

The employment relationship between the school and the lawyer at the host office responsible for supervision of students varies. In 52% of hybrid clinics, the supervising lawyer in the host office is an adjunct with compensation from the school; at 8% the lawyer is also an adjunct but receives no compensation; at 7% the person is not appointed as an adjunct faculty member but is compensated by the school; and at 21% the person is not an adjunct and receives no compensation from the school.

C. CASE/LEGAL WORK COMPONENT

Question H 14 & 15: Case/Legal Work Supervision

Forty-seven percent of clinics have one person supervising the students' case/legal work, 31% have two persons, 13% have three persons, and 9% have four or more. Seventy-four percent of those who supervise clinic student case/legal work are full-time employees of the law school, a decrease from over 80% in the last two surveys.

Question H.16-17: Case/Legal Work Student-Teacher Ratio

The most common student-teacher ratio for case/legal work supervision is 8 to 1, the same as the three prior surveys. Over 80% of clinics have casework ratios of 8 to 1 or fewer, as in the two prior surveys. (Note that the ratios are not sensitive to the number of credits (and related hours of required work) students receive for the casework.)

TABLE 26

<i>Student-Teacher Ratio</i>	<i>Percent Reporting</i>		
	2013-14	2015-16	2019-20
< 4 to 1	7	11	11
4 to 1	12	10	11
5 to 1	6	7	7
6 to 1	18	15	15
7 to 1	4	3	4
8 to 1	35	37	36
9 to 1	3	3	3
10 to 1	11	9	8
11 to 1	< 1	< 1	< 1
12 to 1	2	3	2
≥ 13 to 1	1	3	2

Where a clinic director also teaches a second, distinct clinic, the most common student-teacher ratio drops to four students per supervisor in the second clinic

Question H.18: Credit Hours for Case/Legal Work

The median number of total credits a student receives for the combined case/legal work and classroom component of a clinic is 5 (for courses with variable credits, respondents were asked to choose the most common number of credits students receive).

TABLE 27

Total Number of Combined Clinic Credits	Percent Reporting	
	2016-17	2019-20
1	< 1	< 1
2	6	3
3	19	17
4	23	21
5	12	11
6	24	27
7	9	7
8	3	4
9	< 1	1
10	< 1	1
11	0	< 1
≥ 12	5	6

Eighty percent of students receive a fixed number of academic credits for their case/legal work, rather than a variable number based on the amount of time spent on their work. In the 2016-17 survey, 83% of clinics awarded a fixed number of credits, while in 2013-14, 86% of clinics awarded a fixed number.

Fixed: The table below indicates the number of credits a student receives for case/legal work where the number of credits is fixed. (If credits are not formally divided between the case/legal work and classroom components, respondents were asked to apportion the total credits between the two components).

The most common number of fixed case/legal work credits is 3, the same number as in the last two surveys. Seven percent of clinics award 8 or more fixed credits for casework,

up from 4% and 5% in the last two surveys. Where a clinic director also teaches a second clinic with a smaller enrollment, the median number of fixed case/legal work credits in the second clinic drops to two.

TABLE 28

Number of Fixed Credits	Percent Reporting		
	2013-14	2015-16	2019-20
1	7	7	4
2	23	25	15
3	30	31	30
4	25	23	23
5	5	5	8
6	6	5	12
7	< 1	< 1	2
8	2	1	3
9	1	1	< 1
≥ 10	1	1	3

Variable: Where the credits for casework are variable, the most frequent *minimum* numbers of credits a student may receive are 2/term (27% of clinics), 3 (22%), 4 (20%), and 1 (19%). (If credits are not formally divided between the case/legal work and classroom components, respondents were asked to apportion the total credits between the two components).

The most frequent *maximum* numbers of variable credits a student may receive are 6/term (31% of clinics), 4 (22%), 5 (18%), 3 (8%) and 8 (8%). Eighteen percent of clinics allow students to receive over 6 variable credits; 4% of clinics allow students to earn 10 or more variable credits.

Question H.19: Grading the Case/Legal Work Component

Sixty-nine percent of clinics award a mandatory letter/number grade for casework, while 24% awarded mandatory pass/fail grades, 4% give students the option of a pass/fail or letter/number grade, and 3% give mixed pass/fail and letter/number grades. These percentages are similar to the 2016-17 and 2013-14 surveys.

Of those clinics that grade with letters or numbers, only 32% grade on a curve. In 2016-17, 27% graded on a curve, and in 2013-14, 29% graded on a curve. Where graded on a curve, 63% have a curve similar or the same as the curve used by the school in other low

enrollment courses, while 19% apply a curve similar or the same as that used by the school for all courses, 13% have a more flexible or higher curve than the curve used in other courses, and 5% have a curve that is different from the normal law school curve in some other way.

Question H.20: Interdisciplinary Clinics

Sixteen percent of clinics operate interdisciplinarily — students, faculty, or practitioners from disciplines other than law participate using their non-law discipline. The most common non-law disciplines are social work and psychology.

Of the interdisciplinary clinics, 71% enroll students in non-law disciplines for academic credit; 4% permit students in non-law disciplines to participate but they are paid and do not receive credit; 12% percent allow students in non-law disciplines to participate as unpaid volunteers without academic credit; and 17% do not allow non-law students to participate.

The instruction staffing in interdisciplinary clinics varies. At 40% of interdisciplinary clinics, faculty from non-law disciplines assist with case/legal matters, while at 28% non-faculty practitioners from non-law disciplines assist, at 12% clinical program paid staff from non-law disciplines assist, and at 28% no non-law instructors assist with case/legal matter instruction.

D. CLASSROOM COMPONENT

Question H 21-22: Classroom Component Instructors

Fifty-six percent of clinics have one person teaching the classroom component and 29% have two. Eighty percent of those who teach in the classroom component are full-time employees of the school, a decrease from 84% in the last survey.

Question H-22: Classroom Student-Teacher Ratio

Student-teacher ratios for the classroom component of clinics (i.e., number of classroom students per instructor) are set out below. The median and most common ratios in the current, 2016-17, 2013-14, and 2010-11 surveys are 8 to 1. In the latest survey, 12% of clinics have classroom student-teacher ratios greater than 10 to 1. In the 2016-17 survey, 10% of clinics had ratios greater than 10 to 1, and in 2013-14, 7% of clinics.

TABLE 29

Student-Teacher Ratio	Percent Reporting		
	2013-14	2016-17	2019-20
≤ 2 to 1	2	3	2
3 to 1	3	3	4
4 to 1	10	10	11
5 to 1	5	6	5
6 to 1	19	16	14
7 to 1	4	3	4
8 to 1	36	39	36
9 to 1	4	2	2
10 to 1	11	9	9
11 to 1	< 1	< 1	1
12 to 1	3	4	4
13 to 1	0	0	< 1
14 to 1	< 1	2	1
15 to 1	< 1	< 1	1
≥ 16 to 1	2	4	4

Question H.23: Classroom Component Credit

The number of credits per term for just the classroom component is shown below. (If credits are not divided between the classroom and casework components, respondents were asked to apportion the total credits between the two components). The most common number of classroom credits is 2 per term in the latest and two prior surveys:

TABLE 30

Number of Classroom Credits	Percent Reporting	
	2016-17	2019-20
≤ 1	36	33
2	40	41
3	18	19
≥ 4	5	7

Question H.24: Grading the Classroom Component

Most clinics (73%) grade the classroom component with a mandatory letter or number grade, while 21% give mandatory pass/fail grades (including systems with “high/low pass”), 3% give optional pass/fail, and 3% give mixed pass/fail and letter/number. These percentages are similar to the 2016-17 and 2013-14 surveys.

Where classroom grading is by letters or numbers, 32% grade on a curve, compared to 28% in 2016-17 and 30% in 2013-14. Where graded on a curve, 67% clinics have a curve similar or the same as the curve used by the school in other low enrollment courses, 22% apply a curve similar or the same as that used by the school for all courses, 6% have a curve more flexible or higher than in similar courses, and 6% have a curve that is different from the normal law school curve in some other way.

Question H.25: Focus of the Classroom Component

The average portion of classroom time devoted to various activities is set out in the table below. Almost every clinic (94%) devotes some classroom time to skills instruction, case discussion/rounds (90%), and substantive law (89%). On the other hand, 30% spend no classroom time on procedural law/rules and 25% spend no time on simulation.

TABLE 31

<i>Classroom Activity</i>	<i>Percent of Time</i>		
	2013-14	2016-17	2019-20
Skills instruction	22	23	23
Case discussion/rounds	23	22	21
Substantive law	18	18	20
Simulation	12	13	13
Procedural law/rules	11	11	10
Ethics/professional responsibility	11	11	9
Other	3	3	3

E. ADDITIONAL TERMS

Question H.26: Additional Terms

Sixty-three percent of clinics permit students to enroll for an additional term(s) beyond the mandatory term of enrollment, typically for three credits (38% of clinics), two

credits (29%), or four (19%). The median percentage of students taking a clinic for an additional term(s) is 20%, an increase from 11-15% in the last two surveys.

Of students taking a clinic for an additional term(s), 54% are required to attend a classroom instructional component. Where there is no classroom component, the clinic most often meets the ABA Standard 304(a)(5) requirement for a classroom component through individual or group meetings between the advanced student and clinic instructor.

Most clinics (62%) grade students taking the clinic for an additional term with a mandatory letter or number grade, while 30% give mandatory pass/fail grades (including systems with “high/low pass”), 4% give optional pass/fail, and 4% give mixed pass/fail and letter/number.

F. TECHNOLOGY

Questions H.27-32: Technology Use in Law Clinic

Case management: Case management software is now a common feature of most law clinics — 77% report using it in their clinic. In the 2016-17 survey, 73% of clinics employed case management software; in the 2013-14 survey, 59% reported its use; and in 2010-11, only 49%.

Of those employing case management software, Clio is the most common program (69% of clinics), followed by Time Matters (8%), Legal Server (8%), ClinicCases (2%), and Amicus (2%). Seven percent use some other software.

Dedicated Intranet: Sixty percent of clinics (a decrease from 69% in 2016-17 survey) use a dedicated intranet (school-run computer network permitting document sharing) that provides students with access to client-related documents/files. In 79% of those clinics, students can access that intranet from outside the law school (an increase from 64% in 2016-17).

Cloud Computing: Almost two-thirds (64%) of clinics use a cloud computing site (computer network outside school that is accessible over the Internet) providing students with access to client-related documents/files. In 2016-17, 54% used a cloud computing site, while in 2013-14, only 37% used a cloud site.

Student Phones: Seventy-seven percent of clinics permit students to use their personal phones for client contact, compared to 88% in last survey.

Video Recording of Student Work: Thirty-six percent of clinics video record student work for feedback or supervision purposes. Of clinics that record, only half permit recording of student-client interaction.