

# Results of Survey on Clinics and Pandemic Teaching

Presented by the AALS Policy Committee and the  
CLEA Committee for Faculty Equity and Inclusion

June 2021

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# Survey

## Survey: Clinics and Pandemic Teaching

Through this survey, the CLEA Committee for Faculty Equity and Inclusion and the Policy Committee of the AALS Section on Clinical Education hope to gather information regarding how institutions treated clinics in responding to the pandemic, and whether there were disparities in how clinical faculty and clinics were treated across the institution and within clinical programs. We appreciate your participation.

What type of clinical course do you teach?

- Law clinic
- Externship or field placement
- Other: \_\_\_\_\_

What is your institutional affiliation? (optional)

Your answer \_\_\_\_\_

Are you a member of a group that has been identified as particularly vulnerable or high risk for experiencing complications from COVID-19?

Your answer \_\_\_\_\_

What is your status?

- Non-tenure long-term contract
- Tenure-track
- Tenured
- Fellow
- Adjunct
- Other: \_\_\_\_\_



# Findings

# Findings – Status and Type of Course

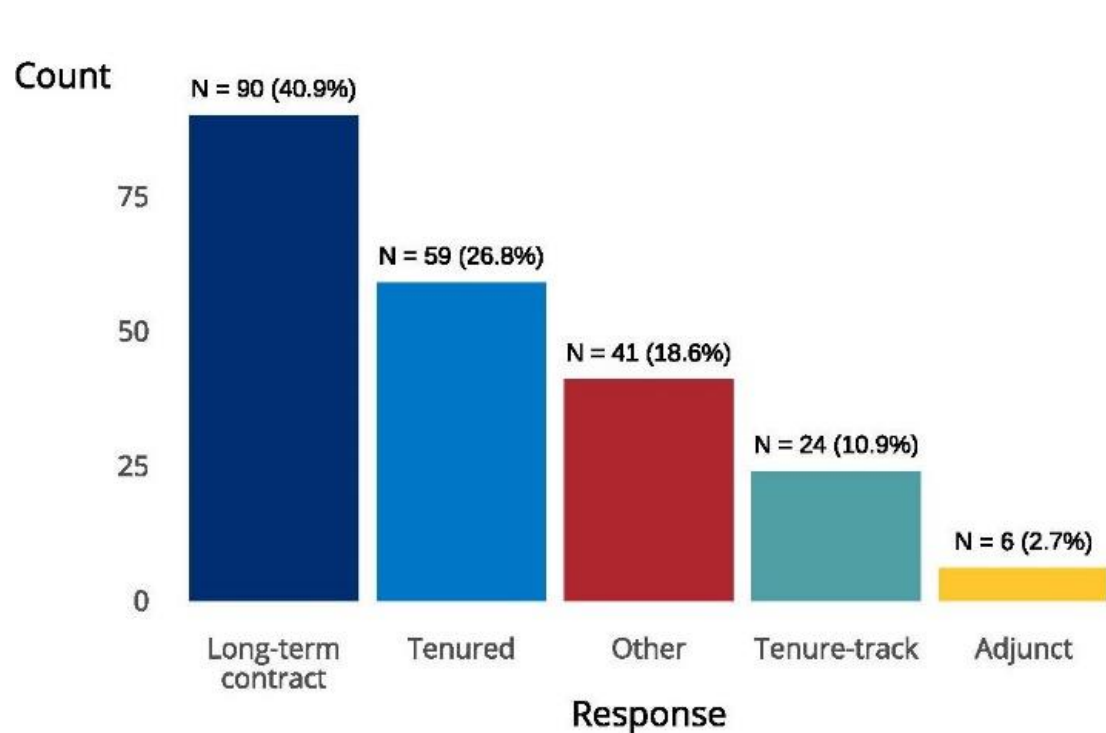


Figure 3: Respondent Status

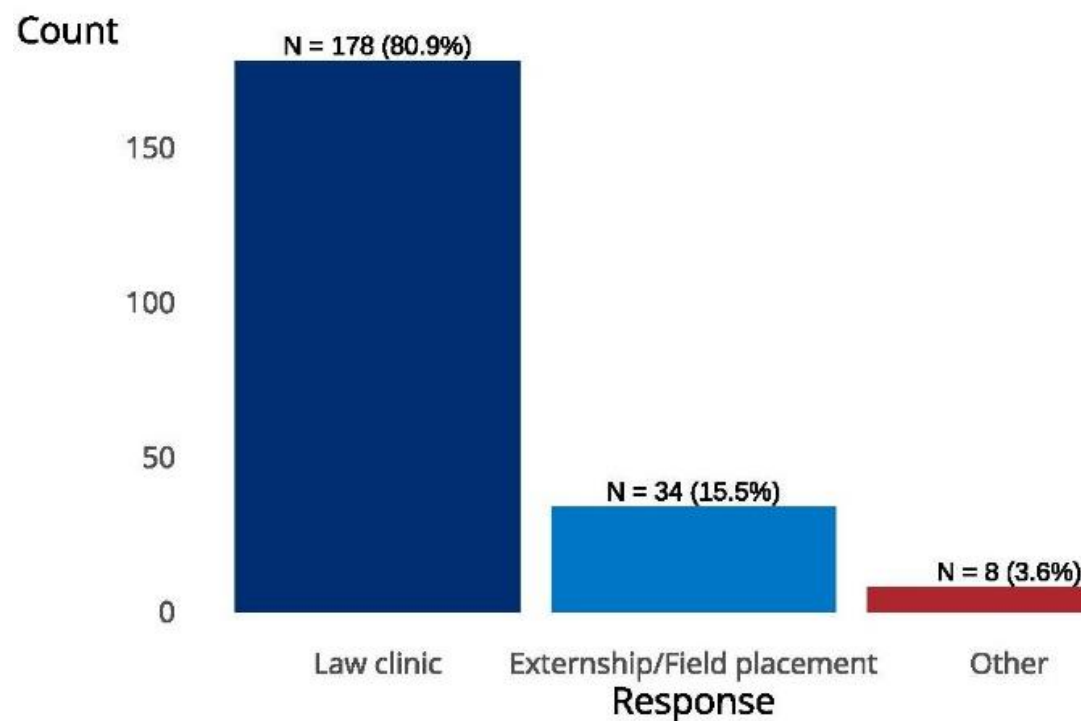


Figure 1: Type of Clinical Course Taught

# Findings – High Risk Status, Race, and Years Teaching

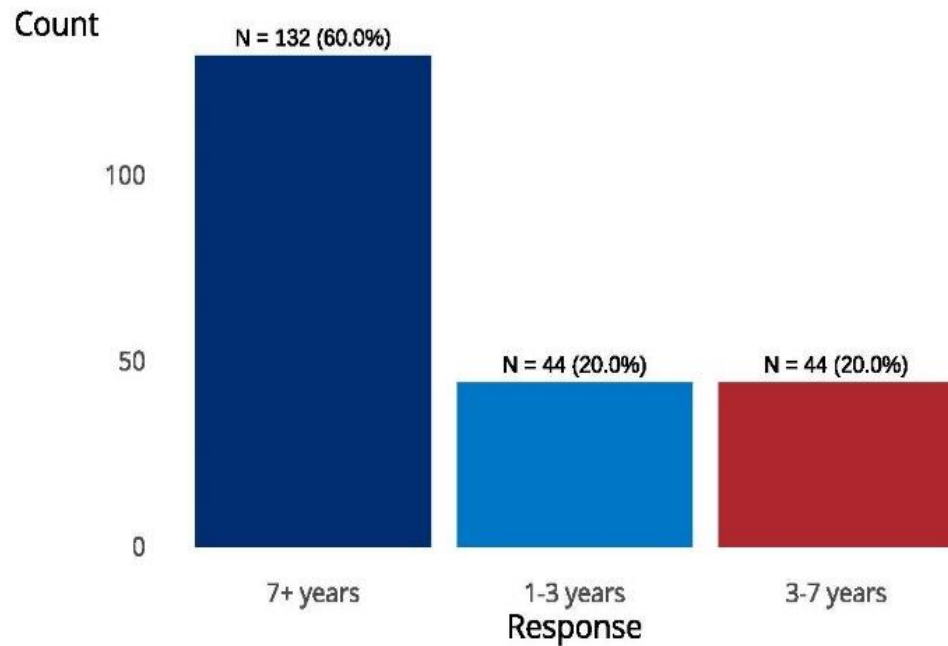


Figure 5: How Long Respondent has Taught Clinical Course

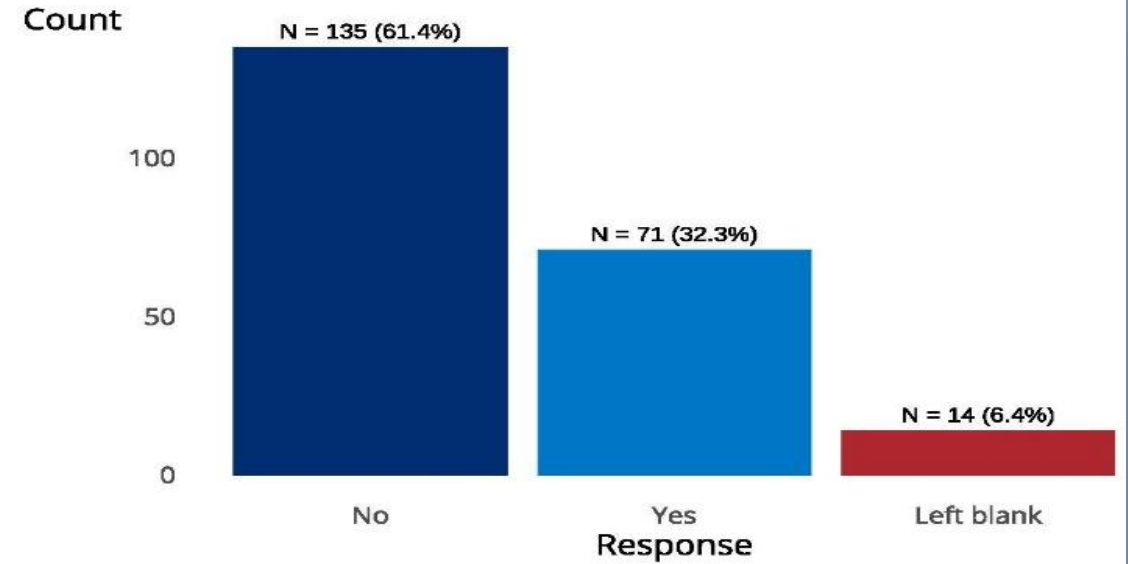


Figure 2: Member of High-Risk Group for COVID-19 Complications

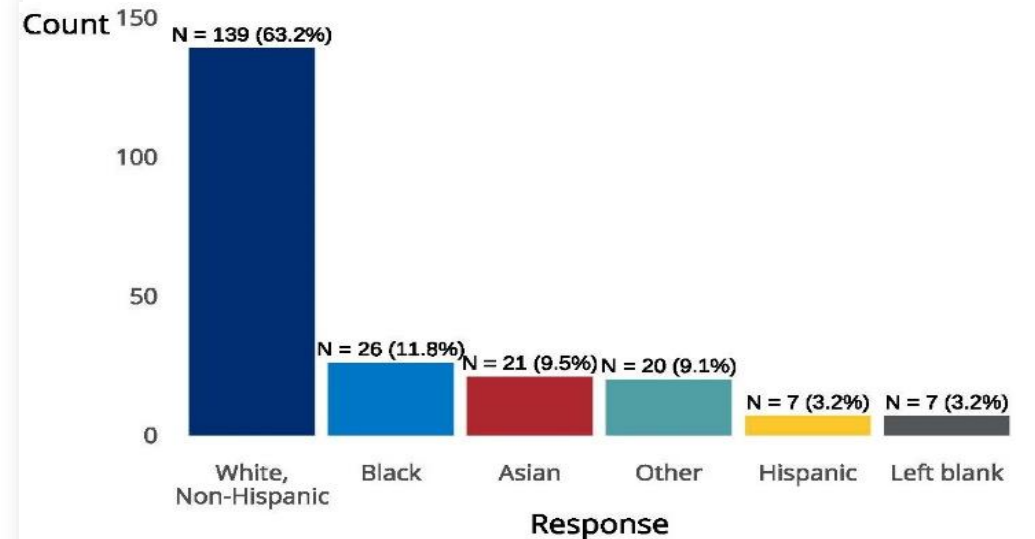


Figure 4: Respondent Race

At your institution, were clinical courses treated differently than other courses with regard to pandemic restrictions or the provision of in-person, hybrid, or remote-only teaching? If so, how?

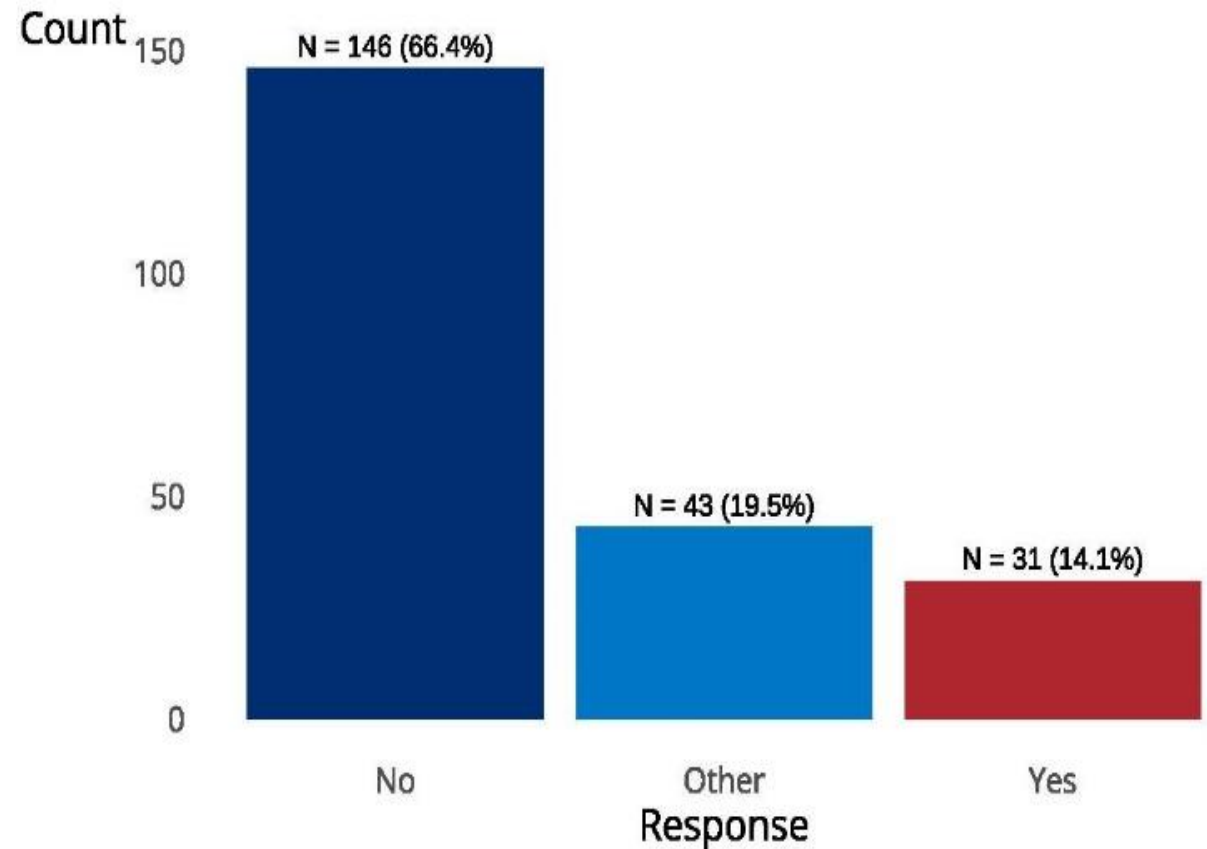


Figure 6: Clinical Courses Treated Differently Than Other Courses

At your institution, were clinical faculty treated differently than other faculty with regard to pandemic restrictions or the provision of in-person, hybrid, or remote-only teaching? If so, how?

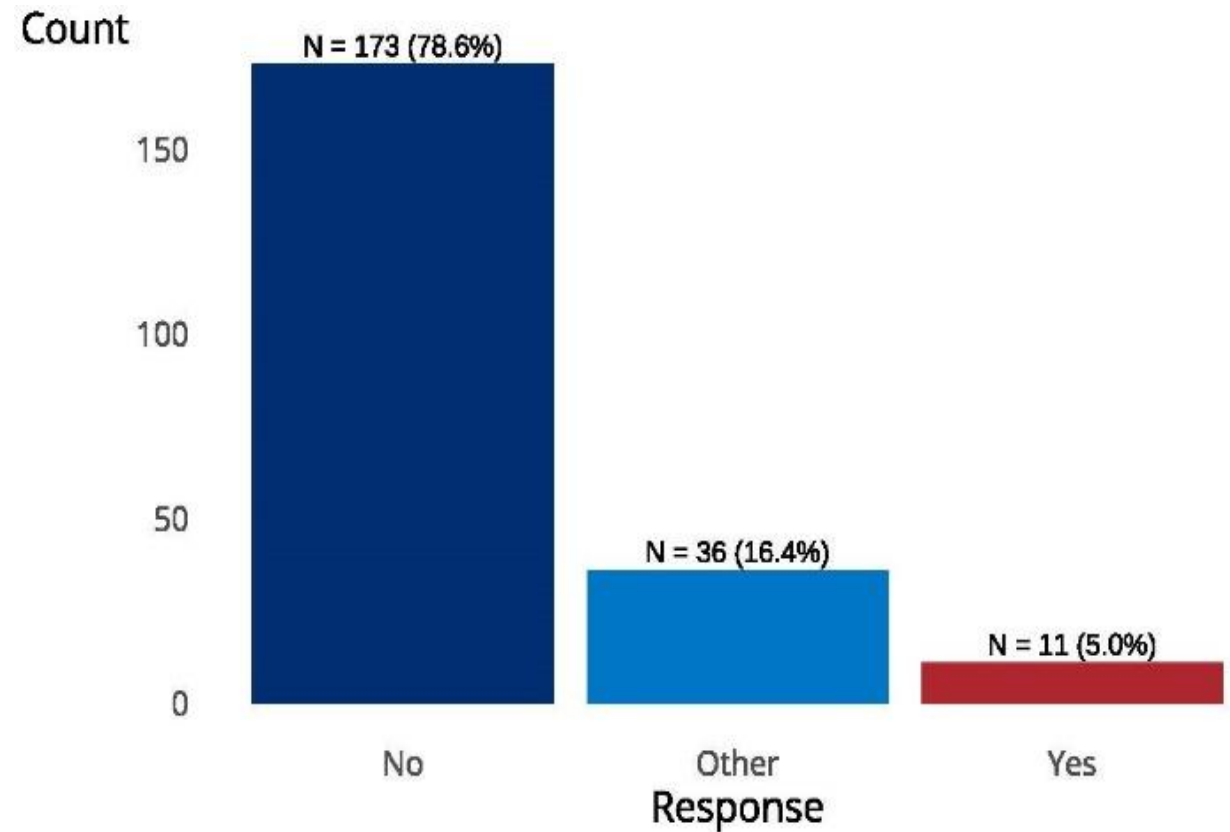


Figure 7: Clinical Faculty Treated Differently Than Other Faculty

Was your clinical course treated differently than other clinical courses at your institution? If so, please describe how and your understanding of the basis for that distinction?

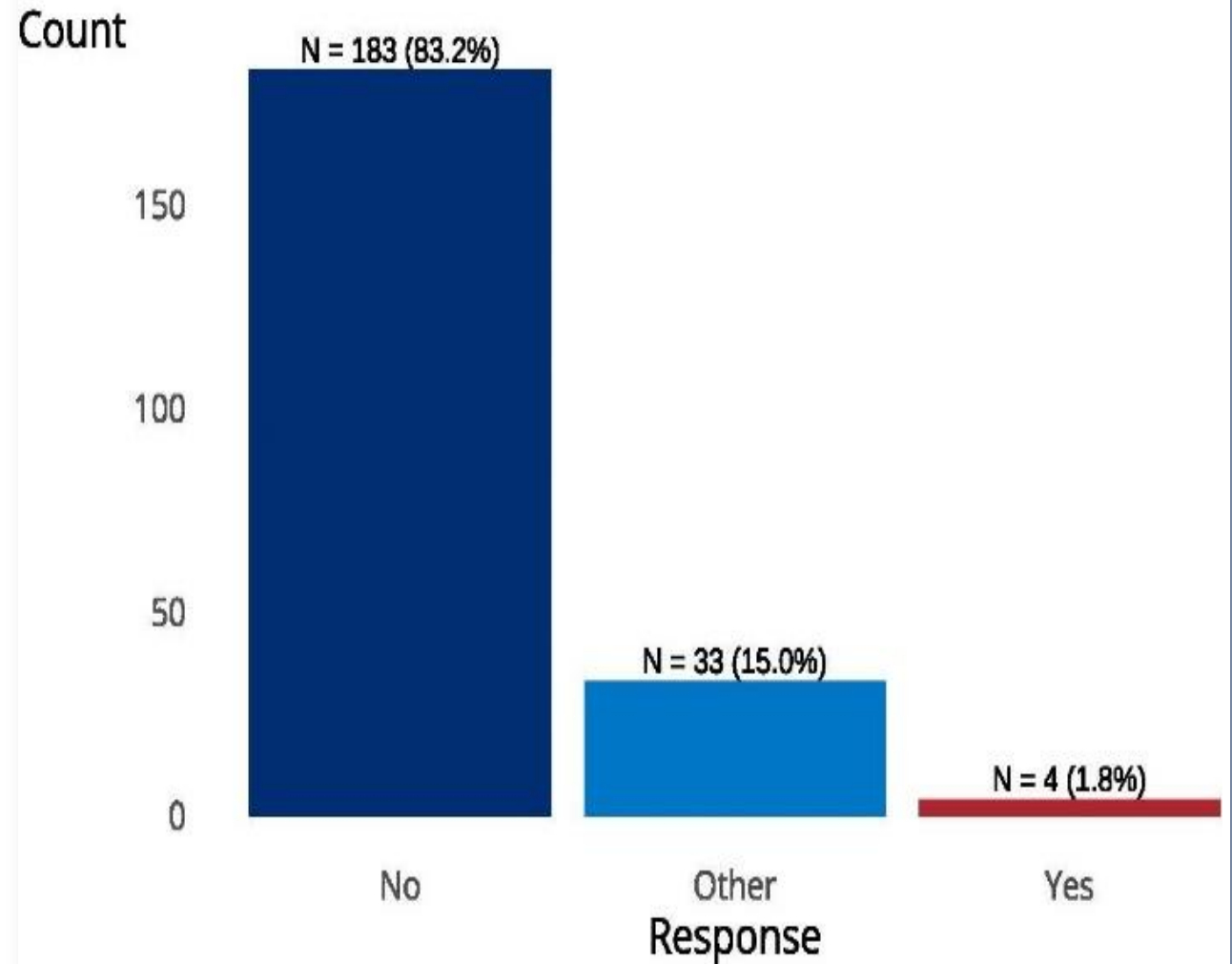


Figure 8: Respondent's Clinical Course Treated Differently Than Other Courses



Have you felt pressured by your institution or colleagues, either explicitly or implicitly, to teach your clinical course in-person or in a hybrid model? If so, please describe how you felt pressured?

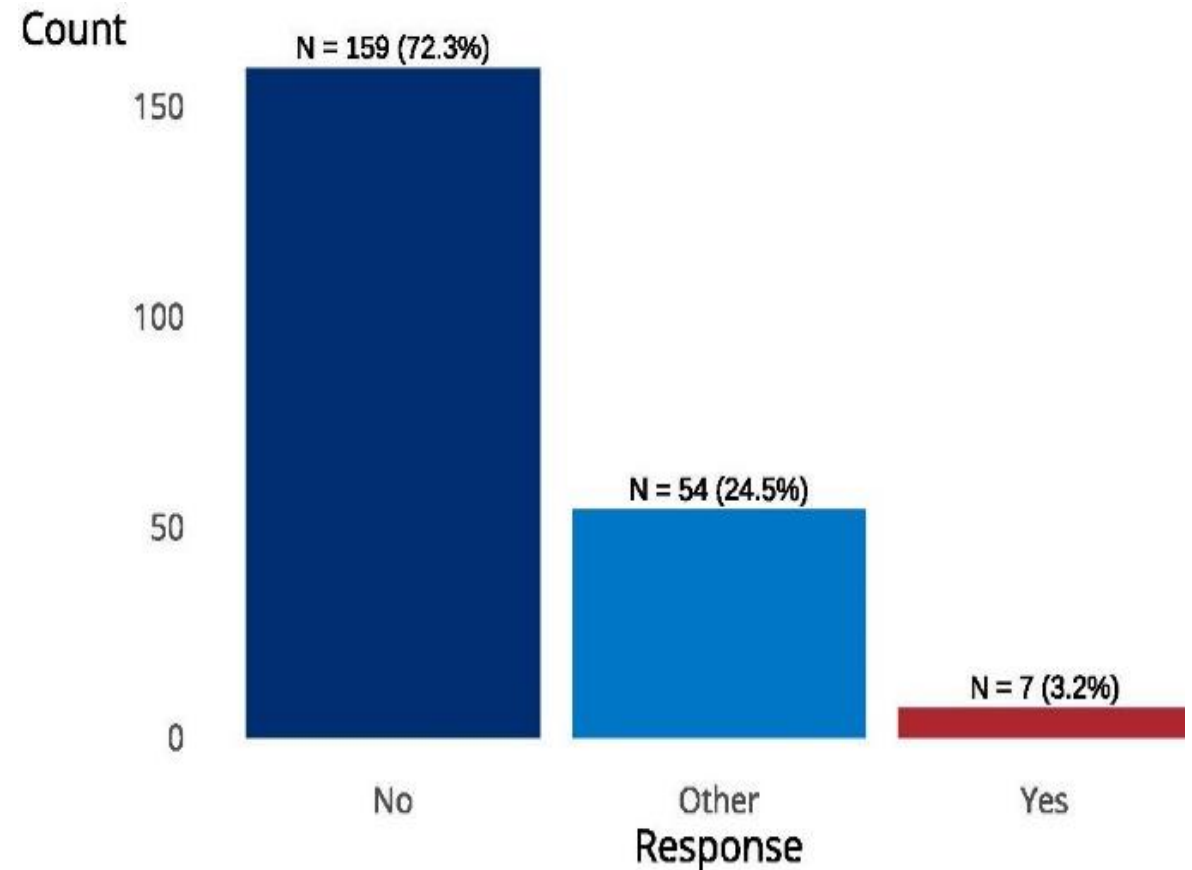


Figure 9: Respondent Felt Pressure to Teach Clinical Course in Hybrid or In-Person Format



# Seven Recommendations



Clinicians must be given autonomy and discretion to manage shifts in their law practice in the face of an emergency.

Law schools should pay special attention to the ethical obligations required for legal practice.

It is crucial for clinicians to share information, especially during moments of crises.

Diverse clinicians and clinicians who are vulnerable should be provided heightened support.

Law schools and clinics should develop an emergency action plans that incorporate principles of diversity, inclusion, and equity.

During emergencies, it is critical that clinicians receive support from the law school community.



There are additional areas of study that should be investigated.

## Discussion Questions:

What additional themes did the findings fail to capture?

Do you have additional recommendations?