

**2024 ALWD Teaching Grants Announcement**

The Association of Legal Writing Directors (ALWD) is pleased to announce the 2024 ALWD Teaching Grants for faculty who teach legal research and writing. These grants reflect ALWD’s commitment to the professional development of legal research and writing faculty. They enable gifted educators to spend their summers exploring teaching ideas of interest to them and to produce teaching tools, materials, and curricula that will assist others in the field.

Typically, grants range from $1,500 to $3,750. The number of grants awarded depends on the quality of the applications and funds available. Royalties from the *ALWD Guide to Legal Citation* are the primary source of funding each year for the grants.

The ALWD Teaching Grants Committee will evaluate and rank applications without identifying information. The committee will then make its recommendations to the ALWD Board, which will make the final decision regarding the grant recipients.

**Application Procedures**

**1.** **Eligibility:** The ALWD Teaching Grants are open to full-time and adjunct faculty who teach legal research and writing. Joint applications with “casebook” and other faculty are welcomed. Faculty who receive an ALWD Teaching Grant are ineligible for this program for three years after receiving the grant. ALWD Board members, officers, and members of the ALWD Teaching Grants Committee are ineligible for a grant until they have been out of those positions for a full academic year. Receipt of an ALWD Scholarship Grant does not result in any period of ineligibility for an ALWD Teaching Grant. ALWD encourages proposals from both veteran faculty and those new to the field.

Applicants must disclose whether they have previously received an ALWD Teaching Grant or an ALWD/LWI/LexisNexis scholarship grant. Applicants must acknowledge those who co-created, contributed to, or conducted foundational work on, the idea being submitted for consideration. Applicants working on a joint project must submit a single joint application.

**2.** **Diversity:** ALWD recognizes the historical inequalities that pervade the legal profession and the legal academy and affirms its commitment to contributing to a legal writing discipline that is equitable and inclusive. ALWD further recognizes that increasing diversity brings added intellectual, scholarly, cultural, social, and economic benefits to the academic and lawyering communities. ALWD, therefore, encourages proposals by faculty from historically underrepresented and marginalized groups and from those who have not, for example, received grants, presented on panels, or published in JALWD in the past.

Anyone who would like to be mentored through the application process is encouraged to contact [past grant recipients](https://www.alwd.org/resources/grants). Additionally, Aliza Milner (amilner@syr.edu) and Emily Zimmerman (ebz23@drexel.edu), committee co-chairs, are available to answer questions about the application process.

**3. Application Form and Deadline:** The Teaching Grants Application Form is a separate document that accompanies this Announcement. The form has two parts. Applications must be received in Word formatby **Monday, February 5, 2024, at 11:59 p.m. PST**. Please email the application in Word format to both committee co-chairs, Aliza Milner (amilner@syr.edu) and Emily Zimmerman (ebz23@drexel.edu). The subject line of the e-mail must read: ALWD Teaching Grants.

**4. Review Process and Standards:** The ALWD Teaching Grant Committee will evaluatethe Application without identifying information. The committee will rank the proposals based on your answers to the questions in Part 1 of the Application:

**Teaching Methods:** Describe your teaching idea, your rationale for it, and how it is significant to the legal writing curriculum. Also discuss its potential to enhance student learning and how you will implement it.

**Best Practices:** How is the pedagogy of your teaching idea consistent with best practices in higher education (*e.g.*, active learning)?

**Timeline & Deliverables:** What is your timeline to conduct, document, and assess your work?What is the product you intend to produce with this grant (*e.g.*, exercises, rubrics, syllabi, videos, podcasts, conference presentation)?

**Benefit to the Legal Writing Community:** How will faculty and students at your school and other schools be able to access and use your idea? Are you willing to post your materials on the ALWD website? What impact will your idea have on students and faculty at these schools? How will your idea serve as a model and/or inspiration for others?

**Diversity, Equity, & Inclusion:** Please respond to one or both of the following questions: (1) How will your proposed teaching idea contribute to improving diversity in the law school classroom or the legal profession? (2) How will your receipt of this grant assist ALWD in its commitment to contribute to a legal writing discipline that is equitable and inclusive?

**Innovation:** How is your idea innovative in our discipline?

Special consideration will be given to proposals that:

* Will likely have an especially high impact on student learning (at the grant recipient’s school or other schools);
* Include ideas relevant to a legal writing course;
* Agree to allow the legal writing community to access and use ideas and materials created with the teaching grant, for example, by posting material on ALWD’s website; and
* Contribute to improving diversity in the law school classroom or the legal profession or assist ALWD in its commitment to contribute to a legal writing discipline that is equitable and inclusive.

Eligibility for, or receipt of, summer grants from applicants’ own institutions will not, per se, disqualify applicants from eligibility, but preference will be given to those who have no other source of funding. After the Teaching Grants Committee makes its recommendations to the ALWD Board, the ALWD Board will select the grant recipients.

**5. Selection and Grant Disbursement:** The ALWD Board will announce recipients of the Teaching Grants by early May. At the time of selection, 50% of the grant will be paid to each grant recipient. The grant recipient will receive the remaining 50% of the award when the teaching idea is completed. “Completed” means that the recipient has provided the Teaching Grants Committee with a written description of the teaching idea and all teaching materials developed for implementing the idea. The grant is taxable and payable to the recipient, and recipients will be asked to submit a W-9 Form before the grant is disbursed.

On or before January 15th each year, prior recipients must report in writing to the committee regarding the status of their projects. If the recipient states that the project is “Completed,” the recipient must provide the committee with a written description of the teaching idea and all teaching materials developed for implementing the idea. If the project has not been “Completed,” the recipient must update the committee on its progress and expected completion date. By that expected completion date, the recipient must then report in writing about completion of the project.

The final payment of the grant will be made when the committee certifies that the project is “Completed.” Please note that projects must be completed within three years of the grant of the award. After three years, the grant will terminate without payment of any remaining portion of the award.

**6. Presentation:** Grant recipients may present theirteaching ideas at the ALWD conference following the grant’s completion, if consistent with conference programming needs. These presentations allow grant recipients to share their teaching efforts with the legal research and writing community and allow ALWD members to benefit from the teaching supported by ALWD funding. In addition, Part 1 of a recipient’s application may be posted to the ALWD website to provide future applicants with an example of a successful application.

*Your 2024 ALWD Teaching Grants Committee,*

Aliza Milner (Syracuse), co-chair

Emily Zimmerman (Drexel), co-chair

Rachel Goldberg (Cornell)

Ann Killenbeck (Arkansas)

Megan McAlpin (Oregon)

Jonathan Moore (Akron)

Sarah Ricks (Rutgers Camden)

Catherine Wasson (Elon)