

Saint Louis University School of Law
Faculty Workload Policy
Approved by School of Law faculty, April 8, 2026

I. GOVERNING PRINCIPLES AND PURPOSE OF THE SCHOOL OF LAW WORKLOAD POLICY

The School of Law is guided by the Jesuit tradition of social justice and service to others, as well as our mission to prepare students for competent and ethical legal practice.¹ Core to that mission is facilitating and supporting engaged scholarship and innovative teaching, consistent with the university's status as an R1 research institution.

This School of Law Workload Policy is required under the 2025 University Faculty Workload Policy and replaces the 2016 School of Law Workload Policy. This workload policy was informed by accreditation standards, professional organizational requirements, the norms and practices in legal education, institutional benchmarking, and programs, offerings, and faculty categories particular to Saint Louis University School of Law.

A. Standards and Norms in U.S. Law Schools. The School of Law is professionally accredited by the American Bar Association (ABA).² The School also maintains membership in the Association of American Law Schools (AALS),³ and must adhere to the AALS Bylaws for membership.⁴ It is also informed by the standards and norms of practice across law schools, all of which are reflected in this policy. A comprehensive summary of the findings of the Workload Committee is included in the April 2025 Memorandum to Faculty, Standards and Norms in Legal Education to Inform the 2025 Workload Policy (Appendix B).

B. School of Law Programs and Full-Time Faculty. Law school faculty have different strengths, and our contributions differ across career stages, appointment types, and roles. Faculty with diverse expertise are necessary to meet national standards and to provide the appropriate

¹ The mission of Saint Louis University School of Law is to advance the understanding and development of law and prepare students to achieve professional success and personal satisfaction through leadership and service to others. Saint Louis University Mission Statement, available at <https://www.slu.edu/about/catholic-jesuit-identity/mission.php>.

² The ABA defines the core responsibilities of law faculties to include teaching (including advising and availability for students, class preparation, staying up-to-date on the topic, regular assessments, and “creating an atmosphere in which students and faculty may voice opinions and exchange ideas”); engaging in scholarship; and service to law school, university, profession, and the public. Standards and Rules of Procedure for Approved Law Schools, (hereinafter “ABA Standard(s)”), Standard 404, https://www.americanbar.org/groups/legal_education/accreditation/standards/. ABA Accreditation is required for graduates to sit for the bar exam in almost every state.

³ Membership in AALS is the norm and based on and overall academic quality. Non-member schools typically have low peer reputation scores and are not associated with R1 universities. AALS, Deans of Member Schools, available at <https://www.aals.org/member-schools/deans/> (accessed March 26, 2025); *c.f.* US News and World Reports 2025 Law School Rankings (spreadsheet on file with workload committee chair), *c.f.* and Carnegie Classification of Institutions of Higher Learning, Institution Search, <https://carnegieclassifications.acenet.edu/institutions/?inst=&research2025%5B%5D=1> (accessed March 20, 2025).

⁴ The first core value for member schools is a “faculty of full-time teachers/scholars who constitute a self-governing intellectual community engaged in the creation and dissemination of knowledge about law, legal processes and legal systems, and who are devoted to fostering justice and public service.” AALS, Membership & Core Values, <https://www.aals.org/about/membership/#:~:text=Admission%20to%20AALS%20membership%20is,and%20graduated%20its%20third%20class> (accessed October 18, 2025).

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curricular breadth and to support the specialized work of the Legal Clinics, the Centers of Excellence, and the concentrations. Appendix A contains a more detailed description of course categories and faculty appointment types. The School of Law has faculty members in the following categories (“Faculty Category or Categories”), each with separate standards for promotion, and as applicable, tenure (“Standards for Promotion” or “Standards for Promotion and Tenure”).

- Tenure-track and Tenured Faculty. [insert link to standards]
- Clinical Faculty. [insert link to standards]
- Legal Analysis, Reasoning, and Communication (LARC) and Academic and Bar Exam Support (ABES) Faculty. [insert link to standards]
- Legal Research Faculty [insert link to standards]
- Law Library Director [insert link to standards]
- Non-tenure Track (Administrative) Faculty. [insert link to standards]

The Workload Policy seeks to acknowledge these differences and provide a framework for equitable workload distributions within and between faculty groups. It is designed to clarify the expectations for and conditions of different workload assignments as well as encourage practices that are good for students and that enhance our reputation. Though the nature of faculty work differs, the faculty collectively seeks to fulfil the missions of the University and School of Law by promoting academic excellence in teaching, build our national reputation within the legal academy and the bench and bar through high quality scholarship and service to the school, university, profession, and the larger community.

Annual workload allotments, including teaching units, typically align with the faculty category, but there are exceptions.⁵ Depending upon the needs of the school and the expertise and abilities of the faculty member, faculty may teach courses or engage in scholarly activities that do not fall squarely within the usual parameters of their relevant Standards for Promotion (and tenure where applicable).⁶ Annual workloads will reflect individual differences to the extent possible (e.g., a non-tenure track professor who nonetheless engages in tenure-level scholarship may have other aspects of their workload reduced accordingly). However, such workload adjustments do not affect the individual’s faculty category of hire (e.g., LARC, Clinical, ABES).

II. WORKLOAD POLICY APPLICATION, ANNUAL WORKLOAD, TEACHING CREDITS

This workload policy applies to all full-time faculty members whose primary appointment is at the School of Law. It also applies to formerly full-time faculty members on phased retirement, with total expectations adjusted for their current full time equivalent (FTE) allocation (e.g., a faculty member on phased retired at 0.5 FTE has an annual workload of half that of their faculty

⁵ For example, a tenure track faculty member might teach and direct a legal clinic.

⁶ For example, several faculty members who are not tenure-track or tenured nonetheless publish at or above the expectations for tenure-track and tenured faculty.

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category). This policy excludes visiting faculty and adjunct faculty (including Professors of Practice), whose workloads are individually negotiated with the dean.

A. Annual Workload. Because of both the unique nature the scholarly publication norms for law faculty and the nature of some faculty categories at the law school (vis-à-vis other units in the University) (See Appendices A & B for additional details), rather than workload units, the law school’s workload is comprised of teaching credits and expectations for scholarly engagement, and service—and in some cases supervision and administration—appropriate to each category of faculty. Any assignment exceeding the teaching credits is considered an overload, requiring pre-approval by the Dean, and compensated either through additional pay or current or future workload reduction.

B. Allocation of teaching credits and contract length. Law school faculty members are typically on either 9-month or 12-month contracts. Eleven to 15 teaching credits comprise the typical teaching workload (depending on faculty workload category). Teaching credits are allocated over the 9-month typical contract period; the additional three months for faculty on 12-month contracts are generally allocated for administrative responsibilities negotiated between the Dean and those faculty members.

C. Relationship of credit hours to teaching credits. Credit hours generally correspond on a 1:1 basis to teaching and are a reasonable proxy for teaching effort. However, the labor required for courses with the same credit hours will naturally vary depending on contextual factors such as enrollment levels, professor experience, types of assessments, and nature of the material. Some teaching activities, such as journal note advising, conducting workshops, and others are not represented by credit hours assigned to the faculty member. Conversely, some teaching activities, such as in activities that are not part of regularly scheduled classes (e.g., supervising directed research),⁷ require less effort from the professor than is reflected in credit hours awarded to students. Table 1 below includes *examples* of some teaching credit modification situations; however, individual teaching credits are ultimately determined by the Dean in collaboration with the faculty member as described in Section V. below.

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⁷ ABA Standard 311 & Interpretation 311-1(b) (explaining regularly scheduled classes/direct faculty instruction means scheduled course time with faculty instruction) and Standard 305, “Other Academic Study.”

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Table 1. Example Teaching Credit Modifications	
Teaching Activities that Represent Greater Workload than Credit Hours Awarded	
Circumstance	Modifier
New Class Preparation	0.5 additional teaching credit per new prep
Teaching Activities that Represent Lesser Workload than Credit Hours Awarded	
Circumstance	Modifier
Supervising directed research & Advising student law journal notes	0.25 teaching credit per student, up to 4 students or 1 teaching credit
Co-teaching courses	0.66 teaching credits/per credit hour
Serving as the faculty advisor for the Journal of Health Law & Policy ⁸	1 teaching credit per semester (3 academic year credit hours/year x 0.66=2 teaching credits/year)
Supervising teaching assistants in an organized credit bearing activity (up to 2 sections) (LARC, Moot Court, ABES)	1 teaching credit per semester (3 academic year credit hours/year x 0.66=2 workload units/year)
Teaching Clinic II	1 teaching credit per semester

III. GENERAL EXPECTATIONS FOR TEACHING, SCHOLARSHIP, AND SERVICE

All faculty members are required to engage in teaching and service. Requirements for scholarly engagement differ by faculty category.

Law school faculty will fall into one of the faculty workload categories in Section IV below. The precise portions allocated to teaching, scholarly engagement, and service each year depends upon the individual faculty member's workload category, faculty type, a holistic assessment of recent workloads and current commitments, and the needs of the School of Law and the University.

A. Teaching. Teaching activities include preparing for and teaching regularly scheduled classes; preparing, grading and providing feedback on assessments throughout the semester; conducting office hours and meeting with students; providing individualized instruction and evaluation; supervising field placements and policy based advocacy; holding review sessions or workshops; faculty advising of competition based advocacy teams and law journals, research related to the subject matter taught; serving as the faculty advisor for student journal notes; and supervising teaching assistants. Clinical teaching additionally includes supervision of students practicing law and related activities, such as reviewing student drafts of legal documents, training students on law office systems, tasks related to meeting ethical obligations in the practice of law, and research related to the subject matter of client cases. The amount of time devoted to specific teaching activities will differ depending on course type and pedagogy.

⁸ The J. Health L. & Pol'y includes a regular teaching component, unlike the flagship general journal.

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Teaching expectations. Teaching assignments depend upon faculty expertise and the needs of the School of Law. Tenure-track/tenured faculty are primarily, although not exclusively, responsible for doctrinal courses. In recognition of the need to equitably distribute the teaching workload and meet the school’s curricular needs, tenure-track and tenured faculty are ordinarily expected to teach, at a minimum, at least one core legal subject course (“core course”) (Table 2).⁹ Core courses are first year and upper division courses in core legal doctrines (including those typically tested on bar exams or closely related to those subjects) excluding specialty doctrinal classes, experiential courses, and writing intensive courses.¹⁰

Other faculty members primarily, but not exclusively, teach courses in their respective areas (See Appendix A). For example, clinical faculty are primarily, although not exclusively, responsible for clinical courses. LARC faculty are primarily, although not exclusively, responsible for LARC courses.

Table 2. Core Courses		
First Year	Upper Division	
Civil Procedure	Administrative Law	Federal Courts
Constitutional Law	Business Associations	Legal Profession
Contracts	Conflict of Laws	Real Estate Transactions
Criminal Law	Constitutional Law II	Remedies
Property	Criminal Procedure: Adjudication	Sales
Torts	Criminal Procedure: Investigation	Secured Transactions
	Evidence	Taxation
	Family Law	Wills & Trusts

B. Service. Because of the unique nature of law school structure and governance, and law school accreditation standards, all faculty members are expected to spend significant time in engaged in service to the school, university, the legal profession, and the public.¹¹ Faculty engage in regular service to the School of Law by leading and serving on standing committees, ad hoc committees, working groups, or in other law school service as assigned (collectively “committees”). Faculty typically have additional obligations to participate in service to the university, legal profession, and the public, which is also considered in workload assignments. Examples of service activities outside the law school include, but are not limited to, service on university committees; service to professional, academic, and not-for-profit organizations; pro bono services to groups or individuals; and assisting governmental and policy making bodies.

School of Law service expectations. All faculty members are expected to participate in the governance of the School of Law. Ordinarily, faculty members are expected to serve, at a

⁹ There are exceptions. For example, a tenured faculty member directing a clinic would not be expected to teach a core course because Clinic I each semester is a full load (12 teaching units) for teaching/scholarship active faculty.

¹⁰ Experiential, writing, and some specialty doctrinal courses are also essential to bar passage.

¹¹ ABA Standard 201 specifies, in the relevant part, “[t]he dean *and the faculty* shall have the primary responsibility and authority for planning, implementing, and administering the program of legal education of the law school,

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minimum, on a combination of three law school committees. Full professors in every category have primary responsibility for chairing the committees and working groups and are additionally all members of the Personnel Committee. The Personnel Committee is chaired or co-chaired by a tenured, full professor. Especially for full professors, this typically represents about 12.5% of their time—although there will be variations depending upon individual and school circumstances, but in no event shall it represent less than 4% for any faculty member.

Faculty are expected to be active in the day-to-day life of the school with demonstrated regular engagement with other faculty, staff, and students outside of class. This includes attending and participating in academic events and programs such as faculty workshops, law school speakers, and symposia. Faculty members are also expected to attend a substantial number of student-facing events and participate in student recruitment and support activities.

From year to year, the time required of committee members may vacillate based on special projects or circumstances (*e.g.*, the appointments committee may have more or less work based on law school hiring plans). It will also differ between faculty members based on their individual commitments to service to the university, community, and profession. Sustained low service activity will result in an upward adjustment to other workload areas.

C. Expectations for research and scholarly engagement. Engagement in scholarship or discipline specific professional development activities by faculty in every category benefits the school and the university—both in enhancing teaching and service and in bolstering the school’s reputation. When possible, scholarship, broadly defined, should be encouraged.

Tenure-track and tenured faculty are expected to regularly engage in legal scholarship as described in the applicable Standards for Promotion and Tenure throughout their careers—meaning substantive law review articles (or the equivalent) that are analytical, thesis driven, rather than primarily descriptive, and as further defined by the criteria established by the Personnel Committee and reflected in the Standards for Promotion and Tenure.

Law library faculty (legal research faculty and the Director of the Law Library) are also specifically required to engage in discipline specific research activities. Other faculty must show evidence of professional growth and recognition, which may include traditional legal scholarship, but also includes presentations at conferences; development of continuing legal education and training materials, simulations or problems; writing amicus briefs or contributing

including curriculum, methods of instruction and evaluation, admissions policies and procedures, and academic standards[;] the dean *and the faculty* shall recommend the selection, retention, promotion, and tenure (or granting of security of position) of members of the faculty[; t]he *dean and the faculty shall each have a significant role* in determining educational policy[; and t]he *policies of a university that are applicable to a law school shall be consistent with the Standards. The law school shall have separate policies where necessary to ensure compliance with the Standards.*” (*emphasis added*).

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to policy papers; and other similar professional development activities and as further defined by the criteria established by the Personnel Committee and reflected in the applicable Standards for Promotion. To the extent possible in the context of the needs of the School of Law, the Dean may adjust other aspects of workload for faculty members without formal traditional legal scholarship requirements who nevertheless have demonstrated a commitment to scholarship and publication. Sustained low engagement with scholarly engagement will result in upward adjustment in other workload areas.

Expectations of Tenured Faculty. Tenured professors are expected to produce a substantive law review article or the equivalent every other year (both for promotion to full professor and as an ongoing expectation as part of the privilege of having tenure) as well as engage in other scholarly activities. These activities include, but are not limited to, other forms of publication; editing scholarly work; workshopping papers; providing public testimony; engagement in public scholarship; serving as peer reviewers, on editorial boards, and as external reviewers for candidates applying for tenure at other institutions; and attending and presenting scholarly work at conferences and symposia-both within and outside the law school community.

Because post-tenure scholarship may ebb and flow based on lengthy research projects, current events that call upon specific expertise, and other leadership and service obligations, regular engagement will be evaluated by reviewing the current and two previous years of scholarly production. The Dean will consult with tenured faculty members who fail to meet minimum scholarship requirements to reduce barriers to productivity. A tenured faculty member who consistently demonstrates extraordinary research productivity may be assigned to the Scholarship-Intensive Workload Category as described below in Section IV. Conversely, consistent failure to meet the minimum scholarship requirements of a substantive law review article (or the equivalent, as described in the Standards for Promotion and Tenure) every other year will result in an upward adjustment in other workload areas, and may involve re-assignment to a workload category commensurate with research productivity.

IV. WORKLOAD FACULTY CATEGORIES AND REPRESENTATIVE WORKLOAD ALLOCATIONS

A. Teaching/Scholarship Active. Faculty in this workload category spend substantial time teaching but also engage in regular scholarship and substantial service. Most tenured faculty members will fall into this category.

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TABLE 3. TYPICAL ALLOCATIONS FOR TEACHING/SCHOLARSHIP-ACTIVE FACULTY (9-MONTH CONTRACT)				
Category	Description of activities			Estimated workload %
Teaching	<i>Credit hours</i>	<i>Teaching credits</i>	<i>Course Load</i>	46%-54%
	11 to 12	11-13	2:2 (or 4 courses/year)	
Scholarship	Completion of at least one substantive law review (or equivalent) every other year (over three year period); other scholarly activities			33% to 46%
Service	Assignment to any combination of up to three law school committee(s)(chairing one)/University or similar public service engagement			4% to 16%

B. Scholarship Intensive. Faculty workload assignments in this category more equally distribute responsibilities between teaching and scholarship. All pre-tenure faculty will fall into the Scholarship-Intensive Workload Category in acknowledgement of the high burden of scholarly production, especially in the early years of their scholarly careers.

A small number of tenured faculty who have demonstrated a consistent pattern of exceptional scholarship may also fall into the Scholarship-Intensive Workload category. Assignment to this category is at the discretion of the Dean in collaboration with the faculty member. Tenured faculty in this category should typically meet or exceed the following expectations:

1. Publish one substantive law review article (or the equivalent) per year (or three in three years) (generally, this means a solo-authored thesis driven article of at least 15,000 words); and
2. Present research at two or more non-SLU legal academic events or programs (e.g., colloquia, symposia, workshops, conferences).

TABLE 4. TYPICAL ALLOCATIONS FOR SCHOLARSHIP-INTENSIVE FACULTY (9-MONTH CONTRACT)				
Category	Description of activities			Estimated workload %
Teaching	<i>Credit hours</i>	<i>Teaching credits</i>	<i>Course Load</i>	42%-46%
	9-10	10 to 11	2:1/1:2 (3 courses per year)	
Scholarship	<ul style="list-style-type: none"> • For tenured faculty, one substantive law review per year (3 in 3 years); two presentations per year; other scholarly activities • For pre-tenure faculty, scholarship consistent with Standards for Promotion and Tenure 			42%-54%
Service	Assignment to any combination of up to three law school committee(s) University or similar public service engagement			4% to 12.5%

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C. Teaching/Administrative Intensive. This category includes several sub-categories of faculty (Teaching Intensive, Librarianship Intensive, and Administrative Intensive) who do not have traditional scholarship requirements and who devote most of their time to teaching, administration, or librarianship.

1. Teaching-Intensive Faculty. This category includes faculty who spend the bulk of their time on teaching and service. It will typically include most of the clinical and LARC faculty, and occasionally, tenured faculty not engaged in scholarship. ABES faculty are also included in the Teaching-Intensive category; however, each ABES faculty member has differing levels of administrative and teaching duties. ABES faculty are typically on 12-month contracts and engage in many teaching activities (e.g., workshops, individual teaching and coaching, etc.) that are not accurately reflected in credit hours. They are also assigned to teach in credit bearing ABES courses, with a range of 3 to 14 teaching credits per calendar year. Therefore, the workloads for ABES faculty are determined on a person-by-person basis by the Dean in consultation with the faculty member.

TABLE 5. TYPICAL ALLOCATIONS FOR TEACHING-INTENSIVE FACULTY (9-MONTH CONTRACT)				
Category	Description of activities			Estimated workload %
Teaching	<i>Credit hours</i>	<i>Teaching credits</i>	<i>Course Load</i>	54-63%
	13 to 14	13 to 15	4-5 courses per year (or equivalent for ABES faculty)	
Scholarship/ Prof. Development	Regular engagement in professional development/legal profession consistent with promotion standards			12.5-29%
Service	Assignment to any combination of up to three law school committee(s) (chairing one at Professor level)/University or similar public service engagement			4 to 16%

2. Administrative-Intensive Faculty. Administrative faculty are typically on 12-month contracts. Administrative faculty serve in roles that are not severable from their faculty responsibilities (unlike administrative appointments of faculty in different faculty types to roles such as Associate Deans or Center Directors). Most of their time is devoted to administration, which includes leadership in centers, programs, or offices within the law school. The remainder of their time is devoted to service, professional development activities (which may include scholarship), and in some cases, teaching. Faculty members in this group have a wide variety of role-dependent responsibilities—from those that involve no teaching or research (e.g., Dean of Student Services) to those that regularly engage in teaching and professional development (e.g., Executive Directors of Centers). Because the faculty members in this category have such a

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diverse variety of responsibilities, the typical range of teaching credits will be 0-3. The breakdown of duties is determined on a person-by-person basis by the Dean in consultation with the faculty member.

3. Librarianship-Intensive Faculty. The Director of the Law Library and Legal Research faculty are typically on 12-month contracts. The workload of the Director is determined by the Dean in consultation with the Director. The workloads of the legal research faculty are determined by the Dean in consultation with the Director of the Law Library, in compliance with the Law Librarian Workload Policy [INSERT LINK to POLICY], which may include up to 4 credit hours per academic year in specialized courses, such as Advanced Legal Research.

V. ANNUAL WORKLOAD ASSIGNMENTS PROCESS

It is the Dean's responsibility to ensure that there is an equitable distribution of workload among the faculty. Assignment takes place through the annual review process, in accordance with each faculty contract, employment status, governing standards for promotion and/or tenure, and the Faculty Manual. In addition, the Dean shall consider the faculty member's then current and two previous year's workloads as assigned and as executed, the faculty member's ongoing commitments (including scholarship, professional development, and service), and the needs of the School of Law. Annual faculty workloads for all full-time faculty must ensure that the faculty member's successful fulfillment will keep the faculty member "on pace" with approved promotion and/or tenure requirements.

This workload policy provides guidelines that apply in most cases. There will be circumstances in which the distribution of responsibilities for a faculty member will differ from the norm to meet the needs of the school or to address individual circumstances outside the scope of this policy, including, but not limited to, family or medical leave or reasonable disability accommodations, externally funded research that replaces a portion of the workload, sabbatical or developmental leave, and time-limited service or administrative appointments. For example, appointment to positions with significant administrative responsibilities typically have a reduced course load, the extent of the reduction depends on the scope of their administrative assignment (e.g., Center directors typically have a 9-10 teaching credit load, Associate Deans have reduced teaching loads that vary by position).

A. Equitable Process and Factors for Consideration. Equitable workload distribution requires more than adherence to guidelines on year to year basis. It requires a holistic view of workload, considering factors that substantially increase workload but require careful contextual consideration of information from several years. These factors include, but are not limited to, course sizes, assessment methods and frequency, number of new or renewed course preparations, levels of scholarly productivity, and levels of service engagement. For example, a faculty member who has a pattern over multiple academic years of high workload levels (e.g., teaching larger enrollment courses, teaching at the top of the teaching credit range, assuming

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responsibility for multiple new course preparations, consistent responsibility for first year courses with substantive formative assessments, advising numerous student writing projects, exceeding scholarship expectations, assuming responsibility for events and programs, etc.) may have their workload adjusted downward. Conversely, a faculty member who has indicators of less rigorous workloads over time (e.g., a history of undersubscribed courses, small enrollment courses that are not enrollment limited, low scholarly productivity, etc.) may have their workload adjusted upward.

B. Annual Determination. The distribution of each law faculty member's workload, including the following academic year's teaching load, will be made on an annual basis during the annual review process. The Dean and the faculty member will collaboratively assess the faculty member's workload, taking into consideration the workload(s) of recent past years and anticipated near-term commitments that impact workload. The Associate Dean of Academic Affairs will collaborate with the faculty member in implementing the teaching workload agreements reached during the review.

C. Publication of Workload Assignments. Individual faculty workload assignments will be made available to all law school faculty but will not be made available outside of the School of Law except where necessary for operations—for example listing a faculty member's courses in the published schedule or the sharing of workloads by the Dean's office with University administration. The Dean's Office will publish the workload responsibilities of all faculty members yearly, and will update these assignments periodically, as becomes necessary. The workload assignments will be available either electronically or in hard copy. Under no circumstance will confidential information (such as medical leave or disability accommodation information) be included in published workload assignments.

D. Regular Review and Revision. This policy will be assessed periodically, typically every three years, to ensure it is working as intended. Changes need not be made with each periodic assessment.

E. Appeal Process. After a workload has been assigned, if the faculty member wishes the dean to reconsider, the faculty member will submit their request in written form. The dean will review and respond in writing. The dean has the final say in all matters of workload assignment.

Appendix B

SCHOOL OF LAW FACULTY CATEGORIES AND COURSE TYPES

The School of Law hires faculty into one of the following faculty categories at the time of their appointment, which generally correspond with the applicable law school standards for evaluation, promotion and tenure or security of position, as applicable. Under each category, the types of courses that are typically taught by faculty in that category are described. The courses generally, but not exclusively, correspond to the faculty category. Depending upon the needs of the school and the expertise and abilities of the faculty member, faculty may teach courses or engage in scholarly activities that do not fall squarely within the usual parameters of their faculty category.

A. Tenure-track and Tenured Faculty. Tenure-track and tenured faculty are required to teach, regularly engage in traditional legal scholarship, and service. They have the primary responsibility for teaching doctrinal courses, meaning courses that cover legal doctrine and analysis in a defined subject-matter area.¹² Core legal subject course (“Core Courses”) are first year and upper division doctrinal courses in subjects either typically tested on bar exams or closely related to those subjects, excluding specialty doctrinal classes and experiential courses.

1. First year doctrinal courses (excluding LARC courses). All first-year courses are labor intensive as teachers are engaged helping students learn the most basic foundations of the law, legal analysis and application. Individual and group student meetings are quite frequent, and students require repeated and often detailed feedback. There are typically no TAs used in these courses. The courses are primarily, but not exclusively, taught by tenure track/tenured faculty. In the day sections, enrollments are large (typically ranging from around 55 to 80 students).

2. Upper division doctrinal courses. There are a variety of upper division courses that focus on core legal subjects (e.g., Constitutional Law II, Secured Transactions) that are strongly recommended and taken by most students in preparation for practice and the bar exam (e.g., Business Associations, Evidence, Wills and Trusts) or survey multiple types of law that apply to a particular subject area (e.g., Intellectual Property Survey, Health Law). These courses may be required for the law degree (e.g., Legal Profession) or required for students enrolled in a concentration (e.g., Employment Law). Depending upon the class, enrollment may exceed 50 students (and sometimes exceeds 100 students). Like first year doctrinal courses, these courses are primarily, but not exclusively, taught by tenure track/tenured faculty.

¹² There are exceptions. As of 2025, there is one faculty member who is tenure-track but is primarily responsible for clinical offering as the director of the medical legal partnership clinic.

Appendix B

B. Legal Analysis, Reasoning, and Communication (LARC) and Academic and Bar Exam Support (ABES) Faculty. These faculty members are an important resource to the entire student body and the faculty and are responsible for programs and courses in related but distinct areas—first year LARC, appellate advocacy, and academic success and bar preparation. LARC faculty members deliver the program of legal writing through the curriculum. Collectively, they teach the entire student body in required first year courses. They also teach upper division appellate advocacy courses, including competition-based advocacy. These faculty also teach and supervise teaching assistants in their programs.

ABES faculty members teach courses and workshops on academic support and bar preparation and devote a substantial portion of their time to individual advising and counseling of law students. They are also required to, among other things, to remain current on trends and changes in bar exam models and scholarship on academic success, track student performance and collect and analyze data on law school graduates' bar examination performance.

Both LARC and ABES faculty members are required to teach, engage in service, and be active in the professional community sufficiently to merit recognition at the national level for promotion to full professor. Some faculty in this category also engage in more traditional scholarly activities as part of professional recognition requirements.

1. Legal analysis, research, and communication courses. Courses in this category include courses throughout the entire law school trajectory.

a. *First year LARC courses.* All students are enrolled in their first year in rigorous legal research and writing courses, which are deliberately small and intensive,¹³ with frequent individualized feedback as students learn what is, in essence, a new language and methodology of law. While some LARC courses utilize upper division students as TAs, they serve as a resource to first year students but are not involved in formative or summative assessment.

b. *Upper Division LARC courses.* In the upper division, LARC courses also include several appellate advocacy courses and competition-based advocacy courses (all simulation experiential courses). These require students to complete lengthy appellate briefs and develop skill in appellate oral arguments, with repeated individualized assessments throughout the semester.

¹³ This structure is the national standard of instruction in LARC. See, e.g., Association of Legal Writing Directors, 2023-2024 ALWD/LWI Legal Writing Survey, at 76 (2024) (most LARC professors have a total number of students per semester in the 31-40 student range), available at <https://www.alwd.org/images/resources/2023-2024-ALWD-and-LWI-Individual-Survey-report-FINAL.pdf>.

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2. Academic Success and Bar Preparation (ABES) Courses and Other Teaching. ABES courses and teaching activities are designed to support students by improving their legal analysis and reasoning skills and to better situate those students for future academic and bar exam success. Much of this teaching and counseling is done in individual, small group, and workshop settings that do not have attached credit hours. There are also credit bearing courses taught throughout the law school trajectory, all of which involve repeated formative assessments with individualized student feedback. Faculty teaching ABES courses also teach and supervise groups of upper division teaching assistants who assist other students.

C. Clinical Faculty. Clinical faculty supervise students practicing law in the legal clinics, teach clinical courses, direct field placement programs, and often teach other non-clinical courses in their areas of expertise. They also engage in professional development and service at various levels and are regularly engaged with the bench and bar. Some clinical faculty members are also active scholars. Clinical faculty members teach clinical courses and other experiential courses,¹⁴ although non-clinical experiential courses are also taught by faculty members in other faculty categories, including by adjunct faculty.

1. Experiential courses. Every law student is required to take experiential courses under ABA accreditation standards, which currently requires at least 6 credit hours.¹⁵ They have small enrollments by design (typically ranging from a few students to 12) and require regular individualized assessments and feedback to the student over the course of the semester. Students in experiential courses must engage in self-reflection, often directly serve clients under careful attorney supervision, appear in court, complete semester long simulated legal matters (e.g., trying cases, complex business transactions), and partner with community agencies on policy development. The most common forms of experiential courses include the following.

- a. *Clinical Courses.* These courses involve live client representation under the supervision of clinical faculty member, who is also a practicing attorney. Enrollment is limited because of the intensive nature of simultaneously representing these and other clients while teaching and carefully supervising student work. This is a best practice and followed by most law schools in the country.¹⁶

¹⁴ Again, there are exceptions. One clinical faculty member directs and teaches in the Trial Advocacy program and teaches doctrinal courses.

¹⁵ ABA Standard 304.

¹⁶ See e.g., Center for the Study of Applied Legal Education, 2022-2023 Survey of Applied Legal Education (hereinafter, the “CSALE Survey”), available at https://cdn.prod.website-files.com/5d8cde48c96867b8ea8c6720/660d6e828aac87a8826df928_Report%20on%202022-23%20CSALE%20Survey%20rev.4.3.24.pdf (accessed March 26, 2025).

Appendix B

- b. *Simulation courses*. These courses “simulate” legal practice in specific legal areas (e.g., transactions, trial advocacy, civil practice, etc.)
- c. *Field placements*. Field placements are courses that place students in legal practices where they can work under the supervision of a practicing attorney who is not a full-time faculty member. Law school faculty coordinate the placements and supervision attorneys (training, frequent communication, site visits, etc.). They may also be responsible for teaching the associated course.

D. Law Library Faculty. Legal research faculty and the Law Library Director comprise the law library faculty. These faculty are experts in both library science and law—in fact, a Juris Doctorate is typically required of teaching law library faculty. They deliver the comprehensive services of the law library to students, faculty, alumni, and other local practitioners. Teaching law library faculty also teach a small number of credit-bearing courses in the law curriculum in legal research and other areas of expertise. They are also required to engage in service and discipline specific scholarship.

E. Administrative (non-tenure track, not otherwise categorized) Faculty. These faculty are primarily responsible for the administration of important Centers, services, and programs.¹⁷ Depending upon the faculty member’s individual circumstances, they may also teach courses. For faculty rank promotion, they are required to meet certain standards in teaching and professional development, which may include scholarship. However, unlike other faculty categories, these faculty members may opt out of the faculty promotion pathways with permission from the D

¹⁷ In 2025, faculty in this category include the Executive Directors of CICL and the CHLS, the Assistant Director of the Wefel Center, the Dean of Students, and the Assistant Dean of Diversity, Equity, and Inclusion.