area]

2016-17 CSALE Survey of Applied Legal Education: Phase III: Faculty Sub-Survey

Welcome to the 2016 iteration of the short *Phase III Faculty Sub-Survey of Applied Legal Education*. This *Phase III Sub-Survey* has been sent to you at the request of the person primarily responsible for, or with the best knowledge of, the law clinic and field placement courses at your school. It should take no more than 15 minutes and be completed by April 15, 2017.

CSALE conducts its *Survey* every three years in three phases and, depending on your position, you may be asked to respond to more than one of the Phases. Phase I (Master Survey) went to your clinical or experiential program dean (or someone in a similar position) and gathers overview information on your school as a whole. Phase II (Law Clinic Sub-Survey & Field Placement Sub-Survey) goes to directors of individual law clinics and field placement courses and gathers information on how those courses are taught and operate. This Phase III Faculty Sub-Survey goes to everyone who teaches in either type of program and captures, among other things, anonymous biographical information and defining characteristics of your employment.

Over 84% participated in the 2010-11 *Survey* and 88% participated in the 2013-14 *Survey*. The data gathered had a significant impact on clinical legal education. Nearly 75% of U.S. law schools have relied on it in considering clinic and externship course design, pedagogy, and staffing. Scholars also rely on CSALE's data. Your participation in this short survey keeps CSALE's data "fresh" and is thus critically important to applied legal educators, their programs, law schools, and legal scholars. You can learn more about CSALE's work, see a summary of the results the prior *Surveys*, and request a free customized report by visiting www.CSALE.org.

Your responses in the Survey will be combined with those from other schools and clinical faculty and collectively reported. However, the confidentiality of the data gathered will be *vigorously* maintained. **The data you are submitting is anonymous** and not released in a manner that could potentially permit identification of the person responding. Additionally, only CSALE's president and vice president will have access to raw, uncompiled *Survey* data. Those persons are prohibited from accessing combinations of various answers that might offer clues as to your identity without written permission from CSALE's board of directors.

NOTE:

A person who is primarily a doctrinal/classroom teacher and supervises some students in externship placements or helps teach a select number of law clinic or field placement class sessions is NOT considered "clinical faculty" for the purposes of this Survey and should not complete this

survey.

Notes on taking the Phase III *Faculty Sub-Survey*

This *Sub-Survey* is divided into several sections covering faculty status and related responsibilities. Your answers to the section you are currently working on are automatically saved when you switch to a different section using the tabs at the top of the page or when you click the "Next Section" or "Previous Section" buttons at the bottom of the page. The last section has a "Finished" button; clicking this button will save your answers for the last section, give you the opportunity to see your answers for all the questions in the *Survey*, and email a copy of your answers to yourself. At any point (even after you click the "Finished" button) you can log back into the *Survey* and review or change your answers.

Whenever you need to leave the *Survey*, please make sure to select the "Next Section" button to save your answers for the current section. Selecting the "Log Out" link, typing in a new web address, or closing your browser will NOT automatically save your answers for the current section.

A. Law School and Teaching Setting Identification

1(a). Name of Law School

[Albany to Yeshiva Univ. - Cardozo School of Law]

1b. For the 2016-17 academic year, please indicate whether you will be teaching in a field placement course, a law clinic, or both:

Law Clinic (fill out Section B below)

Field Placement Course (fill out Section C below)

Both (fill out Sections B and C below)

1c. If you answered "Both" to the above question, do you consider yourself primarily a:

Law Clinic teacher

Field Placement teacher

B. LAW CLINICS

If you taught or supervised a law clinic this or last academic year, please use that clinic for your answers in this section. If you taught or supervised multiple clinics, please choose the most recent one you have taught or are teaching. If you have not taught in a clinic since the start of the 2015-2016 academic year, please skip to Section C.

1. What **one** category **best** fits your role in law clinics at your school?

- Head of the law clinic program
- Head of one or more distinct clinics
- Teacher for the classroom component AND casework component of the clinic
- Teacher for just the classroom component of the clinic
- Teacher for just the casework component
- Other

If other, please specify:

[text field]

2. From the list below, please choose **one** category that **best** describes this clinic:

<input type="checkbox"/> <i>Administrative Law</i>	<input type="checkbox"/> <i>Entrepreneurship//Small Business</i>
<input type="checkbox"/> <i>Appellate</i>	<input type="checkbox"/> <i>Environmental</i>
<input type="checkbox"/> <i>Asylum/Refugee</i>	<input type="checkbox"/> <i>Family Law</i>
<input type="checkbox"/> <i>Bankruptcy</i>	<input type="checkbox"/> <i>Health Law</i>
<input type="checkbox"/> <i>Children & the Law</i>	<input type="checkbox"/> <i>Housing</i>
<input type="checkbox"/> <i>Civil & Crim Lit / General Lit Clinic</i>	<input type="checkbox"/> <i>Human Rights</i>
<input type="checkbox"/> <i>Civil Litigation / General Civil Clinic</i>	<input type="checkbox"/> <i>Immigration</i>
<input type="checkbox"/> <i>Civil Rights</i>	<input type="checkbox"/> <i>Indian Law</i>
<input type="checkbox"/> <i>Community/Economic Development</i>	<input type="checkbox"/> <i>Innocence</i>
<input type="checkbox"/> <i>Community Justice</i>	<input type="checkbox"/> <i>Intellectual Property</i>
<input type="checkbox"/> <i>Constitutional Law</i>	<input type="checkbox"/> <i>Legislative/Policy</i>
<input type="checkbox"/> <i>Consumer Law</i>	<input type="checkbox"/> <i>Mediation/ADR</i>
<input type="checkbox"/> <i>Criminal Defense</i>	<input type="checkbox"/> <i>Prisoners Rights</i>
<input type="checkbox"/> <i>Criminal Prosecution</i>	<input type="checkbox"/> <i>Securities</i>
<input type="checkbox"/> <i>Death Penalty</i>	<input type="checkbox"/> <i>Tax</i>
<input type="checkbox"/> <i>Disability Law</i>	<input type="checkbox"/> <i>Transactional</i>
<input type="checkbox"/> <i>Domestic Violence</i>	<input type="checkbox"/> <i>Veterans</i>
<input type="checkbox"/> <i>Employment Law</i>	<input type="checkbox"/> <i>Wills/Trusts/Estates</i>
<input type="checkbox"/> <i>Elder Law</i>	<input type="checkbox"/> <i>Other</i>

CLASSROOM COMPONENT:

3. Did you teach in the classroom component of this clinic?

Yes \ No

CASEWORK COMPONENT:

4. Did you supervise students in the casework component of this clinic?

Yes \ No

C. FIELD PLACEMENT COURSES

If you taught or supervised a field placement course this or last academic year, please use that course for your answers in this section. If you taught or supervised multiple field placement courses, please choose the course with the largest enrollment you taught or are teaching. If you have not taught a field placement course since the start of the 2015-2016 academic year, please skip to Section D.

Note that a field placement course is one that is separately identified in your catalog (e.g., Judicial Externship, Criminal Externship) and not each of the different placement sites or types of placements within the course.

5. What **one** category **best** fits your role with field placement teaching/supervision?

Head of main field placement program

Head of one or more distinct field placement course(s)

Classroom instructor for the academic component of a field placement course alone (e.g., a companion seminar)

Other

If other, please specify:

[text field]

6. Is there a classroom component to this field placement course?

Yes \ No

7. Does the same person who teaches the classroom component supervise the field placement in a typical term?

Yes \ No

D. Individual Characteristics

1a. Years of teaching/supervision in law clinic or field placement as a primary occupation:

[Less than 1 to 40 years]

1b. Years of law practice prior to law teaching:

[Less than 1 to 40 years]0

2a. Please indicate your race/origin:

American Indian or Alaska Native

Asian

Black or African American

Hispanic

Native Hawaiian or Other Pacific Islander

White

Two or More Races

2b. Gender with which you identify:

Female

Male

Prefer to self describe: [_____]

Prefer not to say

E. FACULTY STATUS AND COMPENSATION

3a. Please select the most appropriate description of your employment status. For the purposes of this and other questions, please consider the following definitions:

(i). Presumption of Renewal: ABA Accreditation Standard 405 defines “presumptively renewable contracts” as those that include a presumption that they will be renewed at the end of each contract term and are only subject to termination/non-renewal for the following reasons: 1) dismissal of the faculty member for good cause, including the person’s job performance or fitness as a teacher; 2) the closing or material modification of the faculty member’s clinical or field placement course; or 3) other financial or budgetary exigency.

(ii). Probationary Contracts: A probationary contract is one that typically mimics the “pre-tenure” employment status of a tenure track professor, to wit: a contract that places the employee on a track under which the person will ultimately be considered for a longer term presumptively renewable contract.

Tenured

Tenure Track

Clinical Tenured

Clinical Tenure Track

5yr or more contract

4yr contract

3yr contract

2yr contract

1yr contract

Adjunct

Fellow (degree conferring program)

Fellow (not part of a degree conferring program)

Administrative position with a faculty title

Administrative position without a faculty title

Other

4a. If on contract, does it carry a presumption of renewal?

Yes \ No

4b. If on contract, is it probationary?

Yes \ No

5a.i. If on tenure track or clinical tenure track, does your school have:

- the same requirements for promotion and tenure for clinical and non-clinical faculty
- different requirements for promotion and tenure for clinical and non-clinical faculty

5a.ii. If you are on tenure track or clinical tenure track and your promotion or tenure requirements differ from the requirements for traditional tenure for **doctrinal/classroom faculty**, please check all that apply:

- The number of publications clinical faculty are required to produce is lower.
- There is a greater acceptance of "applied" scholarship by clinical faculty.
- Briefs and similar works authored primarily by clinical faculty are considered.
- Involvement in community and bar activities are considered.
- There is a greater emphasis on the quality of teaching by clinical faculty.
- There is a greater emphasis on the administration skills of clinical faculty.
- I receive "credit" for activities addressing important public policy issues.
- Clinical faculty receive "credit" for their ability to raise funds to support clinical programs.
- Other

If other, please specify

[text field]

5a.iii. Please email a copy of these standards to standards@csale.org or fax to CSALE at (734) 764-4702. You can see standards from other schools at www.csale.org/promotion.html

6a. If you are on a presumptively renewable or probationary contract and your requirements for renewal or promotion to a longer-term contract differ from requirements for traditional tenure for **doctrinal/classroom faculty**, please check all that apply:

- The number of publications I have to produce is lower.
- There is a greater acceptance of "applied" scholarship.
- Briefs and similar works authored primarily by me are considered.
- Involvement in community and bar activities are considered.
- There is a greater emphasis on the quality of my teaching.
- There is a greater emphasis on my administration skills.
- I receive "credit" for activities addressing important public policy issues.
- I receive "credit" for my ability to raise funds to support clinical programs.
- Other

If other, please specify

[text field]

6b. If you are on a presumptively renewable or probationary contract, please indicate how the requirements for renewal or promotion to a longer term contract differ from requirements for faculty on a **clinical tenure track**, please check all that apply:

- My school does not have a clinical tenure track to compare to.
- The number of publications I have to produce is lower.
- Other

If other, please specify
[text field]

6c. Please email a copy of the renewable contract standards to standards@csale.org or fax to CSALE at (734) 764-4702. You can see standards from other schools at www.csale.org/promotion.html

7. Please indicate in a decimal fraction whether your job is full-time (1), half-time (.5), etc.

[.1 to 1.0 in tenths]

8. Please provide your approximate base salary range (exclusive of summer grants). Remember that, as set forth in the instructions, CSALE will **maintain the confidentiality of the data** you are submitting. Additionally, only CSALE's president and vice president will have access to raw, uncompiled *Survey* data. Those persons are prohibited from accessing combinations of various answers that might offer clues as to your identity without express written permission from CSALE's board of directors.

Less than \$9,999	\$10,000 - 19,999	\$20,000 - 29,999
\$30,000 - 39,999	\$40,000 - 49,999	\$50,000 - 59,999
\$60,000 - 69,999	\$70,000 - 79,999	\$80,000 - 89,999
\$90,000 - 99,999	\$100,000 - 109,999	\$110,000 - 119,999
\$120,000 - 129,999	\$130,000 - 139,999	\$140,000 - 149,999
\$150,000 - 159,999	\$160,000 - 169,999	\$170,000 - 179,999
\$180,000 - 189,999	\$190,000 - 199,999	\$200,000 - 209,999
\$210,000 - 219,999	\$220,000 - 229,999	\$230,000 - 239,999
\$240,000 - 249,999		
Greater than \$249,999		

9. Is the salary:

"Hard" money (*i.e.*, tuition dollars, endowment income, or, at a public institution, state subsidies)

"Soft" money (grants or other external funding)

Mix of "Hard" and "Soft" money

10. Is base salary for 9, 10, 11 or 12 months per year:

9 months

10 months

11 months

12 months

10a-b. If your answer to Question 10 above was less than 12 months:

10a. Is there a salary supplement available for the summer?

Yes \ No

10b. If there is summer salary supplement, please indicate the amount available as a percentage of your base salary:

[1 – 100 in single digit increments]

F. SUMMER RESPONSIBILITIES

11a. If you teach in a law clinic, does your clinic run as a student-enrolled, for-credit program during the summer?

Yes \ No

11b. If your law clinic does not run as a student-enrolled, for credit program during the summer **and** there are ongoing cases:

11b(i) Is funding provided to hire interns or an attorney to **assist** you with case coverage?

Yes \ No

11b(ii) Is funding provided to hire an attorney to take **primary responsibility** for ongoing cases?

Yes \ No

12a. If you teach in a field placement program, does your field placement course operate with active, for-credit placements during the summer (if "no," please skip to Next Section)?

Yes \ No

12b. If your field placement course operates with active, for-credit placements during the summer, are you relieved of your field placement course teaching or placement supervisory obligations to allow you to pursue scholarship or other activities?

Yes \ No

G. OTHER RESPONSIBILITIES AND OPPORTUNITIES

13. Which of the following best describes your voting rights within the law school:

Vote on All Matters

Vote on all Matters Except Classroom/Doctrinal Faculty Hiring

Vote on all Matters Except Classroom/Doctrinal Faculty Promotion and Tenure

Vote on Administrative Matters Only

No Vote at Faculty Meetings but can Generally Attend

Not Permitted to Attend Faculty Meetings

14. Law School Committee Participation. Please check all the types of committee work that you are permitted to participate in and vote on. If you are permitted to participate in and vote on all committees, please check that option alone:

- Participate in and vote on all committees
- Committees addressing classroom/doctrinal faculty hiring and promotion and tenure
- Committees addressing clinical faculty hiring and promotion
- Committees addressing budgeting
- Committees addressing curriculum
- Committees addressing academic standards
- Committees addressing admissions
- Committees addressing financial aid
- Committees addressing technology
- Committees addressing career services/placement
- Cannot participate in or vote on any committee

15a. Are you any of the following? (check all that apply)

- Associate/Assistant Dean/Director of Experiential Education
- Associate/Assistant Dean of Clinical Programs
- Overall Director of Clinical Programs
- Director of two or more Law Clinics
- Director of a single Clinic
- Associate/Assistant Dean of Field Placement Programs or Externships
- Overall Director of Field Placement Programs or Externships
- Director of two or more Field Placement Courses
- Director of a single Field Placement Course
- None of the above (skip to Question 16)

15b. (i) Do the administrative duties of the position or positions you checked above result in the reduction of what would otherwise be your "normal" teaching load?
Yes \ No

(ii) If there is a reduction in teaching load, please select the amount of reduction to the nearest 5%

[100% to 5% by 5% increments]

16. Does your school prohibit you from teaching doctrinal or "podium" courses (excludes trial practice, appellate advocacy, and other "applied practice" courses)?

Yes \ No

If there is no prohibition:

16a. How many times have you taught a doctrinal or "podium" course in the previous three academic years?

[0 – 10]

16b. Were you relieved of clinical teaching or supervision obligations while teaching this doctrinal or podium course?

- Fully relieved of clinical teaching and supervision obligations
- Partially relieved of clinical teaching and supervision obligations
- Not relieved of clinical teaching and supervision obligations

16.c. Did you receive additional compensation for teaching this course?

Yes \ No

17. Does your school prohibit you from teaching non-doctrinal professional "skills"/simulation courses (e.g., trial practice, appellate advocacy, negotiations)?

Yes \ No

If there is no prohibition:

17a. How many times have you taught a "skills" course in the previous three academic years?

[0 – 10]

17b. Were you relieved of clinical teaching obligations while teaching this "skills" course?

Fully relieved of clinical teaching and supervision obligations

Partially relieved of clinical teaching and supervision obligations

Not relieved of clinical teaching and supervision obligations

17c. Did you receive additional compensation for teaching this course?

{ New Drop Down

Yes \ No

18. Is academic scholarship a requirement of your job?

Yes \ No

If yes, scholarship is a requirement:

18a. Is there financial support for research assistance?

Yes \ No

18b. Are teaching/supervision obligations reduced at any time (excluding summers) for this purpose?

Yes \ No

19. Are paid sabbaticals/developmental leaves available to you?

Yes \ No

If yes, paid sabbaticals/developmental leaves are available:

19a. How many months is each sabbatical/developmental leave?

[1 – 10]

19b. How many years of teaching are required before the sabbatical/developmental leave is first available?

[1 – 12]

19c. How many additional years of teaching are required before a subsequent sabbatical/developmental leave can be taken?

[1 – 12]

E. Feedback

1. Please approximate how long it took you to complete this *Faculty Sub-Survey*:

.25 hours

.5 hours

.75 hours

1 hour

2. In the box below, please provide any suggestions you have for improving this *Faculty Sub-Survey*:

[text area]