

The Law School's ordinary teaching load for tenured J-Classification faculty members at or above the Associate Professor (J-3) rank is that the faculty member will carry a teaching load of 12 units per year. Because most Law School courses confer 3 credit hours, the ordinary standard usually equates to four 3-hour classes per year, or two classes per semester. However, courses can confer anywhere from 1 credit hour to 5 credit hours in a semester, so the yearly 12 credit hour requirement may comprise various configurations of courses, and represents an average over time.

As reflected in Rule 404 of the *American Bar Association's Standards and Procedures for the Accreditation of Law Schools* and Article IV of the 2017-2017 Collective Bargaining Agreement between UHPA and the Board of Regents), the primary professional responsibilities of tenure and tenure-track Law School faculty members include teaching, research, and service to the Law School, the University, the legal profession, the government, non-governmental organizations, the public, and the academic community as a whole in areas within the faculty member's areas of scholarly and professional expertise. Depending on whether they serve in the J, S, or B classification, the mix of these and other responsibilities will vary in accordance with the particular Law School faculty classification and, in the case of S and B faculty members and the Director of the Law Library, that member's job description.

As the Collective Bargaining Agreement states, instructional responsibilities for faculty encompass more than just classroom teaching. As scholars, faculty members are responsible for keeping abreast of rapidly developing legal, policy, and scholarly developments in their areas of expertise, and are expected not only to be consumers of legal academic materials, but also creators of those materials. In their interactions with students, Law School faculty members are expected not only to be classroom instructors, but also program and thesis advisors, supervisors of students' work for clients in clinical courses, student mentors, and counselors, who assist students in professional formation, curricular choice, and career planning. As legal educators, faculty members are responsible for creating and updating instructional methods, materials, and assessment tools in course they teach, and for developing new course offerings responsive to changes in the law, the legal profession, and the communities the Law School serves.

William S. Richardson School of Law Workload Policies
10.20.16

Law Faculty (J-Faculty: J-2, J-3, J-4, J-5)
Law Librarian (B-Faculty: B-3, B-4, B-5)
Law Specialist (S-Faculty: S-3, S-4, S-5)

N.B. The Law School Faculty adopted a workload policy in May, 2016 that is currently under review by the office of the VCAA.

Narrative

J-Faculty Members

The teaching load at law schools that are professionally accredited by the American Bar Association (ABA) and that maintain membership in the Association of American Law Schools (AALS) differs significantly from that other schools and colleges within their universities. The typical course load for such American law schools is no more—and often less than--12 credits per year. This generally means 4 courses. Many law schools have reduced this workload to only 9 credits per year (3 courses) to encourage scholarly productivity and service to the university and the broader community.

One important factor is that law schools must provide a minimum of 6 credit hours of experiential learning for each law student before graduation. This requirement may increase in the future because some state bar examiners (*e.g.*, New York State) are raising the experiential graduation requirement to 15 credit hours.

Experiential training includes clinical work, trial practice, and advocacy skills and these take place in very small classes, with frequent direct feedback to the students. Students must engage in self-reflection, often directly serve clients under careful attorney supervision, appear in court, and otherwise receive training in professionalism as well as in legal skills training.

Another is that our full-time law faculty members are directly engaged in teaching law students in small, intensive legal writing and research courses, in which students learn both basic and advanced professional skills.

In the first year at the William S. Richardson School of Law, all students are enrolled in rigorous legal research and writing courses, which are deliberately small and intensive, with frequent feedback as students learn what is, in essence, a new language and methodology of law. Our Law School dedicates full-time faculty teachers for these first-semester writing intensive sections, guided by an experienced full-time faculty director of the program.

Additionally, our full-time faculty teach a writing-intensive upper level writing requirement (called Second Year Seminar or Law Thesis), which engages all students in writing a major academic paper of publishable quality before they graduate. Third, many of our full-time faculty members teach large sections of first-year or required courses without the assistance of Teaching or Graduate Assistants, as are available in other units on campus. Law School faculty members do all of their own grading in all courses for our large required courses throughout the first year and in several other areas, this involves grading three- or four-hour exams taken by 70-90 students, and on occasion over 100 students.

Furthermore, over 20 percent of our Law School faculty members teach courses in UH units outside the Law School, generally with little or no course relief for the extra burden they take on in important multidisciplinary areas. In addition, our faculty has had considerable success in obtaining prestigious grants and visitorships, which adds to the prestige of the Law School but also increases the teaching burden for other faculty members.

The research burden for promotion and tenure at law schools across the United States is sometimes quite different from that in other schools and colleges. One initial difference is that most of the faculty members we hire in the junior ranks need additional time upon entry and pre-promotion to focus on scholarly publications. They do not have a PhD thesis already in hand to ease their initial publication burden. Therefore, we offer a one-course reduction in the first entry semester to our incoming junior faculty and a one-course reduction on the cusp of an application for promotion.

Law faculty members are highly engaged in community service because of their specialized training, skill, and professional obligations. In Hawai'i, for example, they serve the community in positions such as boards and commissions, training community groups and all government branches, serving the judiciary, and the legal profession with a particular emphasis on access to justice.

S-Faculty Members

The Law School is blessed to have a very diverse and committed group of Faculty Specialists. Some are primarily administrators and some do direct community service, financed primarily through outside grants. Almost all of our Faculty Specialists also teach to varying degrees, including in other units of UH.

B-Law Librarians

Typically, Law Librarians do not teach but focus primarily of their duties as librarians. At the William S. Richardson School of Law, however, they also average 1 credit each semester of teaching law students.