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Prepared for Sabbatical Evaluation by the American Bar Association
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I. EXECUTIVE SUMMARY

This 2006 Self Study of the Georgia State University College of Law was compiled between August 2005 and December 2006 by a faculty committee that consulted previous self studies, current strategic and action plans, and the 2005 Law School Survey of Student Engagement (LSSSE); met with key staff, administrators, law school committees and the Board of Visitors; and conducted an alumni survey. The final report has been reviewed, both on-line and through a series of meetings, by the entire faculty. The faculty formally adopted the Self- Study on December 7, 2006. This Executive Summary is intended to give the reader a snapshot of the entire Self-Study, briefly highlighting some of the issues and concerns covered more completely in the body of the report.

The College of Law is now in its twenty-fourth year and this report reflects the College's many accomplishments, as well as its plans for the future. Having established a foundation based upon the acquisition and development of physical facilities, funding, a well-qualified faculty devoted to teaching, scholarship and service, and a strong student and alumni base, the College has become a respected institution in the community, state and Southeast. Thanks in part to its growing reputation, attractive urban location, and affordable tuition, the College attracts a diverse and talented student body. Its alumni are highly regarded, and its faculty increasingly recognized.

In addition to these developments, this report reflects the challenges that come with the College of Law's success and its transition into a new phase of institutional maturity: continuing to implement its mission and maintain the qualities that make it unique while enhancing the education provided its students as well as its contributions to the larger community. Since the last American Bar Association site visit, the College has conducted an extensive strategic planning process, expanded the curricular options available to students, added community service clinics, upgraded its technological capacity, enhanced student services, substantially increased its endowment, and laid the foundation for significant improvement of its physical facilities. The following summarizes the primary strengths, weaknesses, accomplishments and challenges presented in the Self Study.

1. Program of Legal Education

The College of Law offers a traditional J.D. curriculum as well as six optional joint degree programs. Both full- and part-time programs are offered, with scheduling flexibility which effectively prevents the development of "tracks" and a commitment by the faculty to providing the same quality education in both programs. Classes are offered Monday through Friday, day and evening; summer courses are also offered, although on a more limited basis.

Since the last ABA site visit, the faculty has engaged in an intense series of
curricular evaluations, resulting in clarification of the College’s “curricular mission,” the expansion of substantive course and programmatic offerings, and the implementation of various internal procedures designed to enhance the quality of the students’ educational experiences.

After extensive consideration, the faculty decided to maintain its standard core of required first and second year courses, including its intensive required course in Research, Writing and Advocacy (RWA) and its Litigation Workshop. After reviewing both upper- and lower-level research and writings programs, the faculty concluded that the program is highly effective, especially with expanded RWA faculty, but is continuing to analyze ways in which to integrate research and writing skills into the broader curriculum. In accordance with the Strategic Plan’s emphasis on ethics and professionalism, the College has added Professional Responsibility sections and faculty, and made professionalism a focus of its orientation program.

The depth and breadth of second and third year electives has been expanded, but the College recognizes the need to enrich offerings in certain foundational areas as resources become available. The faculty decided against developing certificate programs at this time, choosing instead to improve curricular advisement for students interested in developing a concentration in a particular area of law. Academic credit is available for law review, moot court, and mock trial programs, and the College supports two Inn of Court chapters.

The College’s well-established Externship Program has been expanded and students now can take more clinical hours, with the option to participate in the nationally recognized Low Income Taxpayer Clinic and the newly established HeLP Legal Services Clinic. They have additional opportunities to develop legal skills outside the classroom through the programs of the affiliated Consortium on Negotiation and Conflict Resolution, the College’s strong relationship with the Georgia General Assembly, and the Fulton County Jail Project.

Since the last ABA site visit, the College has added a Center for the Comparative Study of Metropolitan Growth and a Center for Law, Health & Society. Both promote inter-disciplinary programs while expanding the College’s curricular offerings. Complementing the existing Summer Academy in International and Commercial Arbitration, the College has established an international and comparative Summer Legal and Policy Study program in Rio de Janeiro. International law offerings are supplemented by continued participation in the International Connection program, which sponsors students from former Soviet bloc countries, and by inviting prominent foreign scholars to teach course modules.

Students continue to indicate high levels of satisfaction with their education, and the College has consistently had high bar passage rates. To continue to meet student needs and adapt to new developments in the legal community, current priorities for the overall program include a focus on curricular needs in the recruitment process, and continuing assessment of the RWA program, the lawyering skills curriculum, grading
policies, and advisement programs.

2. **Faculty**

   The faculty has expanded modestly since the last ABA site visit, losing four professors while hiring five tenure track members and two new clinical faculty members. Currently the College is recruiting three additional members which would result in a tenured, tenure-track, and clinical faculty of 44. In addition, the College has five Research, Writing and Advocacy instructors, seven law librarians, experienced adjuncts teaching approximately 25 courses, and occasional visiting professors. Since its last self study, the College has filled its second endowed chair and developed funding for three additional endowed professorships, which we expect to fill in 2007-08.

   The current student/faculty ratio is 16.2/1. Each faculty member is expected to teach four courses per year, usually split evenly between day and evening classes. This allows adequate curricular coverage, but little flexibility to support curricular expansion or a significant number of course releases for professional development. Faculty members put a high priority on teaching and utilize a wide variety of pedagogical approaches; their teaching is highly rated by students. Continuous enhancement of and increased familiarity with technological capacity is evidenced both in the classroom and in experimental participation in distance learning courses.

   Service is a vital component of the College’s mission, and faculty members are actively engaged in professional service at the local, regional and national levels through participation in professional associations, the provision of pro bono assistance, and by service as reporters or advisors on law reform projects.

   The College has placed increasing emphasis on supporting faculty scholarship through funding for faculty development and summer research grants. As a result, scholarly productivity and professional engagement have grown substantially, faculty members are regularly invited to visit at other law schools, and several members have received national or international recognition for their work. From 2004 to 2006, the faculty published 18 books or monographs; 135 articles; 21 book chapters and treatise revisions, and several book supplements. To continue this trajectory, however, the College will need to update its promotion and tenure standards, and work with the University to obtain the funding needed to make its workload adjustments and research grants competitive with support provided faculty at similarly situated law schools.

   Other priorities and goals for the law school faculty include planning for the reality that a significant number faculty members will be reaching retirement age over the next five years, and continuing to develop more innovative approaches to recruitment and hiring in order to enhance the racial and ethnic diversity of its faculty.

3. **Students**

   For the past seven years, the College of Law has enrolled a first-year class
ranging in size from 207 to 234 students. During this time the number of applicants rose dramatically from approximately 1950 to over 3600, with more than 2900 applicants in 2006. Mean LSAT scores have risen from 156 to 160, with a rise in median GPAs from 3.16 to 3.32. In 2006 the College admitted 21% of its applicants, and enrolled 35% of that number. The first-year class was approximately 70% full-time students and 30% part-time. There has been roughly equal enrollment of women and men since 2000, and minority enrollment, which now ranges from 21-26%, has increased substantially from the last site evaluation.

Recruitment in general, as well as attracting minority applicants, continues to be a priority. Current goals include continuing to attract diverse and talented students in what is expected to be a shrinking applicant pool; expanding programs designed to increase the “yield” of admitted applicants, particularly minorities; increasing scholarship funding; and reassessing the admissions process with respect to part-time students.

Retention is also a priority. In 2005 six students were excluded and 17 on probation; in 2006 13 were excluded and 16 on probation. Students on probation are assigned faculty mentors, and the Academic Enrichment Program provides upper class tutors in two required first year courses. The in-house summer skills program offered to all incoming at-risk students was extensively revised in 2006, and the College also participated in a CLEO-type summer program. In 2006 the College dramatically revised its Orientation for first year students, focusing on developing a sense of community from the beginning, and adding a professionalism component.

Although tuition is very low in comparison with most law schools and many students work, a significant percentage require financial assistance. State funds cannot be used for scholarships and, as a relatively young institution, the College does not yet have an alumni pool capable of contributing substantial scholarship funding. Nonetheless, the College has significantly increased its scholarship endowment from $225,000 in 2000 to $1.76 million in 2006, allowing it to award several additional scholarships. Some research assistantships are available, and more than 60% of students participate in student loan programs. An issue of continuing concern is that, per University policy, students in the College of Law must rely on the University’s Office of Financial Aid. Although the University has assigned a financial aid counselor to the College, law students report errors and frustrations in dealing with that office. The law school’s Associate Dean of Students has helped to improve the situation by working closely with the Director of Financial Aid. While the Director has been helpful and responsive, concerns remain and will continue to be monitored.

Virtually all graduates of the College take the Georgia Bar examination, and consistently perform extremely well. In the July 2006 exam, the College’s overall pass rate was over 91%, and its rate for first-time takers over 93%. These rates have remained consistent for several years and are on par with other law schools in the state.

The Career Services Office (CSO) has been restructured since the last site
inspection, and now has three full-time staff persons as well as a year-round graduate research assistant, as well as expanded physical facilities. Approximately 95% of all graduates are employed within six months of graduation. The CSO provides a wide variety of career development programs, on-campus interviews, national recruitment programs, individual career counseling, mentoring and mock interview programs, and exposure to pro bono and public interest opportunities. Nonetheless, students who participated in the 2005 LSSSE survey reported lower satisfaction with career counseling than at comparable schools. Current plans for improvement include expanding employer outreach, developing a better alumni database, and providing students and graduates with better on-line access to CSO resources. In addition, the College has hired a consultant to conduct a CSO audit and prepare recommendations.

In 2004 a new position of Associate Dean of Students was established to improve the College’s support of student services. This Associate Dean has advised student organizations, increased student-faculty interaction, worked closely with staff, and assisted individual students in numerous ways. One concern he recently addressed with University administrators was campus security, particularly for students walk to parking decks or public transportation at night, and in the law library. The Associate Dean’s work has improved the quality of student life considerably.

The professional, academic and social life of our students is enhanced by participation in an active Student Bar Association, numerous University-chartered law student organizations, and many University-wide groups and programs. Students receive academic credit for participating in Law Review, Moot Court and the Student Trial Lawyers Association (STLA). The Law Review publishes four issues a year, including a symposium issue, and an annual review of legislation enacted by the Georgia General Assembly. A significant percentage of students participate in the Moot Court Program, and moot court and STLA teams have won a numerous awards in regional and national competitions. Opportunities for pro bono and community service activities have been expanded over the past several years, and students have responded enthusiastically.

Co-curricular organizations and the Student Bar Association are funded through a dedicated law student activity fee and the Law Review receives funding through the College. Non-curricular student organizations, however, must rely on University-allocated student activity fees, an allocation which has remained static since 1998 despite law student enrollment increases. As a result, student organizations have had to manage their activities within tighter budgets. The College’s last Self-Study recognized that the space available for student organizations was inadequate. Following the renovation of the space obtained on the sixth floor, new and larger organizational offices have been made available to these groups.

To assist in ongoing evaluation of the education being provided, the faculty approved a new Learning Outcomes Assessment Plan in 2004 to identify strengths and weaknesses in both academic and non-academic realms. In 2004-2005, the College participated for the first time in the LSSSE. First, second and third year students
ranked their overall educational experience higher than students at comparable schools; fourth year students ranked it slightly lower. Asked if they would attend the College of Law if starting over, the answer was a strong “yes.”

4. **Administration**

The College of Law is one of six academic units within Georgia State University (GSU) which, in turn, is one of the four research universities within the University System of Georgia. The College benefits in many respects from being part of an institution that is expanding its facilities and programs, enhancing its reputation as a research institution, and building on its strengths as an urban university with international ties.

GSU is governed by the University Senate and the College has faculty representatives on key Senate committees with the exception of the Fiscal Advisory Committee to the President (though the College does participate in that committee’s deliberations). The University has a stable administration and, in 2005, adopted both a revised Strategic Plan and a ten-year Master plan for campus development. Since the last Self-Study, the College has been involved in several new collaborative and interdisciplinary initiatives within GSU.

The law school administration consists of the Dean, an Associate Dean for Academic Affairs, an Associate Dean of Students, an Assistant Dean for Administration and Finance, and the Director of the Law Library. Faculty committees establish and implement internal policies, and the Dean is advised by a Board of Visitors.

Since the last ABA site visit, there have been several administrative developments within the College, with Prof. Steven Kaminshine becoming Dean in 2005, and his establishment of the office of the Associate Dean for Students. One of the College’s strengths is the stability of its administration, with the Dean, Associate Deans, Director of the Law Library, Director of Admissions, Registrar, Director of Career Services, Business Manager, Human Resources Officer, and Technology Manager, all being long-term employees who helped build the institution and have strong support among the faculty.

Historically the College has functioned on an extremely lean administrative structure, which has expanded somewhat since the last ABA site visit. In 2005 the College hired its first Director of Communications and a new Director of Development. In 2004 the Dean added an Associate to the Director of Development, and in 2006 the position of Alumni Coordinator was upgraded to Director of Alumni Giving. Nonetheless, the College recognizes the need to add personnel in technology services, student services, career services, development and communications.
5. Information Resources

The Law Library is an autonomous library directed by a tenured full professor and staffed by six non-tenure track librarians -- four public service librarians and two technical services librarians. The librarians receive support for and are involved in professional activities at the local, regional and national levels. Three librarians and the Director teach legal research courses and several have published in legal journals or books.

The collection has grown to nearly 64,000 book titles, 157,000 hardcopy volumes, the equivalent of over 345,000 hardcopy and microform volumes, over 1,000 electronic "full-text" journals and 22,000 electronic full-text books. Due in part to inflationary pressures in acquisitions costs and to changing technology, the library has increased its reliance on electronic resources. It provides access to numerous electronic services, has an integrated catalog of holdings within the thirty-five University system libraries, and is a member of five consortia which facilitate interlibrary loans and database purchases. A revised Collection Development Policy was developed in 2006 to reflect the curricular and research needs of faculty and students.

At the time of the last Self-Study, the library's greatest concern was its need for space to expand. Since then, it has acquired 7,500 sq. ft., bringing it to over 44,500 total sq. ft., all newly recarpeted, with nearly 38,000 linear feet of shelving. It has a large conference room, a 36-station student computer lab, eleven study rooms, 113 wired study carrels, and total seating for 354. Space and technological capacity are largely adequate, but the library has suffered from water leaks and resultant mold, and additional study rooms, better lighting and chairs, and additional security personnel would enhance its utility.

The Law Library provides information resources and research services not only to the faculty, students and staff of the College, but also to the broader University community, the legal community, and the general public. It is open 103 hours per week, provides 76 hours per week of reference service, and averages approximately 12,000 visits per month.

Over the past several years the Law Library has adopted state-of-the-art computer technology, increasing the number of wired carrels and study rooms, making wireless connectivity available in 75% of the library, and adding printing stations, with the result that electronic, microform and other non-print materials are easily accessible to users. Improvement of web-based services is now its technological priority.

6. Technology Resources

Since the last ABA site visit, the College has maintained its status as one of the "most wired" law schools in the country. All lecture halls and many seminar rooms provide computer connections for students and the University's wireless network is accessible from most of the physical space within the College. Most classrooms have
“smart podiums” with networked computers, interactive monitors, and DVD players. The courtroom and several classrooms have computer-controlled video cameras and recording equipment.

The Internet is extensively used to by faculty, staff and students to provide online course information, events calendars, training courses, electronic document reserves, and other resources. Students can now take exams online, and both synchronous and asynchronous distance courses are being developed.

Technological services for the College are provided by the Technology Services Group, which handles web, workstation, instructional, database and e-mail services; support for library services, classrooms, labs, faculty and staff; technical training and consulting; implementation of security policies; AV and digital media support; and inventory management. The Group reports to the Assistant Dean for Administration and Finance as well as the Director of the Law Library, and consults with the Faculty Technology Committee.

In recent years the College has received $50,000 in dedicated annual funds to support technology, and since 2001 it has been granted over $1.5 million from the University’s Student Technology Fee fund. To keep abreast of new developments and to enhance current systems, the Technology Committee sees a need to increase personnel resources, including instructional support for faculty, and suggests the creation of a Director of Technology position.

7. Facilities

The College of Law occupies approximately 100,000 sq. ft. of contiguous space on five floors of the Urban Life building. This houses the Law Library, classrooms, faculty and administrative offices, offices for placement, student services and student organizations, computer labs, conference rooms, lounges, the Tax Clinic, and the Consortium on Negotiation and Conflict Resolution. Since the last Self-Study, the College has acquired and renovated the second “half” of the sixth floor, which houses two new classrooms, two small seminar rooms, a courtroom, a student lounge, and 11 offices. The new HeLP Legal Services Clinic will also be located in this space.

During this period, the College has also expanded and upgraded the Law Library, acquired and renovated a new medium-sized classroom, and obtained four seminar rooms. The Externship office has been relocated and its former space converted into offices for visiting faculty and guests, and offices within the Student Services suite have been converted to facilitate examinations. All three of the elevators servicing the College have been overhauled.

The facility is conveniently located and generally in good condition, but there are ongoing problems with security, the HVAC system, water leaks, a chronic shortage of storage space, a somewhat awkward layout of space, and a significant lack of quality event and reception areas. In a survey by the Administrative Services unit as well as
the 2005 LSSSE confirmed these on-going facilities issues.

The University's most recent Strategic Plan and its new Master Plan include the development of a new professional complex housing the College of Law and the College of Business, and the University recently announced its intent to purchase land and existing facilities near the campus for this complex. Preliminary plans call for separate buildings with a shared auditorium. A law school committee is now assessing the College's requirements for such a facility, and a high priority is to obtain funding for its construction. In the interim, the priorities are to obtain University funding for significant repairs to the current site, and to increase the space available for student activities.

8. Finances and Support

The University System of Georgia is funded by the state, which uses a formula largely based on credit hours but also considers the nature of the institutions involved. As a unit within Georgia State University, the College receives an annual allocation derived from the University's tuition revenues and state funding. There is no direct relationship between the College's tuition revenue and its budget. Of the College's FY 2005-06 budget of approximately $12.5 million, approximately $10 million came from state funding. Since the last ABA site visit, the College has received significant budget increases but this gain has been partially offset by periodic budget cuts.

Importantly this University-allocated budget has been supplemented in a variety of ways. As noted above, since 2001 the College has received nearly $1.5 million in allocations from the student technology fee fund. In 2003 the College sought and obtained a dedicated tuition increase which added $333,000 to the annual operating budget, and a similar increase was obtained in 2006. Gifts and private contributions are managed by the Georgia State University Foundation, which currently holds approximately $7.8 million for the College.

The development of external funding is a priority for the College. As a relatively young institution with a small alumni base, this has been a major challenge. Nonetheless, since the last ABA Self-Study, the College has made significant progress on this front. Its overall endowment has grown from $4.5 million to $7.8 million. The number of endowed scholarships has increased from three to fourteen, endowed scholarship funds have grown from $225,000 to $1.76 million, and the number of endowed professorships has grown and from two to five. The Low Income Taxpayer Clinic now has an endowment of over $758,000 and receives grants from the IRS. Alumni participation in annual fundraising has risen from about 13% at the time of the last Self-Study to 23%, with a corresponding increase in the total funds raised.

Enhancing external funding is a primary goal of the College, both to offset the unpredictability of state funding and to support the plans for a new locations. The recent addition of a Director of Development and a Director of Alumni Affairs should assist in this process.
II. THE SELF-STUDY PROCESS

1. Timeline
2. Selection and Composition of the Committee
3. Mechanisms to Gather Input from Constituents
4. Dean and Faculty Involvement
II. The Self-Study Process

1. Timeline

The self-study process began in August, 2005, with the Dean's appointment of the eight (8) members of the Self-Study Committee. The Chair convened the Committee for the first time on September 12, 2005, after which the Committee met anywhere from 1-2 times per month (excluding 2006 summer break) as required until the faculty meeting on December 7, 2000, when the self-study document was approved by the faculty.

2. Selection and Composition of the Committee.

Members of the Committee were selected on the basis of their willingness to serve and additional factors, including relevant administrative position and responsibilities and familiarity with the previous self-study and self-study process. For example, with the exception of the Dean, who participated ex officio, the Committee included members of the College administration—Associate Dean Emanuel, Associate Dean Sobelson, Assistant Dean Prigge, and Law Library Director Johnson. Members Emanuel, Johnson, Sobelson, and Yarn served on the previous self-study committee, and Yarn oversees the College’s on-going strategic planning process. The Chair, Professor Blasi, and additional members, Professors Curcio and Taylor, have served on and chaired a wide range of College committees over many years.

Students assigned a representative to participate in Committee meetings. As in the previous self study, the Committee did not include staff, alumni, University representatives, or members of the local legal community. The burdens of serving on the Committee appeared to be too high to maintain sustained representation from these constituents. Other effective means of obtaining input from these groups seemed more reasonable and are described in Section 3 below.

3. Mechanisms to Gather Input from Constituents

The Committee began the process of gathering relevant information by identifying existing useful materials, such as previous self-study documents, the College’s current strategic plan and action plan, and the 2005 Law School Survey of Student Engagement (LSSSE). These materials were posted on a website available to all faculty members. Materials produced during the course of the Self-Study were also posted on this site and included Committee e-mails and drafts of sections of the Self-Study Report. In addition to keeping faculty members apprised of the Committee’s progress and providing concurrent access to all relevant materials, the Committee engaged the entire faculty in the manner described in Section 4 below.

In contrast to the 2000 Self-Study in which that committee drafted its own student survey, the Committee took the ABA's advice and relied on the 2005 LSSSE
as the primary means of gaining student input through this independent and less assessable instrument. Approximately half of the student body completed the survey. Nevertheless, the Committee expressed some caveats about the LSSSE. The survey is divided into two parts. The first part solicited Likert Scale responses across a variety of topic areas. Unfortunately, the LSSSE topic areas do not readily translate into the ABA self-study topic areas; however, the responses are compared to those of students in comparable schools, something the Committee found very useful.

As part of the self-study process, the Committee scanned the survey results for previously unidentified areas of concern. The Committee considered those portions of the survey in which the student responses varied significantly from comparable law schools. The second part provided an opportunity for student comments. The nature of these comments varies widely, which is probably indicative of the range of different experiences, both positive and negative, that students have throughout their law school careers. Moreover, the small number of comments makes it difficult to conclude that a single isolated complaint is evidence of a systemic problem or emerging negative trend. Conversely, if a student made the additional effort to voice either praise or criticism at the conclusion of a rather lengthy voluntary survey, the issues raised were or are significant enough to consider. With this in mind, the Committee believes all the comments are worthy of consideration; however for purposes of this report, it focused on those student comments that seemed to confirm the existence of problem areas highlighted by other parts of the survey, those that more than one student addressed, and those that seemed to have been experienced by students in more than one class. For additional student input, the Student Bar Association provided a representative to the Committee throughout the process.

The Committee sought input from alumni through a survey instrument and solicited input from the College’s Board of Visitors as a means of obtaining input from the broader legal community. The results of these efforts are integrated throughout the document.

4. Dean and Faculty Involvement

The Dean participated in the Committee ex officio and attended approximately two-thirds of the Committee’s meetings. The Dean provided data that was compiled by his office and reviewed the entire self-study.

The Committee facilitated faculty involvement throughout the process. During the first two meetings, the Committee reviewed the previous self-study process and made decisions on how to proceed with the current process. The Chair assigned the ABA standards and the related sections of the self study to Committee members who, in turn, solicited input from faculty members and staff whose activities or responsibilities are relevant to those standards and sections. Respective Committee members compiled these responses into the initial drafts of sections of the Report.
By referring to these section drafts and the College’s existing strategic plan, the Committee identified strengths, weaknesses, and priorities under each section of the Self-Study. During summer, 2006, the Chair formatted the section drafts for consistency. Beginning in the fall of 2006, section drafts and priorities were distributed to the chairs of faculty committees having comparable responsibilities. In turn, the chairs distributed their respective sections to the entire faculty and held open meetings to receive input on the section and to facilitate discussions about priorities and goals. These meetings were well attended by members of the respective committees and other interested faculty. Committee members served as liaisons to each of these meetings. The input from these meetings was integrated into the drafts by the Committee. The revised drafts were presented to the faculty for review and the document was approved at the regular faculty meeting held on December 7, 2006.

The Committee determined that it was neither useful nor desirable to rank all priorities. The changing nature of the institutional environment necessitates flexibility. Additionally, most goals are not exclusive of others and can be pursued concurrently. Finally, it is virtually impossible to achieve a true consensus on prioritizing a wide range of goals and objectives that have such varying input on this size of faculty. Alternatively, the Committee developed goals and objectives within the distinct sections of the self study and achieved a level of prioritization by limiting the number of goals and objectives that fell under each section.
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III. PROGRAM OF LEGAL EDUCATION

1. Introduction

Since the last ABA site visit, the College conducted an extensive strategic planning process that culminated in a 2002 Strategic Plan and a 2003 Action Plan updated in 2004. A significant portion of this strategic planning process focused on our program of legal education and included a directive to the Curriculum Committee to conduct a full review of the curriculum. The Curriculum Committee and the faculty conducted such a review in 2003, many aspects of which are referenced in the sections that follow.

The 2002 Strategic Plan defines the “curricular mission” of the College of Law to be one that “will offer students a thorough and contemporary legal education while providing the faculty with opportunities for academic growth.” It further states that essential to this mission is a curriculum “designed to impart knowledge and training in three areas: substantive law, procedural law, including legal process and philosophy, and legal skills” Important as well are the College’s stated goals:

- To expose students to diverse approaches and philosophies of law and its role in society;
- To ensure that curricular themes include the central role of legal ethics and professionalism, the growing integration of domestic and international issues in the study of law, and the importance of the College’s relationship with the legal and urban community of which it is a part; and
- To promote the development of interdisciplinary, inter-cultural and international perspectives including options which emphasize an urban focus.

1.1. Overview

The educational program at the College includes a regular J.D. curriculum as well as six optional joint degree programs. The College offers both a full-time and a part-time program. Although these programs are sometimes referred to as the "day" and "evening" programs, there is sufficient flexibility in scheduling that a full-time student may attend classes in the evening and a part-time student may attend classes during the day. Full-time and part-time programs are described in the College of Law Bulletin. First-year students are admitted for entry only in the Fall Semester.

The College has significantly expanded its substantive course offerings as well as other educational opportunities since the last ABA sabbatical visit. In addition to its long-standing Externship Program and nationally renowned Tax Clinic, the College has begun a Center for Metropolitan Growth, a Center for Law, Health and Society, a live-client clinic in children and family advocacy (the HeLP Legal Services Clinic,) a Pro
Bono Recognition Program, a second study abroad program, and several initiatives related to ethics and professionalism. Since the last site visit, the College also has increased the size of the legal writing faculty, filled two chaired professorships, and has hired a total of five new tenure-track faculty members and two clinical faculty members.

Since its inception, the College has been committed to making every effort to treat the full-time and part-time programs equally. All tenure track faculty are expected to teach both day and evening courses, and the admissions criteria do not vary between the programs. Nevertheless, there is some disparity, both perceived and real, between the two programs, such as limitations on part-time students’ ability to participate in the externship program as described in the Student’s Chapter, Chapter V, of infra.

1.2. Requirements for the J.D. Degree

The College of Law operates on a semester system, with 14 week semesters and 50 minutes of class time required for each hour of credit. Thus, for each credit hour, 700 minutes of instruction are provided over the 14 weeks of the semester. The College requires that a student earn 90 credit hours in order to graduate. 90 credit hours represent 63,000 minutes of instruction.

In the fall and spring semesters, classes are offered five days a week, with occasional classes on Saturday. Evening classes are scheduled every night of the week but there are fewer offerings on Friday evening. This reflects respect for Friday evening Sabbath observances, lower enrollment, and conflicts between Friday evening classes and students’ and faculty members’ personal lives. In both semesters, classes are offered commencing at 9:00 a.m., with the latest classes commencing at 6:00 p.m. and ending at 7:40 p.m. for two-credit courses, at 8:45 p.m. for three-hour courses, and at 9:45 p.m. for four-credit courses. The Summer term extends over seven weeks, beginning in May and ending in July.

1.3. Requirement for Quantity and Period of Instruction

Of the 90 credit hours (63,000 minutes) needed for graduation, 43 credit hours are attributable to required courses, leaving 47 credit hours for electives. In addition to the required first-year curriculum, the College requires all students to take courses in Evidence, Litigation, and Professional Responsibility, and to complete a research intensive course or independent study that satisfies an upper level writing requirement. In the Spring 2006, the faculty voted to increase the maximum number of clinical course hours that can be applied toward graduation in recognition of our increasing number of clinical offerings. Under the former policy, students were limited to 6 externship hours and 6 clinic hours. Under the new policy students may enroll in a maximum of 12 clinical and externship hours combined but no more than 6 externship hours. This new policy will allow students to take up to 12 hours of clinics (6 more than before) if they forego an equal number of externship hours.
Regular class attendance is required of all students and is monitored by the faculty. Most, if not all, faculty members reserve the right to exclude a student from the examination for poor attendance. Full-time students, those carrying 12 hours or more, may not be employed more than 20 hours per week. Students are repeatedly advised of this restriction. A part-time student who wishes to enroll in 12 or more hours must obtain permission from the Associate Dean; the Associate Dean will always inquire as to the student's work hours before granting permission to ensure compliance with the requirement that students enrolled in more than 12 class hours may not engage in employment for more than 20 hours per week. Additionally, a full-time student may not take more than 16 hours per semester without approval of the Associate Dean who ensures that students take no more than 18 credit hours per semester. In this way the Associate Dean ensures that no student takes more than 20 percent of the total coursework required for graduation in any single semester.

The College of Law's Registrar does a careful graduation audit to ensure that students have met the College's minimum credit hours requirements. The registrar also does an audit to ensure that the students complete the College's credit hours requirements in not less than 24 months and not longer than 84 months.

2. First-Year Curriculum

2.1. Orientation and Program on Professionalism

The first-year curriculum begins with an orientation program in the week preceding the start of Fall classes. Students begin their course in Research, Writing and Advocacy during orientation and participate in a three-and-a-half hour professionalism program. The College recently revised its orientation program. The focus of the orientation has shifted from a broad introduction to law and legal theory to an instructional component more focused on reading and briefing cases, study skills, and an introduction to the legal system. The revised program also offers more opportunities for students to meet their colleagues and faculty in informal settings. It continues to introduce students to law school staff and to advise students about student life, financial aid, and various administrative matters.

The professionalism program is designed to expose students, at the outset of their law study, to the significance of entering a profession and to make sure that they realize that professional and ethical obligations begin while they are students. The program at orientation is sponsored jointly by the State Bar of Georgia and its Committee on Professionalism, the Georgia Supreme Court, and the Chief Justice's Commission on Professionalism. The essence of the program is a series of small group discussions based on 12 hypotheticals that raise ethical concerns relevant to the practice of law. Students receive the hypotheticals in advance and are asked to come prepared to discuss the materials. Attorneys recruited by the Committee on Professionalism and trained prior to the discussion, and College of Law faculty members, serve as facilitators and discussion leaders for small groups of 10 to 20
incoming students. The emphasis that is placed on professionalism in the orientation program furthers the College of Law’s goal to “maintain an environment that encourages students to develop high standards of professionalism.” Strategic Plan § 2.1.1.2(5). (See Vol. II, Exhibit G6.)

2.2. The First-Year Curriculum

The College’s first-year curriculum consists of the following traditional substantive courses: Property, Contracts, Civil Procedure, Torts, and Criminal Law. All of these courses except Criminal Law are six-credit courses taught over the two semesters. Criminal Law, a three-credit course, is taught in the Spring semester. Students must also take a year-long course in Research Writing and Advocacy (RWA) (2 credit hours in the Fall and 1 credit hour in the Spring) and a one-hour Legal Bibliography Course taught in the Fall. Part-time students cover this “first-year” curriculum over two years: Torts and Civil Procedure are deferred to their second year. Constitutional Law, while required, is not part of the first-year curriculum. It is scheduled for both full- and part-time students in the fall of their second year.

(i) Faculty Review of the First-year Curriculum

During the 2003-04 academic year, the faculty Curriculum Committee engaged in an extensive study of the College’s curriculum with a special emphasis on the first-year program. The Curriculum Committee examined the following questions: (1) should the College continue its current format of offering first-year courses over two full semesters or reduce the hours of some of these courses and collapse them into a single semester; and (2) if the College was to reduce the hours of some of these courses, should the College then add Constitutional Law and/or some other course to the first-year program? The Committee gathered information about these issues by surveying the programs at approximately 40 schools, posing questions on law faculty discussion lists, and by soliciting the views of colleagues at other law schools about the advantages and disadvantages of collapsing or reducing the hours of certain first-year courses. The Committee distributed the information it gathered and held a series of faculty meetings to discuss the issues. After extensive faculty discussions, the majority of the faculty felt that at this point, we should retain the status quo.

The faculty reached this result mindful of certain advantages associated with collapsing first-year courses, including the ability of students to be exposed to a wider variety of courses during their first year. Nonetheless, the faculty preferred to retain the current the two-semester model for a number of reasons. First, the two-semester model allows a depth of coverage that may be lacking in programs that reduce course hours or compress core courses into a single semester. Second, two-semester courses allow faculty more time to focus on foundational issues and perspectives and the development of skills that are important in the first year and that go beyond the substantive content of any one course. Finally, faculty felt that although the College’s current two-semester format for first-year courses requires a substantial commitment of

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faculty resources, this problem has been somewhat alleviated, at least insofar as individual faculty members are involved, by splitting many of the year-long courses between two faculty members, with one teaching the fall semester and the other teaching the spring semester.

(ii) Faculty Teaching First-Year Courses

Consistent with ABA Standard 301(a), the faculty possesses a strong commitment to quality teaching and recognizes the importance of effective pedagogy in the core curriculum. As a result, in making teaching assignments the College has made an effort to assign first-year courses only to experienced tenure-track teachers. The College does not assign adjunct faculty or visiting faculty who have little teaching experience to teach a first-year course.

(iii) Anticipated Changes in the Sectioning of First-Year Students

The College of Law offers three sections of all first-year courses; two of these sections are offered in the day (mostly for full-time students) and one in the evening (mostly for part-time students). Currently, the College does not divide the entering class and assign students to sections. Instead, entering students register for the classes of their choice, subject to availability and subject to a priority afforded full-time students to enroll in day classes and a priority afforded part-time students to enroll in evening classes. While many students, especially those enrolled part time, appreciate this scheduling flexibility, it makes it difficult to control enrollment and ensure balanced numbers across first-year sections of the same course. Allowing this flexibility also means, especially for students in day classes, that first-year students will experience a different cohort group from class to class and not develop the kind of cohesion and esprit de corps that would come from being assigned a section with the same students for all first-year courses. As a result, the College is reviewing the possibility of assigning mandatory sections to first-year students who enter the College of Law in the fall of 2007.

3. Legal Writing, Analysis, and Problem Solving

3.1. First-Year Research Writing and Advocacy Program

Research, Writing and Advocacy ("RWA") is a two-semester, required first-year course. Students receive a total of three credits for RWA, two for the fall semester and one for the spring semester. Five full-time, non-tenure track legal writing faculty members staff the RWA program. Each RWA faculty member teaches three sections with approximately fifteen students per section. The College of Law increased the number of RWA faculty from 4 to 5 since the last ABA site team visit in order to improve the faculty-student ratio for the program and to better enable RWA faculty to work with students individually on their writing. In addition to RWA, first-year students take a separate one-hour course in Legal Bibliography taught by the Law Library faculty in the fall semester. This course, which is graded on a pass-fall basis, teaches students the
basics of legal research, including the use of both conventional and technology-based legal research tools.

The lawyering skills taught in RWA include the ability to engage in critical reading, to problem solve, to engage in legal reasoning and analysis, and to be an effective communicator. The skills are taught from a practitioner focus, emphasizing a student’s professional responsibilities. RWA uses a process method in which students complete oral and written assignments, are given extensive feedback on those assignments, and are expected to incorporate the feedback in completing future assignments. The process is designed to instruct students in the skills for practicing law as set out in ABA Standard 302 (2) and (3).

The fall semester of RWA is devoted to objective writing and objective legal analysis. These skills are taught through various exercises, a short memorandum, and a lengthy “open” memorandum which requires students to perform independent research. The spring semester is devoted to persuasive writing and oral advocacy. Students are assigned numerous exercises to sharpen their persuasive writing skills. They also write a lengthy brief based on the same fact pattern as the open memo, and participate in two rounds of oral arguments. Students receive extensive written and oral feedback on the open memorandum and the brief through individual conferences with RWA faculty.

Using the same fact pattern and legal issues in both semesters enables students to experience first-hand the importance of editing skills by affording students multiple opportunities to review, re-write and revise earlier drafts and to learn how to incorporate earlier critiques. This focus is based on the view that writing and re-writing best imitates law practice and results in more cohesive, well-reasoned and professional documents. In this way, both the open memo and the appellate brief assignments and the individual sessions between the RWA faculty members and their students are structured to meet the ABA Interpretation 302-1 of the “rigorous writing experience in the first year.”

The RWA program benefits from having a dedicated and talented team of RWA instructors. These faculty members work hard to improve the program each year and have a reputation for being precise in their evaluation of student work and demanding in their expectations of students’ performance. A particular strength of the RWA faculty team is their use of technology both for the RWA program as a whole and in their classrooms. All RWA sections share a common RWA program web page which is used to disseminate information to students and to support student email. Within the RWA classrooms, RWA faculty make full use of the law school’s smart podium technology which allows these faculty members to create and project interactive class exercises in editing, legal analysis and persuasive writing techniques.

Additionally, the law librarians teach a one-credit legal research course in the Fall. The librarians teach both print and online sources. Once the students master the print resources, students have full access to Westlaw and Lexis at mid-semester. The librarians also make full use of the classroom technology.
The strengths of the RWA program are evidenced in the overall effectiveness of the program, as reflected in such measurements as the school's success in national and regional moot court programs and the general perception among the local bar that graduates from the College possess solid legal skills.

In 2006 the RWA faculty surveyed second and third year students to determine their views on the effectiveness of RWA and Legal Bibliography in preparing them for their summer employment. The survey included questions about the types of writings student prepared, the length of documents prepared, other lawyering skills students used, how confident students felt in their writing, analytical, and oral communications skills, and how they felt their skills matched up with students from other law schools.

Overall, survey results indicate students were very confident in their writing skills (objective and persuasive writing) and their oral advocacy skills. Additionally, in assessing how they felt their research and writing skills compared to students from other schools, a majority of students reported their skills were stronger, 43% reported their skills were similar and only 7% reported their skills were weaker. Also, most students reported that their RWA professor had "somewhat higher" standards than their summer supervisors.

In response to a question on how RWA and Legal Bibliography could be revised to train them more effectively, students suggested writing shorter memos, having more opportunities for oral presentations, and allocating more credits to RWA. The RWA faculty and the faculty curriculum committee will follow-up on these student suggestions as part of a faculty review of the RWA curriculum.

While the RWA program thus operates effectively in its current iteration, the main challenge for the future is whether to substantially redesign the RWA program in ways that might allow it to integrate more substantively with first-year courses, include aspects of legal document drafting and problem solving, and support shorter but more frequent writing exercises, and whether RWA should be allocated more credit hours. While beneficial themselves, these changes might operate within the framework of a broader focus on writing and analysis that would extend beyond the first year and operate across the curriculum. Many of the potential reforms would require additional faculty and considerable budgetary resources, however, and such resources currently are not available. Nonetheless, the faculty believes that review of the RWA program along the lines noted above is an important priority that should be undertaken over the next few years. (See Goals and Priorities for Program of Legal education, Section III.11., infra).

3.2. Upper Level Legal Writing, Analysis and Problem Solving

In addition to the RWA program, all students are required to complete a substantial research paper during their upper-level course of study. In order to receive writing credit for the work product, the paper must be well-researched and must contain
original analysis. A student must earn a grade of at least 73 on the paper. Courses
that qualify for legal writing credit are identified each semester on the published course
schedule and in the College of Law Bulletin. In addition to taking a substantive course
or seminar to satisfy the writing requirement, students can satisfy this writing
requirement by proposing and completing an independent study project under the
guidance of a sponsoring faculty member. All independent study proposals must be
approved by the sponsoring faculty member and the Associate Dean for Academic
Affairs.

Apart from the upper-level writing requirement, students can augment their
research and writing skills by taking additional writing or seminar courses, enrolling in
Appellate Advocacy, participating in Moot Court or Law Review, and enrolling in
advanced courses in legal research and writing. A course on Advanced Legal Writing
is offered on an annual basis, and Professor Nancy Johnson offers an annual course
in Advanced Legal Research.

A review of the upper level writing requirement was undertaken during the 2003-
04 academic year by the Curriculum Committee. That committee's study indicated that
the College's writing program is similar to programs at the majority of other law schools
and is well within the ABA standards. The committee recommended continuation of our
current program but also recommended a clearer set of guidelines that faculty should
use in evaluating papers submitted for writing requirement credit. The faculty adopted
these guidelines and they are posted on the "academics" portal of the College's website at http://law.gsu.edu/academics/legalwriting_requirement.php. The committee
also endorsed in principle the adoption of a second upper level writing requirement that
would not be limited to traditional research papers but would embrace courses that
relied on a variety of writing experiences as the basis for the grade. The committee
chose not to recommend this requirement, however, because of the lack of a sufficient
number of courses that offered such writing experiences at the present time.

4. Upper-Division Curriculum

4.1. Required Courses

The upper-level required curriculum is comprised of Constitutional Law I,
Evidence, Professional Responsibility, and the Litigation Workshop.

In its 2003-04 curriculum review, the Curriculum Committee considered whether
to increase or decrease upper level required courses and whether other courses should
be recommended. The Committee particularly reviewed the Litigation course and
whether to add a non-litigation lawyering skills alternative. After an extensive review,
the Committee decided not to recommend changing the required upper level courses.
However, it did recommend, in accordance with ABA Standard 301(a), that the College
make clearer recommendations to students about non-required core electives and the
courses they should take in order to graduate with an education that prepares them for
admission to the bar and to be effective and responsible members of the profession.
These recommendations are now included in the College’s Curriculum Planning Handbook, which is available to the students online at http://law.gsu.edu/academics/handbook.php.

With respect to the required course in Professional Responsibility, the College has, since the last site visit, increased from three to four/five the number of sections offered annually, thus achieving a reduction of class size to about 45-55 students per section. This has enabled the faculty who teach these smaller sections to employ more interactive teaching strategies. Also since the last site visit the College has added depth to its cadre of tenured faculty who teach Professional Responsibility by receiving external funding for the W. Lee Burge Chair in Ethics and Professionalism, and hiring Professor Clark Cunningham from Washington University School of Law as the inaugural holder of the chair. These developments are discussed more fully in the separate section on Professional Responsibility at section 8, infra.

4.2. Elective Courses

Students have the opportunity to enroll in a minimum of 47 elective hours and explore a variety of areas of interest. To help the students manage these choices, the College publishes a Curriculum Planning Handbook and also assigns every entering law student to a faculty member who serves as that student’s faculty advisor for curricular planning.

i. Recommended Core Electives and Curricular Advisement

The College advises students of the importance of taking take certain core or foundational electives. These electives are: Administrative Law, Basic Federal Taxation I, Constitutional Law II, Corporations, Criminal Procedure I, Family Law, Wills, Trusts, and Estates, and one or more Commercial Law courses (Sales, Commercial Paper, Security Interests & Liens). Faculty who meet with students generally recommend that students take these classes. These recommended courses also are officially listed as such in the College’s Curriculum Planning Handbook which is available to students online. Additionally, the College of Law Bulletin is updated annually both online and in hard copy to reflect the latest course offerings and to capture any changes in law school rules and regulations. The on-line version of the Curriculum Planning Handbook is amended less frequently, but has recently been updated to include the most recent information about curriculum policy and curricular planning strategies in different course areas.

Despite these curricular advisement mechanisms, concern exists that such advisement is ad hoc and that students might benefit from a more structured approach in helping them plan their elective course of study. Such structure might be achieved simply by offering students more formal institutional support systems, or, more aggressively, by creating elective tracks or developing concentrations that bundle certain electives. The faculty intends to examine this issue in greater depth. (See Goals and Priorities for Program of Legal education, section 11, infra)).
ii. **Advanced Electives and Seminars**

The College’s elective offerings cover a broad range of areas and include a substantial number of advanced electives and seminars. These advanced electives are particularly important in supporting advanced study and writing opportunities for third-year students. Since the last ABA site visit the College has noticeably expanded elective opportunities in the areas of health law (through the new Center for Law, Health & Society) and land use and environmental law (through the new Center for the Comparative Study of Metropolitan Growth). The College also has expanded its offerings in such areas as the laws of business associations, dispute resolution, estate planning, legal history and intellectual property/technology, and continues to offer a wide-range of opportunities to explore various aspects of tax law through substantive courses, the tax law clinic, and tax law externships. Newly approved seminars and advanced electives in recent years include:

- Advanced Issues in Trial Advocacy Seminar
- Advanced Local Government Law
- Advanced Problems in Agency and Partnership
- American Constitutional History
- Bioethics and the Law
- Biotechnology Law, Policy and Ethics
- Cyberlaw
- Domestic Litigation
- Domestic Violence Law
- Food and Drug Law
- Genetics and the Law
- Georgia Legal History
- Health Legislation and Advocacy
- Human Rights Law
- Human Rights Law Seminar
- Intellectual Property Law Seminar
- Law of Electronic Commerce
- Mediation Law and Practice
- Public Health Law
- Public Interest and Social Welfare Law Seminar
- Seminar on Judicial Power
- Seminar on Partnership Law
- Urban Issues in Environmental Law
- Urban Fellows Seminar

This expansion in elective offerings strengthens our program and enriches students’ opportunity for in depth and interdisciplinary study. But this greater variety of curricular choices also creates a correlative responsibility on the part of the law school to make sure students receive effective curricular advisement. As noted in Section 4.2.i. above, the College offers several advisement mechanisms but believes that
students might benefit from a more structured approach in helping them plan their elective course of study. The faculty intends to examine this issue in greater depth. (See Goals and Priorities for Program of Legal education, section 11, infra).

iii. Scheduling Electives for Both Day and Evening Programs

The College works hard to ensure that adequate elective courses are offered in both the day and evening programs. For core electives such as Constitutional Law, Corporations, Tax, Wills, and Criminal Procedure, the College always offers both day and evening sections in the same academic year. The College does likewise for other gateway electives such as Administrative Law, Basic Bankruptcy, Con Law II, Employment Discrimination, Family Law, Land Use Law, and UCC courses, where there is sufficient depth on the faculty to offer multiple sections of the same course. For other electives such as Labor Law, Copyrights, Trademarks, and for most seminars and advanced electives, the College is usually able to offer only one section per academic year. The College typically accomplishes this by alternating between a day and an evening section from year-to-year. In some instances the College will attempt to ensure coverage by using an adjunct professor, but because the College has a strong commitment to its part-time program, it seeks to avoid reliance on adjunct professors to cover core needs in its evening classes. Instead, the College mostly seeks adjuncts to offer particular advanced courses in areas in which full-time faculty are not available.

4.3. Exploration of Certificate Programs and Concentrations

During the 2003-04 curriculum review, the Curriculum Committee explored the possibility of developing certificate programs or concentrations. The Committee extensively reviewed other law schools' certificate programs. Although it did not permanently foreclose the development of certificate programs the Committee decided against recommending their creation at this time. It recognized that students may certainly choose to take a particular "track" of courses, and it suggested that the Curriculum Handbook provide students with guidance on how to build a concentration or pursue a track on their own. However, the Committee concluded that the College, as an institution, should not endorse formal specialization at the J.D. level and should continue to encourage students to seek a broad-based legal education.

During the self-study process, however, the faculty expressed renewed interest in the idea of concentrations and certificate programs on the ground that they might advance the faculty's interest in improving curricular advisement to students. (See discussion supra section III.4.2.i regarding curricular advisement). The faculty thus intends to re-examine this issue. (See section on Goals and Priorities for the Program of Legal Education, section 11, infra).

4.4. Curricular Advances and Areas of Focus

As mentioned above, following the last ABA site visit, the College conducted an extensive strategic planning process that culminated in a 2002 Strategic Plan and a
2002 Action Plan updated in 2004-05. From this planning process, a consensus emerged for the College to develop greater programmatic distinctiveness and to identify areas that offered opportunities for an urban and interdisciplinary focus. The University itself nurtured this goal by offering funding incentives in support of collaborative programs that cut across colleges and departments. As a result of these developments, the College identified several areas for potential growth over time (including Intellectual Property; Conflict Resolution, Trial Advocacy, and Skills Training; and International/Comparative Law), and two areas for immediate development and investment: Health Law and Policy, and Urban Planning, Growth and Environmental Law. In 2004 the College established new Centers in these two areas: the Center for Law, Health & Society and the Center for the Comparative Study of Metropolitan Growth. Both of these centers, which are described below, strongly advance interdisciplinary study and capitalize on the College’s urban environment. The College intends to build on these successes by also developing initiatives over time based on some of the other areas of focus noted above. (See Goals and Priorities for Program of Legal Education, section11, infra).

i. **Center for the Comparative Study of Metropolitan Growth**

The Center for the Comparative Study of Metropolitan Growth was established to advance dialogue, academic exchanges and research relating to environmental challenges in Atlanta and around the world. The Center also promotes inter-disciplinary programs that involve lawyers and law students with a wide range of other professionals, including land use and economic planners, business professionals, engineers, and government regulators. The Center enhances the upper division curriculum through curricular additions, promotes activities that develop professional skills, and expands the College’s offerings of study outside the classroom with academic exchanges, speaker series and symposiums, foreign study programs, and the development of joint degree programs. The Center is co-directed by Professors Colin Crawford and Julian Juergensmeyer. Professor and former Dean Janice Griffith is in charge of State and Local Government Initiatives within the Center.

Four curricular additions were fostered by the Center: (a) Advanced Local Government Law, (b) a seminar in Urban Issues in Environmental Law and (c) an annual foreign enrichment course in Comparative Environmental and Land Use Law and(d) extensive new offerings in the Summer Legal and Policy Study in Rio de Janeiro program. In (c), the “foreign enrichment” course, three prominent foreign scholars are invited to give three weeks of instruction about the environmental and land use law of their country, and do so in succession, bracketed by introductory and concluding lectures from full-time faculty and Center affiliates.

The Center features an “Urban Fellows” Program in which outstanding graduates in law and other disciplines are chosen from across the University to participate in a monthly colloquium with prominent speakers on a theme for the year. Each student is then required to write a paper related to that theme, aimed at publication.
The Center also offers a regular speaker’s series on questions relating to metropolitan growth. In each semester since its creation, the Center has sponsored at least two or three such events. In the Spring 2006, the Center co-sponsored, with the Law Review, an international symposium on the theme of metropolitan redevelopment. In 2006-07, the Center will sponsor a five-[part lecture series on “The Global Environment, Land Use and the Law.”

In the Summer of 2006, 78 law students joined with two social science and public health students in Rio de Janeiro, Brazil, for the Center’s foreign study offering. That program is fully accredited by the ABA. It operates as part of a consortium that, in 2006, included Florida International University College of Law and Seattle University School of Law, and with faculty from the University of Tennessee School of Law. The Center is the lead member of the consortium and the Center’s Co-Director is the Program Director. It is anticipated that the addition of faculty and institutional support from other law schools will promote the long-term stability of the Program. In the summer of 2007, the consortium will consist of Georgia State University, Seattle University and the University of Tennessee.

Finally, the Center is the locus of responsibility within the College for the administration and development of the College’s joint J.D.-Master in City and Regional Planning, undertaken with the College of Architecture at the Georgia Institute of Technology.

ii. Center for Law, Health & Society

Through educational, research, and community outreach initiatives, the Center for Law, Health & Society attempts to advance the role that law plays in promoting society’s health. It is the only academic health law center in Georgia. The title of the Center is meant to reflect its multidisciplinary focus and its strong emphasis on cross-professional education, research, and outreach. By promoting opportunities for collaboration among educators, students, scholars, and practicing professionals in both law and health-related disciplines, we fully expect the Center to become a leading forum for examining contemporary issues at the intersection of law, medicine, and social welfare and the impact of ethical norms in shaping health policy.

In its first two years, under the leadership of Professor Charity Scott, the Center has developed several key initiatives:

- A *legislation program* in which students develop, analyze, and track proposed legislation on health related topics;
- *New elective courses* (biotechnology law & policy; domestic violence law; food and drug law; genetics and the law; public health law; and public interest and social welfare law);
- *Interdisciplinary opportunities* through joint classes and cross-enrollment with other departments at Georgia State University, Emory University’s Center for Ethics and Medical School, and Georgia Institute of Technology’s School of Public Policy;
• A joint-degree program in law and health administration with the J. Mack Robinson College of Business, Institute of Health Administration;
• Conferences, speaker series, and workshops on a range of health law and policy issues;
• A public health law initiative in collaboration with the CDC and GSU’s Institute of Public Health;
• A law, science, and biotechnology initiative to focus on the legal, ethical and policy implications of genetic, technological and other scientific advances;
• The Health Law Partnership (HeLP), an innovative medical-legal collaborative among the College of Law, Atlanta Legal Aid Society, and Children’s Healthcare of Atlanta, in which legal and medical professionals and students work to improve patient care by addressing the interplay of medical and non-medical determinants of health;
• A new law school legal services clinic in which students will provide legal representation to clients referred from HeLP;
• Initiatives for external funding via the formation of a HeLP advisory counsel, a graduate health law network, and the pursuit of several funding grants. In 2005, the HeLP project received a $750,000 grant from a Woodruff-affiliated foundation.

Since the Center opened, the University has supported the College’s efforts to recruit new faculty members who would advance the goals of the Center. This past year, the College hired Professor Paul Lombardo, a nationally recognized legal scholar in the area of bioethics, law and science, who was previously the Director of the Program in Law and Medicine at the Center for Biomedical Ethics at the University of Virginia. In the current year the College is recruiting to fill two positions to support the Center’s initiative in Public Health Law. All three of these positions were funded by the University with the express understanding that new health-law faculty would work on an interdisciplinary basis with corresponding units of the University, such as the Institute of Public Health (which sponsors the interdisciplinary Partnership for Urban Health Research) and the life sciences departments.

4.5 Adequacy of Curriculum in Certain important Areas

While the College has succeeding in expanding curricular offerings in the important ways noted above, the College struggles with ensuring that there is sufficient breadth and depth of courses in certain foundational areas, including, criminal law, international law (particularly international business and practice), tax law, and constitutional and related public law electives. Subject to resources, the faculty will seek to address some of these needs in the course of faculty hiring.

5. Professional Skills Instruction

In addition to offering courses in discrete substantive areas, the College offers courses, clinics, externships, and mock competitions designed to develop students’ lawyering skills. An important component of this skills development program at the
College is a semester-long Litigation Workshop that is required of all second-year students. Collectively our skills courses and programs emphasize the development of a variety of lawyering skills including legal and factual analysis, research, writing, interviewing, counseling and negotiation, mediation and other alternative methods of conflict resolution, legal drafting, and traditional litigation. This section of the report discusses the required litigation program, advanced litigation and other skills oriented electives, and live-client clinics. Other professional skills instruction, through externships and programs outside the conventional classroom, are discussed elsewhere in this report.

5.1 The Required Litigation Program

All day and evening students are required to take the Litigation Workshop in the spring semester of their second year. The course teaches the fundamentals of civil litigation culminating with mock jury trials. The Litigation Workshop is designed to equip law students with the knowledge of the fundamentals of trial practice, an understanding of the importance of human interaction and relationships in lawyering, the critical role of professionalism and legal ethics, and the development of interviewing and negotiation skills. As a result of the required Litigation Workshop, every student is guaranteed a simulated litigation experience in a small section.

The course is divided into approximately 18 sections with 12 students in each section. It is administered by a full-time, tenured professor who serves as Director of the Litigation Program. An administrative coordinator assists the Director. The sections are taught by 18 experienced adjunct faculty, who have at least five years of litigation experience. To meet the needs of full and part-time students, sections are offered in the day, evening, and on Saturday.

The Director of the Litigation Workshop prepares a master syllabus that provides guidance to each adjunct. The Director coordinates with the adjuncts to discuss problem areas, mentors new hires, and reviews student evaluations. The master syllabus will continue to undergo changes so that the students will be better able to use computer technology in their mock trial experiences. There also will be a greater emphasis on professionalism and ethics in the syllabus.

An issue of concern for the Litigation Workshop is the application of grading guidelines to the litigation classes. In 1998, the faculty responded to concerns over grade inflation, and the consistency of grading standards among like courses and sections, by adopting grading guidelines in required courses. The guidelines prescribe a range for each required course’s average (as opposed to a median) grade. These guidelines have had little adverse impact in the traditional, large required courses, but they have had a significant effect in the litigation sections, which have only 12 students in each class. With a mandated 81.5 average grade, the litigation professors have found it difficult to meet that requirement without compressing grades closely around the 81.5 average and denying high grades to those students who do excellent work in the course. To compensate for this grade “bunching” problem, the College began in
2002 to permit the Director and the litigation professors to designate up to twenty-five percent (25%) of the students in each litigation section as recipients of the award "Honors in Litigation Workshop". Students who receive this honorary designation receive an official honors designation letter from the Director and recognition at the College's annual Honors Day ceremonies. The award also enables students to flag their outstanding Litigation Workshop performance on their resumes.

During the 2003-04 academic year, the Curriculum Committee examined whether the Litigation Workshop should be revised. Options under discussion included making the course optional rather than required, keeping it "as is" but expanding it to include a required component on alternative methods of conflict resolution, and developing an alternative required course that would focus on business and transactional skills. After much discussion, the Committee decided to continue the program in its current, required format and opted not to require an ADR component or a transactional alternative. The committee reasoned that the Litigation Workshop, though organized around the traditional phases of litigation and trial practice, does focus on the broader skills of interviewing, negotiation and professional interaction that would apply in many different lawyering contexts. The committee observed as well that, though not required, students currently have several opportunities to take elective courses that focus upon non-litigation skills and non-judicial methods of dispute resolution, and that attempting to include all of these components into a required Litigation Workshop might undermine the strengths of the existing course. In the end, the Committee recommended that the litigation program should continue as currently constructed but that a future committee should review courses offering transactional skill simulations and exercises and consider recommending additional courses in this area if appropriate. As discussed infra in section 5.2, infra, this issue is one that the faculty would like to re-visit over the next two years in the context of reviewing the College's overall skills curriculum.

5.2. Advanced Litigation and other Skills Electives

The College's menu of skills electives enables students to focus on a variety of skills and to specialize in particular skills areas, such as trial advocacy. Students who wish to build on the required Litigation Workshop may do so by taking advanced litigation electives. These electives rely extensively on simulation and role play and include: Advanced Civil Litigation, Advanced Criminal Litigation, Advanced Evidence, Advanced Pre-Trial Litigation, Advanced Trial Advocacy Seminar, Conflict Resolution and Community Improvement, Cross-Cultural Communication in International Dispute Resolution and Domestic Litigation. Additionally, Trial Advocacy I and II trains and selects students who wish to participate on mock trial competition teams. The advanced skills classes are offered to both day and evening students and both full and part-time students take advantage of these offerings. Enrollment numbers in advanced skills courses depend upon the number of sections offered. For example, to accommodate student demand, we typically schedule multiple sections of Advanced Evidence, a spring semester course. (Total enrollment figures for the Advanced Evidence sections show 42 students, in 2004, 54 students in 2005, and 55 students in
2006). Other advanced skills courses enroll 12 to 16 students per class. Since 2004, the College has offered two or three elective advanced skills courses each semester with a mix of day and evening classes.

Students who do not focus on trial advocacy have other opportunities to develop skills related to written and oral communication, drafting, administrative hearings, and transactional representation. Courses in these areas include Alternative Dispute Resolution; Mediation; Interviewing and Counseling; Advanced Legal Writing; Advanced Legal Research, Legislative Drafting, Estate Planning, Business Planning, and Land Use Law. In addition several faculty members incorporate segments of skills training and simulation exercises into their regular substantive courses.

Academic credit is available for participation in our Moot Court and Mock Trial programs and Law Review. The writing, advocacy, and management skills learned in these programs are a valuable addition to our legal skills curriculum. Because these programs are run primarily by student boards, they are described more fully in the “Students” chapter of this Self Study at sections V.11.2 and V.7.4.iii, infra.

5.3. Re-Examination of Skills Curriculum

The College has a strong skills program, but because it has developed incrementally over time, the program would benefit from a comprehensive review. During the self-study process the faculty identified this as an important priority and noted that such a review might address several issues, including: whether to require courses in other skills areas such as Conflict Resolution and Transactional Practice as an addition, or alternative, to Litigation and whether to expand elective skills offerings to include more courses related drafting, transactions and law office management. (See Goals and Priorities of Program of Legal Education, section 11, infra).

5.4. Clinics

In addition to our nationally recognized Low-Income Taxpayer Clinic (LITC), the College has recently established a second in-house live client clinic, the HeLP Legal Services Clinic. Both of these clinic offerings are described below.

In Spring 2006, the faculty voted to increase the maximum number of clinical course hours that can be applied toward graduation in recognition of our additional clinical offering. Under the former policy, students were limited to 6 externship hours and 6 clinic hours. Under the new policy students may enroll in a maximum of 12 clinical and externship hours combined but no more than 6 externship hours. This new policy will allow students to take up to 12 hours of clinics (6 more than before) if they forego an equal number of externship hours.

i. The HeLP Legal Services Clinic

The HeLP Legal Services Clinic was established in 2006 as an extension of the
Health Law Partnership (HeLP), an interdisciplinary community collaborative among Children’s Healthcare of Atlanta (Children’s), the Atlanta Legal Aid Society (ALAS), and College. The HeLP collaborative provides on-site legal services at local children’s hospitals to address basic legal needs affecting low-income children’s health and well-being. The HeLP Legal Services Clinic offers an educational dimension to this initiative by enabling students at the College of Law to provide representation to a portion of HeLP’s clients. Approved in the spring of 2006, clinic faculty are working in the fall of 2006 to prepare the clinic to enroll students and open its doors in the spring 2007 semester.

Objectives of the Clinic include providing an environment in which students may utilize substantive law and skills training in a closely supervised practice setting. HeLP offices based at Children’s hospitals handle cases involving guardianship, wills and advance directives, Medicaid, housing, SSI, family law, education and employment issues. HeLP will refer suitable cases in any of these areas to the HeLP Legal Services Clinic. While the array of appropriate cases may vary from semester to semester depending on the types of legal problems referred from HeLP, the Clinic will provide student attorneys instruction in the following areas: client interviewing and counseling, case presentation, confidentiality and attorney-client issues, case theory and development, legal writing and document drafting, factual investigation and analysis, mediation, negotiation, and litigation, as well as training in numerous substantive areas related to the Clinic’s caseload.

The Director of the Clinic is Professor Charity Scott, a tenured member of the faculty and the Director of the Center for Law, Health & Society. In the summer of 2006 the College hired two assistant clinical professors, Sylvia Caley and Lisa Bliss, who serve as Associate Directors of the clinic. Professor Caley has served as the HeLP project’s Director/Lead Attorney since it began at Children’s Healthcare of Atlanta in 2004. These two clinical professors were hired on a non-tenure track basis under a newly approved Clinical Faculty Policy established in accordance with the job security arrangements provided under ABA Standard 405 c.

The Clinic will begin serving clients during the Spring 2007 semester with law students only, but expects over time to permit graduate students at GSU and elsewhere to enroll in the clinic and work collaboratively with our law students. Prime candidates for this interdisciplinary collaboration include graduate students from GSU’s School of Social Work and its Institute of Public Health. Faculty with Emory’s medical school have also expressed strong interest in allowing medical students to collaborate with law students in a HeLP clinical educational experience, and it is anticipated that similar interest would be found at Morehouse’s medical school.

In approving the creation of this clinic last spring, the faculty acted in accordance with the College’s 2002 Strategic Plan and its stated goal for the College to establish a second in-house clinic for students. In addition, the College’s and the University’s strategic plans place considerable emphasis on the development and improvement of interdisciplinary education, outreach to the community, and taking advantage of our
urban environment and capital city location. The HeLP clinical education program allows the College to claim both distinctiveness and innovation as among its programmatic strengths.

i. The Low-Income Taxpayer Clinic

The Low-Income Taxpayer Clinic ("LITC") began operation in September 1992, and it has operated without interruption ever since. It serves approximately 200 low-income taxpayers each year. According to the Internal Revenue Service, the LITC is one of the nation's largest providers of tax representation to the working poor. The LITC has been recognized by the Internal Revenue Service and by Congressional Committees as an outstanding clinical program. It has been visited by the Commissioner of Internal Revenue, by senior staff members of the House Ways and Means Committee and the Senate Finance Committee, and it has participated in studies conducted by the General Accounting Office. The Clinic Director has been asked to testify before the Senate, and it has received an award for outstanding service from the late Senator Paul Coverdell.

Cases handled by the student attorneys are post-audit matters requiring student interaction with the Appeals Office, the Collections Division and the Counsel's Office of the Internal Revenue Service. Students working in the LITC are authorized by the United States Tax Court to represent individuals before the Court, and they are certified by the Internal Revenue Service's National Director of Practice to appear on behalf of taxpayers before that body. Approximately 80 percent of the cases handled by the LITC are resolved in favor of the taxpayer.

Students may enroll in the LITC for one or two semesters and thus earn three or six credit hours. Students develop their lawyering skills by handling the approximately 8-15 cases to which they are assigned. They receive one-on-one training from the Clinic Director and the Assistant Clinic Director in such areas as memoranda drafting, interviewing, negotiating, counseling, document preparation, file maintenance, case management, and other basic lawyer skills. In addition, students learn certain procedural and substantive tax rules that are not covered in other tax courses. Since the last ABA site visit, The College has equipped the LITC with the technological advances of a modern law office, thus enabling students to gain the experience of using law office and client management software to manage their client caseload.

The Director of the Clinic is Professor Ron Blasi, a tenured member of the College faculty. Matt Williamson is the Assistant Director who serves as a supervising attorney and, along with Professor Blasi, assists the students with their case loads. The clinic also employs an administrative assistant. While this staffing arrangement is effective, the LITC currently operates with less staff than as originally designed in 1992. At the beginning of the 1996-97 academic year, the three-year grant that the LITC initially received from the U.S. Department of Education expired and that federal grant program was terminated. Although the College was able to provide partial funding for the LITC, the budget reduction required a reduction in the Clinic's staff. The full-time
supervising attorney position was reduced to half-time. Recently, the College increased
the Clinic’s budget in an amount sufficient to restore the position to three-fourths time.
However, the LITC would benefit from a full-time supervising attorney in order to best
serve the students.

5.5. Co-Curricular Activities Providing Skills Training

Academic credit is available for Law Review and the student Moot Court and
Mock Trial Programs. The legal writing and advocacy skills learned in these programs
are a valuable addition to our legal skills curriculum. Because these programs are run
primarily by student boards, they are described more fully in the “Students chapter of
this Self-Study at sections V.11.2 and V.7.4.iii, infra.

5.6. Inns of Court

In addition to litigation electives and trial competitions, the College of Law
supports two Inns of Court chapters. Each Inn consists of leading litigators and jurists in
the Atlanta area and a select group of students who show promise as litigators. One
Inn focuses on general litigation and the other focuses on family law. Membership in
one of the Inns affords students a valuable opportunity for learning and networking.
Students participate at meetings in which Bar leaders demonstrate trial techniques and
engage in discussions about advocacy skills, professionalism, and ethics.

6. Study Outside the Classroom

6.1. The Externship Program

Each semester approximately 75-90 students participate in 50-55 externships
offered by the College. Because the College is located in downtown Atlanta, the
Externship Program is able to provide a wide array of externships at convenient
locations. Externships are offered in criminal law (both prosecution and defense),
environmental law, securities law, administrative law, banking law, immigration law, tax
law, and mediation, etc. In addition, there are judicial externships at every level of the
state judicial system and with judges of the federal district and appellate courts of the
Northern District of Georgia. Externships are also offered with the Office of the Counsel
to the Speaker of the Georgia House, the Governor’s Legal Office, and with various
sites that work on legislative issues. A complete listing of externship sites, as well as a
description of the legal work done at those sites, can be found on the College of Law’s
website. Externships are not offered in private law firms or corporations. The wide
breadth of the program allows students to interact with our community consistent with
Section 2.1.2.4 of the College’s Strategic Plan which calls for urban and community
initiatives. (See Vol. II, Exhibit G6.)
Professors Curcio, Hensel and Segall serve as Co-Directors of the Program. All three professors had substantial legal experience before beginning their teaching careers. Professors Curcio and Segall are Full Professors and Professor Hensel is an Associate Professor.

Each semester, two of the professors are directly responsible for supervising the extern students (ABA standard 305(c)), as well as carrying a 50% teaching load of non-clinical courses. Externship Directors are full-time faculty members and each is expected to meet the same publishing and service requirements as other faculty members. Each semester each Director individually supervises approximately 35-45 students. The Directors are assisted by Sarita James, the Externship Program Coordinator.

The Directors visit each externship site prior to approval of any new externship to discuss the program's criteria and other details regarding the specific placement. Each new externship supervisor receives a copy of the Externship Supervision Handbook which contains a lengthy discussion of what is expected from both supervisors and students (ABA Standard 305(e)(1)). The on-site supervisors are expected to and do provide substantial mentoring to our students that includes meaningful feedback on each student's work. Supervisors must sign a supervisor's agreement in which the supervisor agrees to comply with the requirements set forth in the Externship Supervision Handbook. Thereafter, site visits are conducted as necessary, e.g., when student concerns are raised, at the request of externship supervisors, or when the program moves to a new site or undergoes a major personnel change. In addition, contact with the supervisors is maintained through correspondence, e-mails and telephone conversations. Field supervisors receive feedback regarding the quality of their supervision through correspondence, telephone calls, e-mails and on-site visits (ABA Standard 305(e)(4)).

Students must work a minimum of 140 hours over the fourteen week semester, ideally at a rate of ten hours a week, though many students exceed those hours. Students receive three semester hours for each externship and are allowed a maximum of six externship hours. Most of the externships are one semester in length. For those that are two semesters, students are awarded three credit hours each semester. All externships are graded on a pass-fail basis.

At the beginning of the semester, each extern must write down his or her goals for the externship experience, meet with an on-site supervisor to discuss those goals, and the on-site supervisor must sign off on those goals. The student goals forms are reviewed by a faculty co-director. Students also must submit a bi-weekly work summary form describing their assignments and duties, as well as a reflective discussion of what they have learned. The faculty co-director reviews each work summary form and periodically responds to comments on the work summary form via e-mail. Approximately six weeks into the semester, every student must write a very short paper addressing the goals set forth at the semester’s start. The student then meets
with a co-director to discuss the student’s experience at the externship site. Site supervisors must also complete a mid-semester form indicating whether, at that point, the student is on track for passing the course. At the end of the semester, students write a lengthier paper that discusses issues such as what the student learned about law, lawyering and/or him or herself during this externship. Students must also complete an evaluation of the program. On-site supervisors also complete a student evaluation. At the end of the semester, students again meet with the co-directors to review their evaluations and to discuss what they learned. In addition to these meetings, the appropriate co-director meets with students whenever the need arises (ABA standard 305(e)(3)).

Classroom components are offered at the law school as well as at some externship sites. The class at the law school is taught by the three co-directors. It is taught as a double class period four times a semester and includes a program overview session with a section on confidentiality issues, a class on clarifying assignments, getting adequate supervision and recognizing and dealing with bias in the work place, a guest speaker class, and a reflective class about practicing law. The classes focus on ethical and professional issues that arise in the practice of law. In addition to the required classroom component at the law school, some sites offer an on-site classroom component. Students receive externship work hour credit for attending these on-site classes which are conducted under the auspices of approved externship field supervisors (ABA standard 305(e)(2)). Students do not count their hours spent in the classroom at the College toward their 140 hour requirement.

In the last three years, the externship program has greatly expanded. It has added 14 new sites, and student participation has increased from an average of 60-70 students/semester to 80-90 students/semester. Most of the students participating in the program are full-time students, but every semester a few part-time students are able to arrange their work schedules in order to participate in an externship.

The recent expansion of the externship program has meant that the program is able to serve a greater number of students and give them a wider variety of potential placements. Because of the greatly increased administrative workload caused by the program’s expansion, the College recently approved funding for much-needed additional administrative assistance.

One issue with the externship program is that part-time students who have full-time jobs cannot participate equally with full-time students unless their schedules are flexible enough to allow them to work at least ten hours a week during regular business hours. Unfortunately, there is little that can be done about this problem in light of the operating hours of governmental and not-for-profit agencies

6.2. The Law School's Connection to the Georgia General Assembly

The College has developed strong, on-going relationships with the Georgia General Assembly. Several major components have accounted for this relationship:
faculty involvement in legislative law reform efforts, the Georgia State University Law Review Peach Sheets (described below), the Health Legislation and Advocacy Program, and specialized legislative externships.

Several current members of the College of Law faculty have served as Reporters or consultants for law reform projects sponsored either by the legislature, the State Bar of Georgia, or the Georgia Supreme Court. This service has often included testimony before various committees of the Georgia General Assembly as well as significant work drafting reports and legislation.

Once a year, the Law Review features an issue, the “Peach Sheets,” that describe and analyze significant Georgia legislation that was enacted by the General Assembly. Because the state has no accessible official legislative history, the Law Review Peach Sheets are often cited by the Georgia and federal courts as evidence of the purpose behind certain Georgia statutes. Law Review students engage in an extensive research process for the Peach Sheets which includes interviews with bills’ legislative sponsors and attendance at legislative committee meetings.

A number of courses also involve work with the Georgia General Assembly. The Health Legislation and Advocacy Program consists of a two-semester course focusing on the development of health policy through legislative and regulatory mechanisms. During the fall semester, students study the theory and process of legislative health policy making, including analysis of the process by which the governments—federal, state, and local—formulate, implement, and modify health policies. Students benefit from presentations from an array of invited speakers involved in the development, implementation, and oversight of health policy in our community. A major component of the class involves researching and developing a legislative proposal on behalf of a non-profit community partner, such as a government agency, advocacy group, or interest group. Students engage in legal and policy research, analysis, and legislative drafting. The goal is to prepare proposed legislation suitable for introduction during the upcoming legislative session. The spring semester involves work at the State Capitol on the legislative proposals developed during the fall semester and introduced during the legislative session as well as tracking other health legislation and health-related budget issues. Students are expected to observe the legislation process, attend committee meetings, work with health interest groups, and support the community partners’ efforts to pass the legislation developed in the fall. Support for the community partner includes researching and drafting potential amendments, preparing testimony, developing floor speeches and writing educational materials. Students also will assist in the preparation of a legislative summary outlining health legislation passed during the 2007 session of the Georgia General Assembly.

The Externship Program recently has added several programs that have a significant legislative component. In the spring 2006, the College began an externship with the Office of the House Speaker’s Counsel. In the Spring, 2007, it will begin an externship with the Office of Counsel to the Governor. These externships involve students working directly with the Governor and the House Speaker’s counsel on
legislative research and initiatives. Additionally, the externship with the Georgia Council on Aging provides students with the opportunity to help develop and pursue the legislative agenda for that organization.

6.3. **International Programs**

The College of Law has expanded its International Programs since the last ABA site visit. We have added a second study abroad program and have established an annual foreign visitors program in which three international scholars visit the College each spring to teach modules of a course on comparative metropolitan growth and development. Our International Programs now include these two additions along with our longstanding Summer Academy in International Commercial Arbitration (in central Europe) and our International Connection Program for student's from emerging eastern European democracies.

i. **Summer Academy in International and Commercial Arbitration**

The Summer Academy in International Commercial Arbitration (SAIICA) has been sponsored by the College of Law since 1994 in cooperation with Johannes Kepler University of Linz, Austria, and, more recently the University of Warsaw, Poland. The program is ABA approved. It annually enrolls approximately 30-35 students in its activities which are concentrated at a variety of locales in central Europe. Most of the classroom study is based in Linz, Austria and consists of two three-credit seminars centering on arbitration and international commercial arbitration. The program also includes site visits to the arbitration courts in Vienna, Budapest, Salzburg, Prague, and Venice. The program faculty includes tenured faculty from the College of Law and distinguished European professors from Austria and Poland.

ii. **Summer Legal and Policy Study in Rio de Janeiro**

Established in 2005, the Summer Legal and Policy Summer Study program in Rio de Janeiro is an interdisciplinary program offering courses in international and comparative environmental law, environment health law and policy, international trade, and cross-cultural conflict resolution and other courses; the offerings change every year. The program is a component of the College's new Center for the Comparative Study of Metropolitan Growth. It is directed by Professor Colin Crawford, who also teaches in the program. The program is offered in two distinct two-week modules. Students may attend one module for three credits or both for six credits. The ABA approved this program for accreditation in the fall of 2005.

The College of Law offers this program as the lead school in a consortium that has included and will include law schools at Seattle University, Florida International University and the University of Tennessee. Faculty for the program include faculty from consortium partners and from other schools with faculty interested in comparative and international law and/or Brazilian law. Program faculty also include distinguished faculty from Brazilian law schools. Enrollment for the summer 2006 program included
over 78 students from several law school as well as graduate students pursuing advanced degrees in public health.

iii. The International Connection

The International Connection is a cooperative and labor-intensive initiative of College of Law faculty and members of the Metropolitan Atlanta bench and bar to provide legal training and general exposure to the American legal system for individual law students from former Soviet bloc countries. Comprehensive fellowships for a one-semester certificate program at the GSU College of Law are provided for the students, with support coming not only from the College of Law but also from the private sector (e.g.: free transatlantic round-trip air tickets from Delta Airlines; support grants from the Atlanta Bar Foundation, the State Bar of Georgia and private foundations; and free housing by local members of the bar and judiciary). International Connection Fellows take three academic courses at the College of Law, engage in externship activities with local law firms, and observe the local courts and police units in action.

The International Connection was inspired by the American Bar Association Central and East European Law Initiative (ABA-CEELI), a programmatic commitment by the ABA to reinvigorating democratic institutions and the rule of law in countries that had been controlled by the Communist bloc for decades but that were re-emerging as independent countries following first the fall of the Berlin Wall in the autumn of 1989, and then the dissolution of the Soviet Union itself in 1991. In the Fall Semester of 1992, Dean Tsvetana Kamenova of the Paissii Hilandarski University (PHU) Faculty of Law in Plovdiv, Bulgaria, as a member of a larger group of deans of law faculties from former Communist countries visiting various law faculties in the United States, visited the GSU College of Law. Inspired by the ABA-CEELI initiative, the GSU College of Law then sent its own Professor Charles Marvin to serve as a visiting professor of Comparative Administrative Law at PHU in Bulgaria during part of the Spring Semester, 1993. During the following two years, a comprehensive community effort took place, which involved members of the Atlanta bench (in particular, Georgia Court of Appeals Judge Dorothy Toth Beasley) and bar, along with private sector institutions. It resulted in the first individual law graduates being brought from Bulgaria to Atlanta as International Connection Fellows in the Fall Semester, 1995. They were nominated in a selective process coordinated by ABA-CEELI personnel in Bulgaria, and selected from the short-list of nominees by a joint College of Law- Metro Legal Professional committee in Atlanta.

The International Connection initiative has been coordinated since its inception by Professor Charles Marvin. To date, students from Bulgaria, Croatia and the Republic of Georgia have participated as Fellows.
iv. Foreign Enrichment Program in Comparative Environmental and Land Use Law.

Each spring the Center for the Comparative Study of Metropolitan Growth invites three prominent foreign scholars to campus each of whom teaches a three week module of instruction focusing on the environmental and land use law of urban areas in their respective countries. This past year, foreign scholars participating in the program included leading professors from the Pontificial Catholic University School of Law in Brazil, the Universite de Limoges in France, and the Technion-Israel Institute of Technology.

In addition, in 2007, it is anticipated that graduate law students from the State University of Rio de Janeiro, Brazil and the University of Aarhus, Denmark, will be in residence for a semester at the College of Law, where they will take Georgia State classes and will receive credit from their home institutions.

6.4. Joint Degree Programs

The College of Law’s 2002 Strategic Plan emphasizes the importance of interdisciplinary study as a component of a well-rounded legal education and asserts that joint degree programs help advance this objective. Toward that end, the College of Law offers six joint degree programs two of which were added since the last ABA site visit. All new joint degree programs are only instituted after careful development and approval by the faculty as a whole. A discipline-appropriate, tenured professor is responsible for the ongoing monitoring of each joint degree program.

Current joint degree programs at the College of Law include: a joint J.D./M.B.A. degree in collaboration with the J. Mack Robinson College of Business, (approved in 1985); a joint J.D./M.P.A. degree in the area of public administration in collaboration with the School of Policy Studies (approved in 1995), a joint degree program in the area of law and philosophy (J.D./M.A.) in collaboration with the Department of Philosophy in the College of Arts and Science (approved in 1999). Additionally, the College now offers a J.D./MHSA (Masters in Health Administration) in collaboration with the Robinson College of Business (approved in 2004) and a J.D./MCRP (Masters in City and Regional Planning) in collaboration with the College of Architecture at the Georgia Institute of Technology (approved in 2004). The College plans in the near future to add a joint J.D./MPH in law and public health in collaboration with GSU’s Public Health Institute and to examine the possibility of a joint program with the school of social work. All existing joint degree programs are described in detail in the College Bulletin. A complete description of the joint degree program requirements can be found in the College of Law Bulletin. All the joint degree programs allow selected course work taken at one college to fulfill requirements toward both degrees.

Currently enrollment in joint degree programs include: 16 J.D./M.B.A. students, 3 J.D./M.P.A. students, 1 J.D./M.A student and 1 J.D./M.C.R.P. student. If a student complies with the rules and regulations of the College of Law governing their curricular choices, including those governing Joint Degree students, the student will have taken at
least 45,000 minutes of regularly scheduled class sessions at the College. The College’s graduation audit, which includes a careful review by the Registrar of each file, insures that this occurs.

6.5. Criminal Justice Fieldwork and Law Reform

In Criminal Justice Fieldwork and Law Reform, students engage in empirical research and fieldwork to identify a criminal justice-related problem in the community and prepare a report proposing reform. Before investigating the problem, students are exposed to a variety of research methodologies drawn from both legal scholarship and social science research, classroom lectures and discussions, and group fieldwork at locations such as police stations, jails and courthouses. During the spring 2005 semester, one student succeeded in actually achieving one of her reform proposals – opening to the public court hearings held inside the Atlanta City Jail. This student was part of a larger team of students who studied the Atlanta Municipal Court. That team was able to meet with the court’s Chief Judge, its Administrator, the City Solicitor and the City Attorney to discuss its findings and recommendations for improvement.

6.6 The Consortium on Negotiation and Conflict Resolution (CNCR)

CNCR is designed to sponsor and conduct research, maintain a specialized library and database, host symposia and conferences, publish working papers and training materials, and offer training and consultation with respect to conflict resolution. CNCR has working relationships with many state, national, and international institutions. University System of Georgia faculty, primarily from outside the College, and conflict resolution practitioners, including members of the bench and bar, participate in CNCR’s activities.

The majority of CNCR’s budget is provided by the Board of Regents and the University. The College provides space, phones, and other administrative support. An executive committee composed of faculty from several other institutions sets CNCR policy. Its relationship with the College gives it an institutional home, and CNCR gives the College a high-profile program in an emerging area of great interest to bench, bar, and other players in the legal system.

The last ABA self study noted that the College of Law needed to determine how better to involve more students and faculty in the work of CNCR and how to make the most of CNCR as an asset. The College has made progress by integrating CNCR into its Strategic Plan and developing areas of current and potential synergy. For example, CNCR now assists in the training of law student mediators for an externship in the Fulton County Landlord/Tenant Mediation Program. In conjunction with the COL legislation program, CNCR staff regularly present at law-related conferences and events and publish in academic journals. CNCR’s Director of Research also serves as a College of Law Research Fellow and in that capacity serves as a resource to law faculty who wish to conduct empirical research.
6.7. The Fulton County Pro Bono Jail Project

In August 2004 the College of Law established the Fulton County Jail Project, a pro bono initiative in which students would assist the Federal District Court for the Northern District of Georgia in its oversight of the Fulton County Jails. The impetus for the initiative arose out of federal court litigation brought by the Southern Center for Human Rights. This litigation exposed severe problems in the jail with respect to the tracking and movement of inmates and inappropriate conditions of confinement.

Under the pro bono initiative, law students were trained to interview inmates to identify legal issues affecting their terms of confinement and attempt to investigate and assist in proposing a solution to any problem that was identified. In both 2004-05 and 2005-06 over 40 students volunteered for this project on a semester long basis. Based on their weekly interviews, students were able to identify a variety of confinement problems including illiteracy, language barriers, inmates detained beyond their release date, sentenced inmates who should have been in the state prison system, not the county jail, inmates detained on non-existent charges from other jurisdictions, and a large number of inmates held on bench warrants for months without counsel and without an appearance before the Court that issued the warrant.

Student volunteers were trained for this work by tenured Professor Mark Kadish along with staff members from the Southern Center for Human Rights. Training was conducted both at the College and the Fulton County Jail and consisted of inmate interviewing methodology, including information gathering techniques and the preparation of reports of interviews. Students were also instructed on applicable Georgia law relating to first appearance, bail, and general procedural processing of criminal cases in the Fulton County Superior Court. Students were also specifically instructed on the need to verify information provided by inmates through examination of the appropriate case files in the Clerk's office. This consisted of a face-to-face conference with at least one inmate followed by the preparation of a report.

In the spring of 2006 the College faculty voted to convert this pro bono initiative into a formal clinic for academic credit. However, the initiative, including the clinic conversion, has been placed on hold due to recent incidents in the jail that would make student access unsafe. The law school plans to proceed with the clinic conversion plans as soon as the jail environment improves.

6.8. Pro Bono and Public Interest Activities

The College of Law encourages and facilitates student involvement in pro bono and public interest opportunities in various ways. First, the College's course offerings, particularly its Externships and HeLP and Tax Clinics, afford students opportunities in public interest areas and expose them to a variety of public interest issues. Both programs have class components that focus on the ethical issues associated with these activities.
Second, the College of Law is a member of PSLawNet, a global network of law schools and public service organizations. Membership in PSLawNet enables the College to increase the profile of pro bono and public interest activity at the College of Law and to improve the ability of our students to identify such opportunities. Membership also affords the College of Law access to a wide range of information and resources about existing pro bono opportunities, both for students and graduates.

Third, beginning in the fall of 2004, the College introduced to students a formal Pro Bono Recognition Program to encourage and support those who provide pro bono services to the community. The program consists of an online inventory of pro bono opportunities along with a web-based reporting system that automatically tallies students' pro bono hours over the course of their law school careers. Students who accumulate a specified number of hours are awarded special pro bono honors at graduation. This program is described online at http://law.gsu.edu/Registrar/probono.php and in more detail in the "Students" chapter of this Self-Study at section V.10 infra.

Fourth, an important source of financial support for student pro bono work comes from funds raised at the College's annual PILA auction, sponsored by the student chapter of the Public Interest Law Association. This auction annually raises about $15,000 which is used each summer to provide stipends to support the work of five to six students. Another source of support comes from the federal work-study program. Georgia State supports the use of work-study funds for outside employment if the employer qualifies as a public interest employer. Work-study funds can be used to subsidize up to 75% of the student's salary.

In addition to the opportunities described above, student organizations at the College of Law are very active in pro bono and community service activities throughout the year, and in particular during "Law Week" which is the College adaptation of Law Day. These student organizations each receive an allocation of funds drawn from university and law school student activity fees.

7. Distance Learning

The College uses distance education technology selectively to support student learning in a variety of ways. First, at the most general level, nearly all courses use supplemental course web pages that provide students distance access to course materials, course-related web sites, and email communication and discussion forums. Some faculty members provide these features through West's TWEN or Lexis' Blackboard system; others use web tools provided in-house. Second, the College has offered a limited number of full distance learning courses in both synchronous and asynchronous formats. The faculty discussed and approved these courses in accordance with ABA Standard 306. These courses are discussed below.

For many years, the College has offered "Law and the Internet" a course created and taught by Professor Wiseman. In this course Professor Wiseman uses tools which
he developed to create a virtual classroom from which students examine a range of legal issues relating to the Internet and cyberspace. Students must use the Internet itself as the vehicle for examining the issues covered in class. Several of the class sessions are held “online” from each student’s computer terminal where discussion is held in real-time format. Students must produce a research paper relating to one of the topics in the course.

In the fall of 2004 the College participated in a distance learning exchange in collaboration with the Louis D. Brandeis (Louisville) School of Law. The College offered its regular course in International Criminal Law to its own students on site while transmitting the course synchronously with full video and audio to law students in Louisville. Similarly, Louisville offered a First Amendment seminar to its own students on site while transmitting the course synchronously to our students in Atlanta.

In the Summer of 2005, the College offered an asynchronous web version of its course in International Criminal Law to its own law students as well as to students from three other schools, Rutgers-Camden, Stetson, and Alabama. The class consisted of both video and audio lectures. It had a web program for interaction between students and professor for discussion of questions, problems, and for distribution of additional materials. Additionally, using the web course, students were able to send private emails to the instructor. This course was taught asynchronously with students having access to materials and able to participate in the class 24/7.

In the Fall of 2005, the College of Law and Stetson Law School collaborated to offer the asynchronous web version of International Criminal Law to accommodate the needs of twenty-two (22) students from Loyola -New Orleans who were displaced by the Katrina hurricane. Offering the distance learning format enabled these students to enroll and participate in the course regardless of their temporary location. The faculty member who coordinated this exchange has since left the College; however, the College welcomes additional faculty indicatives of this nature.

8. Professional Responsibility

The College’s current Strategic Plan emphasizes “the central role of legal ethics and professionalism” in the law school’s educational program (Strategic Plan § 2.1.2.1(3)). Consistent with this emphasis:

- the College has made professionalism an important focus of orientation for entering students (see fuller discussion at section supra regarding student orientation);
- the College initiated in 2004 a formal pro bono recognition program to underscore to students the role of pro bono service as a fundamental value of the profession (see fuller discussion in section supra regarding Programs Outside the Classroom); and
the College has, since the last site visit, created and filled an endowed chair in ethics and professionalism and, with this additional hire, increased the number of sections of the required course in Professional Responsibility as a way to reduce class size and improve pedagogy of that important course.

The College offers several sections per year of the required course in Professional Responsibility, in addition to frequently offering a section in the summer. All sections of the course are taught by tenured faculty members who have devoted a significant amount of their scholarly research to topics related to ethics and professionalism. Most sections of the Professional Responsibility course are offered in the spring semester so that second-year students can take that course while also taking the required Litigation Workshop. This scheduling feature allows students the benefit of studying ethics and professionalism while simultaneously examining related issues in the context of litigation and trial practice.

With sections of manageable size (typically ranging from 45-55 students), the faculty group that teaches Professional Responsibility works hard in offering students interactive and innovative ways for studying, learning and thinking about ethics and professionalism. Some of these faculty members periodically work as a team to prepare classes and materials, and to teach portions of each other’s classes that relate to a particular faculty member’s area of expertise. Some incorporate books, such as To Kill A Mockingbird, in their course. Others use videos as part of the instructional material (e.g., Sworn to Silence, My Cousin Vinny, Four Disciplined Lawyers, The Silent Alarm). One faculty member teaches the course through the theme of “heroes and villains” and requires students to engage in several role playing exercises that are video recorded on the web for review and critique.

In June 2002, the College established the W. Lee Burge Chaired Professor of Law & Ethics and hired Professor Clark Cunningham as the inaugural holder of the chair. Since that time the Burge Chair has enabled the College to pursue several innovative professionalism initiatives. In 2003 the Chair established the National Award for Innovation and Excellence in Teaching Professionalism, co-sponsored by the American Bar Association Standing Committee on Professionalism and the Conference of Chief Justices. This award is now given annually at a professionalism conference featuring presentations from the finalists for the award. In 2003, resources from the Chair enabled the Law Review to sponsor a national symposium entitled “Rethinking the Licensing of New Attorney: An Exploration of Alternatives to the Bar Exam.” In 2005, the Burge Chair created the National Institute for Teaching Ethics and Professionalism (NIFTEP), a consortium of five nationally-recognized university centers on ethics and professionalism (Fordham, GSU, Mercer, Stanford, and S. Carolina) sponsored by the ABA’s Standing Committee on Professionalism and the Georgia Chief Justice’s Commission on Professionalism. NIFTEP held its first teaching workshop in Atlanta September 23-25, 2005 attended by over 30 law professors and practicing attorneys from across the country.
9. Grading and Evaluation of Scholastic Achievements

The College of Law uses a numerical grading system in which grades must fall between 100 and 55. Any grade below 60 is a failing grade. Students receive credit on a pass-fail basis in Law Review, Moot Court and all Externships. In most courses, a student’s final grade is based on an examination. Most faculty rely on a single examination, but some give more than one examination during a term and some also evaluate students’ in-class participation and performance. In many seminars, grades are based on a research paper.

The faculty has adopted grade guidelines for required courses, which require certain mean grades. (Required medians or distribution guidelines have not been adopted.) For many years faculty who taught first-year courses generally conformed to an unwritten understanding that the average grade in these courses would fall between 76 and 78. In 1998, after noting that this range had crept upward slightly in recent years, the faculty addressed this policy more formally and announced that the average grade in first-year courses should fall between 77.5 and 79. The faculty also adopted guidelines for the average grade in upper level required courses (Constitutional Law I, Evidence, Professional Responsibility, and Litigation). For these courses, the average grade should fall between 78.5 and 80. These guidelines apply only to the average grade and do not prescribe a particular grade distribution. Each semester, however, the Associate Dean circulates a report of the grading in required courses that includes not only the average grade in each course but the median grade and the percentage of students in each class whose grades fell below 73 (the grade needed to be in good standing).

The faculty has adhered to these guidelines with little difficulty with the exception of the adjunct faculty who teach Litigation. Because Litigation is taught in small sections with not more than 12 students in a section, faculty and students have complained that imposing a prescribed grade norm for Litigation inevitably results in grade compression near the average and makes it difficult to assign a high grade to outstanding students. In order to compensate for this problem, Litigation faculty are allowed to designate honors. In addition the faculty decided that litigation would be graded on a mean that falls between 79.5 and 81.

The faculty has chosen not to impose grade requirements for upper level electives but has asked the Associate Dean to monitor grades in these courses with an eye toward identifying possible grade inflation and identifying unwarranted differences in grading among similar types of electives. In response to these concerns, the Associate Dean prepared a report in 1998 assessing average grades in elective courses from 1990 to 1997 and average grades among similar categories of electives. The report showed that grades have risen somewhat since 1990 and that grades are predictably higher in smaller-sized electives than in larger-sized electives. The report further showed that some of the increase in average grades may not be due to a change in grading standards but to an increase in the number of seminar and small elective courses - courses in which grades tend to be higher. Based on this report, the
faculty agreed that continued dissemination of grade information would help inhibit inflationary grading and would reduce the likelihood of significant grading disparities in similar courses. The Associate Dean distributes grade reports each semester. The reports show relative stability in the average grades in elective courses. In addition, grade sheets and grade distribution reports are now available in bound copies on Reserve in the College of Law Library.

All students are required to complete a substantial writing project during their upper-level course of study. In order to receive writing credit for a paper, a student must earn a grade of at least 73 on the paper. Courses that qualify for legal writing credit are identified in the College of Law Bulletin and are flagged each semester on the published course schedule. In addition to taking a substantive course or seminar to satisfy the writing requirement, students can receive writing credit by proposing and completing an independent study project under the guidance of a sponsoring faculty member. All independent study proposals must be approved by the sponsoring faculty member and the Associate Dean. A student’s law review paper may be used to satisfy the upper level writing requirement if it is reviewed by a member of the faculty. Students in clinical courses, in externships, and in the Litigation Program are closely monitored and regularly evaluated. Details of each of those programs are discussed supra in sections 5.1, 5.4, and 6.1.

To remain enrolled in the College, a student must earn at least a 70.0 at the conclusion of the student’s first two semesters of study, whether the student is in the full-time or the part-time program. Students who fall below that benchmark are excluded from the College. To be in good standing, a student must earn at least a 73.0. Good standing is first evaluated at the end of a student’s first two semesters. Students who are not in good standing have two semesters in which to bring their GPA up to 73.0. Failure to do so results in exclusion. To graduate from the College of Law, a student must have a cumulative GPA of at least 73.0. In every instance in which a student fails to meet these benchmarks, the Associate Dean writes an individualized letter to that student explaining the situation and offering academic advice and counseling. More details about academic standing policies, and recent statistics about probation and exclusion, are discussed in the “Students” section of this Self-Study at sections V.2 and V.7.4.ii.

The College of Law offers an Academic Enrichment Program and a summer skills program. For the Academic Enrichment Program, upper level students tutor for each section of Civil Procedure and Property. The summer skills program is a 3 week program taught by a member of the College’s RWA faculty. It focuses on basic skills such as note-taking, briefing, outlining and exam taking using substantive cases to help students understand these skills. It also contains a writing component. Entering students who are deemed to be more at risk of academic failure [based on their index] are invited to attend the summer skills program. First-year students who are deemed to be more at risk of academic failure [based on their index], and first-year students whose GPAs fall below 73.0, are individually encouraged to attend the Academic Enrichment Program.
In addition to the Academic Enrichment Program, each entering student is assigned a faculty adviser. Each faculty member is assigned four or five entering students. Students are also advised that they may seek academic advice from any faculty member; they are in no way restricted to their adviser. Advisers are provided to help ensure a point of contact. However, many students develop informal mentoring relationships with their individual professors.

The steps described above attempt to ensure that no student is given false hope of success or put in a position where he or she is paying tuition without hope of graduation or bar passage. On the other hand, all enrolled students, especially those who are struggling, have the opportunity to take advantage of extra academic support and faculty guidance in order to provide them the best possible chance of success in the College and upon graduation. The success of the College’s policies in this regard can be seen in the College’s high bar passage rate and post-graduation job placement.

10. Scheduling Options and the Part-Time Program.

The College works hard to provide substantial scheduling options in the day and evening to support students in both the full- and part-time programs.

With respect to required courses, those in the first-year and in the upper level curriculum (Constitutional Law I, Evidence, Litigation, Professional Responsibility), all courses are scheduled in both the day and evening in the same semester, with two sections of each course offered in the day and one section of each course in the evening. With respect to Litigation in particular, multiple sections are always offered in both the day and evening programs, and one section is offered on Saturday morning.

Similarly, for core electives such as Constitutional Law II, Corporations, Tax, Wills, and Criminal Procedure the College always offers both day and evening sections in the same academic year. The College typically does likewise for other gateway electives such as Administrative Law, Bankruptcy, Employment Discrimination, Family Law, Land Use Law, and UCC courses, where there is sufficient depth on the faculty to offer multiple sections of the same course. For other electives such as Labor Law, Copyrights, Trademarks, and for most seminars and advanced electives, the College is usually able to offer only one section per academic year. The College typically accomplishes this by alternating between a day and an evening section from year-to-year. While this arrangement usually is adequate to meet student demand, it sometimes works to the disadvantage of a full-time student who may prefer not to have to take an elective in the evening and for a part-time student who is unable to take a course in the day. In some instances the College will attempt to ensure coverage by using an adjunct professor, but because the College has a strong commitment to its part-time program, it seeks to avoid reliance on adjunct professors to cover core needs in its evening classes. Instead, the College mostly seeks adjuncts to offer particular advanced courses in areas in which full-time faculty are not available.
Law Review, Moot Court, and the Student Trial Lawyer Association are co-curricular activities. Part-time, evening students can and do participate in all three. Of the three, Law Review poses the fewest hurdles because so much of the work is done individually. In order to participate in Moot Court and STLA, a student must have some flexibility because competitions can require attendance during ordinary business hours. With respect to practices for these competitions, however, students work with each other to accommodate each other’s schedules and include practice times in the evenings and on weekends.

Externships present a particular challenge for part-time evening students. The agencies and offices which use our externs keep operate during regular business. Students who do not have the flexibility to work during office hours are unlikely to be able to hold an externship. On the other hand, there is a very wide range of externship opportunities, and if a student has any flexibility during ordinary office hours, the student will likely be able to find an externship. Clinics present the same challenges as do externships.

11. Goals and Priorities

As the above narrative suggests, the College believes it offers a very solid program of legal education, while continuing to work to adjust the program to meet students’ needs. Important programmatic improvements since the last ABA site inspection include: the addition of new electives to enable more advanced study and increased writing opportunities; the addition of a fifth legal writing instructor to improve the faculty student ratio in the legal writing program; the strengthening of the professionalism curriculum by reducing class size in the required Professional Responsibility sections and by filling a chaired professorship in this area; establishing and building centers of excellence in Health Law and Policy and Metropolitan Growth; creating a second live-client, in-house clinic and an additional study abroad program; and substantially increasing Externship opportunities available to students.

To build on this success we must continue to re-examine the curriculum and invest strategically in our centers and other distinctive areas of focus. As noted earlier in this section, priorities for the next few years are to consider changes to the RWA program, conduct a comprehensive review of our lawyering skills curriculum, and review aspects of our curricular advisement for elective offerings. In addition, faulty recruitment efforts must be mindful of the need to bolster curricular offering in the areas identified in section III. 4..supra.
IV. FACULTY

1. Qualifications and Size of Faculty
   1.1 Size and Composition of Faculty
   1.2 Faculty Qualifications
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2. Faculty Recruitment

3. Faculty Responsibilities: Teaching, Scholarship, and Service
   3.1 Teaching
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7. Goals and Priorities
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IV. FACULTY

1. Qualifications and Size of Faculty

1.1 Size and Composition of Faculty

The faculty currently consists of thirty-nine faculty members who are either tenured or on the tenure track. In addition, two individuals serve in clinical positions in the HeLP Legal Services Clinic, five as Research, Writing and Advocacy instructors, and six as law librarians. A total of four attorneys work in administrative and supervisory capacities in the Low-Income Taxpayer Clinic and in the Consortium on Negotiation and Conflict Resolution. Tenure track faculty holding part or full-time administrative responsibilities include the Dean, the Associate Dean for Academic Affairs, the Associate Dean for Student Affairs, the Director of Lawyer Skills Development, the Executive Director of CNCR, the three Co-Directors of the Externship Program, the Director of the HeLP Legal Services Clinic, the Director of the Tax Clinic, and the Law Librarian.

The faculty has experienced relatively modest turnover since the last ABA inspection. Professor Patricia Morgan suffered an untimely death, and Professors Victor Flatt, Shubha Ghosh, and Ellen Podgor left to pursue other opportunities. During this same period, the faculty has hired five new tenure track faculty members and two new clinical faculty members.¹ In addition, in the 2006-07 academic year, the College of Law is recruiting to hire three additional faculty members, one in Criminal Law to replace Professor Podgor and two in the area of Public Health Law in support of the University's Urban Health Initiative. This recruitment, if successful, will increase the size of the tenure-track and clinical faculty to 44.

Among the College’s successes in hiring new faculty in recent years was to attract two senior faculty members. In 2002, Professor Clark Cunningham of the Washington University School of Law joined the faculty as the inaugural holder of the W. Lee Burge Chair in Law and Ethics, the College’s second endowed chair.² Professor

¹These tenure track and tenured faculty members include: Clark Cunningham (2002-03), Tanya Washington (2002-03); Colin Crawford (2002-03) Wendy Hensel (2003-04), and Paul Lombardo (2006-07). The clinical faculty members include Lisa Bliss (2006) and Sylvia Caley (2006), both of whom were hired as assistant clinical professors and co-associate directors of the College’s new HeLP Legal Services Clinic, which is scheduled to open in the spring 2007 semester. These two clinical professors were hired on a nontenure track basis under a newly approved Clinical Faculty Policy established in accordance with the job security arrangements provided under ABA Standard 405c.

²For further references to this chair and its background, see the discussion of Endowed Chairs at section 6.3, infra, entitled “Law School Finances and University
Cunningham is a widely cited expert on the lawyer-client relationship and on clinical legal education and has consulted around the world on reform in legal education. The College’s other senior hire, Paul A. Lombardo, J.D., Ph.D., joined the faculty in the Fall semester of 2006 to develop an initiative in biosciences/biotechnology law and ethics. This initiative will be conducted through the College’s Center for Law, Health and Society in cooperation with the life sciences departments in the College of Arts and Sciences. Professor Lombardo came to the College of Law from the University of Virginia where he served as the Director of the Program in Law and Medicine at the Center for Biomedical Ethics.

On occasion, the College has been able to hire visiting professors to enrich the curriculum and cover needs, but budget constraints have limited our ability to use visitors as frequently as we would like. Recent visitors have included Professor Timothy Floyd (2004-2006), formerly a chaired professor at the Texas Tech School of Law, and now a professor at Mercer Law School; Professor Raymond Young (2004), from the University of British Columbia Faculty of Law and School of Community and Regional Planning; and Dr. Ronan Deazley (Fall 2006) a professor in Intellectual Property Law from the University of Birmingham in the U.K. In addition, since 2005 the College’s Metro Growth Center annually hosts three foreign visitors who each teach a three-week module as part of our foreign enrichment course in comparative growth management law.

Since 1991 the College has hosted a series of visitors in the bankruptcy area pursuant to a grant from the Southeastern Bankruptcy Law Institute ("SBLI"). Each calendar year, the SBLI Visiting Professor spends one week at the College during the Spring and Fall semesters. Each visitor participates in commercial law classes and discusses research methodologies, possibilities and progress concerning bankruptcy and other fields. The visitor also makes presentations to the faculty, the SBLI, and to bankruptcy judges from the Northern District of Georgia. The SBLI Visiting Professor for 2006 was Peter Alces, The Rollins Professor at the William and Mary School of Law. The 2007 SBLI Visiting Professor will be Mechele Dickerson, the Academic Associate Dean at the University of Texas School of Law.

Beginning in 2004, the faculty hosted and supported two faculty fellows. Gene W. Matthews has been a Faculty Fellow with the Center for Health, Law, & Society since 2004. For 25 years, Matthews served as Chief Legal Advisor to the CDC and has been a leading national figure in the area of public health law. Gregory Jones, the Director of Research for the Consortium on Negotiation and Conflict Resolution and the Editor in Chief of the CNCR Press is also a Research Fellow in the College of Law. Dr. Jones, who holds a J.D. and PhD. in statistics, works with College of Law faculty in support of their efforts to conduct statistical and empirical research.

Support* and the discussion of Professional Responsibility at section 8 in chapter entitled “Program of Legal Education.”

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1.2 Faculty Qualifications

Every member of the tenure track faculty holds a J.D., from a distinguished law school. Several faculty members hold LL.M. degrees, while others hold graduate degrees, at both Masters and Ph.D. levels in other fields. Several faculty members have served as law clerks to federal judges prior to practicing or entering the academy. All members of the faculty practiced law prior to entering the academy, many in private practice and others in governmental positions, including the White House Counsel's Office. Almost half of the tenure track faculty members taught at other law schools prior to joining the faculty at the College.

Members of the faculty have been regularly invited to visit at other law schools, including Hastings, Southern Methodist University, the University of Houston, St. John's, Stetson, Buffalo, the University of North Carolina, and the University of Alabama. These visiting opportunities have extended to foreign academic institutions as well including institutions in Bulgaria, China, the Dominican Republic, England, Finland, Latvia, Lithuania, Poland, and South America. Through these visits, faculty members enrich their teaching and scholarship and extend the College's reputation.

In recent years several faculty members have had their work recognized through the grant of Fulbright Fellowships in foreign countries and other prestigious awards. Recent Fulbright recipients include Professor Charles Marvin (constitutional and administrative law teaching in Latvia), Professor Michael Landau (intellectual property study in Finland and England); Professor Colin Crawford (comparative environmental law study in the Dominican Republic). In the Spring of 2007 Professor Curcio will teach as a Fulbright Fellow in China.

In the Spring and Summer of 2006 Law and Philosophy scholar William Edmonson was invited to University College, Oxford, to serve as a prestigious H.L.A. Hart Visiting Fellow at the Oxford University Centre for Ethics and Philosophy of Law. In the spring of 2006 Professor Charity Scott was awarded the national Jay Healey Distinguished Health Law Teacher Award, presented by the American Society of Law, Medicine & Ethics in recognition of Professor Scott's interdisciplinary work in the area of Health Care Law.

In May 2006 Burge Chair Professor Clark Cunningham was admitted to membership in the Society of Writers to Her Majesty's Signet in recognition of his work with the Glasgow Graduate School of Law and the College of Law of England and Wales. This work is leading to fundamental changes in the way client interviewing is being taught in Great Britain. In April of 2006 Professor Julian Juergensmeyer was inducted into the Alpha Lamda chapter of Phi Beta Delta, the Honor Society for international scholars.

College faculty members have been elected to membership in the prestigious American Law Institute ("ALI"). In 2006 Professors Scott and Radford became the most recent faculty members to become members of the ALI, joining Professors
Marjorie Girth, Marjorie Knowles, Mark Budnitz, and former colleague Ellen Podgor as ALI members.

1.3 Student-Faculty Ratio and Course Coverage

The student/faculty ratio as of the Fall 2006 semester was 16.2/1. Each faculty member typically teaches two courses per semester, four courses per academic year. Faculty members may request a lighter load for a given semester to accommodate a particularly heavy research project. New faculty members receive a lighter load in their first year, teaching one course in the Fall semester and two courses in the Spring semester.3

Faculty size at present is adequate to cover the curriculum based on the assumption that all or most faculty teach the traditional four-course load over an academic year. But the need for full-time faculty to support both day and evening classes and the effort to support and enhance faculty scholarship, can strain the College’s ability to cover courses without resorting to adjunct faculty. The College has very little ability to support faculty course releases or reduce teaching loads to accommodate special research or colleagues who have extensive scholarly agendas or who take on unusually demanding professional projects. Course coverage also is strained when a faculty member leaves to accept a visitorship or pursue a professional development leave.

The full-time faculty covers all of the instruction in the required portion of the curriculum. The first-year core curriculum comprises 31 hours of required courses; full-time students complete them in one year, part-time in two. The College is committed to having full-time tenure track faculty members teach all of these courses, as well as the upper level required substantive courses in Constitutional Law, Evidence, and Professional Responsibility. As noted earlier, the College draws on the talents of attorneys in the Atlanta community to serve as adjunct faculty both to staff the small sections of our Litigation Program and to offer certain elective courses.

3 The College of Law’s Workload policy provides, “As a normal teaching load, all faculty, except new faculty in their first year or faculty who hold certain administrative positions, are expected to teach four law courses per academic year (two courses per semester). Modifications of this norm, either as a lighter or heavier teaching load, are subject to the approval of the Dean. New faculty members are expected to teach three law courses. Faculty members who serve as co-directors of the College’s Externship Program are expected to teach two law courses per academic year (one course per semester) in addition to their externship responsibilities. Faculty are expected to devote significant time to the production of legal scholarship.”
2. Faculty Recruitment

The College is approximately twenty-five years old. The recruitment process was a dominant component of the College's activity in the early years. With the passage of time, however, there is less of a need to add new faculty members annually, so that the recruitment practices of the College now approximate those found in most law schools of comparable size.

Recruitment needs in any given year are coordinated by the Faculty Recruitment Committee and are geared toward the annual AALS recruitment conference. Since the beginning of the College, the Committee has been staffed by a core of faculty members, usually five individuals, supplemented by the Dean and the Associate Dean as ex officio members. In recent years, a student representative has also been appointed to the Committee.

A more recent development has been the recruitment of senior faculty members, which has necessitated different recruitment strategies for such candidates. These senior searches, though harder to conclude in a single academic year, have been largely successful. The College's first recruitment of a senior faculty member occurred in 1999. Its purpose was to fill the Ben F. Johnson, Jr. Chair in Law, the College's first endowed chair. The search led to the hiring of national land use expert, Julian Juergensmeyer. In 2002, the College recruited another senior faculty member to fill the newly endowed W. Lee Burge Chair in Law and Ethics. The College was again successful in hiring Clark Cunningham from the Washington University School of Law. In 2005, following the creation of the Center for Law, Health & Society and the University's Urban Health Initiative, the College recruited to fill two senior Health Law positions, one in law, bioethics and science and the other in public health law. The first position was filled in 2006 with the appointment of nationally renowned bioethics scholar, Paul Lombardo, from the University of Virginia. The other public health law position is the subject of a recruitment effort that is currently being conducted.

The faculty recruitment process typically begins with a determination by the Dean and the faculty of the immediate recruitment needs. The Recruitment Committee proceeds to screen candidate applications, both those contained in the AALS faculty registry and those sent directly to the College of Law. The College then schedules candidates for initial interviews. While most of these interviews are conducted at the annual AALS recruitment conference in November, some candidates are interviewed at the law school prior to the AALS conference. Following the initial interviews, a handful of promising candidates are invited back to the College for full day interviews with the faculty, students, and University officials. The visit begins the prior evening and includes dinner with a small group of faculty. Each candidate is assigned a Committee member who attends to the candidate during the visit. That Committee member also is responsible for distributing the candidate's scholarship to the faculty for review and

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4 See the discussion of “Endowed Chairs” at section 6.3 infra on “Law School Finances and University Support.”
checking the candidate's references.

Part of each candidate's visit includes a lunchtime presentation to the faculty on a topic of the candidate's choice. This allows the faculty to evaluate the candidate in a classroom-like setting as well as acquire a sense of the candidate's command of his or her chosen material. Some faculty members have expressed concern, however, that too much reliance is placed on these presentations in evaluating candidates for entry level hire and that such a process may disadvantage those who lack teaching experience.

Another concern both with the presentations and the interviews relates to faculty attendance. As is typical of many schools, a core of faculty interview and hear presentations by all or most of the candidates, but beyond the core, attendance is uneven and sometimes spotty. Absence for some may be the result of their teaching schedules or some other administrative or professional commitment; for others, however, it may reflect a lack of interest in the process.

Consistent with its Strategic Plan, the College aspires to recruit a faculty that is diverse in terms of race, gender, ethnicity, and intellectual and professional focus. The College has hired five tenure track faculty members since the last site inspection (Professors Cunningham, Crawford, Hensel, Lombardo and Washington.) Two of these five faculty members are women, one of whom is African-American. In addition, the two new Assistant Clinical Professors hired in 2006 are women, and in 2005 the College hired two women as full-time RWA instructors, one of whom an African American, has since departed the College. This overall group of new hires has brought a wealth of talent and different experiences to the faculty, including nationally recognized senior scholars, a former visiting Professor from the Maryland School of Law, an environmental law scholar from Thomas Jefferson School of Law, and colleagues who were engaged in employment law, personal injury and litigation related practices.

Despite this success, faculty members are concerned that the College has not been more successful in attracting faculty members who would add racial and ethnic diversity. The recruitment committees of recent years have utilized broad and extensive outreach efforts (beyond traditional sources such as the AALS registry) to attract minority candidates and generate diverse applicant pools. Efforts have included sending letters to all minority law faculty, posting announcements on minority related listservs and online discussion groups, and publishing announcements in newsletters of local and national minority bar associations. An important aspect of the College's ability to recruit minority candidates is its ability to compete in a highly competitive and tight market. While the University is supportive of efforts to increase diversity of the College's faculty, the level of starting salaries has at times made it difficult for the College to compete with other law schools for talented faculty members, as has the practice at some schools to offer newly hired faculty members reduced course loads beyond the first year to help them develop their scholarship.
In an effort to increase the College’s success and competitiveness in this regard, the 2006 Recruitment Committee has been very aggressive in identifying promising minority candidates during the 2006 recruitment cycle. For the first time, the Committee used the AALS registry to invite to campus promising minority and non-minority candidates for on-campus interviews before the AALS Recruitment Conference in November on the theory that this early contact will improve the College’s position with respect to the more competitive candidates.

3. Faculty Responsibilities: Teaching, Scholarship, and Service

Faculty members are actively engaged in the areas of teaching, scholarship, and service, although the precise mix among these areas varies with the strengths of individual faculty members. The faculty continues to increase its level of scholarly and professional engagement, while not compromising its longstanding commitment to teaching and service.

Fulfillment of these responsibilities is monitored by the Dean on an annual basis. Each faculty member completes a detailed annual report that addresses teaching and student advising; scholarship; and service within the College, University and wider communities. In addition to the Dean’s annual review of faculty, tenure-track faculty members are reviewed annually by the Faculty Committee on Reappointment Promotion and Tenure during their pre-tenure period, and thereafter when seeking promotion, and at stated intervals as prescribed by the College’s policy on post-tenure review of all faculty.

3.1 Teaching

As noted above, each faculty member typically teaches two courses per semester, four courses per academic year. Faculty members may request a lighter load for a given semester to accommodate a particularly heavy research project. New faculty members receive a lighter load in their first year, teaching one course in the Fall semester and two courses in the Spring.

Faculty members view themselves as dedicated and effective teachers, and student survey responses as well as student evaluations confirm this assessment. These vehicles show that students and graduates rate the faculty’s teaching very highly.\(^5\) There is no single teaching method required or used in the faculty.

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\(^5\) Pursuant to the University protocol, students are asked to go on line and to submit written evaluations of each of their professors each semester. The professors cannot access the evaluations until the grades have been submitted. While this process gives the students flexibility and the opportunity to make thoughtful comments, since it has been in place the percentage of students who complete evaluations has diminished significantly. To be sure, the high marks generally given the faculty in the student evaluations were confirmed by the LSSSE (although some LSSE respondents commented about some faculty members’ lack of availability and uneven teaching
Pedagogical methods range from traditional Socratic dialogue to lecturing, role-playing, group discussions, directed research, problem-solving, computer exercises and blends of all methods. The faculty uses the informal format of brown bag lunches to share teaching experiences with each other and discuss various issues related to classroom teaching and to scholarly works in progress.

The faculty continues to grow in its use of technology to supplement classroom teaching. Virtually every course has either a syllabus or a complete course page online linked to the College web page (http://law.gsu.edu/courses). Full course pages typically consist of the course syllabus, handouts and materials, and links to other web pages related to the course. In addition, the majority of faculty use email discussion lists for their classes. These discussion lists allow faculty and students to supplement class discussion and exchange materials outside of formal class hours. Students have responded very positively to these opportunities, often using the lists to debate cases and class issues among themselves.

Faculty members also have grown more proficient in using instructional technology in the classroom itself, a development enhanced by the College’s technology overhaul of all of its classrooms and the addition of new state of the art classrooms on the 6th floor of the law school’s facility. Many faculty members now use smart podiums and touch screen symposiums to supplement class discussion with Power Point presentations or to project material obtained from the web. RWA faculty members in particular utilize these technologies to aid in the teaching of legal writing. Finally, new technologies have enabled a our faculty members to experiment with distance learning courses, both in synchronous and asynchronous formats.

Since the last ABA Inspection, many faculty members have enriched their teaching through visitorships and linkages with other academic institutions. Excellence in teaching is recognized through awards by the Student Bar Association’s annual selection of a “Teacher of the Year.” In addition, each graduating class honors three faculty members by selecting them to bestow doctoral hoods at the annual hooding ceremony.

As an extension of their classroom teaching, all faculty members are expected to provide academic and curricular advisement to students. Annually, the College assigns each faculty member an advisement group of five entering students, all of whom remain formally assigned to that faculty member during their law school careers. At the same time, students are encouraged to consult with other faculty members as well as they develop interests in particular course areas and develop relationships with the faculty who teach them.

For a variety of approaches, compare the webpages of Professors Gregory (Agency and Partnership), Sobelson (Evidence) and Wiseman (Law and the Internet). All of these can be easily accessed from the College’s webpage at http://law.gsu.edu/.
3.2 Scholarship

Legal scholarship constitutes an important part of the College's mission to provide new insights on molding the law to better serve our society. Toward that end, the College faculty continues to increase its scholarly productivity as well as the influence and reach of its research. Many of the faculty engage in original and influential scholarly inquiry. From 2004-2006 alone the faculty published 18 books or monographs; 135 articles; 21 book chapters and treatise revisions, and several book supplements. A complete inventory of the faculty's scholarship can be found in our newly established Faculty Publications page, which is located on the Law Library website at http://law.gsu.edu/library/index/faculty_publications/page. Listed below is a sampling of faculty publications from this past year:


The College supports faculty scholarship in several ways. Annually, each faculty member receives a faculty development account of $3000, which may be used at his or her discretion to fund the cost of professionally-related travel and to hire a Law Research Assistant (LRA). In addition, the College provides additional funding for the specific purpose of hiring LRAs to support faculty scholarship. This latter funding is available as a supplement to the $3000 development account to faculty who propose to use the research assistant to support an approved scholarly project. This supplemental fund allows faculty who receive the additional funds for research assistants to devote more of their annual development accounts to professionally related travel. The College awards supplemental funds to a dozen or more faculty members each year. The College also awards supplemental funds for faculty travel in support of faculty members who are invited to give presentations and papers at national and international conferences.

Significantly, in 2004 the College established the Patricia T. Morgan Award for Outstanding Faculty Scholarship. Named for a highly regarded member of the faculty who suffered an untimely death, the Award is intended to recognize, encourage, and support excellence in faculty research and scholarship. Awarded annually, recipients receive a $5000 stipend, which is added to the summer research grant, and a course release in the subsequent academic year.

In addition to faculty development funds, the College provides faculty with summer research grants. The Dean awards these grants each April following a review of submitted proposals. A proposal must describe a worthwhile scholarly project that will result in the production of a written publication consistent with promotion and tenure standards. Thus far, funds have been available to support all worthy requests. Since the last ABA site visit, the University has helped the College to increase the amount of a full research grant from $5400 to $7500. Despite this increase, research grant levels remain below that of many comparable law schools.

Increasing summer research grant levels is difficult in part because the College's
summer compensation budget also must support compensation for summer teaching. Unlike schools which have no summer session, the College offers a significant schedule of courses in the summer in support of its mission to serve part-time students. The College faces the task of providing incentives both for summer research and teaching, while keeping its summer compensation budget within reasonable bounds. In each of the summers between 2003-2006, total funds awarded for summer research grants ranged from $145,000 - $157,000.

3.3 Service

Service is a vital component of the College's commitment to serve communities of which it is a part. Such service supplements and supports the faculty's teaching and scholarship. To that end, the faculty is actively engaged in professional service activities at the local, regional and national level. This service is extensive and takes many forms. Many faculty present papers at Continuing Legal Education programs and at programs sponsored by the AALS and other scholarly organizations and groups; many hold leadership positions on bar committees or task forces of the American Bar Association (including the Task Force on Consumer Involvement, the Cyberspace Law Committee and others), the Association of American Law Schools, the Law School Admissions Council, the State Bar of Georgia (including the Formal Advisory Opinion Board, the UCC Committee, and the Fiduciary Law Section, among others), and the Atlanta Bar Association; some write amicus briefs on a pro bono basis; several serve on committees or boards of non-profit organizations, such as Atlanta Legal Aid, the American Civil Liberties Union, the Georgia Resource Center, the Georgia Center for Law in the Public Interest, the Women's Legal Defense Fund, Georgia Volunteer Lawyers for the Arts, Lambda Legal Defense and Education Fund, and the Southeastern Legal Foundation. Several faculty members have testified before Congress and/or the Georgia General Assembly, or served as reporters and advisors on law reform projects associated with the State Bar or the ABA. Several of these law reform efforts have led directly to proposed or enacted revisions of the Georgia Code. Professor Radford's work on the new Georgia Guardianship Code, adopted since the last site visit, is emblematic of this work.

Reports showing the full range of each faculty member's service activities since the last ABA site visit may be found in the appendices to the Dean's Annual Reports to the University. (See Vol. IV, Exhibit G 32.)

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7 See the College Strategic Plan's Mission Statement, which provides, "Legal educators should engage in service activities to benefit the College, the University, and the community at large, " and that "the College of Law should contribute to the economic, educational, social, professional, and cultural vitality of the city the state and the region."
4. Faculty Development

Over the years, the College has created several programs that have focused on faculty development. These include the funding of faculty development accounts for Legal Research Assistants or travel and conference needs, summer research grants, a supplemental fund for graduate research assistants, and occasional course releases to permit faculty to work on specific projects. In addition, the University permits faculty to apply for paid professional development leave once every seven years. Faculty who have taken such leaves since the last site inspection include Professors Budnitz, Curcio, Edmundson, Girth, Griffith, Kadish, Landau, Milich, Scott, Williams, and Yarn.

In accordance with the College's Bylaws, a faculty development committee helps promote and coordinate faculty development activities. One focus of the Faculty Development Committee has been the organization of monthly lunchtime brown bag colloquia in which College faculty members present their research and works-in-progress. Some of these lunchtime colloquia focus on teaching and provide a forum for discussing teaching methods, styles, and objectives, as well as grading, exam-writing, and technology.

Beginning in 2005, the Faculty Development Committee launched a new initiative, the Monthly Visiting Faculty Lunchtime Series, in which faculty members from other law schools spend a day at the College and present their research at a faculty luncheon. This series, combined with the internal faculty colloquia noted above, afford our faculty a valuable, twice-monthly forum for engaging with colleagues about their scholarly research.

Another aspect of faculty development is the mentoring of new faculty. The faculty development committee assigns each new hire two faculty members who are responsible for serving as mentors and being available to offer advice and counsel so that new faculty become familiar with law school policies and practices and the expectations for teaching and scholarship. New faculty seek out other faculty for informal advice and mentoring. The faculty is very collegial and supportive in this regard. Many faculty members give generously of their time to review drafts of each other's scholarship, and new faculty are encouraged to share their scholarship in this manner.

5. Reappointment, Promotion and Tenure

5.1 Tenure-Track Faculty

Reappointment, promotion, and tenure are all governed by the College's Promotion and Tenure document. This document details the process and standards governing reappointment, promotion, and tenure decisions. The evaluation of faculty as called for in the Promotion and Tenure document falls within the jurisdiction of the Promotion and Tenure Committee, which in turn makes recommendations to the Dean.
In evaluating teaching, the Promotion and Tenure Committee relies heavily on the annual reports of two-person faculty teams of visitors to the candidate's classes. The team's members change during the years between a new colleague's appointment and the tenure decision. Their diversity enables the candidate to discuss a wide range of teaching issues with more experienced colleagues. In evaluating scholarship, the Promotion and Tenure Committee chair solicits both outside and inside peer review evaluations of the candidate's scholarly work.

The Promotion and Tenure Committee also enforces the College's policy and procedure on pre- and post-tenure review. For nontenured faculty, the review is conducted in the Spring semester of the faculty member's third academic year at the College of Law. This review coincides with the annual Spring reappointment process. For tenured faculty, post-tenure review is scheduled to be conducted on the fifth anniversary of the last promotion and tenure decision, and every five years thereafter. The post-tenure review process includes an evaluative report by a three-person faculty committee and a written plan by the faculty member of that individual's professional plans and objectives for the next five years. A total of 37 faculty members have undergone post-tenure review since it was inaugurated in 1994-95.

5.2 Professional Skills Faculty

The full-time faculty members who direct the College's Clinics and professional skills programs are tenured. Professor Ron Blasi directs the in-house Tax Clinic and Professor Charity Scott oversees the new in-house HeLP Legal Services Clinic. In addition, Professor Mark Kadish directs the College's required Litigation Program for second year law students. Two of the three co-directors of the Externship Program also are tenured (Professors Curcio and Segall), and the third co-director (Wendy Hensel) is a tenure-track faculty member. Professor Clark Cunningham, a well recognized clinical legal educator, intermittently teaches a clinical offering, entitled Criminal Justice Clinic, in collaboration with the outside organization, the Georgia Justice Project.

Additional skills professionals help supervise the Tax Clinic and the HeLP Legal Services Clinic. In the Tax Clinic, Matthew Williamson, who is not a faculty member, serves as assistant director and supervising attorney. Williamson was formerly with The Bowden Law Firm, Deloitte & Touche and Arthur Andersen specializing in tax law before joining the Clinic. He is a graduate of Georgia State University, receiving his B.B.A. in Accounting and a Master of Taxation degree. Williamson is also an alumnus of the College ('04), where he worked in the Tax Clinic as a student.

In the HeLP Legal Services Clinic, the College recently hired two non-tenure-track clinical faculty members. These clinical faculty members have faculty rank (assistant professor), are paid a salary commensurate with salaries for assistant

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professors who are on tenure track, and have the same opportunity as tenure-track faculty to seek promotion to associate and full professor. These faculty members also have full faculty member voting rights on all matters with the exception of personnel issues relating to tenure-track faculty. Though not on tenure track, these clinical faculty members are eligible for an award of job security status that is similar to tenure and which conforms to the job security provisions of ABA Standard 405c. The specific terms of this policy on clinical faculty are set forth in the College’s “Policy for Non-Tenure Track Clinical Faculty” approved by the faculty in May 2006. (See Vol. III, Exhibit G 15.)

5.3 Legal Research and Writing Instructors

Faculty members who teach in the first-year program in Research, Writing, and Advocacy (RWA) hold permanent, non-tenure track positions and are designated "instructors." RWA instructors are not expected to serve on faculty committees, perform research, or meet other tenure requirements. RWA instructors do, however, participate in faculty meetings and are eligible to vote on all matters, with the exception of Promotion and Tenure.

Although the RWA program as designed and adopted by the faculty called for four full-time instructors, in 2004-05 Dean Kaminshine secured permanent funding for a fifth position. A search in the spring of 2005 for two new RWA lecturers generated over 100 qualified applicants. From that search, the College of Law hired Kendall Kerew and Stacy Swinton. At the end of the academic year, Stacy Swinton left for personal reasons, and Lisa Bliss left the RWA faculty to become co-Associate Director of the HeLP Clinic. A search in the summer of 2006 generated over 60 applications. From that excellent pool, the College of Law hired Trisha Kanan and Maggie Vath. The five instructors, in order of seniority are: Jennifer Chiovaro, Heather Slovensky, Kendall Kerew, Trisha Kanan and Maggie Vath. They bring an extraordinary wealth of ability, experience, and commitment to the program. Professor Chiovaro, who serves as the lead faculty member and coordinator of the program, has been a member of the RWA teaching faculty since 1994. The vitae of all the RWA instructors are available on the College of Law web site.

RWA instructors are subject to annual reappointment in accordance with the procedure specified in the Reappointment, Promotion, and Tenure document. This procedure includes an evaluation of the instructor’s classroom teaching. Two tenure track faculty members are assigned to visit each instructor’s classes to issue a report about the visitation and to discuss the report with the instructor. In addition, the RWA coordinator provides to the Promotion and Tenure Committee a report on the instructor’s contributions to the RWA program outside of the classroom. The Promotion and Tenure Committee makes a recommendation to the dean on each instructor’s reappointment.
6. Adjunct Faculty

The College uses experienced practitioners to teach approximately 25 substantive courses during the regular academic year. These adjuncts allow the College to offer courses that draw upon the adjuncts' specialized areas of practice and to fill occasional needs in our curriculum. The College does not use adjuncts to teach required courses, and seeks to avoid doing so for core electives such as Corporations, Criminal Procedure, Constitutional Law II, Administrative Law, Wills and Trusts, and Basic Tax.

The Associate Dean for Academic Affairs is responsible for the recruiting and hiring of the adjuncts and does so in consultation with members of the faculty who are familiar with the adjunct's work and who share an interest in the course area at issue. Each adjunct receives an "Adjunct Faculty Handbook" as well as copies of recent memoranda covering grading polices, computer access, and procedures for the creation of class-based email discussion lists. The College computer support staff provided adjuncts with training on web access and the creation of course web pages.

Adjunct classes are observed and reviewed once per year. Under this procedure, the Associate Dean assigns a tenured faculty member to attend an adjunct's class and to prepare a written review. The faculty member contacts the adjunct in advance to obtain the course materials for that class session and meets with the adjunct after the class to discuss the review. The Associate Dean reviews these reports and the student evaluations of adjunct faculty.

7. Goals and Priorities

The members of the College of Law faculty are an engaged and very productive group of teachers and scholars; they are by their work ethic invested in the success of the College and its students; they have been the key to the College's rapid success and are the key to the College's future growth. The faculty believes that the following faculty-related issues are important priorities to be addressed over the next few years.

7.1 Faculty Retirements

By the beginning of the next decade we will have a significant number of faculty members who will reach retirement age. The College needs to plan for this change in a manner that is consistent with its curricular needs, a desire for diversity and its overall plans for future growth.

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9 This does not include the hiring of our litigation adjuncts to teach small sections in our required Litigation Program. The hiring and monitoring of litigation adjuncts are handled by the Director of Lawyer Skills and are addressed in the section on the Litigation Program.
7.2 Faculty Scholarship and Professional Engagement

Faculty scholarly productivity and professional engagement has grown substantially over the last several years as has the number of faculty who are recognized as leaders in their field. But for our trajectory to continue and improve, productivity in these areas must continue to grow, as must the College’s support for such activity. One dimension of this effort should include a review and update of our existing Promotion and Tenure Document to reflect current and evolving practices. In addition, for the College to be competitive with the support levels provided faculty members at other law schools in our market, we must examine a series of efforts calculated to promote scholarly and professional growth. Such efforts would include: raising summer research grants to levels offered at many other law schools; workload adjustments in faculty teaching loads that would include more aggressively offering course releases to support important scholarly activity; considering making offers with reductions in teaching loads beyond the first year as a recruitment tool to attract young scholars. While the College has increased summer research stipends by nearly 40% over the last few years, the current level of $7500 remains below the prevailing amount at many law schools.

7.3 Endowed Professorships

As a relatively young law school, the College of Law still lacks the number of endowed professorships enjoyed by faculties at more established institutions. Endowed professorships are an important component of raising the national profile of a faculty both by enabling a law school to showcase talented faculty members within the college and by serving to lure distinguished scholars from the outside. For these reasons, an important fundraising priority for the College is to continue progress that has already begun to increase the number of faculty members who hold endowed professorships.

At the time of the last site inspection, the College had two endowed professorship, the Ben F. Johnson chair in law, later filled by the hiring of Professor Julian Juergensmeyer and the W. Lee Burge Chair in Ethics and Professionalism, filled in 2002 by the hiring of Professor Clark Cunningham. In 2005 and 2006 the College cultivated gifts that led to the establishment of three additional endowed professorships, the Trammell Foundation Chair in Tax Law, which is associated with the Low-Income Taxpayer Clinic, the Bobby Lee Cook Distinguished Professorship, and most recently, the Catherine C. Henson Endowed Professorship. The College expects to fill these professorships in 2007-08.

7.4 Faculty Diversity

As noted in more detail above, faculty members are concerned that, despite considerable efforts, the College has not been more successful in hiring faculty members who would contribute toward a more racially and ethnically diverse faculty. In this regard, the faculty recognizes the gap that exits between its substantial efforts over the years to recruit a faculty that is diverse and the actual hiring results. It is important
that the College will continue to build upon the creative efforts of this year's recruitment committee.
V. STUDENTS

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3. Transfer of Students

4. Character and Fitness
   4.1 Bar Admission Advice
   4.2 Determination Regarding Character and Fitness

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   5.1 Administration and Delivery of Student Services
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      ii. Changes in our First Year Orientation program
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      v. Security in and around the College of Law
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   ii. Recruitment & Interviewing Opportunities
iii. Minority Students Services

iv. Service Enhancements Since Last Site Inspection

v. Facilities

vi. Student satisfaction

vii. Non-Discrimination Policy

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6.2 Steps Taken to Minimize Defaults

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ii. Probation & Exclusion

iii. Student Competition Teams: Trial and Appellate Practice

iv. Annual Assessment of RWA Program

v. Annual Assessment of Externship Program

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8.2 Summer Skills Program
8.3 Special Recruitment Efforts for Minority Students
8.4 New Efforts to Recruit Minority Students
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   11.1 Overview
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      ii. Moot Court
      iii. Student Trial Lawyers Association
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V. STUDENTS

1. Admissions

1.1. Admissions Qualifications and Evaluation of Recent Classes

The College of Law actively recruits applicants who possess the intellectual capacity, maturity and motivation necessary for the successful completion of the Juris Doctor program. The College does not admit any applicants who do not appear capable of completing the program and being admitted to the bar.

The College has a rolling admissions policy. The Admissions Committee begins to review files in January and continues until the class is full. Beginning students are accepted for admission only in the fall semester. To be considered for admission, applicants must complete the application process detailed on the College’s web page or in its Viewbook. Each applicant must have a baccalaureate degree from an accredited college or university prior to registering for the first semester in the College. Each applicant also must take the LSAT and register for the Law School Data Assembly Service (LSDAS). The College’s Admissions Committee uses all LSAT scores when evaluating students who have taken the exam multiple times.

Candidates for admission to the College are evaluated on the basis of academic and personal criteria. Academic criteria include the candidate’s undergraduate work and the Law School Admission Test (LSAT) score. Personal criteria include letters of recommendation from professors, employers or colleagues; work experience; other graduate work; ethnic/racial/personal background; capacity to contribute to student diversity; the candidate’s personal statement for admission; and extracurricular activities. Students who have been excluded from another law school at which they are ineligible for readmission will not be admitted to the College.

The College strives to admit and enroll classes that are highly credentialed and diverse, and it has made significant advances on all counts since the last site inspection. As the chart below indicates, the median LSAT scores of admitted and enrolled classes has increased to 160 (up from 157) and the median undergraduate GPA has increased to 3.32 (up from 3.19). Minority enrollment, which averaged 15-17% from 1996-2001 has consistently exceeded 20% in the last several years. The number of applicants rose dramatically during most of the past seven years, reaching a record high of 3610 in 2004 before tapering to 3308 in 2005 and 2910 in 2006. This modest decline in applications, which is consistent with national trends, has not adversely affected our ability to maintain the quality and diversity of our entering classes in 2005 and 2006.

The College continues to promote the option for students to study law on a part-time basis. As noted in the chart, in 2006 the College enrolled approximately 215 new students, 70% of whom enrolled as full-time students and 30% of whom enrolled as
part-time. These numbers are consistent with the full-time/part-time distribution range over the last several years. The chart also consistently shows roughly equal enrollment of men and women in each of the past entering classes.

One way in which the College is attempting to achieve its goals to increase both the diversity and the quality of the student body is to ease students' financial burden to attend law school. Though our tuition is already low compared to most law schools, the College believes that it can improve the success of its recruiting efforts by offering financial assistance in the form of scholarships and research assistantships to promising candidates.

Although the College is not permitted by Georgia law to use state funds for scholarships, the College has been successful since the last site inspection in establishing several endowed scholarships. In 2000, the College's scholarship endowments stood at $225,000 from which it awarded scholarships to 24 students, whereas in 2006 the College of Law's scholarships endowments stood at $1.76 millions from which it awarded scholarships to 50 students.\textsuperscript{10} The College also is able to offer out of state tuition waivers in some cases, and the College has research assistantships available to upper-class students that both compensate students and reduce their tuition costs.

The following chart summarizes admissions statistics for the 1999-2006 entering classes.

<table>
<thead>
<tr>
<th>Entering Classes: 1999-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1999</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Median LSAT</td>
</tr>
<tr>
<td>156</td>
</tr>
<tr>
<td>75% LSAT</td>
</tr>
<tr>
<td>159</td>
</tr>
<tr>
<td>25% LSAT</td>
</tr>
<tr>
<td>155</td>
</tr>
<tr>
<td>Median GPA</td>
</tr>
<tr>
<td>3.25</td>
</tr>
<tr>
<td>75% GPA</td>
</tr>
<tr>
<td>3.46</td>
</tr>
<tr>
<td>25% GPA</td>
</tr>
<tr>
<td>3.03</td>
</tr>
<tr>
<td>Total Applications</td>
</tr>
<tr>
<td>1719</td>
</tr>
<tr>
<td>Total Admits</td>
</tr>
<tr>
<td>481</td>
</tr>
</tbody>
</table>

\textsuperscript{10} See discussion of Scholarships at Chapter X, section 6.2 infra., 75
<table>
<thead>
<tr>
<th>Admit/Apply</th>
<th>28%</th>
<th>28%</th>
<th>28.6%</th>
<th>19.6%</th>
<th>15.8%</th>
<th>15.9%</th>
<th>18%</th>
<th>21%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total deposits</td>
<td>247</td>
<td>248</td>
<td>305</td>
<td>275</td>
<td>278</td>
<td>283</td>
<td>289</td>
<td>286</td>
</tr>
<tr>
<td>Deposit/admit</td>
<td>51.3%</td>
<td>51.3%</td>
<td>54.6%</td>
<td>48.2%</td>
<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Total enrolled</td>
<td>202</td>
<td>207</td>
<td>237</td>
<td>234</td>
<td>214</td>
<td>234</td>
<td>220</td>
<td>215</td>
</tr>
<tr>
<td>Full-time enrolled</td>
<td>143</td>
<td>152</td>
<td>182</td>
<td>164</td>
<td>173</td>
<td>183</td>
<td>169</td>
<td>151</td>
</tr>
<tr>
<td>Part-time enrolled%</td>
<td>59</td>
<td>55</td>
<td>52</td>
<td>70</td>
<td>41</td>
<td>51</td>
<td>51</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>29.2%</td>
<td>26.5%</td>
<td>33.7%</td>
<td>29.5%</td>
<td>24%</td>
<td>28%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Women/Men Enrolled</td>
<td>102/10</td>
<td>107/10</td>
<td>113/12</td>
<td>113/12</td>
<td>104/11</td>
<td>118/11</td>
<td>109/11</td>
<td>99/11</td>
</tr>
<tr>
<td>Minority Enroll</td>
<td>15.3%</td>
<td>17%</td>
<td>16%</td>
<td>22%</td>
<td>22%</td>
<td>21.3%</td>
<td>26%</td>
<td>21%</td>
</tr>
<tr>
<td>Enroll/Deposit</td>
<td>82%</td>
<td>83.4%</td>
<td>77.7%</td>
<td>85%</td>
<td>76.9%</td>
<td>82.6%</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>Enroll/Admit</td>
<td>42%</td>
<td>41.1%</td>
<td>42.4%</td>
<td>41%</td>
<td>37%</td>
<td>40.5%</td>
<td>38%</td>
<td>35%</td>
</tr>
</tbody>
</table>

1.2. Admission Policies and Law School Strategic Objectives and Resources

The College of Law's Strategic Plan sets forth important policies and strategic objectives with respect to admissions and student recruitment. The overarching policy provides as follows;

The composition of the student body of the College of Law must reflect the College's mission to attract and admit a student body (a) whose members possess the intellectual capacity, maturity, moral character and commitment to complete the course of study and become productive members of the legal profession, (b) that reflects the diversity of American society, and (c) that includes both traditional and non-traditional, full-time and part-time students. In order to accomplish these goals, the College will continue its regional and national recruiting efforts and will expand its pre-admission contacts with interested persons.11

To recruit a student body that reflects these characteristics, "the College will use multiple factors in evaluating student applications. These factors will includes LSAT score, the applicant's undergraduate GPA, institution and course of study, graduate study, diversity and other factors revealed in an applicant's personal statement,"

11 See Vol II, Exhibit G6, section 2.1.1.1(1).
recommendations, and evidence bearing on personal character." 12

Since its founding, the College has aimed to serve communities traditionally under-represented in the bar. The College's urban location, flexible programs, and low tuition make it especially attractive to applicants with limited resources. The College's Strategic Plan reflects this mission, and the members of the Admissions Committee strive to accomplish the College's goals of achieving a diverse class capable of completing a legal education, passing the bar examination and contributing to the profession. As noted above, approximately 20-25% of all admitted and enrolled students are minorities. Several Strategic Planning goals reflect this part of our admissions mission:

The admissions process will seek to maintain or increase diversity while increasing the quality of incoming students.13

Legal Education should be accessible to historically disadvantaged groups.14

Part of a strong recruitment effort to attract and retain excellent students involves the availability of scholarships. The College will seek to increase scholarship funds. In addition, the College will continue to develop more effective ways to target scholarship funds.15

Factors in an applicant's background that may add diversity to the makeup of the class and thereby enrich the educational experience of the group are considered by the [Admissions] Committee." 16

1.3 Admissions Process and Responsibility

An Admissions Committee, which consists of faculty members, is responsible for making admissions decisions for the College. The Committee includes five faculty members appointed by the Dean, one of whom serves as Chair, and the College's Director of Admissions, who is not a faculty member, and serves as a non-voting ex-officio member. The Committee deals with first-year applicants, transfer applicants, and applicants seeking guest status.

During the early years of the College, the Committee reviewed each application. As the admissions pool increased in size and the administrative staff increased in experience, the Committee created numerical guides to yield presumptive admissions and denials. Applicants falling above the presumptive admit level or below the

12 See Vol II, Exhibit G6, section 2.1.1.1(2).
13 See Vol II, Exhibit G6, section 2.1.1.1(4).
14 See Vol II, Exhibit G6, section 2.1.1.1(5).
15 See Vol II, Exhibit G6, section 2.1.1.1(6).
16 See Admissions: Policies & Procedures, p. 5, on file with Admissions Office.
presumptive deny level are reviewed only by an admissions staff member (normally, the Director of Admissions, Dr. Cheryl Jester-George) unless unusual circumstances (e.g., a criminal record in a presumptive admit or a compelling explanation of an undergraduate record by a presumptive deny) requires review by the entire Committee. The presumptive levels admit roughly half of each entering class. The Committee then reviews presumptive files tagged by the Director of Admissions as requiring review and other files falling in the middle ground between the two presumptive levels.

As files are received, the Director of Admissions reviews them for completeness and to identify for the Committee applicants whose backgrounds and experiences might contribute to diversity in the student body. As applicants' files become complete, they are organized in batches which are in order of index number. The batches are circulated to the members of the Committee in alphabetical order; that is, the first batch goes first to the committee member who is first in the alphabet, and continues to circulate in alphabetical order. The second batch goes first to the next committee member, according to alphabetical order, and so forth. It takes three votes to admit or deny a student, unless the LSAT is below 150, in which case it takes four votes to admit. The Admissions Committee initiated this four-vote rule for applicants with LSAT scores below 150 in 1998. The purpose of the rule was to ensure that students with weaker credentials were not admitted unless there was substantial consensus that they otherwise demonstrated a reasonable likelihood of success in law school.

The Admissions Committee uses a rolling admissions process in which applicants are actively reviewed continually each year until the class is filled. The application deadline is March 15. Students may apply for the full-time program, the part-time program, or both. Criteria for both programs are the same. Students will not be offered a place in a program unless they have indicated a willingness to be considered for that program. In addition to voting to admit or deny an applicant, the Committee may vote to place an applicant in a "hold" category. The Committee typically defers action on "hold" applicants until the latter stages of the admissions process when the composition of the class becomes more clearly defined. After the class is selected, the Committee creates a wait list from the remainder of the "hold" category. The Committee has not needed to use the wait list in the past several years.

Unsuccessful applicants may request reconsideration by the Committee. If the Committee's decision is unchanged, the applicant may appeal to the Dean, in accordance with procedures outlined in the College of Law Bulletin.

More details about the admissions process can be found on the College of Law's website (http://law.gsu.edu).

1.4 Recruitment and Post-Admissions Efforts

The College of Law expends considerable effort to attract a well qualified and diverse student body. The core of this effort is our participation each Fall in several
recruitment activities and programs. Dr. Cheryl George, the Director of Admissions, and M. Ronald Tuck, Assistant Director of Admissions, coordinate this effort. Both Dr. George and Mr. Tuck travel extensively to college campuses, speak to pre-law clubs and classes, and attend pre-law forums and conferences, as well as visit government agencies. A large portion of these recruitment activities focus on the Southeast, but some of our recruitment extents into other regions in an effort to further diversify our applicant pool and increase the visibility and recognition of the College of Law.

The College of Law also has been successful in hosting recruitment programs on campus as a way of attracting applicants and showcasing the law school. One program focuses on pre-law advisors and pre-law clubs. Annually, pre-law advisors are invited to visit the College of Law and participate in a half-day program in which they have the opportunity to meet with our students, faculty and staff, sit in on classes, and tour the facility. In a separate program each Fall, the College of Law hosts "Pre-Law Day," a day-long event that is open to all potential applicants. The College sends invitations to all individuals who have made an inquiry about attending the College of Law. Apart from hosting its own programs, the College also looks for opportunities to serve as a host of regional recruitment conferences. In 2005, the College hosted the Southern Association of Pre-Law Advisors (SAPLA) conference.

In addition to these traditional recruitment efforts, the College also encourages the Director of Admissions to pursue professionally-related activities that heighten the profile of the College of Law. To this end, the Director of Admissions serves on several committees and frequently appears on panels for Law Services that focus on law school admissions in general as well as on issues relating to diversity and the admission of minorities. Within Georgia, the Director serves on a planning committee for the Georgia Board of Regents’ Leadership Development Conference serves on the Advancement for Women Committee at Georgia State University and participates in activities and was recently elected Secretary of the Georgia Law-Related Education Consortium.

An effective recruitment program also depends on attractive and informative recruitment materials and publications. In the past several years, the College has devoted increased attention and resources to this area and has upgraded its publications substantially (though it still lacks sufficient funds to implement the kind of professional media/marketing strategy that several other schools employ). In an effort to improve this state of affairs, in 2006 the College hired its first Director of Communications whose responsibilities, inter alia, will include the review and overhaul of our admissions and recruitment related publications as well as the admissions portal of the College's website.

Once applicants have been admitted, the College attempts to follow up the offer of admission in ways designed to focus the applicant's interest on the College of Law and increase the chances that the applicant will decide to attend. The main effort in this regard is "Brief Encounter," a half-day program held at the law school each April, to which the College invites applicants who have been admitted and who, by making a
deposit, have indicated an interest in enrolling in the Fall. The program is designed to showcase the College of Law at a time when these applicants are sorting through their offers and making their final decisions about where to attend law school. In addition to "Brief Encounter," the College has in recent years asked both students and faculty to telephone admitted applicants and offer to answer questions they may have about the College of Law. This practice has not been formalized, however. We need to expand these post-admissions contacts and act more aggressively in identifying and contacting the more competitive applicants after they have been admitted.

In pursuing these various recruitment activities, attracting minority applicants remains a priority. As part of her efforts to establish relationships with pre-law advisors, the Director of Admissions annually contacts pre-law advisors at historically black colleges and universities and encourages the advisors and students to make special visits to the College of Law. The College of Law's Black Law Students Association (BLSA) assists the Director in these visits. In addition to hosting visits, each year College of Law representatives go out and visit Georgia's historically black colleges. As part of this effort the law schools in Georgia have formed a consortium as a way to organize activities during National Minority Recruitment Month, which is sponsored by Law Services. For the last two year the law schools hosted forum on various campuses. In 2004, the College of Law hosted the forum. The forum provided information about the legal profession, law school admissions requirements, and ways to finance one's legal education.

The College’s commitment to attracting a diverse applicant pool is also reflected in its support of academic support programs for applicants deemed to be at risk of experiencing academic difficulty. The College of Law provides its own four week Summer Skills program for such incoming students. The College formally encourages these students to attend the Summer program but does not require attendance as a condition of admission. The College schedules the program in the evenings as a way to maximize participation. In addition, the College of Law also participates in the Georgia Law Schools Consortium Fellowship Program, a summer skills program coordinated among the law schools in Georgia and modeled on the national CLEO program. Under this program, each Georgia school conditionally admits four at-risk students who must satisfactorily complete the program as a condition of enrolling in classes in the Fall. Each school contributes faculty and personnel to help run the program. Participants who successfully complete the program earn admissions into one of the four Georgia law schools and receive a three-year scholarship.

1.5 Current Issues and Goals

Over the last several years the College of Law has made significant advances in its efforts to recruit and enroll a diverse and well qualified student body. All indicators in these areas have improved substantially over the last several years. But certain challenges remain as the college seeks to make further strides. First, the College's yield among its most promising candidates, particularly it most promising minority
candidates, remains low. To improve this yield the College needs to redouble its post-admissions recruitment strategies and surpass its recent successes in raising scholarship dollars. While we have added several new endowed scholarships that fully or partially cover the cost of tuition, we need to develop scholarships that cover housing and living costs as well in order to compete more effectively with other law schools in our market.

Second, the College may need to re-think its admissions process for part-time students. The law school continues to have a unitary admissions process that does not distinguish between the full and part-time program, allowing students to choose their program of preference when they submit their deposit and when they later enroll for first year classes. This has worked satisfactorily in that part-time enrollment continues to fall within a consistent range of 25-30% of each centering class. But there are signs of problems as well. In recent years, the admissions committee has needed to admit a significant number of students late in the process on condition they enroll part-time in order to achieve the desired part-time enrollment, and these admits have come at the expense of full-time applicants with stronger credentials.

Third, the College’s current practice of allowing entering students to register on their own and choose their own first-year class schedule makes it harder to track the part-time students (some of whom enroll part-time in the day or as hybrids combining day and evening) and impossible to assign first year students to sections. As a result, the College plans next year to identify earlier students’ preferences for the full-time and part-time program and hold them to those preferences. This will allow the College to assign students to sections and enable the kind of camaraderie and esprit de corp that develops from such experiences. Fuller treatment of the law school’s sectioning plans is discussed in the “Program of Legal Education” section of the Self-Study at section III.2.2.iii.

Ultimately, the College of Law sees several challenges for the future if we are to build on our recent successes in admissions. We need to secure more lucrative scholarships, continue to attract a diverse and talented student body from what appears to be a shrinking applicant pool (at least over the next few years), improve strategies to increase the percentage of admitted applicants who decide to enroll at the College of Law, and, finally, adapt our admissions process to both maintain our commitment to part-time students while also admitting the most qualified and diverse class possible.

2. Readmission of Students

In order to graduate from the College a student must have a grade point average of at least 73 (the equivalent of a C-) based on at least 90 credit hours. In addition, at the end of the first year of law school, and each semester thereafter, the College examines each student’s academic performance to ensure that the student is in “good standing.” Students whose grades fall below the College’s good standing requirements are subject to exclusion or probation. These requirements are as follows:
At the end of their first year (full- or part-time) of law school, students must have a grade point average of at least 70. Students whose averages are over 70 but below 73 are placed on probation. Students who are placed on probation are afforded up to two semesters to raise their average to 73. Students whose averages are below 70 are excluded from the College.

After the first year, students must maintain a cumulative grade point average of at least 73. Students whose averages fall below 73 are placed on probation. Students who are placed on probation are afforded up to two semesters to raise their average to 73. A student whose average remains below 73 after two semesters on probation is excluded from the College. Students who are excluded from the College may apply to the Admissions Committee for readmission but only after a two-year hiatus.

The College has not admitted students from other law schools who were previously disqualified for academic reasons. Former students of the College who have been excluded for academic reasons have occasionally applied for readmission to the College, but none has been readmitted since the last ABA Self Study.

3. Transfer of Students

Transfer students and guest students are subject to the same criteria for admissions as are beginning first-year students. In addition, transfer students must have completed one year of law study at an ABA-accredited law school, and, absent unusual circumstances, must be ranked in the top half of their class. Guest students may enroll at the College as third year students if they are in good standing at an ABA-accredited law school and, as with transfer students, are ranked at the top half of their class at their home institution. Guest students may not earn more than 32 semester hours of credit in the College. Both transfer and guest students must possess credentials comparable to those of the class to which they seek admission.

The College also participates in the International Connection Program, a cooperative effort of the College and members of the Atlanta legal and business communities, designed to enable law students from former Communist countries to attend law school for a semester on funded fellowships. Past and current fellows include students from the Republic of Georgia, Romania, Bulgaria and Croatia.

4. Character and Fitness

4.1. Bar Admission Advice

In accordance with Standard 504, the College of Law advises applicants/students of the need to secure information regarding the character and other qualifications for admission to the bar in the state in which the applicant intends to practice. Three times a year, Georgia's Director of Bar Admissions visits the College of Law to meet with students about this issue. At the first of these meetings, the Director meets with all incoming students at August orientation and provides an overview of the
fitness process, emphasizing the need for students to start early in gathering information in support of their fitness eligibility.

At the second of these appearances, later in the fall, the Director and one other speaker present all students (not just entering students) with a more in depth review of the fitness process and the information necessary to comply with the Fitness Board requirements. The Director also distributes a written description of the process, and refers students to a local bar journal article on the subject. These appearances are always scheduled for the five o'clock hour so as to make them accessible to both full and part-time students. Food is supplied so that students do not have to miss their dinner to attend. Generally, about 60-70 students attend this meeting. Since not all of the College's bar takers are able to attend, the College videotapes the lecture, burns it on DVD, and puts multiple copies thereof in the law library.

The third meeting with students takes place in the spring semester. At this meeting the Director of Bar Admissions, accompanied by an attorney/bar examiner, advises third-year students on how to prepare for and pass the bar exam. The Director typically sends the school a recent bar exam essay question a few days before the session. The College then distributes the question to the students, and ask that they prepare an answer to bring to this presentation. At the presentation, the Director first gives some general advice about how to study for the bar exam, including everything from participating in bar review courses to managing one's study time. The Director then turns the program over to the bar examiner, who makes some general comments about good and bad answers. If there is time left, the examiner seeks volunteers to discuss their individual approaches to the distributed problem.

The Georgia Bar Admissions office (www.gabaradmissions.org) also maintains an excellent website with all the pertinent information, and the College administration makes repeated references to this source in several programs at the law school. In addition, the Associate Dean for Student Affairs encourages students with questions about the fitness process to see him for advice. He has a great deal of experience in this area, as well as a long-standing relationship with the former and current Directors of Bar Admissions.

4.2 Determination Regarding Character and Fitness

The Admissions Committee gathers and considers information relating to applicants' fitness in making its admissions decisions. The admissions application poses the following questions to applicants (numbered as written in page 47 of the 2006-2007 Viewbook: "(22) Are you aware of any circumstances in your background that would or might prohibit you from admission into the practice of law? If yes to Question 22, attach a statement of details and explanations; (23) Have you ever been convicted of any criminal charges (felony or misdemeanor) or entered a plea of nolo contendere to a criminal charge, or are any criminal charges pending against you? Exclude only minor traffic offenses, e.g., parking violations. Convictions or pending charges for driving under the influence of alcohol or drugs are not minor traffic offenses for the purpose of this question. If yes to Question 23, attach a statement of details and explanations; (24) Have you ever been expelled, suspended, or placed on academic
probation or discipline by any school, college, trade or professional organization for
academic reasons or judicial conduct code violation? If the answer to Question 24 is
yes, attach a statement of details and explanations.” The College does not
independently investigate or verify the information applicants provide in response to
these questions.

In addition to gathering and considering the above information, the College
informs new students at Orientation that all such questions must be answered fully and
properly to comply with its Honor Code. (See Section 10, College of Law Honor Code).
They are also informed that the Office of Bar Admissions will compare their fitness
application (which Georgia requires only at the end of one’s law school education, as a
condition precedent to taking the bar exam) disclosures with those made on the College
application; in the event that they differ significantly, the Office of Bar Admissions will
demand an explanation, and the College may institute Honor Code proceedings against
the student. As a consequence of these warnings to students, the College generally
receives about a half dozen application amendments immediately following each year’s
Orientation. To date, none has been serious enough to warrant revoking a student’s
acceptance. The College have, however, brought an occasional Honor Code case
against a student whose perfidy is not discovered until the bar fitness application
process. Some have resulted in discipline, including delay of graduation.

In the Fall of 2006, the College reviewed the questions the College poses on its
application to see if any instances of non-disclosure might have resulted from
ambiguous or incomplete questions. As a result of that review, the College has changed
its questions to conform to those asked by the Georgia Office of Bar Admissions on the
Fitness Questionnaire. The College’s application now asks:

Excluding parking violations, have you ever been detained,
arrested, formally accused, cited or prosecuted for the violation of
any law? NOTE: You must disclose each instance even though
the charges may have been dismissed or you were acquitted or
allowed to plead nolo contendere or an adjudication was withheld
or a conviction was reversed, set aside or vacated or the record
sealed or expunged and regardless of whether you have been
told you need not disclose any such instance. If the answer is
yes, provide the date, a description of the offense, and the
disposition for each instance.

5. Student Services

5.1 Administration and Delivery of Student Services

The College provides all of its students with basic student services, including
maintenance of accurate student records, academic advising and counseling, financial
aid counseling, and an active career counseling service to assist students in making
sound career choices and obtaining employment.
The College has taken many steps in recent years to enhance the services that the College offers its students. In particular the College has appointed an Associate Dean for Student Affairs; it has made wide-ranging changes in its first year Orientation Program; it has expanded its Professionalism Orientation Program, conducted in conjunction with the State Bar of Georgia and the Georgia Chief Justice’s Commission on Professionalism; it has created a Pro Bono Recognition Program. The College also has addressed school security issues raised by several students and has significantly increased the amount of office space assigned to student organizations. Each of these steps that the College has taken to enhance services to students is discussed below.

i. Appointment of an Associate Dean for Student Affairs

In 2004 then-Interim Dean Steven Kaminsahine established a new position, Associate Dean for Student Affairs, to improve the College’s support of student needs and enhance the quality of student life at the law school. The Associate Dean for Student Affairs serves as part of the leadership team, with the Dean and the Associate Dean of Academic Affairs, and has primary responsibility for many student related areas that are not assigned to any other staff member. This Associate Dean serves as the advisor for the Student Bar Association, as well as for those organizations or activities that do not have a formal faculty advisor. As part of those duties, the Associate Dean works with students and the university administrators to establish new organizations and to reorganize organizations that have overlapping interests. The current Associate Dean for Student Affairs has greatly enhanced Law Week and Honors Day celebrations and increased the number of organized interactions between the student body and faculty. He has worked with Technology Services to improve our examination processes, room reservation and event notification systems, and miscellaneous services such as providing online student directories. He also has worked closely with the College staff on admissions, recruitment, and similar matters.

The Associate Dean for Student Affairs instituted several receptions and other events to bring all students, faculty and staff together to mix and mingle. For 2006-2007, the College has scheduled such receptions bimonthly. They are held late in the afternoon, so as to encourage attendance by those with classes in the day and the evening. The receptions are very popular with the student body (ice cream, cheesecake and coffee have been served), but attendance remains lower than hoped for, especially among evening students.

Perhaps most importantly, the Associate Dean for Student Affairs serves to meet individual student needs ranging from problems with work, family and school to problems with the University, such as the University Financial Aid Office, the area that consistently generates serious student complaints. The Associate Dean also frequently interacts with Auxiliary Services (primarily parking issues), on-campus Security, and numerous other departments within the University.

The Associate Dean for Student Affairs serves in this position on a part-time basis and carries a reduced teaching load. Compensation consists of a salary supplement to his or her regular faculty salary. Administrative support for this position comes from a variety of sources, but the position does not presently have dedicated
secretarial support devoted exclusively to student affairs. While the lack of a dedicated staff person presents limitations on what the College can accomplish, the establishment of the Associate Dean for Student Affairs position has resulted in major improvements in the College’s ability to support student life at the law school.

ii. Changes in our First Year Orientation Program

In the fall of 2006, the College dramatically changed its first year Orientation program. The College assigned shorter and more informative introductory readings, including a text that deals with the realities of law school, as well as concepts of law and procedure. The College provided more focused lectures, and better coordinated the materials presented by various faculty members than it has done in the past. The College reduced the time spent on administrative matters, and relied more on web page information and a “Quick Start CD” prepared by the College’s Technology Information staff. The College even added a session on “How to Deal with Stress.”

In this new format, the College eliminated an entire day from its previous Orientation program. Nevertheless, the College included several meals and receptions at which existing and incoming students could meet and mingle in both structured and unstructured settings. During one of the sessions, all incoming students were divided into groups of a dozen who then had lunch with two volunteer upper class students. One of the primary goals of the new approach was to make it easier for students throughout the full and part-time programs to get to know each other. Creating and maintaining a sense of community in an urban school with a part-time program is especially challenging, and the College is committed to taking whatever steps are necessary to improve in this area. The College hopes that its new Orientation format will encourage its students to see the school as more of a community than they have in previous years. The College also hope to bridge the gap between in-school meetings and outside activities. To that end, the College is considering adding a public service event component to Orientation, which will allow us to emphasize our pro bono program as well as encouraging social interactions.

Increasing faculty interaction with students during Orientation was also one of the College’s goals. In response to a request for volunteers, about 20 faculty members attended Orientation events with students in the Fall of 2006. This dovetailed with a recent policy change regarding faculty advisement of students. For quite some time, faculty volunteered to take on students as their advisees. Under that system, faculty typically ended up with about 12-14 students each. By changing to a mandatory system, the College has lowered the number of students per advisor to about five.

The participants in this year’s Orientation filled out evaluation forms at the end of the program. Based on those evaluations, the following areas were identified as in need of improvement: (i) students generally approved of the idea of having a session on stress, but thought the presentation (by a staff counselor from the GSU Counseling Center) was too long and too “theoretical”; (ii) several students felt that the College should mix up different student groups more in the meals and receptions, instead of putting students together with the same groups several times; and (iii) several students found the presentation by the technology staff too technical and too ambitious; they
would have preferred a shorter session covering the few critical facts students all need to know. These comments will result in modifications to the 2007 Orientation program.

iii. Professionalism Orientation Program

Since its creation by the State Bar of Georgia and the Chief Justice’s Commission on Professionalism more than a dozen years ago, the New Student Professionalism Orientation has received strong support from the College. Both a faculty member and a Georgia State student played a significant role in developing the program’s hypothetical scenarios and teacher’s manual used by all of Georgia’s accredited law schools. Faculty members join the volunteer lawyers in presenting the program. The College was also fortunate enough to have Judge Debra Bernes of the Georgia Court of Appeals as a keynote speaker, joined by veteran presenters who are College graduates.

The College hopes in the next couple of years to improve the Professionalism program with follow-up sessions beyond the first year. Coordinating a program for students with divergent schedules expects to be a challenge, but the College is committed to taking whatever steps are necessary to keep professionalism in the forefront of students’ minds throughout their legal education and into the practice of law.

iv. Pro Bono Recognition Program

The College has taken three steps to encourage students to participate in pro bono activities while in law school that the College hopes will engender a sense of responsibility to do so after graduation. First, the College sponsors several programs each year that are intended to show students many of the existing opportunities to work in public service. The College is fortunate to have many graduates return to the school to share their own such experiences. The College also involves professionals in addition to its graduates to participate in these programs. Second, the College publishes on its website a regularly updated list of dozens of pro bono activities that are available to its students. Finally, in 2003 the College established a formal Pro Bono Recognition Program, pursuant to which its students are honored at graduation for their pro bono work while in school. Depending upon the number of pro bono hours they accumulate during school, they can graduate With Distinction, With High Distinction and With Highest Distinction. The students’ hours are tracked on a website in which each student confidentially records his or her own work. See http://law.gsu.edu/registrar/probono.php. (A more complete discussion of the College’s Pro Bono Program is set forth below at section V.10.)

v. Security in and around the College of Law

As with other law schools located in an urban setting, there is concern with safety and security in the building and its environs. In recent months, several students and some staff have raised concerns about the adequacy of security both within and without College building. Two areas of particular concern are: (i) students’ safety as they exit the building at night and walk to MARTA or parking lots; and (ii) how to
maintain an open and accessible law library, but control access of persons who may be dangerous or cause disturbances to our patrons.

With respect to the first concern, students have complained that campus police have not provided the constant late-night patrolling and security they promised to College students during Orientation. They have also raised questions about the inadequacy of the security force’s escort policies and services.

Over a period of weeks in the fall of 2006, the College brought all of these complaints to the attention of the Director of Police Operations. Both Associate Deans then met with several members of the Director’s staff. Following that meeting, the Associate Dean for Student Affairs met with the Vice President of Financial Affairs to further discuss these matters. In that meeting, the Vice President made a commitment to take several steps to remedy these problems, including: (i) installation of increased outdoor lighting; (ii) installation of an emergency “blue light” in front of the law school; (iii) installation of limited-access card swipe doors on several bathrooms in the College; (iv) possible installation of turnstiles to limit access to the law library; (v) changing protocols for the escort service; and (vi) various other steps. As to the library access issue, the Deans, the Law Librarian and staff are continuing to discuss this issue and are seeking student input before making any significant policy changes.

5.2 Student Services to Other than Full-Time Students

The College of Law was established, in part, and has had as one of the principal components of its mission, to address an otherwise unmet need for part-time legal education in Georgia. As a consequence, the College seeks to ensure that part-time students are offered services comparable to those offered to full-timers. All full-time faculty members teach courses in both the day and the evening. There are day and evening sections of all required courses and day and evening sections of core and gateway electives. More advanced electives taught by full-time faculty typically rotate annually between the day and evening. Electives taught by adjunct faculty are typically taught in the evening or late afternoon. Exam schedules are also designed to meet the needs of both full and part-time students. In the case of take home exams and papers, students are accommodated by permitting them to download the exam or assignment and turn it in online instead of doing everything on site.

Part-time students are encouraged to participate in Mock Trial, Moot Court, Law Review and other academic and non-academic extra-curricular activities. To the degree possible, many important law school events, such as the finals of our RWA advocacy competition and many speaker programs, are scheduled at the five o’clock hour, so that evening students may attend just before their six o’clock classes. Some events, such as the annual Honors Day Awards ceremony, have been scheduled at breakfast time so that part-time students might be able to attend them before they go to work in the morning.

Attention to part-time students is noticeable in many other school policies. The first year Orientation Program is duplicated for those who attend school in the day and those who attend in the evening. Reference librarians and computer lab attendants are
on duty during the evenings and weekends. Admissions, Registrar, and faculty office reception personnel are on duty until six o'clock p.m. The Career Services Office (CSO) holds extended hours (after six o'clock p.m.) so that part-time students can schedule individual appointments, and opens the CSO one Saturday per month also to accommodate part-time students. Even so, some part-time or evening students who participated in the 2005 LSSSE survey (described elsewhere in the Self Study Report) commented on the difficulty of obtaining student services "after hours." These comments are being considered with a view toward possible modification of existing policies.

5.3 Career Services

i. Overview of Services

The College of Law has upgraded the staffing of the Career Services Office ("CSO") since the last site inspection. In 2000, the CSO had two full-time staff persons, a Director and an Administrative Assistant. As a result of a departmental restructuring that began in 2001 the CSO now has three full-time staff persons, a Director (long-time Director, Vickie Brown), an Assistant Director (David Smith, Jr., PhD., hired in 2002); and an Administrative Coordinator (Regina Bryant hired in 2000 as an Administrative Secretary and promoted in 2004 due to the substantial growth and expansion of administrative programs and services). To complete the restructuring plan, a year-round Graduate Research Assistant (GRA) replaced an undergraduate student position to support the professional staff research and project development needs. The GRA works twelve hour weeks.

The College’s placement rates are consistently very high. Approximately 95% of all graduates are employed within six months of graduation. The CSO offers students and graduates a wide variety of services and employment opportunities. These include career management and development activities and programs; career educational forums; on-campus interviewing programs; local, regional, and national recruitment programs and job fairs; job postings; minority programming; services for alumni; and accessibility to advanced computer technology. Individual career counseling and coaching is provided by the Director and Assistant Director in three steps, which includes extensive resume critique and career education and development programs.

Each year, the CSO offers a wide selection of career development programs in the form of seminars, interactive workshops and roundtable and panel discussions. Topics include job search skills, orientation to the legal market and job search strategies, interviewing skills, networking, and salary and benefits negotiations. Additionally, career education programs are offered on federal and state clerkships; solo, small, medium and large firm practice; government or public interest practice; in-house practice; specialties (securities, corporate, labor and employment, family, real estate law and others); and diversity in the profession (focusing on ethnic groups, women, non-traditional part-time students, and gay and lesbian students).
In addition to the basic programs, there are several specialty programs including:

- The Shadow Program. This program links students with alumni attorneys in law and law-related positions for one week of "shadowing." The short duration of the program allows part-time students to obtain legal experience while maintaining their regular employment.

- Graduate-Student Mentor Program. The Mentor Program connects students with attorneys in various practice areas. It begins with a social mixer for mentors and mentees, and includes a minimum of three mentoring contacts during the semester; an open invitation for students to call on mentors for career, academic and law school life guidance; and evaluations by both mentor and mentee at the conclusion of the program. The majority of the mentors are College graduates.

- Mock Interview Program. This program enables students to develop their presentation skills prior to their actual interviews. It includes a twenty minute interview, followed by fifteen minutes of constructive critique.

- Diversity in the Profession Programs. Individual programs are provided for four student populations: ethnic groups; women; non-traditional, second career students; and gay and lesbian students. Panelists discuss their career paths and provide tips on preparing for the profession, and conclude with discussions about issues students may expect to encounter.

- Law Career Day. This service is expected to be offered in spring 2007. Graduates will be invited to return to the law school to share their career experiences and offer job search tips. The intended format includes: (i) an opening plenary on "hot legal topics"; (ii) concurrent panels on a variety of practice areas; (iii) a luncheon with a keynote speaker; and (iv) table talk information and networking sessions in the afternoon.

- Pro Bono and Public Interest Opportunities. The College of Law is a member of the Public Service Law Network (PSLawNet). This is a comprehensive national public service resource designed to provide students and graduates access to public service organization information and listings, pro bono projects and internships, post-graduate fellowships and post-graduate and summer employment opportunities. The CSO coordinates students' orientation and use of the PSLawNet service.

ii. Recruitment and Interviewing Opportunities

The CSO currently affords students and new graduates the opportunity to participate in seventeen, local, regional and national recruitment programs and specialty employer-connection programs. These programs encompass law-related employment in both the private and public sectors and take place both Spring and Fall semesters. In Fall 2004, the CSO transitioned to an automated recruiting system On-
Campus Recruitment Plus (OCI+) licensed by eAttorney/Martindale Hubbell to manage all CSO recruitment programs and job fairs. This allows students to conduct nationwide job research and register for interviews 24 hours a day, 7 days a week.

One of the goals identified by CSO in the law school's 1999 Self Study was to "create additional specialized databases to expand student employment contact opportunities." At the time of the last Self-Study two employer contact databases existed. Currently there are seven employer contact databases and associated hard copy directories available for students and graduates.

iii. Minority Students Services

As ABA studies confirm, minorities continue to be under-represented in the legal profession, particularly in private law firms. To support the mission of national and local bar associations to provide increased awareness and employment opportunities within the profession for under-represented groups, the College supports several diversity-enhancement programs. The Atlanta Bar Association Summer Minority Clerkship Program provides excellent summer employment opportunities for several minority first-year and second year students. The Southeastern Minority Job Fair provides job opportunities ranging from summer employment to full-time entry level positions. The Minnesota Minority Recruitment Conference and Hispanic National Bar Job Fair provide great employment opportunities with judges, firms and corporations for diverse student populations. Discussed below in Section H.5. is a more detailed description of these and other programs and services the CSO supports in an effort to promote employment opportunities for minorities and members of other under-represented groups.

iv. Service Enhancements Since Last Site Inspection

Since the last ABA site visit, the CSO has introduced several new and innovative services for students and graduates, some of which are enumerated below:

- Created a successful mandatory 1L Career Orientation Seminar (offered in small groups of 25-30 students, including a special session for part-time working students employed full time).

- Developed a comprehensive Career Planning Handbook on CD which is distributed to every 1L during the 1L Career Orientation Seminars (includes three years of career guidance and job search materials and information).

- Enhanced employer recruiting and outreach opportunities through successful implementation of Employer Career Treks (4 to 6 per year employer "on site" visits specifically targeting students outside of the upper grade rankings who are less likely to find employment through the traditional on-campus interview program); created new Southeastern Intellectual Property Job Fair which has attracted over 36 southeastern schools, 300+ students and major IP employers in the southeast; co-development of the Atlanta Legal Hiring Conference; and
co-sponsorship of four new minority employment programs (refer to section 1.5 for more information).

- Upgraded to an automated recruitment and management system to improve delivery of recruiting services to students and graduates called On-campus Interviews Plus (OCI+) developed by eAttorney, a subsidiary of Lexis-Martindale Hubbell.

- Developed two new hard copy employer directories for students and graduates which include practice areas and direct employer contacts: Georgia N.E.W.S. Law Firm Directory (North East West and South Greater Georgia) and the Georgia Mid-Size Firm Directory.

- Developed a Summer Activity Overview Brochure for 1Ls which captures summer employment by sectors and employers (firms, judiciary, government, business, etc.) and study abroad activities, comprehensive salary information and summarization of job search methods used to secure employment.

- Introduced Video Conferencing Interviews (VCI) to allow students and graduates opportunities to interview with broad range of employers nationwide who are not able to visit GSU campus during the recruiting season.

v. Facilities

The CSO facilities consist of a suite with: (i) two enclosed offices for professional staff; (ii) a reception area for a paraprofessional; (iii) a resource area with computer center and career resource library; (iv) three interview rooms; (v) an enclosed multi-purpose office for student assistants; (vi) a law student phone center; and (vii) file cabinet storage. A seminar room adjacent to the CSO suite serves as a 4th interview room and meeting facility for CSO professional staff when it is available. The CSO is operating well above present space capacity. With the recent completion of the College of Law’s sixth floor expansion, the College is now able to give up an existing seminar room which is adjacent to CSO and, with modest renovations, convert it into CSO space. The renovated space would add a permanent interview room, a workroom and small conference room.

vi. Student satisfaction

Despite the many services offered by CSO, those students who participated in the 2005 LSSSE survey (described elsewhere in the Self Study Report) reported lower satisfaction with career counseling than at comparable schools. Students in their fourth year reported lower satisfaction with CSO’s job searching services than at comparable schools, but second-year students reported higher satisfaction with CSO’s services than at comparable schools. With respect to specific student comments on the 2005 LSSSE, CSO received the most negative comments.
The College is well aware that career services offices are often the targets of student complaints and dissatisfaction because of factors outside its control, such as the prevailing market and the offices' budgetary restrictions. Nevertheless, the College recognizes that it is necessary to examine more closely current practices, the sources and bases for student dissatisfaction, and whether their complaints are justified. The College has recently hired a consultant to conduct an audit of CSO during the spring of 2007. The consultant will review CSO materials, conduct a one or two day on-campus visit, prepare a report, and advise the CSO on implementation of any recommendations.

vii. Non-Discrimination Policy

Employers who utilize the Career Services Office are bound by the College of Law's Non-Discrimination Policy, which provides: "The Georgia State University College of Law is committed to a policy against discrimination in employment based on gender, age, race, religion, disability, sexual orientation, veteran status or national origin." All job fairs in which the College participates abide by this non-discrimination policy, and employers must agree to it in order to take part. Each employer, other than branches of the military, who interviews at the College of Law must sign the Non-Discrimination Statement and return it to the Career Services Office prior to the scheduled interview. Employers who post job listings or request resumes from students receive a copy of the Policy and are put on notice that use of the Career Services Office requires compliance with the Non-Discrimination Policy.

Since 1997, the College of Law has permitted military recruiters to recruit on campus without signing the nondiscrimination statement because of the Solomon Amendment, a federal enactment that threatens a cutoff of federal student aid if military recruiters are denied access to campus. While permitting military recruiters to interview on campus, the College of Law has undertaken certain "ameliorative" steps to make sure that its reason for taking this action is not misperceived. These steps have included: a letter from the Dean to the student body explaining the Solomon Amendment and the necessity of preserving federal student aid; the posting of a notice on CSO bulletin boards each interview season that explains the Solomon Amendment and the military's refusal to sign our nondiscrimination statement, the inclusion of this notice in the CSO binders that contain job listing and interview information; and CSO's sponsorship of programs related to gay and lesbian employment issues.

Each student is asked to complete an anonymous evaluation form provided by NALP following each interview. If a student reports an incident that might indicate discriminatory hiring behavior, either through the survey or directly to the CSO office, the Director of Career Services follows up immediately by reviewing other surveys pertaining to that employer and by contacting the employer directly.
viii. Current Issues and Goals

The CSO is a vital unit of the law school that consistently offers students high quality services despite limited resources. The law school has made significant efforts to increase support for the CSO by increasing the CSO budget in 2006 and committing to expand and renovate CSO’s existing space.

Over the next few years priorities for the CSO include: 1) Expanding the scope of Employer Outreach -- with the hiring of a Manager of Employer Relations/Career Counselor; 2) Working with the College’s Development Office to further develop a more reliable Alumni database; 3) Developing a professionally designed Employer Services Brochure; and 4) Redesigning the CSO Website (currently underway to include on-line searchable versions of our current eight hard copy employer directories, online access for students to complete employment and other critical Surveys, and access to all CSO forms regularly used for students and graduates; and 5) Working with an outside consultant who will in 2007 review CSO operations and advise the CSO on implementation of any recommendations.

6. Financial Aid: Student Loan Program and Scholarships

6.1 Description of Student Loan Programs

Pursuant to University policy, all financial aid is administered by the University's Office of Financial Aid. This arrangement has been a cause for concern. Students who participated in the 2005 LSSSE survey (described elsewhere in the Self Study Report) reported lower levels of satisfaction with financial aid services than at comparable schools, and made very explicit complaints in the comments section.

In 1999, the University agreed to designate a financial aid counselor to work with College students. While this arrangement continues, this counselor’s responsibilities to other students in the university often makes it difficult for law students to get their problems resolved quickly. Students often complain that: (i) it is difficult to contact Financial Aid by telephone; (ii) emails sent to Financial Aid officers are unanswered; and (iii) lines outside the Financial Aid office’s "One Stop Shop" are too long.

Mindful of the serious ramifications of errors and delays in the financial aid process, Roy Sobelson, Associate Dean for Student Affairs, has devoted significant time this year and last to examining these issues and has served as a liaison with the University office in an effort to help our students. The Director of the University Office of Financial Aid has been very responsive and helpful in resolving individual students’ complaints, and he has agreed to modify procedures for College of Law students. For now, however, problems still arise, and to the extent the Associate Dean is able to help students resolve them, it is almost always by circumventing the usual University process and going directly to the Director of Financial Aid. This is a time consuming and inefficient process. Associate Dean Sobelson continues to monitor this area of concern.
The College continues to participate in the Stafford loan programs and in the Supplemental Loan and Law Access Loan programs with local lenders. This year, 61.1% of our students participated in these programs.

6.2 Steps Taken to Minimize Defaults

The College attempts to minimize student loan defaults by relying on the University’s debt counseling services. Debt counseling is provided by the University’s office of Student Accounts. Student Accounts instructs each student who qualifies for financial aid that he or she must receive debt counseling before funds are disbursed. The focus of the counseling is set forth in the publication, “Entrance Counseling, Guide for Borrowers.” Students who receive financial aid also are expected to attend an exit interview concerning their debt obligations shortly before graduation. The focus of this exit counseling is set forth in the publication, “Exit Counseling, Guide for Borrowers.” Law students are advised of these University services during the College’s orientation program.

Students are advised by the Director of Bar Admissions about the Bar’s attitude toward indebtedness and financial responsibility. The Director and all of the Bar Admissions Office’s publications make it clear that irresponsible spending and failure to live up to one’s financial obligations is a potential barrier to admission to the Bar.

6.3 Scholarships

Although the College of Law provides a much more affordable legal education than most other law schools, some of our students still find it difficult or impossible to attend law school without financial assistance. In trying to provide scholarship assistance to our students, however, the College operates under two significant restrictions. First, state law prohibits the use of state funds for student scholarships. Second, as a relatively young institution, we do not have a large, well-established alumni pool upon whom we can depend for substantial scholarship funding.

Since the last ABA site inspection, however, the College of Law has significantly increased the size of its endowment, most particularly with respect to endowed scholarship funds, and now awards several more scholarships than we did in 2000. In 2000, the year of the last site inspection, the College’s scholarship endowments stood at $225,000 from which it awarded scholarships to 24 students. In 2006 the College of Law’s scholarships endowments totaled $1.76 millions from which it awarded scholarships to 50 students. A fuller description of the College’s endowed and unendowed scholarship programs appears in Chapter X, section 6.2 of this Self-study.
7. Evaluation of Outputs

7.1 Introduction

The College constantly evaluates its program to ensure that it is offering a quality education that will ensure that its students will be capable of performing well as members of the Bar. Consistent with the ABA’s requirement that we prepare students for admission to the Bar, the Associate Dean of Academic Affairs conducted a careful examination of the College’s program in 2005 to assess our learning outcomes. The results are as follows.

In 2004, the faculty approved a new Learning Outcomes Assessment Plan. It provides for expected learning outcomes in the following areas: communication skills, legal research, analysis and critical thinking, knowledge of legal doctrine, lawyering skills, professionalism and ethics, and preparation for a legal career or a career in a non-legal area that is related to graduate law study. The Plan then outlines the assessment methods to obtain each of the above outcomes.

The Learning Outcomes Assessment Plan calls for the Associate Dean for Academic Affairs to have overall responsibility for the collection of data and the dissemination of reports on the various assessment results. Although the new Learning Outcomes Assessment Plan assisted in the identification of student learning outcomes and non-academic outcomes, the College continues to rely upon several traditional benchmarks (some of which are incorporated in the Plan) used in the past that provide valuable information on the effectiveness of instruction and the subsequent success of our students. These include student success in moot court and mock trial competitions, bar passage rates, employment statistics of graduates, placement of graduates in judicial clerkships, and the success of our graduates in obtaining employment and partnerships in prestigious regional and national law firms.17

7.2 Georgia State’s Bar Passage Rate

The assessment tool that may be most significant is the Georgia Bar exam, which, we believe, is taken by every graduate of the College. It consists of three sections: (i) essay questions; (ii) a case file/performance & analysis problem; and (iii) the multistate Bar examination (MBE). Students consistently perform extremely well on the Georgia Bar exam. In the most recent July exam (2006), the College’s overall pass rate was 91.3 % and its rate for first-time takers was 93.4%. The College’s statistics have remained nearly the same for the past several years and are on par with those of the University of Georgia, Emory University, and Mercer University. Overall bar passage numbers and how the College compares to the other ABA Georgia accredited schools are shown in the charts below.

<table>
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<tr>
<th>Test Date</th>
<th>Overall Pass Rate</th>
<th>First-Time Pass Rate</th>
<th>Overall Pass Rate</th>
<th>First-Time Pass Rate</th>
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<tr>
<td>February Exam</td>
<td>July Exam</td>
<td>February Exam</td>
<td>July Exam</td>
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<tr>
<td>2006</td>
<td>67.8% (19/28)</td>
<td>73.3% (11/15)</td>
<td>91.3% (147/161)</td>
<td>93.4% (142/152)</td>
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<td>75.8% (22/29)</td>
<td>85.7% (12/14)</td>
<td>91.5% (152/166)</td>
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<td>81.8% (27/33)</td>
<td>92.6% (151/163)</td>
<td>93.0% (147/158)</td>
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<tr>
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<td>93.5% (29/31)</td>
<td>89.9% (116/129)</td>
<td>92.6% (114/123)</td>
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<tr>
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<td>73.5% (25/34)</td>
<td>83.3% (20/24)</td>
<td>90.0% (118/131)</td>
<td>93.6% (118/126)</td>
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<td>85.2% (29/34)</td>
<td>93.3% (113/121)</td>
<td>93.0% (107/115)</td>
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<td>91.1% (124/136)</td>
<td>92.3% (121/131)</td>
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<td>95.2% (100/105)</td>
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<td>1994</td>
<td>88.2% (60/68)</td>
<td>93.4% (57/61)</td>
<td>93.3% (99/106)</td>
<td>94.0% (95/101)</td>
</tr>
<tr>
<td>1993</td>
<td>92.7% (51/55)</td>
<td>96.0% (49/51)</td>
<td>96.2% (104/108)</td>
<td>98% (99/101)</td>
</tr>
<tr>
<td>1992</td>
<td>87.5% (42/48)</td>
<td>88.8% (40/45)</td>
<td>93.2% (110/118)</td>
<td>94.6% (106/112)</td>
</tr>
<tr>
<td>1991</td>
<td>88.8% (56/63)</td>
<td>92.7% (51/55)</td>
<td>92.5% (111/120)</td>
<td>93.6% (104/111)</td>
</tr>
<tr>
<td>1990</td>
<td>79.0% (34/43)</td>
<td>84.2% (32/38)</td>
<td>94.1% (81/86)</td>
<td>97.5% (79/81)</td>
</tr>
<tr>
<td>1989</td>
<td>90.6% (39/43)</td>
<td>95.9% (32/33)</td>
<td>90.1% (92/102)</td>
<td>92.1% (92/89)</td>
</tr>
<tr>
<td>1988</td>
<td>81.8% (63/77)</td>
<td>89.2% (58/65)</td>
<td>89% (73/82)</td>
<td>95% (63/66)</td>
</tr>
<tr>
<td>1987</td>
<td>75.6% (62/82)</td>
<td>83.5% (56/67)</td>
<td>81.3% (74/91)</td>
<td>88.7% (63/71)</td>
</tr>
<tr>
<td>1986</td>
<td>65.6% (42/64)</td>
<td>70.3% (38/54)</td>
<td>80.5% (54/67)</td>
<td>19.5% (13/67)</td>
</tr>
<tr>
<td>1985</td>
<td>76.1% (16/21)</td>
<td>73.6% (14/19)</td>
<td>91% (21/23)</td>
<td>91% (21/23)</td>
</tr>
<tr>
<td>1984</td>
<td>100% (6/6)</td>
<td>100% (6/6)</td>
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## Comparative Bar Pass Rates of other Georgia Law Schools

### July 2005

<table>
<thead>
<tr>
<th>Institution</th>
<th>All takers, # Took</th>
<th>All takers, # Pass</th>
<th>All takers, % Pass</th>
<th>First timers, # Took</th>
<th>First timers, # Pass</th>
<th>First timers, % Pass</th>
<th>Average MBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State</td>
<td>166</td>
<td>152</td>
<td>91.5</td>
<td>155</td>
<td>145</td>
<td>93.5</td>
<td>146.9</td>
</tr>
<tr>
<td>Emory University</td>
<td>116</td>
<td>109</td>
<td>93.9</td>
<td>109</td>
<td>105</td>
<td>96.3</td>
<td>149.0</td>
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<tr>
<td>University of Georgia</td>
<td>159</td>
<td>145</td>
<td>91.1</td>
<td>153</td>
<td>140</td>
<td>91.5</td>
<td>148.0</td>
</tr>
<tr>
<td>Mercer Law School</td>
<td>121</td>
<td>108</td>
<td>89.2</td>
<td>113</td>
<td>103</td>
<td>91.1</td>
<td>146.7</td>
</tr>
<tr>
<td>John Marshall Law School</td>
<td>35</td>
<td>19</td>
<td>54.2</td>
<td>35</td>
<td>19</td>
<td>54.2</td>
<td>134.1</td>
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### February 2006

<table>
<thead>
<tr>
<th>Institution</th>
<th>All takers, # Took</th>
<th>All takers, # Pass</th>
<th>All takers, % Pass</th>
<th>First timers, # Took</th>
<th>First timers, # Pass</th>
<th>First timers, % Pass</th>
<th>Average MBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State</td>
<td>28</td>
<td>19</td>
<td>67.8</td>
<td>15</td>
<td>11</td>
<td>73.3</td>
<td>141.8</td>
</tr>
<tr>
<td>Emory University</td>
<td>17</td>
<td>15</td>
<td>88.2</td>
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<td>141.2</td>
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<tr>
<td>University of Georgia</td>
<td>30</td>
<td>25</td>
<td>83.3</td>
<td>10</td>
<td>9</td>
<td>90.0</td>
<td>137.9</td>
</tr>
<tr>
<td>Mercer Law School</td>
<td>21</td>
<td>14</td>
<td>66.6</td>
<td>8</td>
<td>6</td>
<td>75.0</td>
<td>139.2</td>
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<tr>
<td>John Marshall Law School</td>
<td>20</td>
<td>11</td>
<td>55.5</td>
<td>5</td>
<td>3</td>
<td>60.0</td>
<td>135.6</td>
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</tbody>
</table>

### July 2006

<table>
<thead>
<tr>
<th>Institution</th>
<th>All takers, # Took</th>
<th>All takers, # Pass</th>
<th>All takers, % Pass</th>
<th>First timers, # Took</th>
<th>First timers, # Pass</th>
<th>First timers, % Pass</th>
<th>Average MBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State</td>
<td>161</td>
<td>147</td>
<td>91.3</td>
<td>152</td>
<td>142</td>
<td>93.4</td>
<td>151.1</td>
</tr>
<tr>
<td>Emory University</td>
<td>109</td>
<td>103</td>
<td>94.4</td>
<td>106</td>
<td>101</td>
<td>95.2</td>
<td>153.9</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>198</td>
<td>180</td>
<td>90.9</td>
<td>195</td>
<td>177</td>
<td>90.7</td>
<td>150.5</td>
</tr>
<tr>
<td>Mercer Law School</td>
<td>90</td>
<td>81</td>
<td>90.0</td>
<td>86</td>
<td>78</td>
<td>90.6</td>
<td>148.4</td>
</tr>
<tr>
<td>John Marshall Law School</td>
<td>40</td>
<td>26</td>
<td>65.0</td>
<td>30</td>
<td>21</td>
<td>70.0</td>
<td>137.8</td>
</tr>
</tbody>
</table>

### 7.3 Placement Rate

In addition to the Bar passage rates, another significant output measure is the graduate placement rate. Each year, the College’s CSO surveys the graduates six months after graduation. Survey figures are reported to the ABA, NALP, and US News & World Report. Survey participation is excellent. In 2003, 94.19% of the graduates responded, and in 2004, 95.85% responded. To summarize, in 2003, 88.36% of the respondents reported having full-time legal employment, 10.27% reported having full-time non-legal employment, and 1.37% reported having part-time legal employment. In
2004, 88.65% reported having full-time legal employment, 10.27% reported having full-
time non-legal employment, and .54% reported having both part-time legal and part-
time non legal employment. In 2005 the numbers were all but identical, with 87.04% 
reporting having full time legal employment, 9.26% reported having full time non-legal 
employment, and 3.71% reported both part time legal and part time non legal 
employment. Complete survey results for 2003 to 2005 are available from the CSO.

Another measure of the effectiveness of legal instruction provided by the College 
is the success rate of graduates becoming partners in law firms, being elected or 
appointed to the bench, serving as in-house counsel for corporations, or working in 
public interest positions. College graduates have achieved remarkable success for a 
relatively young law school. There are associates and partners at every type and size 
of law firm, judges at most levels of the state judiciary, corporate counsel in both small 
and large businesses, lawyers working for countless state agencies and non-profit 
organizations, and several state legislators, including the current speaker of the 
Georgia House of Representatives.

7.4 Other Output Measures

i. Law School Survey of Student Engagement

During the 2004-05 academic year, the College participated for the first time in 
the LSSSE. The mean national response rate by students was 57%, with a range from 
34% to 73%; the response rate for students at the College’s rate was 58.8%. One of 
the questions that concludes the Survey asks the students to evaluate their entire 
educational experience on a scale of 1-4, with 1 equaling Poor and 4 equaling 
Excellent. The College’s first year students ranked their educational experience at 
3.29, as compared to 3.14 for comparable schools, 3.19 for responding public law 
schools, and 3.20 overall. Second year students at the College ranked their 
educational experience at 3.30, as compared to 3.00 for comparable responding 
schools, 3.09 for responding public law schools, and 3.08 overall. Third year students 
at the College ranked their educational experience at 3.36, as compared to 3.06 for 
comparable schools, 3.12 for responding public law schools, and 3.08 overall. Finally, 
fourth year law students at the College ranked their educational experience at 2.90 at 
the College, as compared to 2.97 for responding schools comparable, 3.20 for 
responding public law schools, and 3.15 overall.

When asked whether, if they were starting over, they would attend the same law 
school, the answer was a strong “yes.” From first year to fourth, the mean answers 
were 3.44, 3.39, 3.37, and 3.40, as compared to 3.20, 3.07, 3.01, and 3.12 overall.

ii. Probation and Exclusion

The College’s Registrar creates an annual report for the Dean and the Associate 
Dean for Academic Affairs, which contains relevant data about students who are on
probation or excluded from the College due to an inadequate grade point average. A student must have a 70.0 at the end of the first year of studies to remain in the program, and a 73.0 to be in good standing. If a student is not excluded but has a GPA lower than 73.0, the student has two semesters in which to bring it up to 73.0. Failure to do so results in exclusion.

Exclusion is most likely at the end of the first year full-time or the first year part-time because the College maintains mandatory means in the first year courses (77.5-79.0). As the competitiveness of each class increases, the relatively greater academic strength of each student is offset to some extent by the greater strength of those against whom they compete. A student who finishes the first year core curriculum in good standing (i.e., with a GPA of at least 70.0) is very likely to graduate.

At the end of the Spring 2005 semester, six students were excluded. Four had completed the first year of full-time studies, one had completed the first year of part-time studies, and one had completed the third year of part-time studies. Seventeen students were on probation. Sixteen had completed the first year of full-time studies and one had completed the first year of part-time studies. Their GPAs ranged from 70.17 to 72.9.

At the end of the Spring 2006 semester, 13 students were excluded. Eleven had completed the first year of full-time studies, one had completed the first year of part-time studies, and none had completed the third year of part-time studies. Sixteen students were on probation. Nine had completed the first year of full-time studies and seven had completed the first year of part-time studies. Their GPAs ranged from 71.3 to 72.83.

The College believes that the small number of students who do not maintain good standing or who are excluded, and the extremely high number of graduates who pass the Bar on their first attempt and secure full-time legal employment within six months of graduation, is a good indication of the strength of the College's program.

iii. Student Competition Teams: Trial and Appellate Practice

The success of the College's trial and appellate advocacy teams in national competition is another gauge of the success of the program. The College was the first law school in the state to have won both a national mock trial (two competitions in 1994; others in 1996, 1997, 2000, 2001, 2003 and 2004) and moot court competition (1988).

In the 2004-2005 academic year, the Student Trial Lawyers Association's (STLA) mock trial teams won the William Daniel National Competition and placed second in the Lone Star Classic National Competition. Moot Court teams won the John J. Gibbons National Criminal Procedure Moot Court Competition and the Georgia Intrastate Moot Court Competition. The College also placed third in the Saul Lefkowitz Southern Regional Moot Court Trademark Competition.
In the 2005-2006 academic year, the College’s STLA teams finished 2\textsuperscript{nd} in the ABA National Mock Trial Competition, 3\textsuperscript{rd} in the National Trial Advocacy Competition, 2\textsuperscript{nd} and 3\textsuperscript{rd} in the ATLA Competition, and were semi-finalists in the Buffalo-Niagara Mock Trial Invitational. The Moot Court sent teams to the John Marshall Law School International Moot Court Competition in IT and Privacy, the SIU National Health Law Moot Court Competition, the Pepperdine University School of Law National Entertainment Law Moot Court Competition, the National Moot Court Competition, the Dominick Gabrielli National Family Law Moot Court Competition, the Saul Lefkowitz Moot Court Competition, the Jerome Prince Memorial Evidence Competition, the John J. Gibbons Criminal Procedure Moot Court Competition, and the Georgia Intrastate Moot Court Competition (in which they competed in the finals). In November 2006, a College team won the national title in the William Daniel National Mock Trial competition.

The success of both of the College’s Moot Court and Mock Trial programs is due, in large part, to the support faculty give the student competitors. Each year, numerous faculty members volunteer to bench the students. The Mock Trial teams (part of the Student Trial Lawyers Association) are coached by a full-time adjunct professor with many years of competitive experience both prior to and during his twenty-one years at the College. A few other professors have occasionally coached teams not included under the Student Trial Lawyers Association umbrella, such as teams fielded by the Black Law Students Association (BLSA) and the National Association of Criminal Defense Lawyers (NACDL). The Moot Court program has two faculty advisors, both of whom are full-time tenure track professors who teach full course loads. There is some sentiment that the Moot Court program would be better served by having a full-time coach and mentor, as does the Student Trial Lawyers Association.

\textbf{iv. Annual Assessment of RWA Program}

Because research, writing, and advocacy skills are critical components of legal education, Research, Writing and Advocacy is a first-year, two-semester, required course, taught by dedicated faculty members. In 2004-2005, there were four full-time instructors, and the College also employed one adjunct. Beginning with the 2005-2006 academic year, there are five full-time RWA instructors, allowing each instructor an average load of 45 students (taught in three sections). Each instructor teaches from the same syllabus. The RWA faculty members meet regularly to assess the effectiveness of the program and the materials.

Each year the RWA faculty members develop a problem that requires the students to address two distinct substantive or procedural issues in a series of exercises. The problem and the supporting materials that are distributed to the students are reviewed by the Associate Dean for Academic Affairs. The students write a memo and then an appellate brief. Thereafter, they participate in teams in a mock appellate argument. RWA instructors, other members of the faculty, and upper level student members of Moot Court participate as judges for the mock appellate.
arguments; each team of students argues before a panel of three judges. The final round is always judged by local state and/or federal judges. This provides an opportunity for community wide assessment of the effectiveness of the program.

In 2005-2006, the RWA faculty members created and administered a questionnaire and survey designed to assess how the upper level students who have summer employment feel about the quality of research and writing skills obtained in the RWA program. The results encouraging of that study are described in the Program of Legal Education, Chapter III, of this Self Study.

v. Annual Assessment of Externship Program

The College of Law places students in externships at over 40 locations per semester. Placements include judges' chambers, state and federal agencies, and non-profit legal organizations. Two tenure track faculty members supervise the program each semester. They conduct mid-semester and end of semester interviews with each student in order to evaluate the placement. In addition, students' on-site supervisors complete lengthy evaluations which the supervising faculty members review with the students at their exit interviews.

If a student reports insufficient engagement with legal issues in the course of an externship experience, the faculty member contacts the on-site supervisor with a view toremedying the situation. This generally occurs at one or two sites a year. The supervising faculty member sends each on-site supervisor a mid-semester e-mail asking them to confirm that the student extern's work is satisfactory; also, each student must have the on-site supervisor sign a form confirming that the student is on track for passing the class and must bring that form to the mid-semester interview.

If an on-site director reports that a student is not fulfilling the responsibilities assigned to the student, the faculty member meets with the on-site director and with the student. If the student's performance does not improve, the student fails.

Externship placements allow students to hone analytical and advocacy skills, to put substantive learning to practical use, and to confront professionalism issues under the guidance of an experienced mentor. The constant monitoring of the externship sites and the student externs permits ongoing assessment and adjustment with a view to ensuring a rich educational experience.

8. Promoting Opportunities for Racial and Ethnic Minorities

8.1 Academic Enrichment Program

No students admitted to the College have an index that does not predict success in the first year program. However, the College is aware that those at the lower end of the spectrum may experience academic difficulty.
The Academic Enrichment Program (AEP) offers tutorials in two required first year courses (different courses are generally chosen in successive years) and in skills workshops on note taking and examination writing. The program is coordinated by the Chair of the AEP Committee and Director of Admissions. Members of the AEP Committee work with the Chair on policy issues and the production of the workshops. Tutors are chosen from among the College's best students by the Director of Admissions, in consultation with the professors of the courses being taught that year. Tutors meet regularly with the professors to coordinate lectures and practice exams.

The tutorials are open to all students. However, targeted students, including minority students, are strongly encouraged to attend. Tutorials are offered Friday afternoons for courses scheduled in the day and Saturday mornings for evening courses.

8.2 Summer Skills Program

The College of Law's commitment to affording opportunities for racial and ethnic minorities includes sponsoring and supporting two summer skills programs for applicants deemed to be at-risk. One summer skills program is aimed at all entering students who are identified as at-risk. These students are urged but not required to attend. The program consists of a newly revamped three-week course held in mid-summer and taught by one faculty member under the coordination of a director who also is an Instructor in our first year legal writing program.

This program was completely revamped for the summer of 2006. In the past the College had used multiple professors, but during the summer of 2006 all sessions were taught by Professor Heather Slovensky, who developed the program materials. This format allowed for more focus on skills, even in the reduced time format of three weeks. In addition, the revised format included addresses by successful graduates of the program and the College. The revised program was very well received by the participants.

The second Summer Skills Program, the Georgia Law Schools Consortium Fellowship Program, is a CLEO-type program sponsored jointly by the four ABA-accredited law schools in Georgia. Four students from each participating school receive a $5,000 stipend as well as tuition and expenses to attend a four-week pre-start program. These students are admitted to law school on condition that they successfully complete the program.

8.3 Special Recruitment Efforts for Minority Students

The College works hard to attract minority students, and it continues to make efforts to improve the number of academically competitive minority applicants. A full discussion of recruitment for admissions is examined above in the section 1, supra. Some of the most notable recruitment activities in which the College is engaged are as follows:
• Attending graduate and professional school days at colleges and universities, including historically black colleges and universities.

• Speaking to pre-law clubs and other student organizations at historically black colleges and universities.

• Coordinating mentoring program with Morehouse College. This program pairs law students with Morehouse students to discuss the law school experience as well as help them prepare for law school. In the spring, the mentors and mentees meet College of Law graduates to discuss career opportunities.

• Visiting predominately black high schools in the metropolitan Atlanta area and having sessions on preparing for law school. The high school students also tour the College, visit a class, and talk with members of the Black Law Students Association.

• Participating in the LSAC Minority Recruitment Month. The College has partnered with Emory, Mercer and University of Georgia law schools and facilitated workshops to attract minority students from historically black colleges and universities in the State. Additionally, last year, our campus served as host and sponsored this event.

• Inviting students and pre-law groups from historically black colleges and universities throughout the Southeast to visit the College to learn more about the program, students, curriculum and services.

• Working with law student organizations in hosting on-campus program that are intended to attract minority students.

8.4 New Efforts to Recruit Minority Students

In the coming year, the College intends to add several new programs especially targeting Hispanic and Asian students. These will include:

• Inviting members of the Hispanic Students Bar Association to discuss the law school experience with the University’s Latin American Students Association.

• Hosting a prospective student forum at the College and inviting the Latin American Students Association, the Asian American Students Association, and other similar organizations in the Atlanta area.

• Hosting a Graduate School Information Forum, to which representatives from the law school and other graduate schools at the University will be invited.

• Targeting Hispanic and Asian applicants using the LSAC Candidate Referral service.
8.5 Career Services Efforts to Promote Professional Opportunities

The Career Services Office provides many programs and services designed to promote employment opportunities for minorities and members of other groups that have been victims of discrimination. These programs and services include:

- A Career Services Resource Center (library) that includes resources and materials directly related to employment opportunities for minorities and other groups that have suffered discrimination.

- Periodic meetings with student officer(s) of BLSA, AALSA, AWLS, and LGSLA to discuss possible career-related programming and outreach activities that would be beneficial to that group's membership. Programs may be sponsored by the student organization or by the CSO and the organization jointly.

- Presentations upon request to student organizations such as BLSA, AALSA, AWLS and LGSLA. These presentations typically include an overview of the services CSO provides specifically for under-represented groups, brief job search strategies applicable to the group, and alumni referrals for networking opportunities.

- Participation in the Southeastern Minority Job Fair. Held annually in Atlanta, this fair brings together over 600 law students and over 100 legal employers for formal, pre-scheduled job interviews.

- Participation in the Atlanta Bar Association Minority Clerkship Program. Provides summer clerkships opportunities for several first- and second-year minority students at large and medium-sized firms in Atlanta. A law school screening committee interviews and selects students from the College of Law.

- Participation in the Lavender Law Conference Job Fair. This fair focuses on employment opportunities for gay, lesbian and transgender students. Only in its third year, it targets employers from all geographic areas of the U.S.

- Participation in the DuPont Legal Minority Job Fair. This job fair is by invitation only and open to 1Ls and 2Ls. Georgia State was accepted into this job fair two years ago following efforts initiated by the CSO. Employment opportunities are available with “primary” law firms who are invited by DuPont. The job fair is conducted in three different cities on the same day (northeast, west and southeast).

- Participation in the Heartland Diversity Legal Job Fair. This is a Midwest (Kansas) job fair only in its second year comprised of approximately 28 “majority” law firms and sponsored by the Kansas City Metropolitan Bar Association. Open to 2Ls, 3Ls and recent graduates of diverse backgrounds, this job fair offers internships and summer associate positions and full time employment with both traditional and non-traditional legal employers.
• Participation in the Minnesota Minority Recruitment Conference. This job fair is open to 2L and graduating 3L minority students and is a program of the Twin Cities Committee on Minority Lawyers in Large Law Firms. In addition to law firms, participants typically include several judges. This employment conference also offers applications for scholarships to cover travel and lodging to selected out-of-state students.

• Sponsorship of the Diversity in the Profession Program Series. This annual series by the CSO consists of individual programs for four student populations who are under-represented in the profession: minorities, women, non-traditional part-time students, and gay and lesbian students. Panelists discuss their career paths and provide tips on preparing for the profession. A second program component allows frank discussions between panelists and students about issues students may expect to encounter, and affords students certain networking opportunities.

9. Individuals with Disabilities

The University is committed to providing all of its students, staff and faculty access to academic, cultural and recreational facilities. The Margaret A. Staton Office of Disability Services (ODS), located in the University's new student center, provides services for students, faculty and staff with permanent disabilities. Its mission is to create an accessible community where people are judged on their ability, not their disability. ODS strives to provide individuals with the tools by which they can accomplish their educational and career goals.

The Office will work with any student who has a disability (physical, health, learning, psychological, etc.) to ensure meaningful access to the goods and services offered by the University. To achieve this goal, academic accommodations are often made on behalf of the student. The decision of what auxiliary aids and services a student receives is made on an individual basis. To be eligible for these aids and services, a student must bring appropriate documentation to an ODS service provider. Once appropriate documentation has been presented, appropriate auxiliary aids and services will be provided to ensure access by the student.

Our most frequent contact with the ODS comes when students need testing accommodations during exams. ODS' testing accommodations policies may be found online at http://www2.gsu.edu/~wwwods/testing.htm.

10. Pro Bono Opportunities

The College of Law encourages and facilitates student involvement in pro bono and public interest opportunities in various ways. First, the College's course offerings (particularly its Externships, Tax Clinic, and the upcoming HeLP Legal Services Clinic) afford students opportunities in public interest areas and expose them to a variety of public interest issues.
Second, in 2004 the College established the Pro Bono Recognition Program, a program designed to support, honor, and recognize students who engage in substantial pro bono service while in law school. Students who accumulate substantial (50 or more) pro bono hours receive special recognition at the College’s Honor’s Day ceremony and at graduation. Those with 50-99 hours graduate with Distinction, those with 100-149 graduate with High Distinction and those with 150 or more graduate with Highest Distinction. As part of this program, the College established and maintains a student pro bono website that provides contact information for an extensive number of pro bono opportunities and enables students who engage in such activities to record and tally their pro bono hours online. The Associate Dean for Student Affairs also maintains (and posts on the website) an extensive (non-exclusive) list of programs or organizations whose work qualifies for the program. To encourage pro bono work and make students aware of the program, the College typically invites at least one speaker per semester to discuss public interest law opportunities. This programming supplements similar efforts by both the Career Services Office and student organizations. The website for the Pro Bono Recognition Program is at http://law.gsu.edu/registrar/probono.php.

Third, the College is a member of PSLawNet, a global network of law schools and public service organizations. Membership in PSLawNet affords the College of Law access to a wide range of information and resources about existing pro bono opportunities for both students and graduates. PSLawNet also provides member schools with various resources and assistance in linking students with pro bono and public service opportunities. The College of Law’s linkage with PSLawNet is coordinated by Vickie Brown, Director of Career Services. Ms. Brown conducts student workshops about PSLawNet as a way to introduce students to the service and educate them about available materials and databases. Student leaders of the Public Interest Law Association (PILA) assist Ms. Brown in administering this program. In addition to PSLawNet, the Career Services Office participates in public interest job fairs and helps sponsor an annual public interest career fair with the four other ABA-accredited law schools in Georgia.

Fourth, the College encourages public interest involvement by providing students with financial assistance to subsidize public interest legal employment, particularly during the summer. The main source of financial support comes from funds raised at the College’s annual Public Interest Law Association (PILA) auction. By annually raising $15,000 - $20,000, PILA has been able to support two to six students each summer with stipends ranging from $1500 to $3000 each. Locally, recipients of these stipends have worked for the Georgia Law Center for the Homeless, the Fulton County Public Defender, the Georgia Indigent Defense Council, the Innocence Project, the American Civil Liberties Union, Atlanta Legal Aid and several organizations devoted to civil rights, environmental causes, voting rights projects and the like. Several students have also worked for public interest organizations outside of Georgia. Another source of support comes from the federal work-study program. Georgia State supports the use of work-study funds for outside employment if the employer qualifies as a public interest
employer. Work-study funds can be used to subsidize up to 75% of the student’s salary.

Fifth, the College has dramatically increased the visibility of Law Week in recent years, and made public service and pro bono work the focus of the week. The College brings in a high profile speaker to kick off the week, and allocates the remainder of the week to activities sponsored by student organizations. In conjunction with the Associate Deans and a volunteer student coordinator, the organizations schedule programs, making a special effort for them to be available to both full and part-time students. Recent programs included a local controversy regarding gay couples’ membership in a private country club, the “evolution sticker” case, Georgia’s tort reform legislation, and two men freed by the efforts of the Innocence Project.

Finally, student organizations at the College are active in pro bono and community service activities throughout the entire year. Some of the community activities undertaken by student organizations during the current or prior academic year include:

- The Child Advocacy Society has established a Street Law program in conjunction with a local high school and some teachers from Teach for America. In this program, students serve as both law tutors and mentors for local underprivileged high school students.

- The Fulton County Jail Project is a joint effort of our students and faculty along with the Southern Center for Human Rights. Approximately 80 students have volunteered, without receiving course credit, to interview prisoners and follow up on their problems relating to matters such as: (i) being held past their scheduled release time; (ii) not having had an opportunity to speak with an attorney; or (iii) remaining in the jail after being processed for transfer to a mental health facility.

- Several student organizations and unaffiliated student volunteers raised approximately $1300 for the 2006 AIDS Walk.

- The Student Bar Association (SBA) coordinated efforts to raise money, food and clothing for relief for victims of the South Asian Tsunami and Hurricane Katrina.

- The SBA raised money for the 17 Tulane and Loyola students who matriculated as guest students at the College of Law in the Fall of 2005.

- The Environmental Law Society has sponsored a river clean-up project during the statewide “Rivers Alive” week, as well as a project with Trees Atlanta.

- The SBA, the Public Interest Law Society (PILA), the Black Law Students Association (BLSA), and the Christian Legal Society (CLS) have each held annual clothing drives for the benefit of residents of local homeless shelters.
• CLS has made efforts to raise money for a law school student who was severely injured in a fire.

• Phi Alpha Delta has organized student volunteers at “Project Open Hand,” which prepares and delivers meals to homebound AIDS victims.

• PILA and the Environmental Law Society participate with Hands On Atlanta every fall.

• BLSA members tutor underprivileged children for “Families First; ” have a long-term mentoring and support program with Therrel High School; have served as voter registration phone bankers and poll monitors in local elections; and have served at the Hosea Feed the Hungry and Homeless Thanksgiving Day meal.

• Members of the Jewish Law Students Association have served as Pinch Hitters on Christmas Day.

• The Immigration Law Society (ILS) and the Hispanic Student Bar Association (HSBA) held two Citizenship Drives at the College in 2005. They also volunteered in a Citizenship drive held at the Center for Pan Asian Community Services (CPACS).

• Both Association of Women Law Students (AWLS) and PILA have volunteered in programs for Trees Atlanta.

• The Child Advocacy Society has worked with the Georgia Truancy Intervention Program and sponsored a local attorney’s presentation about the program.

• A dozen Child Advocacy Society members have attended training in preparation for working in deprivation and educational neglect cases with local attorneys.

• The Federalist Society and the American Constitution Society have jointly sponsored programs on gay marriage.

11. Student Organizations and Activities

11.1 Overview

The College of Law encourages the advancement of the professional and academic goals of its students through student organizations. These organizations are chartered by the College of Law and assisted by advisors from the full-time faculty of the college. In addition, law students are encouraged to participate in the University Student Government Association and other university-wide student organizations.

The College of Law recognizes and charters twenty-four student organizations,
many of which are affiliates of national professional associations. Student organizations make invaluable contributions to the College of Law community. The College supports student organizations by providing office space, web space, and the use of classrooms for meetings and functions. Three organizations (Law Review, Moot Court and the Student Trial Lawyers Association) are co-curricular; that is, some academic credits are available for students who participate in them.

11.2 Co-Curricular Organizations and Programs

i. Law Review

The Georgia State University Law Review, formed in the Fall of 1983, is a student-governed legal journal which is published four times a year by second- and third- year students who have demonstrated superior academic and legal writing skills. Student editors select, edit, and publish scholarly works authored by law professors, jurists, practitioners, and students. Students earn a place on the Law Review based on their academic standing (top 16 students) after the first year of law school, or by competing in the Law Review "write-on" competition held in the Summer between a student's first and second year. A maximum of thirty-two students are invited annually to join Law Review, 16 based on first-year grades and the balance based on the results of the write-on competition. Students are eligible to participate in the write-on competition if they are ranked in the top half of the class. Law Review members are expected to serve on Law Review for a total of four semesters. Students earn one academic credit for each semester. Three faculty members serve as co-advisors to the law review.

The Law Review is distinguished by its annual legislative review, known as the Peach Sheets, in which it reviews legislation enacted during the previous session of the Georgia General Assembly. It also is distinguished by its annual symposium issue in which it attracts contributions from nationally recognized scholars on a particular cutting edge topic or theme. Introduced in 1995, these symposia have been successful both in leading to the publication of high quality and timely articles in our Law Review, and as major annual events in which the symposium participants present their papers in a day-long program at the College.

ii. Moot Court

The Moot Court program at the College consists of second- and third-year students who seek to develop their abilities in the area of appellate advocacy and brief writing. Students earn a place on Moot Court based on their standing (top 8) in the internal moot competition held at the end of their first year course in legal writing, or by competing in a Moot Court tryout (an Appellate Advocacy Competition) held in the Summer between a student's first and second year. From these selection vehicles, a group 24 to 32 is invited to join the Moot Court Board Students invited to join the Board also must have earned at least a grade of 73 in RWA and have an overall grade point
average of 75 or greater. Moot Court Board members are expected to serve on Moot Court for a total of four semesters.

The Moot Court Board administers the Moot Court program with the help of two faculty advisors. The Board selects Moot Court members to participate on competition teams, helps coach the teams, and helps the RWA instructors run the annual moot court competition held for first-year students. In addition to the co-faculty advisors, many other members of the faculty, as well as alumni, help bench teams in practice rounds and help the students prepare for particular competitions.

Annually, the Moot Court Board sends student teams to compete in numerous state, regional and national competitions. These teams have achieved substantial success and recognition in the College’s brief twenty-four year history. A summary of these achievements is highlighted above in section V.7.iii.

iii. Student Trial Lawyers Association

The Student Trial Lawyers Association (STLA) is actively involved in developing litigation skills at the College. STLA activities consist primarily of assisting teams of students to compete in mock trial competitions in the Southeast region and in locations throughout the country. The STLA is supported by a faculty advisor. The STLA also benefits from the long-time assistance of Tom Jones, an adjunct professor and distinguished member of the Georgia Bar. Mr. Jones helps many of the STLA competition teams prepare for their competitions. Several members of the faculty also lend such assistance.

As with the moot court teams, the STLA competition teams have achieved substantial success in numerous regional and national competitions. A summary of these achievements is highlighted above in section V.7.iii.

11.3 Student Activity Fee Funding

The co-curricular organizations and the Student Bar Association are funded through a dedicated law student activity fee. In addition, the Law Review receives funding from the law school and through the publication revenues. All other student organizations receive funding through the University student activity fee, a portion of which is disbursed to the SBA, and distributed by the SBA among the law school student organizations.

The University’s allocation of student activity funds for these non-curricular law student organizations has become inadequate because there has been no increase in the total allocation to the law school in nearly ten years. In 1998 the University reduced the law school’s portion from $43,000 to $35,000 as part of a University-wide reorganization in the University’s student fee distribution formula. From 1999 to the present, this reduced allocation to the law school has remained virtually the same (and actually declined to $32,383 in 2006-07), while the student fee itself has increased
approximately $160 per student per semester (see chart below). Though law student enrollment has increased, law students simply have not received any portion of the increase in student activity fee dollars. This has become a hardship given the increase in the number of law student organizations over the years and the escalating cost of travel, hotel, food, and related student organization expenses. On several occasions student organizations have had to decline opportunities to attend national conferences or competitions due to lack of funds.

<table>
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<th>Year</th>
<th>Total Student</th>
<th>Activity fee paid by each student</th>
<th>Student Bar Association total budget from University Student Government Association</th>
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<tr>
<td>2006-07</td>
<td>684</td>
<td>$520</td>
<td>$32,383</td>
</tr>
</tbody>
</table>

11.4 Space for Student Organizations

All student organizations have assigned office space. The Law Review, the Moot Court Program and STLA each has dedicated space sufficient to support their respective co-curricular activity. Until recently, however, space allocations to non-curricular student organizations were inadequate. Previously, there were four student organizations per office, with some newer organizations lacking office space altogether. The 1999 Self Study recognized this problem and stated as a goal the need to reduce the number of student organizations per office from four to two. The College was able to achieve this goal in 2006 following the completion of the classroom renovation project on the sixth floor of the Urban Life Building. As a result of these new classrooms, the College was able to free up and reconfigure space on the second floor to create new and larger student organization offices. With this office conversion, there is now sufficient office space for all student organizations. Most of these offices now
house just two student organizations, while one very large communal office is able to comfortably support eight.

12. Review of Basic Consumer Information

The College does not believe that any of its consumer publications are inaccurate or incomplete. When it becomes aware of any publications that are in need of modification, it revises the publication as soon as practicable.

13. Goals and Priorities

As noted above, the College has made important advances over the last several years in recruiting and enrolling a diverse, and extremely well qualified student body. We also have made significant strides in upgrading the quality of student services through the efforts of dedicated faculty and staff and, in particular, the establishment of an Associate Dean for Student Affairs. The CSO continues to upgrade and expand its career services offerings, and our students continue to find great success in the legal job market. Nevertheless, as noted in various portions of the narrative above, the College must overcome certain challenges if we are to build on our successes in the student affairs arena.

With respect to admissions and the composition of the student body, we must secure more lucrative scholarships, continue to attract a diverse and talented student body from what appears to be a shrinking applicant pool (at least over the next few years), improve strategies to increase the percentage of admitted applicants who decide to enroll at the College of Law, and, finally, adapt our admissions process to both maintain our commitment to part-time students while also admitting the most qualified and diverse class possible. (See sections 1.1, and V.1.5)

With respect to career services, while the CSO offers an incredible array of student and alumni services, and wins high marks for consistently achieving very high placement rates, surveys indicate a certain level of student frustration with the office. It is important that we come to better understand the nature of these student concerns, and in the process identify ways the CSO might improve its already successful operation. Toward that end, the College and the CSO will work this spring with an outside professional consultant who will review the CSO’s operations. The consultant will help the College and the CSO director identify any changes or improvements that might enhance services and respond to student perceptions and concerns. (See sections 5.3(i), (v), and (vii)

With respect to student services, while the College takes great pride in the quality of its support and delivery of student services, it can achieve greater success in this area by securing additional funds to support the administrative work of the recently established Associate Dean of Students. Such funds would, among other things, enable the hiring of a dedicated staff person for a student services office. Student life also depends on robust and active student organizations. While many of our student organizations are very active, their work is compromised by an inadequate allocation of
funds from the University student activity fee. The College must work closely with the University to find ways to correct this state of affairs and increase the funding available to student organizations in the law school. (See sections 5.1(i) and V.11.3)

With respect to the delivery of financial aid services to law students, although the status of this service has improved, it remains a cause for concern. The service provided by the University Financial Aid office is uneven and too dependent on personal intervention by the law school’s Associate Dean. Since the College is not in a position to take over financial aid for law students, it must continue to monitor the situation closely and work with the University Director to better accommodate the needs of law students. (See section 6.1)
VI. LAW SCHOOL ADMINISTRATION

1. Place of the Law School in the University Structure

2. Institutional Context

3. Law School Administrative Structure
   3.1 Administrative Structure and Authority of Any Governing Board
   3.2 Faculty and Tenure Status of Dean

4. Adequacy of Administrative Services and Support (including technology)

5. College of Law Departments
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      ii. Development and Alumni Affairs
   5.2 Departments that Report to the Associate Deans
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      ii. Registrar
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6. Goals and Priorities
VI. LAW SCHOOL ADMINISTRATION

1. **Place of the Law School in the University Structure**

Georgia State University was established in 1913 and is one of four research universities, and one of 35 institutions, within the University System of Georgia. There are six academic units at Georgia State, each of which is led by a Dean: the College of Arts and Sciences, the College of Education, the College of Health and Human Sciences, the College of Law, the J. Mack Robinson College of Business, and the Andrew Young School of Policy Studies. In addition, there is a Dean of the University Library. Each of the Deans reports to the University’s Provost and Vice President for Academic Affairs. Other units reporting to the Provost include the Vice Presidents of Development, External Affairs, Finance and Administration, Research, and Student Services, as well as the chief administrators from Information Systems & Technology, Institutional Research, International Affairs, Legal Affairs, Ombudsman, Opportunity Development/Affirmative Action, and Undergraduate Studies. The Provost reports directly the university President.

Georgia State University is governed by the University Senate, which is comprised of faculty, administrators, and students. Representation in the Senate is based on the number of full-time faculty in each college. The key Senate committees include Academic Programs, Budget, Faculty Affairs, Information Systems & Technology, Planning & Development, and the Fiscal Advisory Committee to the President (“FACP”). The College of Law has faculty representatives on each of these committees, with the exception of FACP.

While final budget decisions for all University units are determined by the President, Dr. Carl Patton, budget matters are initially handled by FACP. The President, and the Provost, Dr. Ronald Henry, were both at Georgia State University during the time of the last ABA site evaluation. FACP is comprised of the Provost, the Vice President for Finance and Administration, one additional vice president selected by the remaining vice presidents, two deans selected by the Council of Deans, the Chair of the Senate Budget Committee, the Chair of the Senate Planning and Development Committee, two additional senators elected by a vote of the chairs of all Senate committees, the President of the Staff Council, and the President of the Student Government Association. Although the College of Law is not a voting member on FACP, the Dean of the College actively participates in the meetings of this committee.

In February 2005, the University adopted a revised Strategic Plan for 2005-2010. During 2005 as well, the University developed a new ten year Master Plan for the use, renovation, and development of the campus and its facilities.
2. Institutional Context

The relationship that the College has with the University serves to enhance the law school’s programs. Several joint degree programs that enrich the educational experience of students of the College have been created since the last site visit. The University also has provided significant funding in support of collaborative and interdisciplinary initiatives designed to promote linkages across colleges and departments. The College of Law’s new faculty positions in bioethics and the law and health law are the result of this interdisciplinary funding.

The College has adopted separate policies with respect to promotion and tenure in order to enhance recruitment and retention of law faculty. These policies have been in place since the founding of the College and they have been respected by the University, which reviews all College recommendations for promotion and tenuring of faculty.

The College of Law’s budget is derived from annual allocations from the University. This allocation comes from an overall University budget that is a combination of total tuition revenues and state funds allocated by the Board of Regents. Thus there is no direct relationship between the College’s tuition revenue and its budget. However, pursuant to a special Board of Regents policy for professional programs, the University has recently approved increases in College tuition (apart from increases of University tuition) and authorized the College to retain all revenue from those increases.

In accordance with the regular budget process of the University the College is given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the College is determined.

3. Law School Administrative Structure

3.1 Administrative Structure and Authority of Any Governing Board

The principal administrative officers of the College of Law are the Dean (Steven J. Kaminshine), the Associate Dean for Academic Affairs (Anne S. Emanuel), Associate Dean of Students (Roy M. Sobelson), Assistant Dean for Administration and Finance (George William Prigge), and the Law Librarian (Nancy P. Johnson). Effective January 1, 2007, Anne Emanuel will step down as the Associate Dean for Academic Affairs and Roy Sobelson will replace her. Professor Kelly Timmons will in turn replace Dean Sobelson as Associate Dean of Students but will not begin in that capacity until later in the spring 2007 semester.

Dean Steven Kaminshine was named interim dean of the College in 2004 and named dean in the Fall of 2005. The duties of the dean and the process that resulted in Dean Kaminshine’s appointment are described in the next two sections.
Associate Dean Anne Emanuel has been a faculty member of the College of Law since 1986. She will complete her tenure as Associate Dean for Academic Affairs in December 2006 and will be replaced by Roy Sobelson. Dean Kaminshine and the Associate Dean for Academic Affairs are responsible for academic policies and standards. The Associate Dean’s duties include developing the teaching schedule, making course assignments in light of curricular needs, hiring part-time instructors, and supervising the Admissions, Registrar and Career Services offices.

Professor Roy M. Sobelson, who joined the College of Law faculty in 1985, was named as Associate Dean for Students in 2005. In this role, Dean Sobelson is responsible for all matters concerning student life and student organizations. Dean Kaminshine created this position in 2005 to improve the College’s ability to address student needs. Beginning in January 2007, he will become the Associate Dean for Academic Affairs. The role of Associate Dean for Students will be assumed by another faculty member who will be determined at a later date.

Assistant Dean Dr. Bill Prigge joined the College of Law in 2003 as its chief administrative officer. He has over 20 years of operational, financial and managerial experience and a doctorate in Educational Leadership & Higher Education. He provides support for the College’s technology, facilities, human resources, financial and administrative support functions.

The Law Librarian is Professor Nancy Johnson, a tenured member of the law faculty, who has led the Law Library since 1986. Professor Johnson is a librarian with an outstanding national reputation and she effectively manages the Law Library as it continues to evolve.

The College has a Board of Visitors which meets four times per year. Members are nominated by a committee of the Board, in consultation with the Dean. The Board advises the Dean on matters that he request, serves as a conduit for information about the law school to the greater community, and assists the Dean in efforts to raise private donations. The Board does not have any administrative authority over the College.

Faculty committees serve to establish and implement policies and procedures. Current standing and ad hoc committees include: Faculty Recruitment, Academic Achievement, Admissions, Advisory, Awards, Curriculum, Development Advisory, Faculty Development, Faculty Grievance, Honor Code, Lectures & Speakers, Promotion & Tenure, Scholarship, Strategic Planning, Student Affairs, Technology, and the University Senators Planning Group. In addition, there are other ad hoc committees that are active based on the current activities of the College, including the ABA Self Study Committee.

3.2 Faculty and Tenure Status of Dean

The Dean is a tenured full professor. He has served the College as a faculty member since 1984, as Associated Dean for Academic Affairs from 1997 until his
appointment as Interim Dean in 2004. A significant portion of the Dean’s duties are focused on external affairs and fund raising, but the nature of governance at Georgia State University requires the Dean to spend much time and energy on University matters, serving as an advocate for the College in budget and other areas.

Dean Kaminshine was appointed as the Dean of the College in October 2005 by Georgia State University’s Provost. A search committee was initially formed in 2003 to identify potential candidates for this position. After a selected group of promising candidates was screened by the faculty, staff, students, and alumni, the law faculty voted to keep the search open. The Provost subsequently named Kaminshine the College’s Interim Dean effective July 1, 2004. Upon completion of his first year as Interim Dean, the faculty requested that Kaminshine formally submit his name to be considered by the search committee for the still open position of Dean. Following a formal screening process by the faculty, staff, students and alumni constituent groups, the faculty voted unanimously to recommend that Steven Kaminshine be accepted as the College’s fifth dean. The search committee passed along this recommendation to the Provost.

4. Administrative Services and Support (including technology)

The College is organized and administered so as to use efficiently and effectively the available resources to provide a sound educational program and accomplish the school’s mission. The organizational structure of the law school is fairly flat. The dean’s direct reports include the Associate Dean for Academic Affairs, who oversees the admissions, registrar, and career services; the Associate Dean of Students; the Assistant Dean for Administration and Finance, who oversees the financial, human resources, facilities, administrative and technology services, and faculty support functions; the Law Librarian, who oversees all of the library operations; the Director of Communications, and the Director of Development.

The College maintains all the records necessary for the efficient operation of its administrative and educational programs. Personnel information, including all promotion and tenure documentation is maintained by the Colleges Human Resources Officer. Historical financial information, past exams, and student evaluations are housed in a common storage room within the College. Faculty minutes have been archived and placed online in a searchable database.

External pressures affect the College of Law just as they do any organization. Being part of a large public research university that is part of a large statewide university system is the source of many of the external pressures that affect the College. A lack of steady or regular funding increases causes the College to have to make decisions on what particular programs to fund. In addition, available funding, or lack thereof, affects hiring decisions and the filling of vacant positions. In addition, policies implemented by the university, such as those governing the stipend amount and tuition waiver process for graduate research assistants can affect the direct
The administrative support staff in the College has historically existed at a very thin level. In fact, in 2004, every unit at the University underwent an extensive review of its administrative support functions. Each unit was asked to "justify" the final 10% of its budget. Because of its bare bones staffing, the College was the only unit on campus that was not required to give back any of its administrative budget. Additional personnel resources are needed across the College to be able to more fully meet the ever expanding set of services required by our students, alumni, faculty and the external community at large. A description of each unit is provided below.

5. College of Law Departments

5.1 Departments that Report Directly to the Dean

(i) Communications and Media Relations
    In 2005, the College hired its first Director of Communications, Ms. Peri Parks. This position was created to develop and implement the College's overall communications & public relations strategy. The Director is responsible for developing and coordinating the production & distribution of College of Law publications such as the college view book, newsletters, brochures, and other official materials for the College. She also oversees all media relations for the College, pitches important College news and events to the appropriate external and internal audiences, coordinates all incoming media requests and issues all press releases for the College. In addition, she does most of the design work for the College in coordination with University Relations to ensure brand consistency. As the College increases its communications efforts to support its ever growing academic and programmatic initiatives, an additional communications professional is needed.

(ii) Development and Alumni Affairs
    The Office of Development and Alumni Affairs coordinates all fund raising (including the law annual fund and major gift cultivation), the support and coordination of alumni association activities, public information, and external relations. The College has upgraded this department since the last ABA site visit. Previously this office consisted of a Development Director, an Alumni Relations Coordinator, and an Administrative Assistant. In 2004 the Dean added an Associate to the Director position whose primary responsibilities include all event planning for the college. In 2006 the College succeeded in upgrading the Alumni Coordinator position to that of Director of Alumni Giving, enabling the Development Office to have two full-time development professionals. While this staffing upgrade will significantly improve our development operation, the unit still needs a dedicated administrative support person to serve as an office manager.

The Director of Development is both the lead development professional for the College of Law and, along with development officers from the other colleges, is a
member of the University development team. As a result, the Director receives
direction from both the Dean of the College and the University's Vice President for
Development.

In 2005 the College hired Barbara Waters as its new Director of Development to
replace former director, Alleen Deutsch. Ms. Waters brings over 15 years of
development experience, leading successful fundraising efforts at several major non-
profit enterprises in Boston and New Jersey. In the fall of 2006 the College hired Ely
Abbot as its first Director of Alumni Giving. Ely comes to the College from Georgetown
Law Center where served as Associate Director of Annual Giving.

5.2 Departments that Report to the Associate Deans

(i) Admissions
Dr. Cheryl Jester-George, director of law admissions, has been affiliated with the
College since 1984. The admissions area is adequately staffed with full-time employees
and student assistants. With technological enhancements over the last four years, the
law admission process is becoming more automated. Last year, over two-thirds of law
admissions applications were submitted electronically and downloaded into the
University's database system, BANNER. This system is unified and becomes the
primary electronic storage for student records upon enrollment. Additionally, in 2005 the
office implemented LSAC's Admit-M database system to enhance the recruitment and
admission processes enabling the admission office to track and communicate more
with prospective applicants from initial contact to enrollment. The law admissions
office's recruitment budget allows for staff, graduates and students to assist in its
recruitment efforts. With the recent hiring of the new Communications Director, the law
admissions office will be able to improve its recruitment publications and devote time
and energy to ensure that current and accurate information is provided on the College's
website (http://law.gsu.edu). Included in the responsibilities of the admissions office are
the Summer Skills Program, which is a pre-registration program; the Academic
Enrichment Program, which is a first year tutorial program that continues the work of the
Summer Skills Program, and the administration of scholarship awards.

(ii) Registrar
The law school's Registrar is Patricia Rackliffe, another long time staff member
who has been with the law school since 1983. She is supported by Lauren St. Clair,
who joined the College in 2005 with valuable experience as a registrar at Life College.
This department, which requires great technical competence and understanding of the
University's student database and registration system, coordinates registration and fee
payment deadlines with the central Registrar's office,. This office also has responsibility
for Honors Day, graduation, exam monitoring, grade distribution and class rankings.
Labor resources are sufficient for this office. With an increase in the total number of
students served and an expanded array of services offered, they have recently added
the support of a graduate student to provide assistance. Beyond the formal process of
providing reports on academic progress, the Registrar's office has always been an
informal advisement resource for students.
(iii) Career Services
The Career Services Office is led by Director Vickie Brown, another veteran staffer of the law school. The staff consists of the Director, an Assistant Director (added in 2002), and an Administrative Coordinator. Dr. David Smith Jr., the Assistant Director, provides the College a wealth of experience, as does Regina Bryant, the office's Administrative Coordinator. In 2003, a part-time graduate research assistant position was created to assist with the office's research needs and development of published legal employment directories for students and alumni. This position is filled annually by an upper level law student. In the fall of 2004, this office automated student recruitment functions by implementing a legal software system developed by eAttorney-Martindale Hubbell: On–Campus Interview Plus (OCI+). This office continues to provide excellent, broad-range advisement and career and transition services for students and alumni. An additional staff member in the Career Services office would allow the College to offer more and expanded placement services to its students.

(iv) Student Life
The College has not had a formal Office of Student Life for many years. Because of the growing importance of the area, however, then-Interim Dean Kaminshtine re-established the position, Associate Dean of Students in 2004 and named Professor Roy Sobelson to the position. More details about the responsibilities of this new position can be found above. Other College administrative personnel assist the Associate Dean of Students in support of the student area. These administrators include the College's Business Affairs Coordinator, who supports the student organizations in the management of their budgets, and the College's Registrar's office. This unit needs an additional administrative staff person to support the work of the new Associate Dean of Students.

5.3 Departments that Report to the Assistant Dean for Administration and Finance

(i) Administrative Services
The Administrative Services unit handles all of the College’s space, facilities, equipment, procurement and technology fee allocation. Mr. Ken Walsh, the Director of this unit since 2000, received his master’s degree in facilities and had been with the College for ten years prior to this appointment. In addition, Mr. Walsh has held many positions in the organization and has a great deal of institutional knowledge. He and his colleagues are regularly praised for their strong commitment to customer service.

The College’s Business Manager, Paulester Jefferson, is another long-term College of Law employee. She works with the Assistant Dean for Administration and Finance on all financial matters, including budgeting and management of unit allocations, budget amendments, quarterly expense projection reports, payment of all invoices and vouchers, maintenance of financial records, and deposits and withdrawals of the Georgia State University Foundation funds designated for the College. The College’s
Business Affairs Coordinator, Valencia Lewis, serves as the principal staff member supporting all student organizations in the management of their budgets and assisting with major student-directed activities, such as trips for competition teams, major speakers, and social events.

The College’s Human Resources Officer, Anjelica Lymon, is yet another long-time College employee. She supports all personnel activities within the College, including the hiring and termination of all new part-time and full-time employees, preparing candidate packages for all faculty promotion and tenure activities and contracts, processing of all payroll activities for full-time and part-time employees, and entry and approval of all employee time sheets and absence reports. In addition, she is also the central point of contact for the annual ABA questionnaire as well as the annual US News & World Report survey.

(ii) Technology Services
The Technology Services Group of the College exists to provide quality, sustainable and secure technology resources to support the educational and operational needs of the College’s faculty, staff, and students while also providing an internal and external communications channel for the College. This group’s responsibilities span the following areas: web services, workstation support services, instructional technology services, database services, application & development services, network services, training & consulting services, security, and multimedia services. Electronic library services and student computing/laboratories are provided by the Law Library’s technology staff.

The Technology Services team consists of James Jones, the College’s Technology Manager, who is responsible for all network and database services and is recognized across the University for his technical skills. The rest of the team includes a Website Coordinator, a Classroom Support Specialist, a Workstation Support Specialist, and an Instructional Technologist (currently vacant). In addition, the Technology Services Help Desk is staffed by a dedicated group of Graduate Research Assistants. As outlined in Section VIII (Technology), additional staff are needed in this area to meet the ever expanding demands of the College, namely in the areas of instructional technology and multimedia.

(iii) Faculty Support
The Faculty Support unit has a supervisor and two other administrative support personnel. The College has recently approved the addition of another administrative support person to support the increased activities generated by the addition of the College’s two new centers. A search is currently underway to fill this vacancy. Each faculty member is assigned to a specific secretary, an arrangement well liked by the faculty. This group has remained consistent in size, structure and makeup for many years. The annual evaluations of the supervisor and secretaries by the faculty show a high approval rate for the procedures of this unit as well as the performance of the individuals employed.
As highlighted above, there are several areas in which additional staffing would allow the College to offer enhanced services. These include technology services, career services, and communications. Additional funding to support staffing would be necessary to make these additional appointments possible.

6. Goals and Priorities

As this document has outlined, the College has experienced talented personnel in each of its key functional areas, and has been able to increase staffing in key units since the last site inspection. Nonetheless, the College’s staffing is still relatively lean overall and particularly in certain areas. To that end, the College has identified the following as its main priorities for administrative staffing over the next few years:

Obtain adequate personnel resources to be able meet to more fully the ever expanding set of services required by our faculty, staff, alumni, students, and the external community at large. Specific personnel additions are needed in the areas of technology services, student services, career services, development, and communications.
VII. INFORMATION RESOURCES

1. Relation of Law Library to Educational Programs of the School
2. Law Library Collection and Access to Information
3. Law Library Services
4. Law Library Administration and Autonomy
5. Director and Other Library Personnel
6. Financial Support for the Law Library
7. Computer Technology and Information Resources
8. Law Library Facilities
9. Goals and Priorities
VII. INFORMATION RESOURCES

1. Relation of Law Library to Educational Programs of the School.

The primary mission of the Law Library is to provide faculty, students, and staff of the College with the information resources and services that are necessary to support effective teaching, scholarship, research and service programs. The Law Library also provides information resources and services to the broader Georgia State University community, the legal community of Atlanta, and to the general public.

The Law Library attempts to fulfill its mission by achieving the following objectives: (i) selecting and maintaining materials best suited for faculty and student instructional and research needs; (ii) providing online bibliographic access to information resources; and (iii) using the latest technology.

2. Law Library Collection and Access to Information.

As reported to the American Bar Association in fall 2006, the Law Library’s book title count is 63,744. The Law Library holds 156,888 hardcopy volumes, with a total hardcopy and microform equivalent volumes of 345,092. As reported to the Association of Southeastern Research Libraries (2004-2005), the Law Library has 1,071 electronic “full-text” journals. Additionally, it holds 22,227 electronic full-text books. While comparing collection sizes is customary, the rankings are less meaningful as the Law Library increasingly relies on electronic resources.

The Law Library’s core collection includes the following: (1) all reported federal court decisions and reported decisions of the highest appellate courts; (2) all federal codes and session laws, and one current annotated code for a core group of states; (3) all current published treaties and international agreements of the United States; (4) all current published regulations (codified and uncodified) of the federal government and the codified regulations of Georgia; (5) those federal and state administrative decisions appropriate to the programs of the law school; (6) U.S. Congressional materials appropriate to the programs of the law school; (7) significant secondary works necessary to support the programs of the law school; and (8) those tools, such as electronic citators and electronic periodical indexes, necessary to identify primary and secondary legal information and update primary legal information.

During this past year, the Law Librarians completed a revised Collection Development Policy that reflects the strengths of the curriculum and the research needs of the faculty and students. The Electronic Resources Cataloging Policy is included as an Appendix to the Development Policy. This Electronic Policy describes the procedures involved in selecting, purchasing, renewing, cataloging, advertising, and canceling electronic titles.

The Law Librarian is responsible for the selection and cancellation of materials.
Suggestions by faculty and students are encouraged and their requests for acquisitions receive top priority. The library seeks to be responsive to changes in curriculum and research focus. The Law Library has attempted to improve the College's collection in subject areas of the clinics and centers.

The strength of the collection has shifted from print materials to electronic resources. Although the Law Library maintains a strong Georgia collection and several other topical areas, the Law Library has shifted to electronic resources due in part to budgetary pressures and in part to support the research preferences of those you use the Law Library. This trend has enabled the Library to expand its electronic resources while achieving maximum value for the resource dollar. On a daily basis, librarians work with library users to explain how to use the electronic services.

For many materials, faculty and students prefer online resources. In addition to Westlaw and LexisNexis, the Law Library also subscribes to a number of electronic services, including BNA "All" loose-leaf services, LLMC-Digital, CCH Tax Research Network, Making of Modern Law, Index to Legal Periodicals Retrospective, LegalTrac, LexisNexis Congressional, RIA Checkpoint, and Hein Online. In addition, there is a host of quality databases available through GALILEO, including the Lexis Academic Universe. The Law Library provides on-site access to electronic subscriptions for the public in a public computing alcove. Faculty and students have remote access options via proxy server and the Law Library based subscriptions.

The Law Library has a strong microform collection. Access to the collection is enhanced with an effective guide to the location of titles in the collection. Additionally, the Law Library provides free printing of resource material in the microform collection.

The Library's catalog, GALILEO Interconnected Libraries, or GIL, runs on Voyager's Endeavor Library Management System. It is an integrated catalog containing holdings from the thirty-five University System of Georgia libraries. The collection is well organized and 99% cataloged. The library is a depository for federal documents and selects 5%. The government documents in its collection are fully integrated with L.C. call numbers.

The Law Library is a member of OCLC, COSELL, SOLINET, NELLCO, and CALI. Several of these consortia are useful by facilitating informal interlibrary loans and negotiating database purchases.

3. Law Library Services

The Library is a service-oriented enterprise. It is open 103 hours per week or 5,355 hours per year during the regular school year. For the preceding twelve-month period, 144,028 visits were recorded in the Law Library. This figure translates into approximately 12,002 visits per month. October is the busiest month with 20,265 visits. The Library also serves as a resource for the Bar, members of the Georgia legislature, and the public. During 2005, Georgia's downtown State Library closed to public traffic; hence, the Law
Library has received additional inquiries from the public for legal reference assistance.

Law librarians staff the reference desk 76 hours each week. With the help of graduate research assistants, the Law Library provides reference assistance during most weekends. Typically, the librarians and Graduate Research Assistants answer almost 6,000 questions during the year.

The Law Library provides several scholarly support services for faculty and students. The Library’s Faculty Services Program is the main vehicle for providing these services to faculty. The Faculty Services Program is a centralized mechanism whereby a wide range of services are provided to law school faculty members. These services include faculty research, document delivery, and research instructional support for students in seminars and research intensive courses. Through this program, the law library delivers high quality research services to each faculty member. The Associate Director for Public Services is the primary faculty services contact. Along with a team of two professional librarians and a pool of graduate research assistants, he uses a collaborative approach to deliver a wide array of knowledge, expertise, and experience to every faculty services project. The Law Library has developed an electronic faculty services database that will allow faculty to submit research, document delivery, instruction, or other requests to a centralized e-repository within the Library. This approach further centralizes faculty services and eliminates any dependence on telephone voicemail or email.

The librarians play a key role in faculty research. At the request of any faculty member, the librarians locate materials either manually or online, order needed materials through ILL or through purchase requests, undertake investigative research projects, compile bibliographies, research legislative histories, etc. In addition, the librarians may work closely with a faculty member’s graduate research assistant to devise a research plan. The law librarians also have a small pool of Graduate Research Assistants who aid in handling faculty research. These GRA’s work under the close supervision of an assigned law librarian. In addition to research services provided for faculty, the Law Library provides research services for law students ranging from basic reference services or individual consultations to one-on-one or group research training sessions.

Resource sharing is another service the Law Library provides for faculty and students. Resources not available in our print collection or through our online subscriptions can be obtained through an Interlibrary loan. In addition, the Law Library is a member of GIL Express, which is the University System of Georgia libraries’ resource-sharing system. Students and faculty can request books from other libraries and have them delivered to a university location specified by the patron.

Course reserves are another service provided by the law library. The Law Library maintains a collection of print and electronic resources to support each law school course. Books on course reserves are available for a three-hour checkout period. Articles are accessible to students 24 hours per day through the University’s e-res system.

The Law Library also provides access to current awareness services for faculty and
students. Lexis and Westlaw have the Eclipse and Westclip services that allow the user to set up searches to run on a periodic basis. Similarly, the SmartClip service will provide a customized report of new law review articles on topics of interest.

The librarians have spearheaded a major project of identifying, and creating a public database of, all faculty publications. This Faculty Publication List is available on the College’s website and each article is linked to the full text of the article online. Additionally, current faculty publications are displayed in the exhibit case and all articles are bound and stored in the faculty library.

The Law Library provides numerous other services, including a law library newsletter, a Lunch and Learn series for faculty, library tours and bibliographic instruction for non-law courses, and a new books shelf.

4. **Law Library Administration and Autonomy.**

The Director of the Law Library reports to the Dean of the College, and is a tenured, full-professor holding faculty rank. The College has autonomy to direct the growth and development of the Law Library. The Dean and the Director, in consultation with the faculty, determine library policy. The Director and the Dean are responsible for the selection and retention of personnel, the provision of library services, and collection development and maintenance. The budget for the Law Library is determined as part of, and administered in the same manner as, the College’s budget. The Director has a good working relationship with the Dean of the University Library. The Director is responsible for all aspects of the management of the law library including budgeting, staff, collections, services and facilities. The Dean and faculty of the College selected the current Director, who has served since 1986.

5. **Director and Other Library Personnel**

The Director of the Law Library is Nancy Johnson, who in addition to having a law degree from the College holds an M.L.S. from the University of Illinois. She was a Reference Librarian at the University of Chicago Law Library (1974-76) and the University of Illinois Law Library (1976-82) before joining Georgia State University Law Library in 1982. She has been the Law Librarian/ Professor of Law since 1986.

The Law Library has seven faculty librarians, including the Director. The Director holds a tenured appointment, while the other six hold non-tenure track appointments. These six librarians are: Ron Wheeler, Associate Director for Public Services; Terrance Manion, Electronic Services Librarian; Kreig Kitts, Reference Librarian; Trina Holloway, Acquisitions Librarian; Qian Cui, Catalog Librarian, and one vacant position.

The three public services librarians are: Ron Wheeler, Terrance Manion, and Kreig Kitts. Ron Wheeler joined the Law Library August 1, 2006. He holds a J.D. from University
of Michigan Law School and an M.L.I.S. from Wayne State. He held several positions at the University of New Mexico School of Law Library. Terrance Manion joined the Library in 1999 as the Electronic Services Librarian. He received his M.L.S. from Indiana University in 1999 and his J.D. from the College in 2003. Kreig Kitts joined the Law Library in August of 2006. He holds a J.D. from Emory and an M.S.L.S. from Clark Atlanta. Previously, he was a Research Librarian at the law firm of Troutman Sanders. The College is currently recruiting an additional Reference/Electronic Services Librarian to replace one who recently left.

Trina Holloway and Qian Cui are the technical services librarians. Trina Holloway joined the College in June 2004 as the Acquisitions/Serials Librarian. She has over twelve years of experience as a Library Assistant in the Georgia Tech Library. She earned her M.S.L.S. in the School of Library and Information Studies at Clark Atlanta University. Qian Cui joined the College in 2002. Previously, Qian Cui was a cataloger at the University of South Carolina and the Charleston Public Library. She holds a masters degree in political science and M.L.I.S. from the University of South Carolina.

In addition to their library activities, three librarians teach the first year legal research course and, the Director teaches an advanced research course during fall and spring.

The librarians receive financial support for professional activities and are involved in national, regional, and local professional association activities and research projects. In recent years, the librarians have published CALI lessons and articles in AALL Spectrum, Georgia State University Law Review, and presented in national and regional conferences. Additionally, some librarians have published books and chapters in books. Because of the high level of competency among the librarians, turnover has been a factor with librarians who left for law firm libraries and other law school libraries. Within the past five years, librarians have accepted leadership positions at a New York law firm, and the following academic law libraries: Duke, Howard, Phoenix, Nova, and SUNY-Buffalo, and Nancy Adams to the 11th Circuit.

In 2004, the Law Library instituted an initiative designed to increase research services to faculty while providing work support to the law librarians. Under this initiative, the library hires two graduate research assistants per semester and assigns them to the faculty librarians to help the librarians support faculty research needs. In addition, the Law Library employs another three GRA’s each semester that are available to support this research initiative as needed. This initiative has been very successful and very popular with the faculty. It also has enabled the librarians to mentor students who serve as graduate research assistants while enabling the librarians to increase their support of faculty research.

The Library currently has 10 support staff employees and 12.25 FTE support staff positions. With the shift from print resources to electronic resources, several of the technical services’ staff positions have been restructured. Student assistants and graduate research assistants supplement the staff. In addition, the Library has hosted interns who have worked for school credit. The most recent intern was a student at Florida State Law
School and Library School

Overall, the size of the Library’s staff (including the seven faculty librarians) is adequate to support the Library’s current operations. However, with the increase in faculty research output and the growth of the College’s two new centers, the library would benefit from additional staff resources, perhaps in the form of an additional faculty librarian. The College and the Law Library will assess the best way to effectuate this staff increase over the next year and will include a request to fund such an increase in the annual budget proposal it submits to the University.

6. Financial Support for the Law Library

Since the last ABA site inspection the Law Library has seen a $112,000 increase in the permanent funding of its acquisitions budget, resulting in total permanent funding of $813,000. The Law Library’s acquisition budget also obtains additional funding each year from unspent university funds that accumulate during the budget cycle. These annual supplements are shown in the chart below.

<table>
<thead>
<tr>
<th>Library Acquisitions Budget</th>
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<tr>
<td></td>
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<tr>
<td>FY 2001</td>
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<tr>
<td>FY 2002</td>
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<td>FY 2003</td>
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<tr>
<td>FY 2004</td>
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<tr>
<td>FY 2005</td>
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<tr>
<td>FY 2006</td>
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</table>

As reported in the 2006 ABA Annual Questionnaire, the total budget of Law Library operations exclusive of salaries was $900,262 for fiscal year 2006. These funds were supplemented by the one time funding of $156,000 received from the university (as shown in the chart above) plus $19,212 provided by the College to support computer acquisitions for the librarians and library staff. The result was a total of $1,075,474 spent to support the operation of the Law Library (exclusive of salaries) during FY2006.

One other important source of funding used to directly support the Law Library each year comes from the University’s Student Technology Fee Committee. Since 2001, the College of Law has received $530,206 to support such things as the acquisition of various electronic databases, computers for the student computing lab, wired study carrels, and group study rooms. A yearly breakdown of this funding is as follows: FY2001: $168,000; FY2002: $61,012; FY2003: $84,842; FY2004: $80,688; FY2005: $16,823; FY2006: $0;
FY2007: $118,841.

Despite these budget increases, the Law Library has needed to control acquisition growth and cancel certain subscriptions because of the dramatic inflation in the cost of legal materials. The most recent American Association of Law Libraries’ Price Index for Legal Publications 2d, which tracks inflation of legal publications, documents that between 1998 and 2004 the inflation rate in the law book industry increased by 28%. The following chart illustrates some of the increases:

<table>
<thead>
<tr>
<th></th>
<th>Price ('05)</th>
<th>Percentage Change ('03-'04)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporters</td>
<td>$1,953/yr.</td>
<td>+11%</td>
</tr>
<tr>
<td>Codes</td>
<td>$968/yr</td>
<td>+6%</td>
</tr>
<tr>
<td>Looseleaf Services</td>
<td>$1,438/yr.</td>
<td>+5%</td>
</tr>
<tr>
<td>Supplemented Treatises</td>
<td>$696/yr.</td>
<td>+6%</td>
</tr>
</tbody>
</table>

As with libraries across the country, the GSU Law Library has coped with these inflationary pressures through very careful decision-making, including greater reliance on electronic resources, reduction of duplication, and rigid review of all continuation titles. With these adjustments, and by capitalizing on the trend generally among researchers to use electronic resources, the Law Library has attempted to weather this crunch on acquisitions and maintain a core collection of print materials. At the same time, this crunch will grow more severe without greater budgetary resources to offset continuing hikes in acquisition costs. As the chart below shows, the Law Library is not as well funded as many other law libraries in our region. Thus, an important goal over the next few years is to grow the Library’s budget and for the College to work with the University to secure budget increases in an amount more closely tied to annual inflationary increases in acquisition prices.

<table>
<thead>
<tr>
<th>ABA Law Library Statistics – 2005</th>
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<tbody>
<tr>
<td>Southeastern Academic Law Libraries</td>
</tr>
<tr>
<td>Comparative Statistics of Thirty-Nine Law Libraries*</td>
</tr>
<tr>
<td>*Latest available statistics from libraries in AL, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>GSU Law Library</th>
<th>Rank</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book titles added</td>
<td>1,584</td>
<td>22/36</td>
<td>1,933</td>
</tr>
<tr>
<td>Book volumes added</td>
<td>4,839</td>
<td>24/35</td>
<td>6,027</td>
</tr>
<tr>
<td>Serial subscriptions</td>
<td>2,408</td>
<td>31/34</td>
<td>4,346</td>
</tr>
<tr>
<td>Expenditures for online databases</td>
<td>$127,286</td>
<td>22/35</td>
<td>$153,683</td>
</tr>
<tr>
<td>Treatise acquisitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures for serials</td>
<td>$489,795</td>
<td>31/36</td>
<td>$767,086</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Total expenditures for lib. operations other than salaries</td>
<td>$894,563</td>
<td>29/34</td>
<td>$1,113,263</td>
</tr>
<tr>
<td>Total expenditures – includes salaries</td>
<td>$1,896,465</td>
<td>22/30</td>
<td>$2,088,137</td>
</tr>
</tbody>
</table>

7. **The Law Library’s Computer Technology and Information Resources**

Technology plays a major role in the life of the Law Library. Several examples are provided below, however more details regarding the College’s use of technology in the Law Library can be found in Section VIII of this Self-study.

The Law Library adopts state-of-the-art computer technology, and it has sufficient equipment to make use of its electronic, microform and other non-print materials. It furnishes equipment to view and print materials on microform, in electronic format including licensed databases and web subscriptions, and view and listen to audio-visual materials in the collection. The College has set as a goal to maintain innovative uses of technology for the provision and expansion of all library services.

Over the past four years the law library has focused much of its technology efforts on developing and expanding its physical, technological resources and infrastructure. It has renovated and expanded the student computer lab, increasing the number of workstations from eighteen to thirty-six, outfitted the Library with 113 wired study carrels, furnished nine study rooms with wired study tables, deployed wireless connectivity throughout 75% of the law library and installed additional printing stations providing networked printers and Westlaw and LexisNexis dedicated printers for students with laptop computers or other mobile computing devices.

With only minor networking projects remaining, the Library is refocusing efforts on providing improved web-based services and applications. The Library recently implemented a proxy server to provide remote access to electronic resources, a new electronic reserve management system that better integrates with the Library catalog, an electronic journal locator solution to better manage access to electronic resources, and a web-based interlibrary loan service allowing patrons to manage their interlibrary loan requests. In addition, the Library has developed an online licensed database service to better manage access to Library web subscriptions and electronic resources.

With a sound technology infrastructure in place that supports multiple points of access within the College and remotely and a variety of online tools, the Library has considerably strengthened the value of its electronic collection. Recent electronic resource acquisitions include the full BNA library of publications, Jurist’s Arbitration Law Online and the Thomson-Gale products Making of Modern Law and Supreme Court Records and Briefs.
8. **Law Library Facilities**

The librarians strive to create an atmosphere that is conducive to students’ study and research activities. The Director believes that Library space should inspire study and learning with emphasis on quiet space for individual learning and group study rooms for collaborative learning.

Since the last American Bar Association visit, the Law Library acquired 7,500 sq. ft of additional space (2004 renovation), bringing the total to 44,510 sq. ft and re-carpeted the entire library. The Library has 37,989 linear feet of shelving, of which 18,784 feet (49%) are occupied. The Law Library has a large conference room with a “smart podium” and a video conference system. There are eleven study rooms with 74 laptop access points. The study rooms are extremely popular and the Law Library could use additional rooms. There are 113 wired study carrels, and total seating available for 354. The seating throughout the day and evening is adequate for the size of the College’s student body. The Law Review offices are located in the Library with outside access, and the Faculty Commons on the 4th floor contains selective reporters and Georgia materials.

The Library maintains a large thirty-six workstation student computer lab that can be split, offering an instructional lab with twenty-four student workstations, a ceiling-mounted projector, drop-down projection screen, dry-erase boards, and an instructor’s workstation. This resource is adequate to support current student computing needs, especially because student computing demand has shifted from computer lab resources to laptop support services. The Library offers a number of services supporting law students’ use of laptops and other devices including wireless connectivity, wired study carrels and rooms, and networked printers.

Concerning staff space, there are eight library and administrative offices, along with nine modular office furniture workstations for staff. The technical services and public service areas are functional. With respect to security, the Law Library has two full-time security guards to cover the weekday hours. During the weekends, student cadets provide security.

It was recently announced that Georgia State University Foundation will purchase the SunTrust Bank to house the College of Law and the College of Business. It is one of the Law Library's goals to continue to update space in the library until the time that a new Law Library is built. The librarians will gather ideas and plan for a new College of Law Library.

9. **Goals and Priorities**

As discussed above, there are four goals that the College Law Library will pursue during the next several years, as follows:
• Review library staffing to enable the library to expand services to faculty and students and be able to support the future needs of new centers and new programmatic initiatives [See section VII.5]

• Obtain steady budget growth to support acquisitions and cover inflationary increases in acquisition costs. Growing the library budget in this way is an important element of the library's future fiscal health. [See section VII.6]

• Explore innovative uses of technology for the provision and expansion of all library services. [See section VII.7]

• Continue to update space in the library for individual learning and group space for collaborative learning. Gather ideas and plan for a new College of Law Library. [See section VII.8]
VIII. TECHNOLOGY RESOURCES

1. Resources and Administration of Information Technology and Information Services in the Law Library

2. Resources and administrative structure of information technology and services at the law school outside of the library

3. Technology Resources Available to Faculty, Staff, and Students

4. Goals and Priorities
VIII. TECHNOLOGY RESOURCES

1. Resources and Administration of Information Technology and Information Services in the Law Library

Law Library technology support is provided by the Law Library Electronic Services staff in conjunction with the College Technology Services staff. The Law Library Electronic Services staff includes an Electronic Services Librarian (Terrance Manion), a PC Systems Specialist (Yolanda Travis) and a half-time PC system specialist (vacant). The team oversees the development and support of computer technologies employed in the Law Library including: its web services (website, online databases, and electronic resources), public and student computing (computer lab, wired study carrels, wired study rooms and public computing workstations), and library automation (staff and support workstations, networked resources, applications and integrated library systems). More details regarding the Law Library are provided in Section VII (Information Resources) of this Self-Study.

Over the past four years the Law Library has focused much of its technology efforts on developing and expanding its physical resources and infrastructure that relate to technology services. To this end the Law Library completed the following projects:

- Renovated and expanded the Student Computer Lab increasing the number of student workstations from eighteen to thirty-six. In addition, the lab can be split, offering an instructional lab with twenty-four student workstations, a ceiling-mounted projector, drop-down projection screen, dry-erase boards, and an instructor's workstation.
- Outfitted the Law Library with 113 wired study carrels providing networking access and electricity for students with laptop computers or other computing devices.
- Furnished nine study rooms with wired study tables providing networking access and electricity for up to twelve students with laptop computers or other computing devices.
- Deployed wireless connectivity throughout 75% of the Law Library.
- Implemented printing stations providing networked printers and Westlaw and LexisNexis dedicated printers for students with laptop computers or other computing devices.

With minor networking projects—including the final expansion of wireless access and the furnishing of the last two study rooms with greater networking—remaining, the Law Library is now refocusing efforts on providing improved web-based services and applications. To this end the following projects have been completed:

- Implemented a proxy server to provide remote access to electronic resources.
- Migrated from homegrown electronic reserve system to more robust system that better integrates with Law Library's catalog.
- Implemented an Electronic Journal Locator solution to better manage access to electronic journals.
- Developed and implemented an Online Database service to better manage access to online databases and electronic resources.
- Developed of digital archive to host past law school exams.
- Implemented web-based document delivery service allowing patrons to manage their interlibrary loan requests online.
- Expanded current awareness services such as Bureau of National Affairs publications, Current Index to Legal Periodicals, and Social Science Research Network.
- Increased online database and electronic resource subscriptions.
- Developed an online faculty publication list with links to publications hosted by third parties.
- Developed online resource hosting bibliographies prepared by law students.

The following projects are still in the development and testing stages and are expected to be completed in 2006:

- Overhaul of research guides, integrating with electronic resources including database service and E-journal locator.
- Upgrade of computer lab workstations. Current workstations are at the end of their lifecycle.

Over the next three years the Law Library will continue to maintain its physical resources and infrastructure but focus its efforts on web-based public, student, and faculty services. Future development includes:

- Integrating library services with College technology service’s expansion of the MyLaw system.
- Development of services for faculty to integrate Law Library resources into teaching and the classroom.
- Implementation of a complete electronic resource management system supporting acquisition, cataloging, technology support, and public service needs.
- Continue to increase content available via online database and electronic resource subscriptions.

2. Resources and Administrative Structure of Information Technology and Services at the Law School Outside of the Library.

The College’s 2002 Strategic Plan provides in section 2.2.3 (Technology) that its goals are: 1) to be one of the “Best Wired” law schools in the sense of putting technology to the best use in support of the College’s mission while providing the necessary support to use technology to capacity; 2) to integrate technology into all aspects of legal education. To that end, the College is committed to the development and implementation of technology as a tool for teaching, research, service, and the
practice of law; 3) to foster the innovative use of technologies in and out of the classroom to aid the faculty and students in the quest for knowledge; 4) to encourage the use of existing and emerging technologies as tools for advanced and creative research in law and in many cross-disciplinary areas of scholarship; 5) to integrate technology with people’s needs; 6) to use technology to increase or improve collaboration among students, faculty, staff, other colleges and departments, and the communities we serve; 7) to train faculty, staff, and students in the use of new technologies; 8) to establish the proper decision-making mechanisms to make the best technology decisions; and 9) to use the technology it has to its full potential or capacity.

The Technology Services Group is the administrative entity that exists to provide technology services to the College. The functional responsibilities for the Technology Services Group include: 1) providing quality, sustainable and secure technology resources to support the educational and operational needs of the College’s faculty, staff and students; and 2) providing an internal and external communications channel for the College.

The Technology Services Group consists of the following personnel: a College Technology Manager (James Jones), a College Website Coordinator (Earl Daniels), and two PC Systems Specialists (Samir Majmudar and Bobby Sikri). This team provides the following services and products in support of its functional responsibilities: web services; workstation support services; instructional technology services; database services; application development; technical training; technology consulting & emerging technologies; implementation of security policies; electronic library services; technology support for students; lab technology support; AV and digital media support; server support; classroom technology support; first level telephone support via a help desk; email service; inventory management; and technology check-out.

The intended outcomes for this group are to: 1) meet/exceed customer expectations in all functional areas & services provided; 2) provide accessible, timely & relevant information that is easy to find; 3) provide increased quality and increased rankings for the College against peer comparisons; and 4) to continue to be recognized as one of the nation’s “most wired law schools”.

The College’s Technology Services Group has made many significant contributions to the success of the College over the last three years. The most notable accomplishments include:

- Implementing a laptop exam & electronic take home exam program
- Implementing the MyLaw system, which is a user authentication system that controls access to online resources within the College of Law
- Developing & offering of synchronous & asynchronous distance courses
- Implementing a centralized intrusion prevention system/firewall on all desktops and servers
- Upgrading of most classrooms with “smart classroom technology”
- Implementing a dynamic templating website
• Being recognized as one of the nation’s “most wired” law schools by *National Jurist* magazine

The Technology Services Group primarily reports to the Assistant Dean for Administration and Finance, who reports to the Dean. The technology team members who support the Law Library report to the Law Librarian. The College also has a Faculty Technology Committee, comprised of three to five faculty members, and most of the technology services team members.

Because the College is small in size (it is the smallest of GSU’s six academic units) and organizationally relatively flat, the current form of organization is appropriate to meet the unit’s functional responsibilities. Creating a Director of Technology position could centralize the responsibility for all technology related activities in the College, but to date, budgetary restrictions have prevented creating such a position. The small size of the College’s Technology Services Group creates challenges when it comes to providing backup for critical staff functions as well as in being able to fully support the broad (and growing) range of services requested by the College’s faculty, staff and students. This dilemma is primarily addressed by hiring employees with a broad set of skills and then cross-training in specific areas where feasible. Key processes and procedures have been documented and made available to team members to support cross-training. In addition, frequent communication between the team and the College’s end users and administration addresses situations that arise. End users are often trained to handle first level issues, in conjunction with GRAs who staff the College’s help desk. Finally, the team works closely with the University’s IS&T organization and leverages their resources where appropriate to meet the needs of the College.

The College’s Technology Services Group collaborates quite often with its counterparts in other colleges on campus, including IS&T, UETS, and University Relations. These interactions are most often collaborative efforts to address a specific issue. The work between these units is often part of a committee that the groups are supporting, with coordination of the effort taking place through meetings, email, and/or other methods of communication. These relationships can be facilitated through continuous communication between all parties.

Since the last site visit, the College’s budget has been increased by $50,000 with funds specifically to support technology. Prior to that, and even today, a significant portion of the expenditures to support technology are charged to individual departments throughout the College. One of the biggest positive technology influences on the College has been the funds made available through the University’s Student Technology Fee proposal process. These funds have been used by the College to provide technology and “smart podiums” in nearly every College classroom, in addition to providing computers for student organizations and computing labs.

In general, despite the “dedicated” $50,000 annual funding for technology, technology budget allocations and funding decisions are essentially made throughout
the year in order to meet the needs of the College. If additional funds become available, additional servers, PCs, and/or software may be purchased. If a critical component fails and must be replaced, funds are identified from elsewhere in the College's budget to make sure replacement can occur.

Recommendations for technology expenditures are made by the individual technology personnel. Items that fall within the unit's budget can be procured by them without formal approval. Decision making and approval for all major technology items is done by the Assistant Dean for Administration and Finance in consultation with the Dean.

The College has adequate space and facilities to support its technology needs. Open source materials are utilized to leverage existing resources whenever possible. The College has been extremely fortunate to attract a significant amount of funding from the Student Technology Fee program to support most of its classroom and student organization technology needs. Since this program's inception in 2001, the College of Law has received over $1.5M in Student Technology Fee funding. This source of funding has allowed the College to maximize its internal technology budgets and resources. The use of open source coding and student technology fee funding, combined with internal reallocations of funding, has allowed the College to realize its intended outcomes.

In order to achieve greater efficiencies in the area of technology, the College's technology team will continue to develop "automated" systems such as MyLaw which drastically reduce the amount of staff time to perform routine operations; continue to develop web-based applications, which again would reduce the amount of staff time to perform routine operations while making these applications much more accessible to the overall College personnel; implement the Red Dot content management system, which would distribute the creation and maintenance of website content to individual users rather than through the College's website coordinator; implement the Live State system to automate workstation support activities; and continue to define and document processes and effectively communicate these to the rest of the College. In addition, increased staffing, specifically in the area of instructional technology, the addition of a Director of Technology position, and the possible realignment of all technology personnel (including those in the Law Library), could provide positive returns for the College.

Significant staff time is required to develop and test in new programs and applications to make many of these initiatives happen. Unfortunately, the personnel currently available to develop these applications are the same ones who must deal with the day-to-day issues that affect the College. The lack of funding to support the purchase of additional tools and/or equipment and the hiring of additional staff to provide enhanced services to meet the rapidly increasing requests for service for the College can have a significant effect on the quality of performance.

The College's greatest strength in the technology area has always been and
continues to be its people. The technical skills these individuals bring are second to none. These individuals are extremely resourceful and have always been able to do “a lot with very little.” They each bring a strong customer-service sense to their respective roles, which are enhanced by the College’s overall size, structure and culture. Regardless of the skill level of the existing staff, there are simply not enough of them to provide the level of support now being required by the College’s faculty, staff and students.

To maintain, or enhance, its current strengths and level of service, the unit should continue to leverage its resources where appropriate, through the use of student technology fee funding and open source materials. In addition, additional funding for an extra staff position in the areas of instructional technology and multimedia would allow the team to better meet its end users’ needs. Likewise, as technology continues to evolve, the staff should be afforded adequate opportunities to pursue additional training in order to maintain and/or enhance their skill sets.

The biggest change or modification that would improve this unit’s effectiveness would be to have more funds allocated to provide additional staffing resources to better meet the needs of the end users, specifically in the area of instructional technology. This team has done a very nice job of making do with what it has and being creative in order to solve problems. Additional resources would enable them to achieve even more in this area.

The overall mission, functional responsibilities, services and products offered to the clients, intended outcomes, and organizational structure are solid. Even though judgment calls must sometimes be made regarding service priorities, the overall priorities are consistent with the desired mission and goals of the College and thus necessary to be supported by this unit. The major improvement to the overall performance of this unit would be facilitated by adding an additional staff person or two, including a dedicated Director of Technology position. Additional staff resources would allow this unit to be better able to meet the current needs, put out the daily fires that occur, and devote more significant time to long-term planning and preventative actions rather than being forced into reactive actions.

3. Technology Resources Available to Faculty, Staff and Students.

The College seeks to remain one of the nation’s “most wired” law schools, a distinction bestowed upon it by The National Jurist magazine. In the classroom, the College provides its teachers with the latest technology. Seventeen classrooms are equipped with “smart podiums”, with networked computers, Symposion interactive monitors, DVD players, and touch panel controls for the video projection system. Each classroom is also equipped with a telephone that provides direct access to the Technology Services Help Desk. All of the lecture halls, and many of the seminar rooms, provide power and data coverage for the students. In addition, most of the physical space within the College of Law provides access to the University’s wireless
network. Several classrooms, including both courtrooms, are outfitted with computer-controlled video cameras and recording equipment that allow the instructors to provide invaluable feedback to the students.

The College utilizes the Internet extensively to provide resources to faculty, staff and students. These resources include an online assignment board, class schedules, course websites, events calendar and room reservation system, training courses and materials, personnel directories, faculty web pages, electronic document reserves, and class facebooks.

The College allows students to take exams on their laptops, provided their instructors offer this particular option. Extensive training sessions are held during each semester to prepare the students and their computers to take their exams in this way. The Registrar’s office schedules and administers these exams, with technical support from the Technology Services Group. Each year, more and more students have taken exams via their computers, a trend which is expected to continue.

As the number of students that own laptops increases, especially ones with wireless connectivity, the expectations from the capabilities of the College of Law’s classrooms increase. We have been fortunate to be able to utilize funding from the University’s Student Technology Fee program to upgrade most of our classrooms to provide either wired or wireless connectivity for our students as well as to enhance the technology used by the faculty in the classrooms. The implementation of a microphone/speaker system in the large classrooms would provide an additional technological enhancement to our faculty and students.

Many professors actively incorporate technology into their classes, whether by providing all of their course materials and assignments on their individual course web pages, or accessing the Internet and databases such as WestLaw and LexisNexis as part of their classroom instruction. The Symposium units located in each classroom even allow professors to capture the notes that have been annotated during class, convert them to a digital format, and upload them to their course web pages.

Some professors have even taken the use of technology to the next level in the course of their instruction. One professor typically conducts one of his courses nearly entirely online. Another professor, who resigned her position in the College effective with the 2006-2007 academic year, offered a course via videoconference in conjunction with the University of Louisville where students from Georgia State were in the same room she was lecturing from and students from Louisville were connected via videoconference. In addition, this professor offered the College’s first completely online, asynchronous course. More faculty are expected to begin experimenting with some form of online/distributed learning models in the future.

As technology continues to permeate every facet of our lives, the College should reasonably be expected to prepare its students to be able not only to practice law, but also to be able to fully utilize the technology they will encounter once they enter
practice. To that end, we are currently exploring the concept of creating a “law office of the future” that would include the technology required to serve the needs of the 21st Century practitioner. This office would support skills training and law practice courses to equip and familiarize our students with the latest technology to support attorneys practicing in the future. In addition, the College will continue to integrate technology into all aspects of its operations (i.e. instruction, clinics, law library, development, career services, admissions, etc.) as well as to encourage and support the effective use of instructional technology across the College.

4. Goals and Priorities

The use of technology has become ubiquitous across the College. Faculty, staff and students are using technology in ways not even conceived at the time of the last site visit. Unfortunately for the College, its technology resources (both personnel and financial) have remained relatively flat during that same time. In order to meet the current and future needs of its faculty, staff and students, the Technology Committee has identified the following goals and priorities in the area of technology resources:

- Increase technology resources (financial and personnel) to provide adequate equipment, staffing, and training for the College’s faculty, staff and students. [See section 2]
- Establish a Director of Technology position. [See section 2]
- Obtain funding to hire an instructional technologist to support the faculty. [See section 2]
- Continue to integrate technology into all aspects of the College’s operations (i.e. instruction, clinics, law library, development, career services, admissions, etc.). [See section 3]
- Encourage and support the effective use of instructional technology across the College. [See section 3]
IX. FACILITIES

1. Adequacy of Facilities
2. Plans for New Law Building
3. Classroom and Seminar Facilities
4. Professional Skills Program Facilities
5. Faculty and Part-Time Faculty Facilities
6. Co-Curricular Activity Facilities
7. Administrative Services Facilities
8. Law Library Facilities
9. Research and Study Space (Please see Information Resources)
10. Control and Use of Law School Facilities (Please see Information Resources)
11. Goals and Priorities
IX. FACILITIES

1. Adequacy of Facilities

The College occupies approximately 100,000 square feet of contiguous space on
floors one through four and floor six of the University’s Urban Life Building (the fifth floor
houses the building’s mechanical equipment and is inaccessible and unusable except
by maintenance personnel). The space available to the College on those five floors is
as follows:

<table>
<thead>
<tr>
<th>Function</th>
<th>Approximate Size (ft²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>22,900</td>
</tr>
<tr>
<td>Library Facilities</td>
<td>44,700</td>
</tr>
<tr>
<td>Faculty Offices</td>
<td>8,400</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>8,700</td>
</tr>
<tr>
<td>Student Organizations &amp; Commons</td>
<td>9,600</td>
</tr>
<tr>
<td>Clinical Space</td>
<td>1,200</td>
</tr>
<tr>
<td>Other*</td>
<td>4,800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100,300</strong></td>
</tr>
</tbody>
</table>

*Faculty lounge, conference rooms, kitchens, faculty support area, faculty library, lobbies

By floor, the College’s facilities are as follows:

The first floor consists of the Law Library, two large classrooms (with capacities of
108 and 130), a moot courtroom (capacity of 40) and jury room, a student office for the
Moot Court program, the Career Services Office, three interview rooms for firms and
agencies that interview on campus, offices for the College’s Low-Income Taxpayer
Clinic, and a student lounge area. The Law Library houses a student computer room,
the Law Review offices, private study rooms, and a student lounge.

The second floor consists of two medium-sized classrooms (with capacities of 67
and 77), a small seminar room configured as a practice courtroom for student trial
teams, offices for all student organizations, and a small student lounge. The student
lounge also opens up onto an outside patio area equipped with picnic tables.

The third floor consists of a medium sized classroom (capacity of 41) and three
smaller classrooms (capacity of 28 each). The third floor also houses a large suite of
offices for student services (Admissions and Registrar) as well as a suite for the
Externship program.

The fourth floor consists of faculty offices, a centralized area for faculty
secretarial support, two seminar rooms (with capacities of 30 each), and a faculty commons and library. One end of the floor also houses the offices of the Dean, the Associate Dean for Academic Affairs, and the Assistant Dean for Administration & Finance. This area includes two small conference rooms (Dean’s and Assistant Dean’s Conference Rooms), a large conference room with a kitchen (Faculty Conference Room), and a staff kitchen.

The “old half” of the sixth floor (which the College has occupied since 1995) houses the Consortium on Negotiation and Conflict Resolution (CNCR), several administrative staff members, the computer support staff, the RWA faculty, and the Development offices. It also contains a well-equipped 10-station computer training lab. The “new half” (completed in the Fall of 2005) contains 2 new medium sized classrooms (with capacities of 42 and 66), 2 new small seminar rooms (with capacities of 16 and 19), a new courtroom (with capacity of 23), a new student lounge, and 11 new offices. The new HeLP Legal Services Clinic will utilize about half of the offices in this space.

Since the last Self-Study, the College has made many significant improvements to its facilities, including:

- Renovation of and expansion into the second half of the sixth floor of the Urban Life Building, space that had been promised to the College by the University for many years. This new space includes 2 new medium sized classrooms, 2 new small seminar rooms, a new courtroom, a new student lounge, and 11 new offices.
- The expansion of the Law Library by approximately 8,500 ft².
- The addition of over 100 wired study carrels and 12 study rooms in the Law Library for student use.
- The renovation and upgrade of technology utilized in 17 of the 21 classrooms with “smart podiums” (which include computers, Symposium units, DVD and VHS players, and A/V equipment) and projection systems. Nine of these classrooms include fixed cameras and recording systems to allow the instructors to videotape their students while nine classrooms also provide fixed seating that is wired with power and data access for the students.
- The acquisition and renovation of a new medium sized classroom (Room 201), which provides fixed seating for approximately 77 students and is wired for electric power and electronic data, as well as the inclusion of a “smart podium”.
- The acquisition of four small seminar style rooms surrounding the Urban Life Building’s West Exhibit Area. Since these rooms were suboptimal as classrooms, they were not outfitted with classroom technology. However, they have provided space relief to the College. One of these rooms is utilized as a storage facility for exams and archival materials, one is utilized as a practice courtroom by student trial teams, one is utilized by the SBA, and the other houses multiple student organizations that previously had no space to call their own.
- The relocation of the Externship office to a suite on the third floor where it is more accessible to students.
• The conversion of the former Externship suite on the fourth floor into four new offices for visiting faculty and other guests.
• The conversion of a set of offices in the third floor Student Services suite to "Exam Central" for use by the Registrar's office to support the exam process.
• The complete overhaul and refurbishment of all three elevators within the Urban Life Building that service the College.

The law school is sufficiently self-contained to create a sense of community. At the same time, it is conveniently located to central University services such as the University Bookstore, cafeteria, University Student Center, and Student Recreation Center. With that said, the structure of the Urban Life Building often makes it difficult for students to travel between classes on different floors. In addition, the faculty members are essentially isolated from the students by being on the 4th floor, away from the general flow of student traffic. One goal is to increase the amount of space dedicated for students within the College, including student lounges, informal gathering space, and study space.

Although a portion of the College space is covered by existing security cameras, security of equipment and personal property is an area of concern. Most areas within the College allow for free access by non-students. Electronic key systems for classrooms have been installed on the newly renovated 6th floor classrooms and provide students access after hours and on weekends. All classrooms are opened each weekday morning and remain open to faculty and students throughout the day. Students can gain access to the non-6th floor classrooms after hours or on weekends by checking out a key from the library.

There are several significant issues with the existing College of Law facilities, most notably with the HVAC systems and with water leaks. In a recent survey of the faculty and staff conducted by the College’s Administrative Services unit, these issues were highlighted. According to the 2005 LS S, students are also generally critical of the College’s facilities. As the College of Law continues to host more events, there is a significant lack of quality event and reception space as well as limited space to support the catering needs for such events. Finally, the current facilities provide inadequate storage space for equipment, supplies, and archival materials.

2. Plan for New Law Building

A new facility to house the College has now been included in the University’s most recent Strategic Plan and its new Master Plan. This new facility will be built on a site that also will include the University’s Robinson College of Business to form a new professional complex for law and business. The University recently announced that it will purchase land and existing facilities near the campus from SunTrust Bank to support, among other things, this new professional complex. This purchase is expected to close in the Spring of 2007, with possession being transferred to the University no later than 2012. Very preliminary plans call for separate buildings for each school and
a separate auditorium building which both colleges would share. Steps are actively being taken to seek external funding to support this new complex.

3. Classroom and Seminar Facilities

The College has 16 classrooms. A detailed listing of these rooms is shown below.

<table>
<thead>
<tr>
<th>Room #</th>
<th>Capacity</th>
<th>Room Style</th>
<th>Wired Seating</th>
<th>Smart Podium</th>
<th>Projector</th>
<th>Cameras</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>108</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>140</td>
<td>40</td>
<td>Courtroom</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>170</td>
<td>130</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>201</td>
<td>77</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>67</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>311</td>
<td>29</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>325A</td>
<td>28</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>325B</td>
<td>28</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>330</td>
<td>41</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>405</td>
<td>30</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>406</td>
<td>30</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>652</td>
<td>42</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>653</td>
<td>16</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>658</td>
<td>23</td>
<td>Courtroom</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>659</td>
<td>19</td>
<td>Seminar Room</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>675</td>
<td>66</td>
<td>Lecture Hall</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

With addition of the recently renovated sixth floor space, the College overall has an adequate number of classrooms to support its needs however, with only two classrooms with capacities over 80 the College is limited in the size of the course sections it can offer. When there are large class sections in the College's largest classrooms, the comfort of students is also adversely affected.

4. Professional Skills Program Facilities

The College has launched a second live client clinic (the HeLP Legal Services Clinic) which will begin operation in the 2007 spring semester and will be housed on the newly renovated space on the sixth floor. The College's other clinic, the Low-Income Taxpayer Clinic, will remain located on the first floor of the Urban Life Building with
direct access from the street. The door from the Clinic into the main lobby of the Urban Life Building is secured using a keypad system. Inside, there is space for one supervising attorney, the students, the administrative secretary, and meeting space for interfacing with the clients. There is no space for the Clinic Director, who occupies a faculty office on the fourth floor of the Urban Life Building.

The new clinic, the Health Law Partnership (HeLP) Clinic, occupies office and meeting space on the sixth floor of the Urban Life Building. This space provides the HeLP Clinic with office space for faculty, staff and students, and private meeting rooms for use with clients.

The Externship Program occupies offices on the third floor of the Urban Life Building. This space provides an office for the program director, a large waiting room with a receptionist desk, and a work room. The Externship space is easily accessible to students.

With the recent renovation and expansion on the sixth floor, the College now has two courtrooms. Both of these are outfitted with the latest technology to support both classroom instruction and student competitions. In addition, an existing classroom (Room 216) was converted into a practice courtroom for the student trial and moot court teams.

The College has no additional physical space to accommodate any new clinics or other programs. Existing classroom or office space, which has the potential to impact other areas of the College, would have to be converted to support a conversation.

5. Faculty and Part-Time Faculty Facilities

Presently, the College has office space to support its 45 full-time faculty members. Recent renovation of space that had been occupied by the Externship program on the fourth floor has created four offices that can be used by visiting faculty members for short periods of time. Once the current faculty recruitment cycle is completed and three new faculty members join the College, some of these “visiting” offices will need to be converted into offices for the new, full-time faculty members. All of the faculty offices, with the exception of the RWA faculty, are located on the fourth floor of the Urban Life Building. The Research Writing and Advocacy faculty members are located on the sixth floor. Part-time faculty members do not have dedicated individual offices; however, there is one office on the fourth floor designated for part-time (or adjunct) faculty. Part-time faculty members are free to utilize this office, one of the “visiting offices” (should they be available), or the faculty commons or Law Library when meeting with students and preparing for class. There is limited space to support additional faculty and administrative staff at this time.

The College has limited meeting space. There is a small conference room (the Dean’s Conference Room) that seats 12-14. There is another small conference room
that seats 8-10 in the Assistant Dean for Administration & Finance’s suite. The Faculty Conference Room, with a capacity of approximately 50, is the primary meeting space utilized by the members of the College. All of these spaces are located on the fourth floor of the Urban Life Building. In addition, there is a conference room located in the Law Library which seats approximately 20. Each of these meeting rooms is used regularly to support the daily activities of the College.

6. Co-Curricular Activity Facilities

The College provides separate space for each of its co-curricular activities. The Law Review is housed within the Law Library, with office and work space for its student members. The Moot Court organization has office space near the courtroom on the first floor, and the Student Trial Lawyers Association has office space near the new courtroom on the sixth floor. There is no additional space to accommodate any new co-curricular activities, including new journals.

7. Administrative Services Facilities

Most staff members have office space located within their functional areas. The exceptions to this are several administrative and technology services personnel, which are split between different areas of the fourth and sixth floors. The College currently has insufficient space for storage of equipment, supplies, and files/records. Because of this limitation, one classroom was taken off-line and converted into a storage space.

8. Law Library Facilities. (Please see Information Resources)

9. Research and Study Space. (Please see Information Resources)

10. Control and Use of Law School Facilities.

All law school facilities, including offices, classrooms, and meeting rooms, are under the control of the College. None is leased or subject to a mortgage. The scheduling of the classroom and meeting space is controlled internally by administrative personnel within the College. Periodically, external organizations may be allowed to use some of the College’s classrooms for a particular event in return for a nominal rental fee.

11. Goals and Priorities

The College facilities have consistently been a source of concern for the ABA, as well as for its own students, faculty and staff. While significant improvements have been made since the last site visit, most notably with the addition of the new sixth floor
space and the addition of technology to every classroom, there are still both quality and
quantity issues relating to the College's space. Going forward, the College has
identified the following goals in the area of facilities, all of which are discussed above in
section 1:

- Obtain funding to construct a new Law-Business Professional Complex. A
  College of Law committee has already been formed to begin examining the
  College's requirements for such a new facility. This new facility should provide
  adequate space for faculty, staff, student organizations, clinics, and general
  meeting space beginning sometime in the next decade.
- Obtain funding from the university to provide significant repairs to the College's
  existing home, the Urban Life Building, including repairing the leaks in the Law
  Library and a complete overhaul of the building's HVAC system.
- Increase the amount of space dedicated for students, including student lounges,
  informal gathering space, and study space.
X. LAW SCHOOL FINANCES AND UNIVERSITY SUPPORT

1. University Budget

2. Institutional Financial Commitment to the Law School
   2.1 University Allocation of Budget Funds
   2.2 Sources of Funds other than Allocated Budget Funds

3. Budget Process

4. Law School Budget

5. Annual University Budget Allocations to the College of Law: 2001-2007

6. Development
   6.1 Law School Fund Raising
   6.2 Scholarship Funds
   6.3 Endowed Chairs
   6.4 Endowed Visitorships
   6.5 The Low-Income Taxpayer Clinic
   6.6 Henry J. Miller Distinguished Lecture Series
   6.7 Annual Giving

7. Goals and Priorities
X. LAW SCHOOL FINANCES AND UNIVERSITY SUPPORT

1. University Budget

Georgia State University is one of 35 institutions that make up the University System of Georgia. The University system is funded by use of a formula, largely based on credit hours but also taking into consideration the nature of the institutions that generate the credit hours, such as research universities or four-year or two-year colleges. In addition to funding the formula, the Governor and the General Assembly annually determine whether and how much funding will be allocated for salary increases for university employees.

A summary of the University's revenue for the past two fiscal years (FY 2005 & FY 2006), along with the proposed budget for the current fiscal year (FY 2007) is shown in the table below.

<table>
<thead>
<tr>
<th>Georgia State University Statement of Revenue</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>FY 2005</td>
</tr>
<tr>
<td>Amended</td>
</tr>
<tr>
<td>Budget</td>
</tr>
<tr>
<td>FY 2006</td>
</tr>
<tr>
<td>Amended</td>
</tr>
<tr>
<td>Budget</td>
</tr>
<tr>
<td>FY 2007</td>
</tr>
<tr>
<td>Proposed</td>
</tr>
<tr>
<td>Budget</td>
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<tr>
<td></td>
</tr>
<tr>
<td>General Operations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Internal Revenue</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Student Tuition &amp; Fees</td>
</tr>
<tr>
<td>Indirect Cost Recoveries</td>
</tr>
<tr>
<td>Sales &amp; Svc. from Ed. Dept</td>
</tr>
<tr>
<td>Other Sources</td>
</tr>
<tr>
<td>Total Internal Revenue</td>
</tr>
<tr>
<td>State Appropriation</td>
</tr>
<tr>
<td>General Operations Total</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Research Consortium</td>
</tr>
<tr>
<td>Special Funding Initiative</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Dept. Sales &amp; Services</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Sponsored Operations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
</tr>
</tbody>
</table>

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2. Institutional Financial Commitment to the Law School

2.1 University Allocation of Budget Funds

The financial relationship with the University serves to enhance the law school's programs. The College of Law's budget is derived from annual allocations from the University. This allocation comes from an overall University budget that is a combination of total tuition revenues and state funds allocated by the Board of Regents. Thus there is no direct relationship between the College's tuition revenue and its budget. The law school is not charged with a share of the University's overhead. Fringe benefits are funded from a central University budget. Official budgets do not include income anticipated or derived from extrinsic sources such as private gifts and grants to the College, unless they serve as supplements to salaries. The state funded budget has no appropriation for scholarships or other financial aid. Consequently, scholarships must come from private funding sources.

During FY06, all units within University (including the College of Law) were required to rebate to the University 2% of their overall operating budgets because of shortfalls in tuition revenue at the university level. This cut is expected to carry forward in future fiscal year budgets, which will have an impact on the College of Law's ability to continue to support programmatic growth and development while providing the services to its students at the expected levels.

2.2 Sources of Funds other than Allocated Budget Funds

Apart from the University allocation of budget funds, the College derives modest amounts of revenue from locker rental fees, student printing, and subscriptions to the Law Review Journal. These funds, which amount to approximately $25,000 each year, are utilized by the College to cover incidental non recurring expenses.

Every student at the University pays a Student Technology Fee as part of his or her overall tuition and fees each semester. Each year, individual colleges and departments are allowed to make proposals to the University's Student Technology Fee Committee to receive funding to support student-centric projects. These proposals are then reviewed and voted on by the committee, which is made up of faculty, staff and students from each college. Since the Student Technology Fee Program's inception in 2001, the College of Law has received $1.496M in funding to support items such as classroom upgrades, wired study carrels and study rooms for the Law Library, and computers for computer labs and student organizations.

The Board of Regents has a stipulation that allows professional programs to have a portion of their tuition (over and above the state mandated tuition) dedicated for their use. In 2003, the College of Law applied for and was awarded a dedicated tuition increase of $20/credit hour, which generated an additional $333,000 of funding. This was added to its annual operating budget. These funds were targeted specifically to create a communications program and to establish two new centers of excellence. This
increase went into effect in FY05 (July 2004). In 2005, the College of Law requested an additional $20/credit hour to support the enhancement of the newly created centers’ activities. This funding, another $333,000, went into effect in FY07 (July 2006) and was also added to the College’s annual operating budget.

All gifts and private contributions toward endowments or operating expenses that are received by the College are accounted for and managed by the Georgia State University Foundation in accounts that are proprietary to the College. Among the funds in the possession of the Foundation are 18 different scholarship funds, 14 of which are endowed and ten other endowed accounts for the College, including two which support the College’s existing chaired professorships and two that were recently established to fund two new chaired professorships. In addition, the College has 23 other “special purpose” accounts which were established to manage contributions made to support various College student or other organizations. All of these funds are “restricted” in the sense that the funds in them must be used to support the specific intent of the particular fund. The GSU Fund for Law is the College’s only “unrestricted” funds account, and funds deposited into this account are used to support various initiatives throughout the College. The total balance for all of these College of Law funds managed by the GSU Foundation was in excess of $7.8M as of 10/30/06.

3. Budget Process

The University’s budget from the Board of Regents is historically based, being derived from the previous fiscal year’s budget plus money for raises and new funding granted by the Board. New funding may be money in response to University requests or formula-based funding, such as money for building maintenance based on square footage of space or growth in student credit hours.

The internal allocation of the University budget is based on recommendations of the Fiscal Advisory Committee to the President (FACP), a University committee composed of certain College deans, vice presidents, and members of the University Senate. Final approval of allocations is made by the University President.

Each January or February, the Dean develops a new funding request to be submitted to the Provost and FACP. Items for inclusion in the College’s budget requests are submitted by staff, unit heads and members of the faculty. Final choice of items and their priority are determined by the Dean, in consultation with associate and assistant deans, and a faculty committee, the Dean’s Advisory Committee. After the budget requests are submitted to the Provost and FACP, official notification of approved budget allocations is received in April, following the end of the Georgia General Assembly’s session; the passing of the annual state budget; allocation to institutions by the Board of Regents; and decisions by Georgia State’s FACP.

Opportunities exist throughout the year to request extra one-time, non-recurring funding. Called contingency, quality improvement, instructional improvement, and other
such names, this money is derived from income in excess of conservative revenue projections and savings from fringe benefits and utilities. In the past the College has received money from these sources to fund such things as a Research, Writing and Advocacy instructor, additional adjunct instructors, library furniture, classroom equipment, and minor renovation projects. Furthermore, the Law Library acquisitions budget has benefited each Spring from the limitations placed on the University by state budget and procurement procedures. Because of the open purchase requisitions used by the Law Library and the University's Pullen Library, unused funds from other departments are added to these requisitions each Spring rather than returned to the state treasury. The annual benefit for the Law Library has ranged from $100,000 to $250,000.

4. Law School Budget

The ABA questionnaire for the Fall of 2006 gives detailed information on the finances of the College of Law for the 2005-06 fiscal year. State funding for the College of Law is approximately $10 million, while the total budget (state funds, grants and charitable contributions, support from the Georgia State Foundation, student activity fees and revenue from sale of products or services) of the College of Law was approximately $12.54 million for the 2005-06 fiscal year. The following are summary expenditure figures from the 2005-06 fiscal year state funding budget.

FY2006

Administrative:
- Dean's Office $813,109
- Administrative Services $328,334
- Technology $93,180
- Development & Alumni Affairs $128,606

Instructional:
- Law Instruction $5,738,298
- Center for Law, Health & Society $101,581
- Center for Metro Growth $44,544
- Law Review Journal $3,085
- Academic Enrichment Program $8,400
- Tax Clinic $74,501
- Consortium on Negotiation & Conflict Resolution $316,098

Library Services:
- Law Library $915,310
- Law Acquisitions $814,279

Student Services:
- Admissions $272,851
- Registrar $102,315
Career Services $165,938

Some selected categories of expenses are listed below:

Travel $206,905
Research Assistants $121,900
Summer teaching and research $280,350
Part-time faculty $307,600
Library acquisitions $814,279
Equipment $169,809
Telephones $81,953
Postage $61,039

Because budgets are historically based and increases, when provided, are only provided to support specific initiatives, funds provided through the Student Technology Fee and through the College’s foundation accounts are critical to the overall operation of the College. These external, “non-budget” sources of funds enhance the College’s annual state provided budget. Additional funding is desperately needed to support the skyrocketing costs of library acquisitions, as well as to address salary compression issues facing many of the College’s faculty and staff.

5. Annual University Budget Allocations to the College of Law: 2001-2007

Since the last site visit, the College of Law has received some significant budget increases and some significant cuts. The chart below provides a summary of these net changes to the College’s permanent budget. (Note: Annual raise pool funding to support faculty and staff salaries is not included. Neither is the funding received from the dedicated tuition increases shown in the chart below. The increases shown are only those for specific purposes such as a new funding line.)

<table>
<thead>
<tr>
<th></th>
<th>Budget Increases</th>
<th>Permanent Cuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY01</td>
<td>$87,000</td>
<td>$0</td>
</tr>
<tr>
<td>FY02</td>
<td>$0</td>
<td>$18,636</td>
</tr>
<tr>
<td>FY03</td>
<td>$0</td>
<td>$495,516</td>
</tr>
<tr>
<td>FY04</td>
<td>$218,100</td>
<td>$0</td>
</tr>
<tr>
<td>FY05</td>
<td>$175,760</td>
<td>$0</td>
</tr>
<tr>
<td>FY06</td>
<td>$148,650</td>
<td>$0</td>
</tr>
<tr>
<td>FY07</td>
<td>$102,917</td>
<td>$180,000</td>
</tr>
<tr>
<td></td>
<td>$732,427</td>
<td>$694,152</td>
</tr>
</tbody>
</table>

The budget decreases shown have not just affected the College. Each unit across Georgia State University has had to “share the pain.” While the reductions in FY02 and FY03 were the result of reductions in funding from the state, the reduction in
FY07 was based on the need for the University to correct a continuing shortfall resulting from an over estimation of student credit hours, and thus tuition revenues, at the university level. The University has instituted efforts to raise student credit hours and stem the slide in tuition revenues, and has seen positive results during the current academic year that hopefully will obviate the need for further cuts.

The College has been able to offset some of these more recent reductions through the University's support of a series of dedicated tuition increases for the College. As was highlighted above in section X.2.A, this dedicated tuition increase added approximately $330,000 of additional funding to the College's base budget in FY05 and with an additional increase of $330,000 in FY07. The College has been able to impose these increases without any adverse impact on its applicant pool or enrollment because its tuition remains among the lowest in the nation among public law schools.

The budget increases shown in the chart above reflect the University's support for the following: an additional legal writing instructor, new faculty hires in biotechnology law and in ethics and professionalism, support for a faculty scholarship initiative, law library acquisition funds, an alumni giving director,

The College will not be able to enhance its educational program further without external funding. Toward that end, the Dean has focused efforts on increasing gifts to the College from graduates and other supporters.

6. Development

6.1 Law School Fund Raising

The Dean has the primary responsibility for raising private funds to further the College's mission. The Dean is assisted by a new Development Director whose position is co-funded by the University's Development Office. The Development Director is assisted by a new Director of Alumni Affairs who plans and coordinates the College's alumni-related fundraising activities and works with the Development Director to strengthen the College's relationships with its graduates.

Law school fund raising focuses on both gifts to the annual fund and major gifts from donors to fund high priority projects and programs such as scholarships, faculty professorships and chairs, new programmatic initiatives, and facility improvements. Unrestricted annual gifts are directed to the Georgia State University Fund for Law.

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18 The University initially sought to cover the tuition-based shortfalls by asking all units to return funds on a one-time basis. Thus in FY02, FY05, and FY06 the College of Law returned $18,636, $78,254, and $197,129, respectively. Because these were not permanent cuts, the College was able to cover these give-back requests by drawing from funds temporarily available due to vacant positions and faculty members who were spending the year visiting at other law schools.
Annual gifts may also be designated for inclusion in scholarship funds, a Law Library fund, or to support various student organizations. The Low-Income Taxpayer Clinic and Health Law Center also receive significant annual gifts while a group of alumni focused on intellectual property have raised a significant amount of funds to support IP-based initiatives at the College. Major gifts tend to be designated to establish endowments or to increase the corpus of existing endowed funds.

Since the last sabbatical visit, the College has been successful in receiving several major gifts, upgrading its annual fund program, and substantially increasing the size of its endowments. Among the more significant donors are graduates who participate on the Graduate Leadership Council and members of the College’s Board of Visitors. Staff and faculty also have supported the Annual Fund with generous contributions. Our progress in fundraising since the last site evaluation is reflected in the following indicators: Our overall endowment has grown from $4.5 million to $7.8 million. The number of endowed scholarships has increased from three to fourteen, endowed scholarship funds have grown from $225,000 to $1.76 million, and the number of endowed professorships has grown from two to five. The Low Income Taxpayer Clinic now has an endowment of over $758,000 and receives grants from the IRS. Alumni participation in annual fundraising has risen from about 13% at the time of the last Self-Study to 23%, with a corresponding increase in the total funds raised.

The replacement of an earlier Director of Development and the addition of a new Director of Alumni Affairs are expected to result in increases in both the rate and amount of external support received by the College.

6.2 Scholarship Funds

Since the last ABA site inspection, the College of Law has significantly increased the number and monetary levels of its endowed scholarship funds. In 1999, the College of Law had 3 endowed scholarships with funds totaling $225,000. In 2006 these numbers now stand at 14 endowed scholarships with funds totaling $1.76 million. A list of these scholarships, with their current level of endowed funding (As of 9/30/06), is shown below:

<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Endowment Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben &amp; Stella Johnson Law Scholarship</td>
<td>$106,720</td>
</tr>
<tr>
<td>Burge Family Scholarship</td>
<td>$113,704</td>
</tr>
<tr>
<td>Board of Visitors Law Scholarship</td>
<td>$211,190</td>
</tr>
<tr>
<td>Catherine Henson Scholarship</td>
<td>$298,612</td>
</tr>
<tr>
<td>GA Civil Justice Foundation Scholarship</td>
<td>$102,550</td>
</tr>
<tr>
<td>Law School Scholarship</td>
<td>$104,993</td>
</tr>
<tr>
<td>Maleski Scholarship</td>
<td>$150,284</td>
</tr>
<tr>
<td>Michelle Ferguson Priestly Award</td>
<td>$8,043</td>
</tr>
<tr>
<td>Diversity in the Legal Profession</td>
<td>$18,928</td>
</tr>
<tr>
<td>20th Anniversary Scholarship</td>
<td>$195,942</td>
</tr>
<tr>
<td>Patricia T. Morgan Endowed Scholarship</td>
<td>$63,608</td>
</tr>
</tbody>
</table>
Lamar Gammage Law Scholarship $34,525
F.A. O'Daniel Law Scholarship $110,808
Rosenberg/Johan Droogmans Law Scholarship $127,970

Each one of these endowed scholarship accounts has an operating account associated with it. Each year the Faculty Scholarships Committee reviews the amount of funding available in these operating accounts to determine the number and amount of scholarships that can be awarded for the upcoming academic year.

6.3 Endowed Chairs

Since the last site visit, the College of Law has also successfully grown its number of endowed professorships from two to five. The Ben F. Johnson Jr. Chair in Law, established in 1998 and filled in 2000, is held by Professor Julian Juergensmeyer. The W. Lee Burge Chair in Law and Ethics, established in 1999 and filled in 2002, is held by Professor Clark Cunningham. In 2005 and 2006 the College cultivated gifts that led to the establishment of three additional endowed professorships, the Trammell Foundation Chair in Tax Law, which is associated with the Low-Income Taxpayer Clinic, the Bobby Lee Cook Distinguished Professorship, and most recently, the Catherine C. Henson Endowed Professorship. The College expects to fill these professorships in 2007-08.

6.4 Endowed Visitorships

The Southeastern Bankruptcy Law Institute Endowment continues to provide support for an annual SBLI Visiting Professorship. Funds generated by this endowment are used to provide support for outstanding scholars in this field who visit the College of Law each spring and fall. The endowment now totals more than $342,000.

6.5 The Low-Income Taxpayer Clinic

The Low-Income Taxpayer Clinic has received significant funding from the Trammell Foundation, a local private foundation, over the years which has helped raise the level of the Tax Clinic Endowment to over $758,000. In addition, the LITC has received annual grant funding from the IRS that supports, in part, the daily operation of the Clinic.

6.6 Henry J. Miller Distinguished Lecture Series

Semi-annually, the College of Law presents its Henry J. Miller Distinguished Lecture Series. The Loridan’s Foundation provides $17,500 annually to the College of Law to support this lecture series.
6.7 Annual Giving

The College's has made significant strides by increasing both the total amount of annual fund giving and the percentage of alumni participation. The alumni participation rate for the Annual Fund reached 23% in 2005-06, our highest rate of giving to date, and a rate well above the 12.9% rate at the time of the last ABA site inspection. In addition, this 23% rate of alumni giving exceeds both participation rates in the University's Annual Fund as well as the national average for annual fund giving. The annual amount of gifts and pledges received by the College is also rising, reaching a high of $887,000 in 2005—06, an increase of $200,000 from the prior year. At the same time, the total amount of dollars raised during our annual campaigns is small by the standard at more established schools due to the small number (3500) and relatively young ages of our graduates. This represents a challenge to our development efforts, and it is one we must address incrementally by continuing to raise participation rates and developing a culture of giving as our alumni base grows and becomes more mature.

7. Goals and Priorities

As this section has shown, the College has made significant strides in certain financial areas since the last site visit, namely in increasing the number of endowed scholarships and professorships and increasing the rate of giving to the Annual Fund. However, the College's overall state budget has remained relatively flat, but when state fund increases have been available to the University, the University has supported important law school hiring and programmatic needs. State funding remains tight, a condition that will continue to put a strain on such needs as law library acquisitions; the need for additional faculty lines in areas such as International Law; added staff support in career services, development, student services and communications; and funds to continue to develop our two new centers and add other distinctive areas of excellence.

The key funding challenge and goal over the next several years must be to enhance development and fundraising so that the College becomes less dependent on the ups and downs of state funding. Increasing fundraising success will also be crucial to support current plans to build a new home for the College of Law in a new site (Sun Trust Plaza) which the University will purchase in the spring of 2007.
APPENDIX A2a:

COLLEGE OF LAW
ABA SITE VISIT REPORT – DATED
MAY 14, 2007
May 14, 2007

Dr. Carl V. Patton
Georgia State University
Office of the President
P.O. Box 3999
Atlanta, GA 30302-3999

Dean Steven J. Kaminishine
Georgia State University
College of Law
P.O. Box 4037
Atlanta, GA 30302

Dear President Patton and Dean Kaminishine:

I am sending each of you a copy of the report submitted as a result of the visit to your law school on February 18-21, 2007.

You are invited to respond to and comment on this report. You may also note any inadvertent errors of fact that it contains. Your response, together with the site report and the ABA Site Evaluation Questionnaire that was submitted as part of this process, will provide the basis for determining whether your program of legal education is operating in compliance with the ABA STANDARDS FOR THE APPROVAL OF LAW SCHOOLS.

Please respond at your earliest convenience, but no later than 30 days from the date of this letter. If you have no corrections or additions, we would appreciate your notifying us. We will send a copy of your response to the members of the team that visited your school.

We expect that the Accreditation Committee will consider your school at its meeting on June 21-23, 2007.

Your law school is a member of the Association of American Law Schools and this ABA site evaluation of your law school was also a site visit for purposes of the AALS’ membership review process. We will transmit a copy of this report to AALS Executive Director Carl Monk.
Page Two
President Patton and Dean Kaminishine
May 14, 2007

Please do not hesitate to contact me if you have any questions.

Sincerely,

[Signature]

Hulett H. Askew Esq.
Consultant on Legal Education

HHA/sk

cc: Carl Monk, AALS
     Dean Gilbert Holmes
     Dr. Jo Allen
     Professor Leonard Baynes
     Professor Lois Cox
     Irv Freeman, Esq.
     Dean Richard Morgan
     Professor Mary Persyn
AMERICAN BAR ASSOCIATION

REPORT ON

GEORGIA STATE UNIVERSITY

COLLEGE OF LAW

February 18 – 21, 2007

By:

Dean Gilbert Holmes [Chair]
University of Baltimore
School of Law

Dr. Jo Allen
Provost
Widener University

Professor Leonard Baynes
St. Johns University
School of Law

Professor Lois Cox
University of Iowa
School of Law

Irv Freeman, Esq.

Dean Richard Morgan
University of Las Vegas
School of Law

Professor Mary Persyn
Valparaiso University
School of Law

IMPORTANT: This report was prepared by the site evaluation team named herein. The conclusions and judgments stated represent their collective views alone. The site evaluation team does not make the official findings or conclusions for the Section of Legal Education and Admissions to the Bar of the American Bar Association. These are made by the Accreditation Committee and the Council of the Section. The report was prepared for the use of the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and not for public release. It is intended for the exclusive use and information of those persons authorized by the Council to receive it. Any copying or distribution of a part or whole of this report is subject to this restriction.
I. Introduction

A. Review of the Visit

The ABA/AALS Site Evaluation team ("Team") visited Georgia State University College of Law from February 18-21, 2007. The visit went very smoothly. The College and the University were very cooperative during the visit. The Team was able to visit classes, interview faculty members and administrators from the College and the University. The College provided any and all information that we requested, and housed the Team in a convenient, efficient and comfortable conference room during the visit.

B. History of the University and the Law School

Georgia State University was established in 1913 and is one of four research Universities, and one of 35 institutions, within the University System of Georgia. There are six academic units at Georgia State, each of which is led by a Dean: the College of Law, the College of Arts and Sciences, the College of Education, the College of Health and Human Sciences, the J. Mack Robinson College of Business, and the Andrew Young School of Policy Studies. In addition, there is a Dean of the University Library. Each of the Deans reports to the University's Provost and Vice President for Academic Affairs. Other units reporting to the Provost include the Vice Presidents of Development, External Affairs, Finance and Administration, Research, and Student Services, as well as the chief administrators from Information Systems & Technology, Institutional Research, International Affairs, Legal Affairs, Ombudsperson, Opportunity Development/Affirmative Action, and Undergraduate Studies. The Provost reports directly to the university President.

Georgia State University College of Law (College) is now in its twenty-fourth year, and has become a respected institution in the community, state and Southeast. Thanks in part to its growing reputation, attractive urban location, and affordable tuition, the College attracts a diverse and talented student body. Its alumni are highly regarded, and its faculty increasingly recognized.

II. Self Study and Strategic Planning

A. Process

The self-study process began in August, 2005, with the Dean's appointment of the eight (8) members of the Self-Study Committee. The Chair convened the Committee for the first time on September 12, 2005, after which the Committee met anywhere from 1-2 times per month (excluding the 2006 summer break) as required until the faculty meeting on December 7, 2006, when the self-study document was approved by the faculty.

Members of the Committee were selected on the basis of their willingness to serve and additional factors, including relevant administrative position and responsibilities and familiarity with the previous self-study and self-study process. Students assigned a representative to participate in Committee meetings.
The Dean participated in the Committee *ex officio* and attended approximately two-thirds of the Committee's meetings. The Dean provided data compiled by his office and reviewed the entire self-study.

The Committee began gathering relevant information by identifying existing useful materials, such as previous self-study documents, the College’s current strategic plan and action plan, and the 2005 Law School Survey of Student Engagement (LSSSE). These materials were posted on a website available to all faculty members. Materials produced during the course of the Self-Study were also posted on this site and included Committee e-mails and drafts of sections of the Self-Study Report. In addition to keeping faculty members apprised of the Committee’s progress and providing access to all relevant materials, the Committee engaged the entire faculty in the manner described below.

The Committee facilitated faculty involvement throughout the process. During the first two meetings, the Committee reviewed the previous self-study process and made decisions on how to proceed with the current process. The Chair assigned the ABA standards and the related sections of the self-study to Committee members who, in turn, solicited input from faculty members and staff whose activities or responsibilities are relevant to those standards and sections. Committee members compiled these responses into the initial drafts of sections of the Report. By referring to these section drafts and the College’s existing strategic plan, the Committee identified strengths, weaknesses, and priorities under each section of the Self-Study. During summer, 2006, the Chair formatted the section drafts for consistency. Beginning in the fall of 2006, section drafts and priorities were distributed to the chairs of faculty committees based on each committee’s responsibilities. In turn, the chairs distributed their respective sections to the entire faculty and held open meetings to receive input and to facilitate discussions about priorities and goals. These meetings were well attended by members of the respective committees and other interested faculty. Committee members served as liaisons to each of these meetings. The input from these meetings was integrated into the drafts by the Committee. The revised drafts were presented to the faculty for review and the document was approved at the regular faculty meeting held on December 7, 2006.

The Committee sought input from alumni through a survey instrument and solicited input from the College’s Board of Visitors as a means of obtaining input from the broader legal community. The results of these efforts are integrated throughout the document.

In contrast to the 2000 Self-Study in which that committee drafted its own student survey, the Committee relied on the 2005 LSSSE as the primary means of gaining student input through this independent and less assailable instrument. While the LSSSE topic areas do not readily translate into the ABA self-study topic areas, the responses were compared to those of students in comparable schools, something the Committee found very useful. In particular, the Committee scanned the survey results for previously unidentified areas of concern. The Committee considered those portions of the survey in which the student responses varied significantly from comparable law schools. The second part provided an opportunity for student comments. The nature of these comments varied widely, which is probably indicative of the range of different experiences, both positive and negative, that students have throughout their law school careers. Moreover, the small number of comments made it difficult to conclude that a single isolated complaint was evidence of a systemic problem or emerging negative trend. Conversely, if a student made the additional effort to voice either praise or criticism at the conclusion of a rather lengthy voluntary survey, the Committee thought the issues raised were significant enough to consider. With this in mind, the Committee believed that all the comments
were worthy of consideration, but focused on those student comments that seemed to confirm the existence of problem areas highlighted by other parts of the survey, those that more than one student addressed, and those that seemed to have been experienced by students in more than one class. For additional student input, the Student Bar Association provided a representative to the Committee throughout the process.

The self-study is a thorough treatment of the critical elements of review. A copy of the College’s strategic plan is included in the substantiating documents; its tenets are clearly referenced throughout the self-study. The strategic plan directly addresses the mission, goals, and objectives of the College, although the mechanisms for addressing accountability and measures of success are often implied rather than articulated. The program of legal education is clearly articulated and, as presented, is both appropriately challenging and sound. The strengths and weaknesses of the program as presented in the report are considered as key items for the visitors’ discussions with various constituents. During the visit, we found the faculty and administrators to be forthright in their analysis of various situations described in the self-study.

The self-study does, indeed, identify strengths and weaknesses as well as the means for improving the College’s deficiencies. However, the Self-Study Committee itself determined that for several reasons it was neither useful nor desirable to rank all priorities for growth and improvement. First, the changing nature of the institutional environment necessitates flexibility. Additionally, most goals are not exclusive of others and can be pursued concurrently. Finally, it is virtually impossible to achieve a true consensus on prioritizing a wide range of goals and objectives that have such varying input on a faculty of this. Alternatively, the Committee developed goals and objectives within the distinct sections of the self-study and achieved a level of prioritization by limiting the number of goals and objectives that fell under each section.

**B. Strategic Plan**

The process for developing the current strategic plan built on the foundation laid in 1996. During 1998-99, the College engaged in the University’s academic review process and prepared for the American Bar Association/Association of American Law School accreditation sabbatical accreditation visit in 2000. During 2001-02, the strategic planning committee reviewed and updated the strategic planning documents with an emphasis on complying with the goals set forth in the College’s strategic plan. Additionally, progress on the 1998 action steps led to further revisions. In collaboration with appropriate faculty, members of the Committee drafted revisions to several other categories for which no faculty committee had responsibility. In addition, the Committee facilitated additional faculty meetings to generate broader discussion and receive feedback on appropriate action steps in three areas of overlapping responsibility. The draft revisions to the College’s strategic planning documents were circulated in March and adopted by the faculty in April 2002.

What is not clear is what kinds of updates, at least documented updates, have occurred outside of the self-study process since that time. Again, matters of undesignated accountability and indicators of success may be the confounding factors here. For instance, one of the goals for 2.1.2.1 [Curriculum] (item 6) states, “The presence of international students enhances and broadens law school student experiences. The College will encourage such visitors and seek support for them.” While this is certainly an admirable goal, unfortunately there is no designation of responsibility here, nor is there any sense of whether the intent is to attract more visitors or maintain the current numbers, what would be appropriate numbers, or who would track them. It is also unclear what kinds of “support” someone or some agency might be seeking.
to provide for them. In the course of updating its strategic plan, the College should engage in
deepen conversations that would assign particular responsibility to particular persons or offices,
and adopt with measurable indices of success.

III. Program of Legal Study

A. Introduction

The College defines its "curricular mission" as one that offers "students a thorough and
contemporary legal education while providing the faculty with opportunities for academic
growth." The curriculum is "designed to impart knowledge and training in three areas:
substantive law, procedural law, including legal process and philosophy, and legal skills." The
College's stated goals include:

- exposing students to diverse approaches and philosophies of law and its role in
society;
- ensuring that curricular themes include the central role of legal ethics and
professionalism, the growing integration of domestic and international issues in the
study of law, and the importance of the College's relationship with the legal and
urban community of which it is a part; and
- promoting the development of interdisciplinary, intercultural and international
perspectives including options which emphasize an urban focus.

The College operates on a semester system. Each semester is fourteen weeks long, and
fifty minutes of class time per week is required for each hour of credit. To graduate, a student
must complete 90 credit hours of instruction.

In the fall and spring semesters, the College offers classes five days a week, with some
classes offered on Saturday. Evening classes are scheduled Monday through Friday. The
summer term extends over seven weeks, beginning in May and ending in July.

The College offers both a full-time and a part-time program. The schedule is flexible
allowing a full-time student to attend classes in the evening and a part-time student to attend
classes during the day. The College has attempted to treat the full-time and part-time programs
equally. For instance, all tenure-track faculty members are expected to teach both day and
evening courses, and the admissions criteria do not vary between the programs. There are some
disparities in the treatment of part-time and evening students as to the availability of externships
and clinics.

Of the ninety credit hours needed for graduation, forty-three credit hours consist of
required courses with forty-seven credit hours for electives. The College's required first-year
curriculum consists of the following traditional courses: Property, Contracts, Civil Procedure,
Torts, and Criminal Law.¹ Each of these courses (except Criminal Law) is a six-credit course
taught over the two semesters. To relieve the strain on faculty resources that the two semester

¹ During the 2003-04 academic year, after extensive faculty consideration and review, the faculty
left the first year curriculum unaltered.
first year curriculum poses, the College splits many of the year-long courses between two faculty members, with one teaching the fall semester and the other teaching the spring semester. Criminal Law is a three-credit course taught in the spring semester. During their first year, students must also take a year-long course in Research Writing and Advocacy (RWA) (2 credit hours in the fall and 1 credit hour in the spring) and a one-hour Legal Bibliography Course taught in the fall.

Part-time students complete the “first-year” curriculum in two years: Torts and Civil Procedure are deferred to their second year. Although Constitutional Law is required, it is not part of the first-year curriculum. It is scheduled for both full- and part-time students in the fall of their second year.

During their second and third year, students are also required to take the following courses: Evidence, Litigation, and Professional Responsibility, and a research intensive course or independent study satisfying an upper level writing requirement. At an open meeting of students, one evening student expressed concerns that Professional Responsibility was not being offered consistently during the summer.

In the spring 2006, the faculty voted to increase the maximum number of clinical and externship course hours that may be applied toward graduation to a maximum of twelve hours combined. Of the twelve hours, a student is not permitted to take any more than six externship hours. However, a student may take up to twelve hours of clinics (six more than before) if he or she foregoes externships.

B. Legal Writing, Analysis, and Problem Solving

1. First-Year Research Writing and Advocacy Program

Research, Writing and Advocacy ("RWA") is a two-semester, required first-year course. Students receive a total of three credits for RWA, two for the fall semester and one for the spring semester. Five full-time, non-tenure track legal writing faculty members teach in the RWA program. Each RWA faculty member teaches three sections; each section has approximately fifteen students. The College increased the number of RWA faculty from four to five lecturers since the last ABA site visit to improve the faculty-student ratio for the program.

The College’s Self Study states:

The lawyering skills taught in RWA include the ability to engage in critical reading, to problem solve, to engage in legal reasoning and analysis, and to be an effective communicator. The skills are taught from a practitioner focus, emphasizing a student’s professional responsibilities. RWA uses a process method in which students complete oral and written assignments, are given extensive feedback on those assignments, and are expected to incorporate the feedback in completing future assignments.

During their first year, the RWA students participate in two rounds of oral arguments. The RWA students also write a brief and memorandum based on the same fact pattern over the course of the first year. The College’s Self Study justifies the use of the same fact pattern and
legal issues in both semesters by stating that it "enables students to experience first-hand the importance of editing skills by affording students multiple opportunities to review, re-write and revise earlier drafts and to learn how to incorporate earlier critiques. This focus is based on the view that writing and rewriting best imitate law practice and result in more cohesive, well-reasoned and professional documents."

Of course, the decision to teach the same fact pattern and issue in RWA over two semesters is protected by academic freedom. Moreover, the College gives sound pedagogical reasons for this decision. However, this approach raises the question of whether the first-year students suffer from not having another experience in research during their spring semester. Moreover, it raises the question of whether the decision to pursue this pedagogy also might result from the heavy three-course per semester teaching load that the legal writing lecturers have.

Unfortunately, none of the RWA classes were available during our sabbatical accreditation visit for the team to audit. In addition, there were not many student evaluations available for us to review because of a change in the way they were processed. Of those available RWA evaluations, they tended to be adequate-to-mediocre. At two open meetings that the Team had with students, there were several negative comments made about the RWA program. Some were the traditional complaints heard at most law schools about the amount of work required in comparison to the credit hours offered. Some students thought that there were different standards of feedback offered by different legal writing faculty members. At an open meeting, one student told us that one of the RWA faculty members said that he or she couldn't give the student feedback because it would give the student an unfair advantage.

In the fall semester, the Law Library faculty teaches the first-year students a separate one-hour course called Legal Bibliography. This course, which is graded on a pass-fail basis, teaches students the basics of legal research, including the use of both conventional and technology-based legal research tools. The librarians teach both print and online sources. Once the students master the print resources, students have full access to Westlaw and Lexis at mid-semester. No research skills are taught during the second semester of the first year.

In its Self Study, the College reports that it surveyed the second and third year students about the RWA program. The survey results reported that a majority of upper level students are satisfied with their legal research and writing skills.

Lastly, the RWA lecturers neither have long-term contracts nor tenure track status. The status is governed by a State of Georgia statute that seems to prohibit long-term contracts for lecturers.

2. Upper Level Legal Writing, Analysis and Problem Solving

During their upper-level course of study, all students are required to complete a research paper. To receive writing credit, the paper must be well-researched and must contain original analysis. A student must earn a grade of at least 73 on the paper. Several upper level courses qualify for legal writing credit; they are identified each semester on the published course schedule and in the College Bulletin. Students may satisfy the upper-level writing requirement by taking a substantive course, seminar, or completing an independent study project under the guidance of a faculty member. The Associate Dean for Academic Affairs and the faculty member sponsoring the independent study must approve the proposal.
Apart from the upper-level writing requirement, students may augment their research and writing skills by taking additional writing/seminar courses, enrolling in Appellate Advocacy, participating in Moot Court or Law Review, and enrolling in advanced courses in legal research and writing. The College offers courses in Advanced Legal Writing and Advanced Legal Research on an annual basis.

During the 2003-04 academic year, the Curriculum Committee reviewed the upper level writing requirement and found that the College’s writing program is similar to programs at the majority of other law schools. The committee recommended a clearer set of guidelines that faculty members should use in evaluating papers submitted for writing requirement credit.

3. Upper-Division Curriculum

Required Courses
The upper-level required curriculum includes Constitutional Law I, Evidence, Professional Responsibility, and the Litigation Workshop.

In its 2003-04 curriculum review, the Curriculum Committee considered whether to increase or decrease upper level required courses and whether other courses should be recommended. The Committee decided not to recommend changing the required upper-level courses. However, it did recommend that the College make clearer recommendations to students about non-required core electives and the courses they should take that prepare them for admission to the bar.

The required litigation course is a novel approach to ensuring that all the students receive practical instruction in how to handle and try a litigation case. It is taught by adjuncts overseen by Dean Roy Sobelson in place of Director Mark Kadih who is having health problems. At our open meeting with students, several objected to doing the course because they had no intent of doing litigation in practice. Our understanding is that the College might be open to expanding this course to cover transactions issues.

The College sought to increase the number of sections offered annually in Professional Responsibility from three to four/five, and thus achieve a reduction of class size. As discussed below, the College did not seem to meet this goal.

Elective Courses
Students have the opportunity to enroll in a minimum of forty-seven elective hours. To help the students manage these choices, the College publishes a Curriculum Planning Handbook and assigns every entering law student to a faculty member who serves as that student’s faculty advisor for curricular planning.

Recommended Core Electives and Curricular Advisement
The College recommends that students take the following core or foundational electives: Administrative Law, Basic Federal Taxation I, Constitutional Law II, Corporations, Criminal Procedure I, Family Law, Wills, Trusts, and Estates, and one or more Commercial Law courses (Sales, Commercial Paper, Security Interests, and Liens). These courses also are officially recommended in the College’s Curriculum Planning Handbook.

These advisement mechanisms seemed to be uneven, depending on the availability of individual faculty members and the initiative of students. The College might consider a more
structured approach in helping students plan their elective course of study, e.g., creating elective tracks or developing concentrations that bundle certain electives.

**Upper Level Electives and Seminars**
The College's elective offerings include a number of upper-level electives and seminars. The College has also expanded its offerings in business associations, dispute resolution, estate planning, legal history and intellectual property/technology. Recently approved seminars and upper level electives include:

- Advanced Issues in Trial Advocacy Seminar
- Advanced Local Government Law
- Advanced Problems in Agency and Partnership
- American Constitutional History
- Bioethics and the Law
- Biotechnology Law, Policy and Ethics
- Cyberlaw
- Domestic Litigation
- Domestic Violence Law
- Food and Drug Law
- Genetics and the Law
- Georgia Legal History
- Health Legislation and Advocacy
- Human Rights Law
- Human Rights Law Seminar
- Intellectual Property Law Seminar
- Law of Electronic Commerce
- Mediation Law and Practice
- Public Health Law
- Public Interest and Social Welfare Law
- Seminar on Judicial Power
- Seminar on Partnership Law
- Urban Issues in Environmental Law
- Urban Fellows Seminar

**Interdisciplinary Academic Centers**
Since the last ABA sabbatical accreditation visit, the College has created concentrations of elective courses in health policy through the Center for Law, Health & Society, and land use/environmental law through the Center for the Comparative Study of Metropolitan Growth. Through conferences, workshops, and other activities, these centers have allowed the College to develop real depth in very diverse curricular areas.

**The Center for the Comparative Study of Metropolitan Growth**
The College created the Center for the Comparative Study of Metropolitan Growth to advance dialogue, academic exchanges and research relating to environmental challenges in the world. Through interdisciplinary programs, the Center connects lawyers and law students with land use and economic planners, business professionals, engineers, and government regulators. The Center enhances the upper-level curriculum by offering courses germane to the Center's mission while also promoting study outside the classroom through academic exchanges, speaker series and symposiums, foreign study programs, and the development of joint a J.D.-Master in
City and Regional Planning, undertaken with the College of Architecture at the Georgia Institute of Technology.

The Center added four new offerings to the upper level curriculum:

a. Advanced Local Government Law;
b. Seminar in Urban Issues in Environmental Law;
c. An annual foreign enrichment course in Comparative Environmental and Land Use Law; and
d. New offerings in the Summer Legal and Policy Study in Rio de Janeiro program in which three prominent foreign scholars give three weeks of instruction about the environmental and land use law of their country.

The Center for Law, Health & Society

Through educational, research, and community outreach initiatives, the Center for Law, Health & Society attempts to advance the role that law plays in promoting society’s health. It is the only academic health law center in Georgia.

The Center has developed several key initiatives:

a. A legislation program in which students develop, analyze, and track proposed legislation on health related topics;
b. New elective courses (biotechnology law & policy; domestic violence law; food and drug law; genetics and the law; public health law; and public interest and social welfare law);
c. Interdisciplinary opportunities through joint classes and cross-enrollment with other departments at Georgia State University, Emory University’s Center for Ethics and Medical School, and Georgia Institute of Technology’s School of Public Policy;
d. A joint-degree program in law and health administration with the J. Mack Robinson College of Business, Institute of Health Administration;
e. Conferences, speaker series, and workshops on a range of health law and policy issues;
f. A public health law initiative in collaboration with the Centers for Disease Control and the College’s Institute of Public Health;
g. A law, science, and biotechnology initiative to focus on the legal, ethical and policy implications of genetic, technological and other scientific advances;
h. The Health Law Partnership (HeLP), an innovative medical-legal collaborative among the College, Atlanta Legal Aid Society, and Children’s Healthcare of Atlanta, in which legal and medical professionals and students work to improve patient care by addressing the interplay of medical and non-medical determinants of health;
i. A law school legal services clinic in which students will provide legal representation to clients referred from HeLP. (See below).

Adequacy of the Upper-Level Curriculum in Certain important Areas

The College has increased the number of upper level elective courses. It has also created and developed two important interdisciplinary academic centers. The College still struggles with breadth and depth of courses in certain foundational areas, including criminal law, international law (particularly international business and practice), tax law, and constitutional and related
public law electives. Although the law school website recommends that upper-level students take Constitutional Law II as a foundation course, one faculty member who teaches constitutional law expressed concern that students are not taking it.

Although the College has a popular Race/Racism and the Law class, the curriculum is light on other jurisprudential courses like Feminist Jurisprudence and Law and Economics. The curriculum is also light on practical upper level courses like Contract Drafting, Negotiation, Advanced Legal Writing, International Business, and IP licensing. Although Poverty Law has been approved, it has yet to be offered.

Lastly, domestic violence may be taught from principally a civil law perspective. At one of our meeting with students, one student expressed concern that few courses were being offered in domestic violence from the criminal law perspective. The student said that even though the course description said that it covered criminal law aspects of domestic violence, the professors had civil law backgrounds and taught it from that perspective.

4. Professional Skills Instruction

Live Client Clinics

The College has expanded its live client clinical offerings substantially since the time of the previous sabbatical accreditation visit. At that time, its only offering was the Low-Income Taxpayer Clinic (LITC) supervised by Professor Ron Blasi. The LITC continues to thrive, and to attract praise from students, from the IRS, and from the Tax Law Section of the Atlanta Bar Association, which recently reviewed the clinic. A new clinical offering, the HeLP Legal Services Clinic (HeLP), is in operation for the first time in the spring semester of 2007. This clinic, supervised by Professor Charity Scott and two new assistant clinical professors, Lisa Bliss and Sylvia Caley, provides legal services in a variety of subject matter areas to low income patients of two children's hospitals in the Atlanta area and their families. Finally, the Criminal Justice Clinic, supervised by Professor Clark Cunningham, permits students to work in conjunction with the Georgia Justice Project in representing criminal defendants. Because Professor Cunningham is onleave during the spring 2007 semester, this clinic, which appears to combine elements of a live client clinic and an externship, was not offered during the period of this sabbatical accreditation visit. Students may enroll in a maximum of twelve clinical and externship credit hours, no more than six of which may be externship credit hours. Clinic students may practice law pursuant to Georgia's Third-Year Practice Rule.

a. Low Income Tax Clinic

Students enrolled in the Low Income Tax Clinic (LITC) serve approximately 160 - 200 clients per year involved in post-audit matters. They earn three credits per semester and may enroll for up to two semesters. Professor Blasi, a tenured member of the faculty, directs the clinic and is assisted by one staff attorney. Together, they supervise the students' work on behalf of clients. Professor Blasi also teaches the classroom component of the course with the assistance of various outside speakers. The class meets for five hours on a Saturday towards the beginning of the semester, and for two hours per week throughout the semester. In their field work, students have dealings with the Appeals Office, the Collections Division, and the Counsel's Office of the IRS and occasionally they appear in Tax Court. To date, the LITC has been able to accommodate all the students who wish to enroll in the clinic, so no selection mechanism has been required. In order to enroll, students must have completed the basic income tax course and must have a minimum GPA of 75. The LITC has been widely recognized for its work, and for some years has received at or close to the maximum amount of financial support.
available for tax clinics from a federal grant program. The clinic occupies a very pleasant suite of offices including individual offices, a conference room, a client waiting room, and an office for the clinic’s administrative assistant on the first floor of the law school.

Concerns about the LITC include the adequacy of its staffing. With only the part-time services of one faculty member and one staff attorney (very recently upgraded to a full-time position), supervision of approximately fifteen students handling approximately 160 cases is tight. Pressure from funding sources to handle more cases competes with pressure from the law school to seek outside funding. In addition, students in the evening program have had difficulty enrolling in the LITC. Indeed, evening students are only able to enroll at all to the extent their schedules permit them to keep the hours of day students, at least part-time.

b. HeLP

The new HeLP Legal Services Clinic was only in its first semester of operation at the time of the sabbatical accreditation visit. To facilitate a smooth transition into the new clinic, only six students were enrolled and they were selected for enrollment by the faculty members. Each student was enrolled for three credit hours. The clinic includes a substantial classroom component, taught by all three supervising faculty members. Newly renovated space in the law school houses the clinic, with individual offices/meeting rooms, a waiting room for clients, and space for the administrative assistant. The clinic functions as an extension of the Health Law Partnership, a collaboration between the law school, Children’s Healthcare of Atlanta, and the Atlanta Legal Aid Society. Cases referred to the clinic by the partnership may involve students in a variety of legal subject matters including housing, employment, Medicare and Medicaid, SSI, and family law.

Professors Bliss and Caley are the first two clinical faculty members to join the law school faculty. In preparation for their hiring, the faculty adopted a Clinical Faculty Policy which cites ABA Standard 405 (c); it provides that clinical faculty members shall vote and participate in governance except as to issues relating to the employment and promotion of tenure-track faculty members, are expected to perform teaching, service, and clinical administrative duties, may receive appropriate professional developmental support, and, after successful completion of a five year probationary appointment, may be appointed to annual contracts that are “presumptively renewable.” This system of annual renewable contracts is comparable in terms of job security to that offered to tenure-track faculty members under the University System of Georgia which prohibits multi-year contracts.

Like the LITC, the HeLP clinic is only marginally available to evening students. To the extent that evening students need to restrict their academic schedules to evening hours, they would be effectively precluded from enrollment in this clinic. Although the clinic faculty members are open to supervising evening students, and indeed plan to meet and confer with the evening students about clinic participation, to date the constraints of clinical practice have limited enrollment to day students. And the classroom component is only offered during the day. In some sense, the limited availability of the HeLP clinic is compounded by the current method of enrollment in the clinic, i.e. permission of the instructor. While faculty members interview potential enrollees and select those who shall be permitted to enroll, the scheduling constraints of evening students will disadvantage them.

At three credit hours, the HeLP clinic is also undercredited as it is currently structured. The classroom component alone meets for 150 minutes per week, which leaves little time for
field work. In future semesters, it may be worth considering either shortening the classroom component or increasing the number of academic credits.

**Exterships**

The College offers between seventy and ninety externship placements, though not every placement is filled every semester. Placements are carefully vetted and monitored by two tenured faculty members, Professors Andrea Curcio and Eric Segall, and one tenure-track faculty member, Professor Wendy Hensel. Each semester, as half of their regular teaching loads, two of these three faculty members share the responsibility of supervising students participating in externships. Each externship placement lasts for one semester and earns the student three academic credits. All placements are graded on a pass/fail basis. No student may complete more than one externship in a single semester, or more than two throughout her or his law school career. The externship program has an office conveniently located within the law school where students may obtain information about the various placements and where the program’s administrative assistant, Sarita James, has her office. Placements range from judicial clerkships to the Office of the Governor to the Centers for Disease Control to Georgia Lawyers for the Arts. Students are selected by the supervising attorneys at the various placements on the basis of interviews.

The classroom component of the externship program is front-loaded, consisting of four two-hour long classes towards the beginning of the semester. Class sessions include presentations on ethics, professionalism, and other topics relevant to law practice. Each extern meets with her or his faculty supervisor twice during the semester. Beyond that, faculty supervision is carried out via bi-weekly e-mails between the faculty member and the student. Because none of the externships carries academic credit of more than three credit hours, the first section of ABA Standard 305 (e) (5) and the final sentence of 305 (e) (7) are inapplicable.

As with the live client clinics discussed above, the College’s evening students have difficulty taking advantage of the law school’s externship opportunities. Though the supervising faculty members are willing to work with evening students, students whose schedules prohibit daytime law study are effectively excluded from the externship programs. And, as with the HeLP clinic, permitting supervising attorneys at the externship sites to interview and select their students may have the unintended effect of intensifying the difficulties of evening students. A system in which students are permitted to enroll rather than interview, and in which placements are assigned based on neutral criteria such as time remaining in law school or prior opportunities for professional skills training, as well as student preferences, may make these limited opportunities for practical experience available on a more equal basis.

**Litigation Workshop**

Prior to graduation, each student is required to complete the Litigation Workshop. This small enrollment course (12 to 18 students per section) is taught by adjunct faculty members under the overall direction of Dean Roy Sobelson (formerly Professor Mark Kadish). Students take the workshop during the second semester of their second year, and every effort is made to offer the mandatory Professional Responsibility course during the same semester. The workshop covers the fundamentals of trial practice and guarantees each student a simulated litigation experience.

Given students’ predictably skeptical responses to required courses, the College’s students seem quite positive about the Litigation Workshop, and it seems to enjoy widespread support among the student body. The course seems well coordinated. Based upon observation,
the material covered is an engaging mix of substantive information about litigation and practice “tips” from experienced practitioners.

Since the last sabbatical accreditation visit, the faculty gave consideration to changing the coverage of the workshop, as well as to making it elective rather than mandatory. In the future, the faculty may wish to consider adding course content about transactional practice, either in addition to the litigation coverage, or as an alternative to it.

Professional Responsibility
Since the time of the last sabbatical accreditation visit, the College’s faculty and administration have made a concentrated effort to expand teaching resources in the area of professional responsibility in order to be able to offer smaller classes and more opportunities for innovative, interactive teaching. Part of this effort includes the hiring in 2002 of Professor Clark Cunningham, the W. Lee Burge Chair Professor of Law and Ethics.

As mentioned previously, Professor Cunningham was on leave during the time of this sabbatical accreditation visit. Perhaps due to that fact and other scheduling problems, the goal of smaller professional responsibility classes did not seem to have been entirely met. Nevertheless, the decision to offer this course concurrently with the required Litigation Workshop is indicative of the school’s commitment to teach the course in a way and at a time that will maximize its effectiveness for students. The only difficulty brought to the attention of the Team was a minor scheduling problem relating to offering the course to evening students during the summer.

IV. Faculty

The College’s faculty consists of 37 tenured faculty members, including ten who have administrative responsibilities, two tenure track faculty members, two clinical faculty members whose arrangements are intended to satisfy Standard 405 (c), five faculty members who serve on contract in the Research, Writing and Advocacy Program, six professional law librarians and four lawyers who serve as supervisors in either the Tax Clinic or the Consortium on Negotiation and Conflict Resolution.

According to the 2006 Annual Questionnaire, there are ten women among the tenured faculty, two among the tenure track faculty, two among the 405(c) faculty and six among the RWA faculty. There are four members of minority groups among the tenured faculty, one among the tenure-track faculty and one among the RWA faculty.

The self-study reports a student/faculty ratio for the fall semester, 2006, of 16.2/1, and the 2005 and 2004 Annual Questionnaires report ratios of 16.4/1 and 15.6/1, respectively, for the fall semesters of those years, with the computations in those questionnaires appearing to be accurate. All of the faculty devote substantially all of their working time to the affairs of the College; none has an “of counsel” or similar consulting role, though several have administrative duties at the College. The first year and most of the core courses are taught by full-time faculty, with almost all of the adjunct instruction concentrated in skills and elective courses, especially the required litigation offering.

Full-time faculty members teach extensively in both the day and evening divisions, which the students very much appreciate. While covering a dual division curriculum stretches faculty resources, leaving little room for extraordinary research (or other) assignments, the College has
committed to provide educational experiences of equal quality to students in both divisions; hence, the full-time faculty cover the first-year, core courses and many electives in both the day and the evening programs. The average teaching load per year per faculty member was 10.33 hours for the fall of 2006 and 9.16 hours for the fall of 2005. Thus, teaching loads are reasonable, even in the face of covering first-year and core courses in two divisions, with no tenured or tenure-track faculty member teaching more than two classes per semester. RWA faculty members teach three sections per semester, with an aggregate enrollment of about forty students each.

Every member of the faculty holds the J.D. degree, and several hold LL.M or advanced degrees in other disciplines. All faculty members have experience in the practice of law, and several served in prestigious judicial clerkships. More than half of the faculty members taught law elsewhere before joining the faculty of the College. College faculty have visited at other law schools, including Hastings College of the Law, Southern Methodist University, the University of Houston, St. John’s University, Stetson University, the University of Buffalo, the University of North Carolina, and the University of Alabama. Foreign visits have been taken by faculty members at institutions in at least ten countries, including service by a faculty member as the H.L.A. Hart Visiting Fellow at Oxford University. In addition, several faculty members have received Fulbright Fellowships to work abroad, and several have been elected to membership in prestigious organizations, including the American Law Institute. The students have a high regard for the qualifications and abilities of their faculty; they are quite proud of the well qualified group that the College has assembled.

The College has experienced modest turnover since the last ABA sabbatical accreditation visit. One faculty member died and three left to pursue other opportunities. During the same period, the College hired five new tenure-track faculty members and two new clinical faculty members; the College is currently seeking to hire three more tenure track faculty. Since the last ABA sabbatical accreditation visit, the College has recruited Professor Clark Cunningham from Washington University in St. Louis to hold the Burge Chair in Law and Ethics and Professor Paul Lombardo from the University of Virginia, where he headed the Program in Law and Medicine at the Center for Biomedical Ethics. In addition, the College has benefited from visitors from Texas Tech, the University of British Columbia, and the University of Birmingham (U.K.).

According to the Site Evaluation Questionnaire, the College has had only one decline of an offer in the last three years, with that candidate declining because of his spouse’s inability to find a suitable position in Atlanta.

However, even though the faculty has been relatively stable, the College is disappointed that it has not made greater strides in diversifying the faculty. While recent hires have included women and minorities (of the five tenure-track faculty hired since the last inspection, two are women, one white and one African-American, and of the two clinical faculty recently hired, both are women, while of the two recent hires in the RWA program, both are women, one white, one African-American), there is a concern that the faculty is not sufficiently diverse. Thus, according to the self-study, greater efforts will be made in future appointments processes to identify and recruit women and minorities.

Past efforts at diversifying the faculty have included broad and extensive outreach efforts (beyond the AALS Registry) to generate diverse applicant pools, such as sending letters to all minority law faculty, posting announcements on minority list serves and online discussion
groups, publishing announcements in newsletters of local and minority bar associations, and encouraging faculty to network with colleagues at other schools. Future efforts will include targeted efforts at on-campus minority recruitment in advance of the AALS hiring conference.

Another consequence of relative faculty stability is that the College has a large cohort of senior faculty members. While these professors bring a great deal of experience and talent to the College, many of them will leave it in the next decade. This will provide an opportunity to further diversify the faculty, but it will also challenge the College with potentially large turnover -- and loss of experience -- in a possibly compressed time frame.

All tenured and tenure-track faculty members are expected to be actively engaged in teaching, scholarship and service, as contemplated by the College's mission statement. However, the exact mix and weight of these areas of responsibility vary, to some extent, from faculty member to faculty member, depending on each person's strengths and interests. All faculty members are expected to teach, usually two classes per semester, and the faculty continues to increase its emphasis on scholarly and professional engagement.

Fulfillment of faculty responsibilities is monitored by the Dean, on an annual basis, with each faculty member submitting a detailed annual report that addresses his or her accomplishments in teaching, student advising and mentorship, scholarship and service within the College, University and wider communities. In addition, tenure-track faculty members are reviewed annually by the Retention, Promotion and Tenure Committee. That Committee also does a searching review of each candidate's accomplishments at the time of tenure and promotion decisions. The Retention, Promotion & Tenure Committee also performs comprehensive evaluations of tenured colleagues at five year intervals pursuant to the University's post-tenure review process.

During our time at the College, members of the Team visited approximately twenty classes, including evening classes and ones taught by adjunct faculty. In general, the quality of the teaching was quite satisfactory, with excellent faculty and student preparation and participation. Team members did observe a couple of lackluster classes, but most of the classes were rated by team members at the 7, 8, 9 or 10 level. In addition, the students expressed great satisfaction with the overall quality of teaching (although they grumbled about aspects of the RWA program) and great pride in the teachers with whom they interact.

In office visits, faculty members frequently expressed that the school takes great pride in the quality of its teaching, and that the school has a culture of taking teaching seriously. That culture includes assigning each new colleague two experienced mentors to assist in his or her development as a teacher; sending new teachers to the AALS new teachers' workshop; supporting faculty travel to other conferences on teaching; and maintaining a Faculty Development Committee, which sponsors colloquia on teaching methods, exam grading and the use of new technologies. The culture also includes annual visits by two person teams (of tenured faculty members) to the classes of all tenure track and non-tenured faculty, with discussions among the team and the faculty member both before and after the visit and at the time of the issuance of the team's written report. In addition, students have the opportunity Band are encouraged to evaluate every class through a written or on-line instrument. A review of a sample of those student evaluations revealed a high level of student satisfaction with the faculty, though there were, of course, a range of responses and criticisms. A review of a sample of examinations and answers revealed exam questions and answers within an acceptable range of quality, and grades that seemed to properly assess the relative merits of the sampled exams.
The classrooms in the College have ample technological capacities, and many of the faculty members are proficient in their use. During class visits, the team observed many cases of instruction supported by technology. In faculty and administrator visits, colleagues expressed pride in the ever-increasing use of technology to support excellent teaching.

As part of their teaching responsibilities, faculty are expected to advise and mentor students. Each year, five entering students are assigned as mentees to each faculty member, with those students retaining that assignment for the duration of their law school careers. When asked if this arrangement was productive at the open student meetings, the students were emphatic in saying that it is, indeed, helpful.

As previously noted, the standard teaching load is two classes per semester, but new faculty are given only a three course load in their first year and other faculty may request a lighter load to facilitate a major research or other assignment. However, the faculty is spread thinly over the dual division program, so granting a light teaching load for these purposes is not routine.

The faculty members are committed to a mission that includes scholarship, with 18 books or monographs, 135 articles, and 21 book chapters or supplements having been completed in the last three years. The self-study contains, at page 62, a sample listing of faculty scholarship, some of which was reviewed by the team. The quantity of scholarship on display in the team’s conference room was impressive; sample reads of that scholarship revealed the expected result that the quality is also good. The vast majority of the faculty members are engaged in scholarly activity, with only four who did not publish in the last three years.

The College supports faculty scholarship by providing each faculty member with a fund with which he or she can pay for travel, research assistance or other needs related to scholarship; by allowing faculty to request additional funds, with appropriate justification; by providing summer research grants (26 were awarded in 2004, 18 in 2005 and 24 in 2006) upon the submission and approval of a worthwhile research proposal; by awarding an annual prize for the outstanding faculty scholar; by sponsoring periodic seminars, colloquia and brown bags to discuss and critique scholarship; by allowing faculty to seek reduced teaching loads to facilitate major scholarly projects; and by participating in a sabbatical leave program that allows research leaves to be sought every six years. Since the last sabbatical accreditation visit, ten faculty members have received such research leaves.

Service is also a part of the College’s mission, and faculty members participate in an impressive array of College, University and community service. Among the professional service contributions of the faculty members are frequent CLE presentations and participation in AALS programs. Faculty members are also active in committees or task forces of the American Bar Association, the AALS, the Law School Admissions Council, the State Bar of Georgia and the Atlanta Bar Association. Faculty members also write amicus briefs on a pro bono basis for, or serve on committees or boards of, non-profit organizations (such as Atlanta Legal Aid, the ACLU, the Women’s Legal Defense Fund, Georgia Volunteer Lawyers for the Arts, the Lambda Legal Defense Fund and the Southeastern Legal Foundation). Faculty members also have testified before the Georgia legislature and the Congress, and some have served as reporters or advisers on law reform efforts for the Georgia State Bar or American Bar Association.
The Dean and the faculty jointly determine educational policy for the College, and periodically update the school’s mission and strategic plan, in a manner that is traditional in legal education. The Dean is the chief operating officer, with a central, leadership role in formulating policy and significant discretion in daily decision making. Major policy matters involving the curriculum, faculty hiring and tenure, admissions, academic standards and the like are vetted through the faculty committee structure, with committee recommendations presented to the faculty and the Dean.

Most committees are appointed by the Dean. However, three of the six members of the Advisory Committee are elected by the faculty, and all of the members of the Reappointment, Promotion and Tenure Committee are determined by rank and tenure status, as explained below, with the co-chairs of that committee elected by the tenured faculty. The Advisory Committee advises the Dean on major matters, while the other standing committees – Admissions, Retention, Promotion & Tenure, Faculty Recruitment, Curriculum, Academic Standards, and Faculty Development – perform roles that are customary for such committees. Committee recommendations are typically brought to the full faculty, at regularly scheduled faculty meetings, for deliberation and decision.

The College’s faculty recruitment process is fairly typical, starting with a determination by the Dean and faculty of the needs to be filled in the recruitment and followed by an effort to identify well-qualified candidates to interview on a preliminary basis, usually at the AALS Hiring Conference. After those screening interviews, a small number of candidates are brought to campus for in-depth interviews, including a seminar or job talk for the faculty. Following these interviews, the Recruitment Committee makes recommendations for hiring to the full faculty and the Dean.

Promotion and tenure for tenure-track faculty is managed by the Reappointment, Promotion and Tenure Committee, which assesses the candidate’s satisfaction of the tenure and promotion standards with regard to teaching, scholarship and service. With respect to scholarship, that Committee will consider both internal and external evaluations of the candidate’s writing. With respect to teaching, heavy reliance is placed on the multiple reports of the various two person peer review teams who will have visited the candidate’s classes over the years, and also on student evaluations.

The Retention, Promotion & Tenure Committee is comprised of all tenured faculty members with a rank or status higher than that of colleague who is up for tenure and/or promotion. The recommendation of the Retention, Promotion & Tenure Committee is presented to the Dean, who may concur in or disagree with that recommendation. The Dean’s recommendation, and the complete dossier on the matter, is then transmitted to the Provost, who makes a recommendation to the President, who in turn makes a recommendation to the Board of Regents. The College’s recommendations on tenure and promotion are followed by the central administration, with no recommendation having been rejected since the last sabbatical accreditation visit.

In addition to assessing candidates’ fitness for tenure and promotion, the Retention, Promotion & Tenure Committee also administers a post-tenure review process in which tenured colleagues are rigorously assessed every fifth year. Thirty-seven faculty members have undergone post-tenure review in the last dozen years.
Faculty morale seems quite good, with most faculty members expressing satisfaction with their work and the environment at the College. Faculty members have aspirations for improvement, including in the areas of diversity and facilities, but these aspirations are stated in hopeful, rather than despairing, ways.

Academic freedom is assured by adherence to the University’s policy on, and commitment to, academic freedom for all of its teachers; by the tenure process, which grants security in employment to those who meet the tenure requirements; by a review process similar to the grant of tenure for those clinicians whose arrangements are intended to satisfy Standard 405(c), which arrangements are discussed below and in the section on Clinics; and by a review and renewal process in which RWA faculty members are re-employed, annually, absent significant cause for non-renewal (only one RWA faculty member has failed to gain reappointment under this process in the last fifteen years.) Faculty members and students expressed no concerns whatever respecting their academic freedom.

The College selects faculty members based on the needs of the curriculum, as determined by the Dean and faculty, and on the quality of the candidates as evidenced by such factors as law school record, work experience, recommendations, publications, interviews and job talks. The College is making special efforts to identify and attract candidates who will diversify the faculty.

Tenure-track faculty members usually apply for tenure in their fifth or sixth years on the faculty, with tenure becoming effective the following year. In applying for tenure, each applicant is expected to demonstrate his or her satisfaction of the College’s standards, which emphasize both teaching and scholarship. The tenure review places particular emphasis on the peer reviews of the candidate’s teaching and scholarship. Service is also reviewed, but is less important than teaching and scholarship.

The three faculty members who supervise the externship program are either tenured or tenure-track. The two faculty members who direct the two in-house clinics are also tenured, although two contract faculty work in one of those clinics and a staff attorney works in the other. The director of the required litigation program is a tenured faculty member, though the teaching in that program is provided by a large number of adjunct professors.

The two contract clinical faculty members have the title and rank of assistant professor, are compensated like assistant professors on the tenure track, and have the same opportunity as tenure-track professors to seek promotion to associate and full professor. They have full voting rights, except on personnel issues relating to tenure-track faculty, and they are eligible for a grant of job security intended to satisfy Standard 405(c). These faculty members are expected to be employed on one year contracts (subject to annual evaluation and reappointment) for five years, at which time they will be eligible for a grant of job security. If granted, this job security will result in a presumption that the contract will be renewed on an annual basis thereafter. Because Georgia law forbids the use of multi-year contracts, long-term contracts are not available. However, a clinical faculty member who is granted job security must thereafter be offered continuing annual contracts that may cease only because of 1) dismissal for good cause, including job performance and fitness as a clinical teacher; 2) the closing of the faculty member’s clinical program; or 3) financial exigency. For further information, see the section of this report on Clinics.

The College employs full-time, permanent employees to teach legal research and writing in the context of the RWA program. These are non-tenure track positions, in which each
colleague is considered for reappointment annually. However, they are considered permanent positions, and reappointment is denied (and this has happened only once in the last fifteen years) only if there is significant good cause for non-renewal.

RWA faculty members participate in faculty governance and vote at faculty meetings on all matters, except personnel matters pertaining to tenure-track faculty. They also have the opportunity to teach substantive summer school classes for additional compensation. And the College supports travel for professional development and opportunities to serve in professional organizations outside the College. During its last recruitment for an RWA position, in 2005, there was a pool of sixty applicants, including many who were well qualified.

For the spring, summer and fall semesters of 2006, only twenty percent of the total credit hours were taught by adjunct faculty members, with most of those coming in the spring semester (when the required litigation course is taught in small sections by a large number of adjuncts, under the supervision of a tenured faculty member). During the fall semester of 2006, part-time faculty taught 3.7 percent of the credit hours in the day program and 4.2 percent of the credit hours in the night division.

The College uses experienced practitioners to teach approximately 25 substantive courses during the academic year, but does not use adjuncts in required courses and only rarely uses them in core courses. Most adjunct teaching is in skills courses.

The Associate Dean for Academic Affairs is responsible for recruiting, hiring and orienting adjuncts and does so in consultation with members of the faculty who are familiar with the adjunct’s work and who share an interest in the course area at issue. Each adjunct receives an Adjunct Faculty Handbook and memoranda covering grading policies, computer access, and procedures for the creation of email discussion lists. Adjuncts in the Litigation program also receive supervision and orientation from the director of that program, a tenured faculty member.

Classes taught by adjunct faculty members are observed and reviewed once a year, with the Associate Dean assigning a tenured faculty member to attend and prepare a written report. The faculty member consults with the adjunct professor both before and after the visit, and the Associate Dean utilizes these reports and student evaluations in determining whether to reappoint adjunct faculty.
V. Students

A. Admissions

1. Admissions Qualifications and Evaluation of Recent Classes

For Fall 2006, the College reports receiving 2,910 applications\(^2\) and making 613 offers of admission (4.75:1 applications/admission ratio). There were 213 matriculants, representing a 35% yield. There were 945 applications from minority applicants, of which 139 were offered admission (6.80:1 applications/admission ratio). There were 43 minority matriculants, yield rate of 31%, (representing 20.2% of the class), of whom 27 (12.7%) were Black, 10 (4.7%) were Asian, and 6 (2.8%) were Other Hispanic American (i.e. not Mexican or Puerto Rican). The matriculants were 149 or 151 full-time students (70%-71%) and 62 or 64 part-time students (29%-30%).\(^3\) Admission criteria are the same for the part-time and full-time programs, although, as the class is filled, some of the final positions may be offered on the condition of part-time matriculation. The matriculants were 117 men (54.9%) and 96 women (45.1%).

The quantitative admission qualifications of the matriculants are summarized below.\(^4\) These data are very similar for full-time and part-time students, although, where slight differences do exist, they predominantly favor the full-time students.

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<th>75%ile</th>
<th>Median</th>
<th>25%ile</th>
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<tbody>
<tr>
<td>UGPA</td>
<td>3.54</td>
<td>3.33</td>
<td>3.03</td>
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<tr>
<td>LSAT</td>
<td>161</td>
<td>159</td>
<td>157</td>
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</table>

For Fall 2005, the College reports receiving 3,308 applications\(^5\) and making 585 offers of admission (5.65:1 applications/admission ratio). There were 219 matriculants\(^6\), representing a 37% yield. The Fall 2005 Annual Questionnaire did not report the numbers of applications received or the number of matriculants by diversity category, so the applications/admission ratio and yield rate for minority students are not available. The enrollment figures as of October 1 reveal 217 JD1 students, of whom 53 (24.4%) are minority students. Of these, 33 (15.2%) are Black, 16 (7.4%) are Asian, 2 (0.9%) are American Indian, and 2 (0.9) are Hispanic. The matriculants included 169 full-time (77%) and 51 part-time (23%) students. The Fall 2005

\(^2\) The figure of 2910 applications is reported in the Self-Study (on Page 74), in Exhibit G29, and in the table providing admissions data in the “suggested format”. In Exhibit G3, the Fall 2006 Annual Questionnaire, however, a total of only 2,698 applications is reported for the various diversity categories. If this lower number is correct, the effect would be to reduce the applications/admission ratio (i.e. to increase the proportion of applicants who are offered admission). In order to present results in a manner most favorable to the school, the larger total is used here in reporting selectivity data, but the lower total is used below when presenting the diversity data from which it was calculated.

\(^3\) The Annual Questionnaire reports 149 full-time and 64 part-time students, while the “suggested format” table 151 and 62, respectively.

\(^4\) These data are from the Annual Questionnaire, Exhibit G3. Slightly different norms are presented on the “suggested format” table.

\(^5\) Again, this number, which is reported on the “suggested format” table and in Exhibit G29, exceeds the number contained in the Annual Questionnaire (Exhibit G2). The latter reports 2,359 applications for the full-time program and 424 for the part-time program, a total of 2,783 applications.

\(^6\) The “suggested format” table reports 220, but the Annual Questionnaire (Exhibit G2) reports 219, none of whom are readmits who were previously reported.
Annual Questionnaire did not report the number of matriculants by gender. The enrollment figures as of October 1 reveal 217 JD1 students, of whom 109 are men (50.2%) and 108 are women (49.8%) are women.

The quantitative admission qualifications of the matriculants are summarized below:

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<th>75%ile</th>
<th>Median</th>
<th>25%ile</th>
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<tbody>
<tr>
<td>UGPA</td>
<td>3.66</td>
<td>3.36</td>
<td>3.11</td>
</tr>
<tr>
<td>LSAT</td>
<td>160</td>
<td>159</td>
<td>157</td>
</tr>
</tbody>
</table>

For Fall 2004, the College reports receiving 3,610 applications and made 577 offers of admission (6.26:1 applications/admission ratio). There were 234 matriculants, representing a 40.6% yield. There were 1097 applications from minority applicants, of whom 134 were offered admission (8.2:1 applications/admission ratio). There were 47 minority matriculants, yield rate of 35%, (representing 20.4% of the class), of whom 26 (11.3%) were Black, 14 (6.1%) were Asian, and 7 (3.0%) were Hispanic American. The matriculants were of 183 (79.6%) full-time and 47 (20.4%) part-time students. The matriculants were 112 men (48.7%) and 118 women (51.3%).

The quantitative admission qualifications of the matriculants are summarized below:

<table>
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<tr>
<th></th>
<th>75%</th>
<th>Median</th>
<th>25%ile</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGPA</td>
<td>3.62</td>
<td>3.35</td>
<td>3.08</td>
</tr>
<tr>
<td>LSAT</td>
<td>160</td>
<td>159</td>
<td>157</td>
</tr>
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</table>

The College does not admit students who have not earned bachelor degrees, and requires an LSAT from each applicant. The LSAT data reported in the Annual Questionnaires appear to reflect the entire class of matriculants.

Regarding the capability of admitted students to complete the program and be admitted to the bar, a table detailing involuntary academic attrition data for five cohorts of students (2001-2005 entry) was presented to the team during the visit. The number of involuntarily dismissed students ranged from 5 (among 2001 and 2004 entrants) to 11 (among the 2005 entrants). Even in 2005, the 11 students who were involuntarily dismissed account for less than 5% of the class. The quantitative admission qualifications of these students, although lower than the class as a whole, were not such that an Admissions Committee should have known that these particular individuals would be unlikely to have the capability to complete the program. For example, the LSAT scores of the 2005 entrants who were dismissed ranged from 149 to 161, with a median of

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7 The data presented are from the Annual Questionnaire, Exhibit G2. The “suggested format” table presents slightly different data.

8 Again, this number of applications is taken from the “suggested format” table and from Exhibit G29. The Annual Questionnaire, Exhibit G1, reports 3,273 applications.

9 Again, there is a slight discrepancy between the data reported in the “suggested format” table (234 matriculants, 183 full-time and 51 part-time) and those reported in the Annual Questionnaire (183 full-time and 47 part-time). The breakdown of matriculants by minority status and gender will, necessarily, be of the 230 matriculants detailed in the Annual Questionnaire.

10 Adding the 4 part-time students reflected on the “suggested format” table would change the percentages to 78.2% and 21.8%, respectively.
Involuntary attrition, however, does appear to have a disproportionate effect on minority students, particularly African American students. Among 2005 entrants, 8 of the 11 students who were dismissed were minority students (15.1% of the minority students in the class) and 7 of these were African American (21.2% of the African American students).

As will be detailed below with regard to “outputs”, the College’s alumni are very successful in passing the Georgia bar examination. Since the last sabbatical evaluation, the College’s success rate for first-time takers of the July examination has been between 92% and 94%. This compares favorably to other Georgia schools (i.e. in 2005 and 2006, the College’s scores exceeded those at University of Georgia, Mercer, and John Marshall, but were slightly below those of Emory (93.5 vs. 96.3, and 93.4 vs. 95.2)).

The College utilizes the LSAT as well as undergraduate grade point average and a number of other factors in making admissions decisions. Two aspects of the College’s use of the LSAT may be problematic with respect to the LSAC’s Cautionary Policies. First, LSAT score alone (147 or below) is used to categorize individuals into the “presumptive deny” category. Individuals in this category will be denied admission by the Director of Admissions unless the Director identifies other factors (i.e. work experience, graduate study, overcoming disadvantage, etc.) that merit sending the applicant’s file to the faculty Admissions Committee for review. Second, a “super majority” vote of the faculty Admissions Committee (i.e. 4 of the 5 members) is required to admit an applicant with an LSAT score of 149 or below, whereas only 3 of 5 votes is required to admit an applicant with an LSAT of 150 or above. The super majority requirement was adopted by the faculty to “ensure that students with weaker credentials were not admitted unless there was substantial consensus that they otherwise demonstrated a reasonable likelihood of success in law school.”

2. Admission Policies and Law School Strategic Objectives and Resources

The College’s strategic objectives for admissions are contained in its Strategic Plan. Specifically, Section 2.1.1.1 of the Plan contains 8 goals related to recruitment/admissions. Four of these goals define the College’s aspirations as to the composition of the student body. First among these is the overarching goal derived from the College’s mission to “attract and admit a student body (a) whose members possess the intellectual capacity, maturity, moral character and commitment to complete the course of study and become productive members of the legal profession, (b) that reflects the diversity of American society and the local community, and (c) that includes both traditional and non-traditional, full-time and part-time students,” as well as the related goals to maintain or increase diversity while increasing the quality of incoming students, to make legal education accessible to members of historically disadvantaged groups, and to maintain a commitment to admit part-time students.

Two additional goals actually define the College’s core admission policies. These goals define the "significant weight" accorded to LSAT and undergraduate grade point average, as well as the use of additional factors such as undergraduate institution and course of study, graduate study, diversity and other factors revealed in the personal statement, recommendations, and evidence bearing on character. Finally, two goals express the College’s aspiration to increase scholarship funds and graduate research assistantships as an aid to its recruitment activities.

Thus, the interrelationship among the various goals in the Strategic Plan operates to align admissions policies and practices with the College’s objectives. The significant weight accorded to quantitative factors, as well as the consideration of other factors, ensure that admitted
applicants have the capability to succeed; the consideration of other factors also permits the College to enhance the racial/ethnic diversity of its student body and to provide opportunities to individuals from disadvantaged backgrounds and to nontraditional students, particularly those who wish to attend law school on a part-time basis. Finally, the objectives related to the enhancement of scholarships and graduate research assistantships also assist in achieving the recruitment goals.

As noted above, the College does admit a class that is capable of completing the program of legal education and achieving bar admission. It is also successful in assembling a class that consists of both traditional and non-traditional students. Finally, the College is reasonably successful in achieving a class that is racially diverse, although this achievement may be somewhat blunted by the apparent higher attrition rates for minority students.

With regard to the two resource-based goals, the College is making progress. In 2000, a scholarship endowment of $225,000 awarded scholarships to 24 students; in 2006, the endowment stood at $1,760,000 and 50 scholarships were awarded. In total, $604,411 in non-need based aid was provided in 2006-2007.

3. Admissions Process and Responsibility

Admissions policy and procedures are determined by the Admissions Committee, which consists of the Director of Admissions (ex officio, without vote) and five faculty members appointed by the Dean, in consultation with the Dean and the Associate Dean for Academic Affairs. "Broad strategic issues" are also initially examined by the Committee, subject to review and ratification by the faculty at large.

No students are admitted without the approval of the Dean and faculty (via its Admissions Committee), but in some cases that approval is achieved via satisfaction of faculty-approved criteria for presumptive admission, rather than via actual review of the application file by faculty members. An applicant who meets the criteria for presumptive admission (i.e. LSAT of 160 combined with undergraduate GPA of 3.2) may be admitted by the Director of Admissions. Only if the Director identifies a potentially disqualifying factor (i.e. criminal conviction, prior academic dishonesty, etc.) will the application undergo review by the Admissions Committee. Similarly, if an applicant has an LSAT score below 147, the applicant may be denied admission by the Director.

The files of applicants who are not admitted or denied based on presumptive criteria are circulated among the Admissions Committee members for decision. As described above, three positive votes are required for admission (four votes if LSAT is 149 or below). Applicants who are denied admission may request reconsideration by the Committee or may appeal to the Dean. The Director of Admissions cannot recall that latter process ever being used.

The jurisdiction of the Admissions Committee includes applicants for re-admission as well as applicants for guest student status.

The Admissions Committee is supported by an Admissions Office consisting of a Director, two Admissions Coordinators II, an Admissions Coordinator I (receptionist), and a Records Coordinator. The Director of Admissions manages the office and reviews applications in order to identify presumptive admits or denials that should be brought to the attention of the Admissions Committee. One of the Admissions Coordinators II handles most of the recruitment
travel (including diversity activities) and the other, along with the Coordinator I and the Records Coordinator seem primarily to provide technical processing of applications. Thus, of five staff, only one seems to devote substantial effort to outreach activity to prospective applicants.

The Director of Admissions received grant funding from the LSAC for and directs a very interesting “pipeline” program directed toward high school aged African American males. The program was implemented for the first time shortly before the Team’s visit and the Director’s enthusiasm and commitment were evident. This program is cooperative among the College and other law schools and should be of benefit even to those participants who decide not to pursue a law school education.

4. Readmission of Students

The College has a process for re-admission of its own students who were previously disqualified for academic reasons, but none have been re-admitted since, the time of the prior sabbatical accreditation visit.

5. Transfer of Students and Advanced Standing

Transfer students may be admitted from ABA-approved law schools only, and absent unusual circumstances, must be ranked in the top half of their classes. These students must also have admission credentials comparable to the class they seek to join. Decisions on admission of transfer students are made by the Admissions Committee. These transfer students are allowed up to 30 advanced standing credits. In 2004, 11 transfer students were admitted; in 2005, 7 transfer students were admitted; and in 2006, there were 8 transfer students admitted.

6. Character and Fitness

The College advises each applicant that there are character and other qualifications for admission to the bar via a section in its Viewbook entitled "Admission to the Bar" (the Viewbook is available in printed form, including a paper application for admission, as well as in a PDF file accessible from the College’s website for those who apply electronically). The complete "Admission to the Bar" section appears below:

Receipt of a law degree does not entitle a student to be admitted to the bar. Each state has its own bar registration and admissions rules. A number of states require that a student register with the state's board of bar examiners at the beginning of law study to be eligible to take the bar examination. Some states prohibit the practice of law by persons who have been convicted of certain criminal offenses. Most will not admit a person to the bar who has committed a crime of moral turpitude.

The College does not explicitly encourage each applicant, prior to matriculation, to secure information concerning such character and other qualifications for admission from the jurisdictions in which the applicant intends to practice. This apparent deficiency was noted to the College during the sabbatical accreditation visit and it may already be rectified.
The College does not make an explicit determination regarding applicants' character and fitness. It does, however, collect character and fitness information on the application and this information may be considered by the Admissions Committee in its decisions concerning admission. In fact, when a presumptive admit is referred to the Committee by the Director of Admissions, the reason typically concerns a character and fitness issue.

The College provides extensive additional material to matriculating students at orientation. At that time, students are advised that complete disclosure on the application is required for compliance with the honor code and are also advised that disclosures on the application will later be provided to the Office of Bar Admissions (and that there could be problems if information required to be disclosed to the Bar authorities is not included on the application). The College notes that "the College generally receives about a half dozen application amendments immediately following each year's Orientation [but to] date none has been serious enough to warrant revoking a student's acceptance."

B. Student Services

1. General

Some services are provided to law students by the College while other services are provided centrally by Georgia State University. Within the College, leadership for student services is provided principally by the Associate Dean for Academic Affairs and by the Associate Dean for Student Affairs, under the supervision of the Dean. Both Associate Deans report to the Dean and, formally, the Associate Dean for Academic Affairs is the supervisor of the Director of Admissions, the Director of Career Services, and the College's registrar. In fact, however, it appears that the deans function as a collaborative management team with regard to student services.

Leadership for student services is in a period of transition. The position of Associate Dean for Student Affairs was created in 2004 (by the current Dean who was then "acting"). The first incumbent developed a role that included advising the student bar association and other organizations, organizing a series of student/faculty/staff receptions, engaging in counseling with individual students, and serving as a liaison to other University departments (financial aid office, parking services, security, etc.). He also served as a trouble-shooter for law students in their interactions with those departments. The first Associate Dean for Student Affairs recently became the Associate Dean for Academic Affairs and his successor was very new to her role at the time of the sabbatical accreditation visit. She is, however, a very enthusiastic, well-loved, and accomplished faculty member and is very student-centered. The team member who examined this area is confident that she will continue the valuable services provided by her predecessor and will enhance the role with her own skills and interests in response to identified needs.

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11 Question 22 asks if the applicant is aware of "any circumstances . . . that would or might prohibit you from admission into the practice of law." Question 23 asks about interaction with the criminal justice system, including whether the applicant has been "detained, arrested, formally accused, cited or prosecuted". This question was recently revised into this form in order to conform to the corresponding question on the Georgia Office of Bar Admission's Fitness Questionnaire. Question 24 inquires about academic or disciplinary action by a school or by a trade or professional organization.
Student records are maintained by a Registrar's Office, including a Registrar and an Assistant Registrar. Students were very complimentary about office and the Team identified no areas of concern.

Academic advising is provided by the Associate Dean for Academic Affairs, directly to students and via coordination of a faculty advisor system under which five students are assigned to each faculty member. Students confirm the usefulness of the faculty advisor system.

2. Financial Aid

Advising

Financial aid advising is provided to law students via the University's central Office of Financial Aid. One of the approximately 23 financial aid counselors provides most of the support for law students as well as students from one other unit. This arrangement is an area of dissatisfaction for students as well as for the law school administration. In particular, law students report the impossibility of contacting the financial aid office via telephone or e-mail. They also dislike the "one stop" triage location maintained by the University's enrollment services division (i.e. admissions, financial aid, registrar, student accounts) through which they must access financial aid assistance. At the beginning of semesters, students report (and the Director of Financial Aid confirms) lengthy lines consisting mostly of undergraduates. The College has developed an effective "work around" by advising students with financial aid concerns to contact the College's Associate Dean for Student Affairs. This individual then directly contacts the Director of Financial Aid to resolve the issue. The Associate Dean maintains an "open door" for students and the Director is very cooperative in addressing issues brought to him in this manner. This arrangement, while effective, is probably not the most efficient use of executive resources and does little to ameliorate students' dissatisfaction with financial aid services. It must be noted, however, that whatever the level of student satisfaction, the Office of Financial Aid is largely effective in its critical job to deliver aid effectively to eligible students.

Financial Aid Program

As described above, the financial aid program (grants and loans) for law students is handled by the University's Office of Financial Aid. It should be noted that a most significant form of financial aid is the extremely reasonable cost of attending the College, which stands at $7,366 for full-time students ($6,326 for tuition and $1,040 in fees) per year.

During 2005-2006, the most recent year for which data is available (from 2006 Annual Questionnaire), 461 unduplicated law students (67%) borrowed $7,976,535 (an average of $17,302 per student who took a loan). These data are consistent with those of two years earlier, but the intervening year showed an unexplained spike. The breakdown by type of loan is as follows:
Federal loans
Subsidized $3,030,777
Unsubsidized $4,474,918
Perkins $3,000
Subtotal Federal $7,508,695
Private $467,840
TOTAL $7,976,535

Of the 181 graduates of 2006, 135 (74.6%) borrowed at least once during law school, with an average law-school indebtedness among these students of $39,822.

Bar exam loans are available to graduating students through the Access Group and other private lenders. The number of students who avail themselves of bar exam loans varies widely from year to year. Data provided by the Office of Financial Aid for the last 18 years shows from 1 to 37 students obtaining such loans, with no apparent pattern present.

As reported above, with regard to the College’s strategic objectives for admissions, there are a small but growing number of scholarships available through the school. In 2005-2006, 45 new scholarships were awarded without regard to financial need and an additional five included need-based criteria. Overall during that year, 108 students held internally-awarded scholarships, the median value of which was $6,022, almost the cost of tuition.

Steps to Minimize Student Loan Defaults
The College relies upon the required entrance and exit counseling provided by the Office of Financial Aid, both via the Internet. Students who do not participate in the Internet-based exit interviews are sent written materials via the mail.

The Office of Financial Aid does not separately calculate law students' default rates on federal loans, but the University's rate is approximately 3% or less. The Director of Financial Aid sees no reason to calculate law students' rate separately, as institutional eligibility is based on the overall rate and the impact of law student defaults would have negligible impact on this total.

In addition, the Director of Bar Admissions for Georgia meets with the first year class at orientation and again later in the academic year. At those visits, the character and fitness requirements are presented, and students are advised of the Bar Examiners’ consideration of fulfillment of financial obligations as a character and fitness issue.

3. Career Services

Career services are provided to students via the College's Career Services Office (CSO). The office consists of a Director, an Assistant Director, an Administrative Coordinator, and a graduate research assistant. This represents an increase in staff since that last sabbatical accreditation visit, at which time there were only a Director and an administrative assistant. The Office provides services typical of a career services office, beginning during the first year of law school, and the placement success of the graduates, as reported below, is very favorable. In addition, the CSO sponsors a regional job fair in the area of intellectual property law that brings to the campus employers who would not otherwise be there. The College reported that the
LSSSE survey of students in preparation for the self-study identified lower satisfaction with Career Services than at comparable schools and that the Career Services Office received the most negative comments. These findings were echoed by student comments to the Team. In particular, students reported a perceived lack of sophistication by CSO staff and attributed this, at least in part, to the absence of any staff members who are J.D. trained or who have worked in law firms. In response to the dissatisfaction uncovered by the LSSSE, the law school has engaged a consultant who was to visit the school shortly after the ABA sabbatical accreditation visit.

4. Provision of Student Services to Other than Full-Time Students

Both the Admissions Office and the Registrar's Office are open until 6:00 p.m., so they are accessible to evening students immediately prior to evening courses (part-time day students have access during the day as do full-time students). The Career Services Office is also open until 6:00 p.m. on Monday and is open until 8:00 p.m. on Tuesdays and Wednesdays. In addition, it is open for one half day on Saturday, once a month. Many law school events are scheduled at 5:00 p.m. in order to facilitate attendance by both day and evening students.

The LSSSE elicited student comments regarding inaccessibility of student services in the evening (although none were expressed directly to the Team) and the College is considering those comments with a view toward possible modification of existing practices.

5. Evaluation of Outputs

Bar Exam Pass Rate
The data below reflect recent performance by the College’s graduates as “First-Time Takers” of the Georgia bar exam. The overwhelming majority of the College’s graduates sit for the bar exam in Georgia and data from no other jurisdictions is available.

<table>
<thead>
<tr>
<th></th>
<th>Take</th>
<th>Pass</th>
<th>% Pass</th>
<th>State Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2003</td>
<td>123</td>
<td>114</td>
<td>92.6</td>
<td>85.1</td>
</tr>
<tr>
<td>February 2004</td>
<td>33</td>
<td>27</td>
<td>81.8</td>
<td>75.4</td>
</tr>
<tr>
<td>July 2004</td>
<td>158</td>
<td>147</td>
<td>93</td>
<td>87.4</td>
</tr>
<tr>
<td>February 2005</td>
<td>14</td>
<td>12</td>
<td>85.7</td>
<td>95.2</td>
</tr>
<tr>
<td>July 2005</td>
<td>155</td>
<td>145</td>
<td>93.5</td>
<td>85.7</td>
</tr>
<tr>
<td>February 2006</td>
<td>15</td>
<td>11</td>
<td>73.3</td>
<td>79.2</td>
</tr>
<tr>
<td>July 2006</td>
<td>152</td>
<td>142</td>
<td>93.4</td>
<td>87.1</td>
</tr>
</tbody>
</table>

The above data from 2003 through 2006 is consistent with those of earlier years. In particular, the July first-time takers’ pass rate has been remarkably consistent since 1999, varying only between 92.3% and 93.6% during that period.

The performance of the College’s first-time takers is comparable to the performance of students from three other Georgia law schools (with the College usually in second place among the tightly-clustered group of four) and significantly above that of students from a fifth Georgia school. Thus, the single trailing law school contributes disproportionately to the very favorable gap between the College’s pass rate and the state’s rate.
Placement

Among graduates reported on the 2006 Annual Questionnaire, the employment status of 187 of the 190 graduates was known. Of these, 92% (172 of 187) of graduates were employed at the time of the survey. Of these, 152 were employed in jobs requiring bar admission, 5 were employed in jobs for which the J.D. enhanced their qualifications, 25 were employed in other professional positions, and none were employed in non-professional positions. A substantial majority of 121 (70%) were employed by law firms, with 24 employed by government, 17 in business/industry, 2 in public interest organizations, 1 as a judicial clerk, and 2 in academia. Notably, more than 90% (156 of 172) graduates were employed in Georgia. The Director of Career Services reported, and conversations with students confirm, that this statistic reflects the desire of the graduates rather than any deficiency in the support provided by the Career Services Office in cultivating out-of-state employers. The drop in the number of judicial clerkships was noted by the College’s administration, and the new Associate Dean for Student Affairs is particularly anxious to encourage students to seek clerkships and to provide faculty and staff support for their efforts.

Among graduates reported on the 2005 Annual Questionnaire, the employment status of 201 of the 213 graduates was known. Of these, 92% (185 of 201) of graduates were employed at the time of the survey. Of these, 165 were employed in jobs requiring bar admission, 3 were employed in a job for which the J.D. enhanced their qualifications, 17 were employed in other professional positions, and none were employed in non-professional positions. Again, the majority, 115 (62%), were employed by law firms, with 24 employed by government, 20 in business/industry, 11 in public interest organizations, 13 in judicial clerkships, and 2 in unknown settings. That year, an even higher proportion, 95% (175 of 185), were employed in Georgia.

Among graduates reported on the 2004 Annual Questionnaire, the employment status of 164 of the 167 graduates was known. Of these, 89% (146 of 164) of graduates were employed at the time of the survey. Of these, 132 were employed in jobs requiring bar admission, 4 were employed in a job for which the J.D. enhanced their qualifications, 20 were employed in other professional positions, and none were employed in non-professional positions. Again, a majority, 92 (63%), were employed by law firms, with 23 employed by government, 15 in business/industry, 1 in a public interest organization, 12 in judicial clerkships, and 3 in academia. Again, 90% (132 of the 145 whose geographic location was known) were employed in Georgia.

Other Output Measures Adopted By The School

The College has adopted a formal “Learning Outcomes Assessment Plan” for evaluating its effectiveness in achieving specified learning outcomes in its students. The Plan (which is included as Exhibit G8 in the sabbatical accreditation visit materials) defines expected learning outcomes for students in the areas of communication, legal research, analysis and critical thinking, knowledge of legal doctrine, lawyering skills, professionalism and ethics, and preparation for careers and/or more advanced legal study. The assessment plan provides at least two sources of data on students’ achievement for each learning outcome from among, as appropriate to each outcome, final exam results, performance in RWA, performance on upper level writing requirement, bar exam results, performance in professional responsibility course, Multistate Professional Responsibility Exam results, performance during required litigation skills course, graduation surveys, and feedback from externship sites.

In addition to the standard ABA measures (bar admission and placement rates) and the additional measures described in the Learning Outcomes Assessment Plan, the College reports utilizing the following additional measures of outputs:
Law School Survey of Student Engagement: This was first used in the 2004-2005 academic year in preparation for the self-study. Overall, the College’s students’ ranking of their educational experience and likelihood that they would again pick the same law school compare favorably to the LSSSE results of other schools. Specific student concerns raised by the LSSSE results are reported elsewhere in this report, where applicable.

Probation and Exclusion Data: The College believes that the small number of students, who are excluded, combined with the high bar success rate among graduates, indicates the strength of its program of legal education.

Student Competition Teams: The School tracks the successes of its various moot court teams.

6. Promoting Opportunities for Racial and Ethnic Minorities

The College engages in a variety of activities to promote opportunities for racial and ethnic minorities. There is special outreach to students and pre-law advisors at HBCUs and at other undergraduate institutions with significant minority enrollment; direct mailings to minority candidates identified through LSDAS Candidate Referral Service; collaboration with student organizations focused on minorities in securing “yield” of admitted applicants; participation in pipeline programs. Additionally, the College conducts a three week summer program to which all admitted students deemed to be “at risk” are invited. The College also participates in a CLEO-type program sponsored jointly with other Georgia law schools.

Once students matriculate to the College, there is an academic enrichment program offered to all students during the first year, but particularly targeted to at risk students. The College also participates in special career services programs for minority students including job fairs (Southeastern Minority Job Fair, Lavender Law Conference Job Fair, DuPont Legal Minority Job Fair, Heartland Diversity Legal Job Fair), the Atlanta Bar Association Minority Recruitment Program, programming with student organizations focused on racial/ethnic and sexual minorities, and sponsorship of the Diversity in the Profession Program Series that includes presentations for four student populations – racial minorities, women, part-time/nontraditional students, and gay/lesbian students.

The College has a formal written plan entitled “Equal Opportunity Policies and Compliance with ABA Standard 211” (Exhibit G23 in the Self-Study materials). This document aggregates the College’s policies related to equal opportunity in the areas of admission/recruitment of students, student support and law school environment, career placement and entry into the profession (there is also a separate policy, at Exhibit G24, detailing the accommodation resulting from the Solomon Amendment), and faculty recruitment. The plan also identifies specific “actions and efforts” in each area. With respect to students, the “actions and efforts” are as described immediately above and their existence was verified by the Team (although, particularly in the admissions area, not all activities occur every year).

7. Individuals with Disabilities

Services to individuals with disabilities are provided by the University’s Margaret A. Staton Office of Disability Services (ODS). Primarily (and, recently, exclusively), the services requested by law students involve accommodations during testing. ODS has standard policies
and procedures for testing accommodations that are available via the Internet. During the current academic year, accommodations are being provided to 5 students; in the prior two years the numbers of students with accommodations provided were 5 and 4, respectively.

Services from ODS are likewise available to faculty and staff with disabilities.

A potential concern reported to the Team is that ODS services, including proctoring of exams for which accommodations are provided, are unavailable during evening hours. This was reported by College staff and was not complained of by students. This has not been an actual problem for students, presumably because of the greater scheduling flexibility enjoyed by evening students during the exam period (i.e. many take off from work during that period).

The Team noted that the large lecture rooms on the first floor of the College have entrances that are wheel-chair accessible, but that there are no good places to position a wheel-chair bound student once in the rooms.

The Team noted that the men’s restroom on the first floor of the College may be wheel-chair accessible, but that travel through the narrow passage leading to the entrance would be inconvenient and would prevent others from leaving the restroom. The restroom itself seems small for maneuverability in a wheel chair, but presumably it meets the minimum required dimensions.

8. Basic Consumer Information

The basic consumer information provided by the College appears to be accurate and complete.

VI. Law School Administration

A. Place of the Law School in the University Structure

Georgia State University was established in 1913 and is one of four research universities, and one of 35 institutions, within the University System of Georgia. The six academic units at Georgia State are each led by a Dean: the College of Arts and Sciences, the College of Education, the College of Health and Human Sciences, the College of Law, the J. Mack Robinson College of Business, and the Andrew Young School of Policy Studies. In addition, there is a Dean of the University Library. Each of the Deans reports to the University’s Provost and Vice President for Academic Affairs. Other units reporting to the Provost include the Vice Presidents of Development, External Affairs, Finance and Administration, Research, and Student Services, as well as the chief administrators from Information Systems & Technology, Institutional Research, International Affairs, Legal Affairs, Ombudsperson, Opportunity Development/Affirmative Action, and Undergraduate Studies. The President, Carl Patton and the Provost, Dr. Ronald Henry, were both at Georgia State University during the time of the last ABA sabbatical accreditation visit. The Provost reports directly to the President.

Georgia State University is governed by the University Senate, which is comprised of faculty, administrators, and students. Representation in the Senate is based on the number of full-time faculty in each College. The key Senate committees include Academic Programs, Budget, Faculty Affairs, Information Systems & Technology, Planning & Development, and the
Fiscal Advisory Committee to the President ("FACP"). The College has faculty representatives on each of these committees, with the exception of FACP.

While final budget decisions for all University units are determined by the President, budget matters are initially handled by FACP, which is comprised of the Provost, the Vice President for Finance and Administration, one additional vice president selected by the remaining vice presidents, two deans selected by the Council of Deans, the Chair of the Senate Budget Committee, the Chair of the Senate Planning and Development Committee, two additional senators elected by a vote of the chairs of all Senate committees, the President of the Staff Council, and the President of the Student Government Association. Although the College is not a voting member on FACP, the Dean of the College actively participates in the meetings of this committee.

In February 2005, the University adopted a revised Strategic Plan for 2005-2010. During 2005 as well, the University developed a new ten year Master Plan for the use, renovation, and development of the campus and its facilities.

B. Institutional Context

The relationship that the College has with the University does enhance the College’s programs. Several joint degree programs that enrich the educational experience of students of the College have been created since the last sabbatical accreditation visit. The University also has provided significant funding in support of collaborative and interdisciplinary initiatives designed to promote linkages across colleges and departments. The College’s new faculty positions in bioethics and the law and health law are the result of this interdisciplinary funding.

The College has adopted separate policies with respect to promotion and tenure in order to enhance recruitment and retention of law faculty. These policies have been in place since the founding of the College and they have been respected by the University, which reviews all College recommendations for promotion and tenuring of faculty.

The College’s budget is derived from annual allocations from the University. This allocation comes from an overall University budget that is a combination of total tuition revenues and state funds allocated by the Board of Regents. Thus there is no direct relationship between the College’s tuition revenue and its budget. However, pursuant to a special Board of Regents policy for professional programs, the University has recently approved increases in College tuition (apart from increases of University tuition) and authorized the College to retain all revenue from those increases.

In accordance with the regular budget process of the University the College is given the opportunity to present its recommendations on budgetary matters to the University administration before the budget for the College is determined.

C. Law School Administrative Structure

The principal administrative officers of the College are the Dean (Steven J. Kaminshine), the Associate Dean for Academic Affairs (Roy M. Sobelson), Associate Dean of Students (Kelly Timmons), Assistant Dean for Administration and Finance (George William Prigge), and the Law Librarian (Nancy P. Johnson).
The Dean is a tenured full professor. He has served the College as a faculty member since 1984, and as Associate Dean for Academic Affairs from 1997 until his appointment as Interim Dean in 2004.

Dean Kaminshine was appointed as the Dean of the College in October 2005 by Georgia State University’s Provost. A search committee was initially formed in 2003 to identify potential candidates for this position. After a selected group of promising candidates was screened by the faculty, staff, students, and alumni, the law faculty voted to keep the search open. The Provost subsequently named Kaminshine the College’s Interim Dean effective July 1, 2004. Upon completion of his first year as Interim Dean, the faculty requested that Kaminshine formally submit his name to be considered by the search committee for the still open position of Dean. Following a formal screening process by the faculty, staff, students and alumni constituent groups, the faculty voted unanimously to recommend that Steven Kaminshine be accepted as the College’s fifth dean. The search committee passed along this recommendation to the Provost.

A significant portion of the Dean’s duties are focused on external affairs and fund raising, but the nature of governance at Georgia State University requires the Dean to spend much time and energy on University matters, serving as an advocate for the College in budget and other areas.

The College has a Board of Visitors which meets four times per year. Members are nominated by a committee of the Board, in consultation with the Dean. The Board advises the Dean on matters on which he requests assistance, serves as a conduit for information about the College to the greater community, and assists the Dean in efforts to raise private donations. The Board does not have any administrative authority over the College.

Faculty committees establish and implement policies and procedures. Current standing and ad hoc committees include Faculty Recruitment, Academic Achievement, Admissions, Advisory, Awards, Curriculum, Development Advisory, Faculty Development, Faculty Grievance, Honor Code, Lectures & Speakers, Retention, Promotion & Tenure, Scholarship, Strategic Planning, Student Affairs, Technology, and the University Senators Planning Group. In addition, there are other ad hoc committees that are active based on the current activities of the College, including the ABA Self Study Committee.

There is no description of any administrative authority belonging to students. Their representation on committees, such as the self-study committee, however, suggests that student input is sought and valued.

D. Adequacy of Administrative Services and Support:

The College is organized and administered so as to use efficiently and effectively the available resources to provide a sound educational program and accomplish the school’s mission. The organizational structure of the College is fairly flat. The dean’s direct reports include the Associate Dean for Academic Affairs, who oversees Admissions, the Registrar, and Career Services; the Associate Dean of Students; the Assistant Dean for Administration and Finance, who oversees the financial, human resources, facilities, administrative and technology services, and faculty support functions; the Law Librarian, who oversees all of the library operations; the Director of Communications; and the Director of Development.
The College maintains all the records necessary for the efficient operation of its administrative and educational programs. Personnel information, including all promotion and tenure documentation, is maintained by the College’s Human Resources Officer. Historical financial information, past exams, and student evaluations are housed in a common storage room within the College. Minutes of faculty meetings have been archived and placed online in a searchable database.

External pressures affect the College just as they do any organization. Being part of a large public research university that is part of a large statewide university system is the source of many of the external pressures that affect the College. A lack of steady or regular funding increases causes the College to have to make tough decisions on what particular programs to fund. In addition, available funding, or lack thereof, affects hiring decisions and the filling of vacant positions. Policies implemented by the University, such as those governing the stipend amount and tuition waiver process for graduate research assistants, can affect the direct operation of the College.

The administrative support staff in the College has historically existed at a very thin level. In fact, in 2004, every unit at the University underwent an extensive review of its administrative support functions. Each unit was asked to “justify” the final 10% of its budget. Because of its bare bones staffing, the College was the only unit on campus that was not required to give back any of its administrative budget. Additional personnel resources are needed across the College to be able to more fully meet the ever-expanding services required by students, alumni, faculty and the external community at large.

VII. Information Resources

A. Relation of Law Library to Educational Programs

The College Law Library describes its primary mission as “to provide faculty, students, and staff of the College with the information resources and services that are necessary to support effective teaching, scholarship, research and service programs.” In furtherance of its mission the Law Library undertakes numerous activities. Among these activities are providing in depth assistance to the faculty with research questions, selecting materials to meet the needs of the various constituencies of the Law Library, and teaching Legal Bibliography to the first year law students.

The Law Library also provides information resources and services to the broader Georgia State University community, the legal community of Atlanta, and to the general public.

B. Library Collection and Access to Information

1. Collection and Information Access

At the time of the Fall 2006 annual ABA questionnaire, the Law Library’s book title count was 63,744. The Law Library holds 156,888 hardcopy volumes, with total hardcopy and microform equivalent volumes of 345,092. As reported to the Association of Southeastern Research Libraries (2004-2005), the Law Library had 1,071 electronic “full-text” journals. Additionally, it held 22,227 electronic full-text books. At the time of the previous year’s
questionnaire, the College ranked 116th in titles added, 91st in titles held, 154th in total titles, and 132nd in total volumes and volume equivalents.

Access to the collection is through GIL (Galileo Interconnected Libraries), a Voyageur Endeavor integrated library system shared by the 35 University System of Georgia libraries. The collection is logically arranged so that library patrons can find materials.

The Law Library has had to cut 950 serial subscriptions in the last three years.

2. Core Collection

The Law Library contains a core collection of essential materials. Because the College is less than 25 years old, much of the older core material is available in microform or electronically rather than in hard copy. The Team did not receive any comments about a lack of materials in the collection.

Because of budget cuts in recent years (as well as patron interest) the strength of the collection has shifted from print materials to electronic resources. Although the Law Library maintains a strong hard copy collections in Georgia materials as well as several topical areas, the Library has shifted to electronic resources due in part to budgetary pressures and in part to support the research preferences of those who use the Law Library. This trend has enabled the Library to expand its electronic resources while achieving maximum value for the resource dollar. On a daily basis, librarians work with library users to explain how to use the electronic services. For many materials, faculty members and students prefer online resources.

3. Facility

Since the last ABA accreditation visit, the Law Library acquired 7,500 sq. ft of additional space (2004 renovation), bringing the total to 44,510 sq. ft., and re-carpeted the entire library. The Library has 37,989 linear feet of shelving, of which 18,784 feet (49%) are occupied. The Law Library has a large conference room with a "smart podium" and a video conference system. There are eleven study rooms with 74 laptop access points. The study rooms are extremely popular and the Law Library could use additional rooms. There are 113 wired study carrels, and total seating available for 354. The Law Review offices are located in the Library with outside access. The Faculty Commons on the 4th floor (and located outside the Library) contains selective reporters and Georgia materials.

The facilities are much improved since the last visit when the College had to respond to concerns in the Action Letter over the adequacy of the Library's physical facilities. The addition of 7,500 sq. ft. to the Law Library has made quite a difference. The fact that the shelves are only 49% full leaves considerable room for expansion of the collection. There is adequate seating although it was reported that the chairs are not particularly comfortable. There were numerous complaints about the HVAC system. The Library is logically arranged and otherwise comfortable.

Although the Library has eleven group study rooms, there is a need for more according to reports from the students and from the Library staff.

Another problem that was mentioned in the 2000 Report and again in the 2007 Self-Study is security. Because of its urban location the College and Law Library have problems with street
people and aggressive pro se patrons. The Director reports that the current arrangement with a security guard stationed outside the Library entrance, who also monitors security cameras from around the building, is working well and has eliminated security concerns.

4. Collection Development Plan

The Library has a well developed collection development plan. It was approved at the deans’ meeting rather than by the faculty.

5. Formats in which the collection are held

As mentioned earlier, the Law Library has a strong microform collection. Access to the collection is enhanced with an effective guide to the location of titles in the collection. Additionally, the Law Library provides free printing of resource material in the microform collection. As mentioned above, the Law Library has in recent years shifted parts of the collection to electronic access.

C. Law Library Services

The services offered by the Law Library staff were uniformly praised by the students and faculty members. The Library is open 103 hours per week or 5,355 hours per year during the regular school year. For the preceding twelve-month period, 144,028 visits were recorded in the Law Library. This figure translates into approximately 12,002 visits per month. October is the busiest month with 20,265 visits. The Law Library also serves as a resource for the Bar, members of the Georgia legislature, and the public. During 2005, Georgia’s downtown State Library closed to public traffic; hence, the Law Library has received additional inquiries from the public for legal reference assistance.

1. Reference Services

The reference librarians, with the help of graduate research assistants, provide research and reference service to the faculty. In Fall 2006 they instituted an electronic system that the faculty may use to enter requests, and that allows the reference librarians to easily track the status of requests and to distribute questions among the reference librarians for answering. This new system received a lot of favorable comment from the faculty, and the number of requests submitted using the new system continues to grow. Faculty members also commented favorably on the quality of service in response to face-to-face and telephone requests. The short turn-around time on the requests was one aspect of the new system that was praised.

The students also commented favorably on the quality of help they receive from the reference librarians.

2. Legal Bibliography Courses

The four dual-degreed law librarians each teach a section of Legal Bibliography to the first year law students in the first semester. The Law Librarian also teaches Advanced Legal Research.
3. Resource Sharing Services

Resources not available in the Law Library’s print collection through its online subscriptions, or through the state-wide academic library database system, Galileo, can be obtained through either GIL Express or interlibrary loan. GIL Express is the University System of Georgia libraries’ resource-sharing system. Students and faculty may request books from other libraries and have them delivered to a university location specified by the patron. The Library used ILLiad to handle its interlibrary loan requests.

4. Materials for Clinics and Centers

The Law Library provides materials that are requested as well as reference and research services for the Tax and HeLP clinics and the Consortium on Negotiation and Conflict Resolution (CNCR).

5. Other services

The Law Library also provides a current awareness service, a law library newsletter, a Lunch and Learn series for faculty, library tours and bibliographic instruction for law and non-law courses, and a new books shelf.

D. Law Library Administration and Autonomy and Decision-making

1. Autonomy of Law Library Director

The Director of the Law Library reports to the Dean of the College. The College has autonomy to direct the growth and development of the Law Library. The Director has a good working relationship with the Dean of the University Library. The Director is responsible for all aspects of the management of the law library including budgeting, staff, collections, services and facilities.

2. Determination of Budget

The budget for the Law Library is determined as part of, and administered in the same manner as, the College’s budget.

3. Library Policy

The Dean and the Director, in consultation with the faculty, determine library policy.

4. Selection and Retention of Personnel

**Law Library Director**

The Law Library Director is a tenured, full professor holding faculty rank. The Dean and faculty of the College selected the current Director, who has served since 1986. It is assumed that when the current director leaves or retires the same process will be used to select the next director. The Director is a member of the Deans’ “council” and serves on College and University committees.
Other Law Library Personnel: Currently, the Law Library has a staff of 7 professional librarians (1 position is vacant), and 10 support staff employees.

Professional Librarians
Only one of the professional librarians currently on staff was on the staff at the time of the last inspection in 2000. Most of the librarians who have left have done so for career-enhancing positions, including directorships and associate directorships at other law libraries. The status of the professional librarians is governed by a document, “Appointment and Promotion of Librarians,” which became effective 1/1/2005. The available ranks for the librarians are Librarian I, II, III, and IV. Currently, four Librarians hold the rank of Librarian II, and one Librarian holds the rank of Librarian I. Librarians receive support for travel and professional activities and may serve on College and University committees.

Law Library Support Staff
The Library currently has 10 support staff employees and 12.25 FTE support staff positions. With the shift from print resources to electronic resources, several of the technical services staff positions have been restructured. A staff member stated that “the work is getting done” even with the smaller staff. One of the new members of the support staff described the library staff as “a family” and expressed pleasure in how the staff were willing to help each other.

Student assistants and graduate research assistants supplement the staff. In addition, the Library has hosted interns who have worked for school credit. The most recent intern was a student at Florida State Law School and Library School.

5. Law Library Hiring and Personnel Policies and Practices

The Director and the Dean are responsible for the selection and retention of personnel. The hiring of staff follows University and College procedures.

6. Adequacy of Law Library Staffing

Overall, the size of the Library’s staff (including the seven professional librarians) is adequate to support the Library’s current operations. One professional library position is open and the Director hopes to have filled by the beginning of the next academic year, if not sooner. When that position is filled, the staffing in the Library would seem to be adequate.

One possible area of concern, even with the addition of the authorized new librarian is the growth of research questions from the faculty. If the new system of aiding faculty research continues to grow, there may come a point in a year or two when the Library may need another reference librarian. The College and the Law Library will assess the situation and, when necessary, add the position to the College’s budget request.

The library inspector received only praise for the Law Library staff, both professional and support staff.
E. Law Library Finance and Budget

1. Law Library Budgeting

Since the 2000 ABA sabbatical accreditation visit, the Law Library has seen a $112,000 increase in the permanent funding of its acquisitions budget, resulting in total permanent funding of $813,000 annually. The Law Library’s acquisition budget also obtains additional funding each year from unspent university funds that accumulate during the budget cycle. These annual supplements are shown in the chart below.

<table>
<thead>
<tr>
<th>Library Acquisitions Budget</th>
<th>Continuing Funding</th>
<th>One-Time Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2001</td>
<td>$701,000</td>
<td>$95,202</td>
</tr>
<tr>
<td>FY 2002</td>
<td>$701,000</td>
<td>$95,202</td>
</tr>
<tr>
<td>FY 2003</td>
<td>$701,000</td>
<td>$156,000</td>
</tr>
<tr>
<td>FY 2004</td>
<td>$701,000</td>
<td>$156,000</td>
</tr>
<tr>
<td>FY 2005</td>
<td>$813,000</td>
<td>$156,000</td>
</tr>
<tr>
<td>FY 2006</td>
<td>$813,000</td>
<td>$156,000</td>
</tr>
</tbody>
</table>

As reported in the 2006 ABA Annual Questionnaire, the total budget of Law Library operations exclusive of salaries was $900,262 for fiscal year 2006. These funds were supplemented by the one time funding of $156,000 received from the University (as shown in the chart above) plus $19,212 provided by the College to support computer acquisitions for the librarians and library staff. The result was a total of $1,075,474 spent to support the operation of the Law Library (exclusive of salaries) during FY2006.

One other important source of funding used to directly support the Law Library each year comes from the University’s Student Technology Fee Committee. Since 2001, the College has received $530,206 to support such things as the acquisition of various electronic databases, computers for the student computing lab, wired study carrels, and group study rooms. A yearly breakdown of this funding is as follows: FY2001: $168,000; FY2002: $61,012; FY2003: $84,842; FY2004: $80,688; FY2005: $16,823; FY2006: $0; FY2007: $118,841.

2. Assessment of Financial Support for Law Library

Despite these budget increases, the Law Library has needed to control acquisition growth and cancel certain subscriptions because of the dramatic inflation in the cost of legal materials. Between 1998 and 2004 the inflation rate in the law book industry was 28%.

The Law Library has coped with these inflationary pressures through very careful decision-making, including greater reliance on electronic resources, reduction of duplication, and rigid review of all continuation titles. With these adjustments, and by capitalizing on the trend generally among researchers to use electronic resources, the Law Library has attempted to weather this crunch on acquisitions and maintain a core collection of print materials. At the same time, this crunch will grow more severe without greater budgetary resources to offset continuing hikes in acquisition costs.

The Law Library is not as well funded as many other law libraries in the Southeastern United States. It ranks from 22nd to 31st in various statistical categories as compared to the 36
law libraries in the Southeast. During the visit, the Dean informed the inspection team that the College has listed a $125,000 permanent increase in the Law Library acquisitions budget as one of two top priorities in next year’s budget negotiations with the University.

The Law Library has canceled the subscriptions to 950 periodicals and journals over the past three years. The Library is fast approaching a point at which it will no longer be able to find items to cut in order to balance its budget.

F. Computer Technology and Information Delivery

Law Library technology support is provided by the Law Library Electronic Services staff in conjunction with the College Technology Services staff. The Law Library Electronic Services staff includes an Electronic Services Librarian, a PC Systems Specialist, and a half-time PC System Specialist (vacant). The team oversees the development and support of computer technologies employed in the Law Library including its web services (website, online databases, and electronic resources), public and student computing (computer lab, wired study carrels, wired study rooms and public computing workstations), and library automation (staff and support workstations, networked resources, applications and integrated library systems).

As described above, in recent years, the Law Library has benefited from a number of grants, amounting to more than $530,000 from the Student Technology Fee. This money resulted in the installation of wired carrels, a wireless network which covers 75% of the Library, databases, and new computers for the computer lab. Money from the Student Technology Fee is to be used to directly support technology for student use. The College also provided new computers for all Law Library staff. The Library provides an adequate number of printers, including free printing on a microform reader-printer, to make use of the Library’s collections in various formats.

VIII. Technology Resources

The College’s 2002 Strategic Plan provides that the College be one of the “Best Wired” law schools, in the sense of putting technology to the best use in support of the College’s mission while providing the necessary support to use technology to capacity and integrate technology into all aspects of legal education.

A. Personnel

The Technology Services Group consists of a College Technology Manager, a College Website Coordinator, and two PC Systems Specialists. This team provides the following services and products: web services; workstation support services; instructional technology services; database services; application development; technical training; technology consulting & emerging technologies; implementation of security policies; electronic library services; technology support for students; lab technology support; AV and digital media support; server support; classroom technology support; first level telephone support via a help desk; email service; inventory management; and technology check-out. The Technology Services Group also has graduate research assistants who staff the Help Desk, and are available to handle problems with classroom technology.
The College is authorized to hire a half-time instructional technology specialist to help with software support and the development of instructions brochures.

Staffing for the College Technology Services Group seems adequate, particularly with the inclusion of the authorized instructional technology half-time position. The leadership structure of information technology changed on March 12 with the creation of a new position, Director of Information Technology. The Electronic Services Librarian took over this position which includes supervisory responsibilities for both law library technology and College technology, and which reports to both the Law Library Director and the Assistant Dean for Administration and Finance. The IT staff stated that their day-to-day operations would not change. The reporting structure of the Director of Information Technology, reporting to two people, may turn out to be a problem. It is too early in the new structure to tell.

B. Service

The duties of the Technology Services Group include supporting the educational needs of the faculty, students and staff and providing the internal and external communications channels for the College. Since the last sabbatical accreditation visit, the College has instituted a laptop exam and electronic take home exam program using Secure Exam, which is also used for the State of Georgia bar exam; implemented the MyLaw system, which is a user authentication system that controls access to online resources within the College; developed and offered synchronous and asynchronous distance courses; implemented a centralized intrusion prevention system/firewall on all desktops and servers; upgraded most classrooms with a Symposium system, smart classroom technology; implemented a dynamic template website; and been recognized as one of the nation’s “most wired” law schools by National Jurist magazine.

The Technology Services Group staff report that setting priorities can be a problem because everything related to technology is a top priority.

The Technology Services Group works with the University Technology Group to provide email, internet connectivity, and other joint services. The staff reports that communications and results with campus IT are mixed. If you contact the right person and/or are working in clearly defined areas, response is very good. Gray area responses are less satisfactory.

Students and faculty praised the services provided by the IT staff. One complaint was the fact that there was no way to find out what the status was of a request, i.e., if you call in a request to the help desk that is not an emergency (for which response is very good), you don’t know where the request is in the queue several days later. The staff has discussed setting up some sort of a system that allows clients to check on the status of a request.

C. Resources

Funding for technology comes from the College budget and Student Technology Fee money. Since the last sabbatical accreditation visit, the College’s budget has been increased by $50,000 with funds specifically to support technology. Prior to that, and even today, a significant portion of the expenditures to support technology are charged to individual departments throughout the College. If additional funds become available, additional servers, PCs, and/or software may be purchased. If a critical component fails and must be replaced, funds are identified from elsewhere in the College’s budget to make sure replacement can occur.
Recommendations for technology expenditures are made by individual members of the Technology Services Group. Items that fall within the unit’s budget may be procured by them without formal approval. Decision making and approval for all major technology items is done by the Assistant Dean for Administration and Finance in consultation with the Dean.

The College states that it has adequate space and facilities to support its technology needs.

The University Student Technology Fee money has done a lot for the College. This is another situation in which the College technology budget may not be adequate if grants from the Student Technology Fee Committee are not awarded to the College in a particular year.

IX. Facilities

A. Introduction

Since its beginning in 1981, the College has occupied a portion -- now a major portion -- of the University’s twelve-story Urban Life Building on the Georgia State University campus. This building is nicely located, providing excellent proximity to other academic units on the campus and to the state capitol, legislature, and courts, which are located a few blocks away.

Starting with the occupancy of only the first floor in 1981, the College has now expanded to occupy approximately 100,000 square feet of contiguous space on floors one through four and floor six, with floor five devoted to mechanical equipment. The College has exclusive use of this space, and also has the ability to share additional space for receptions and lectures with other units in the adjacent building.

The adequacy of the facilities was a matter of serious concern at the time of the last sabbatical accreditation visit and action letter, with that letter requiring reports by the dean and president on the College’s progress toward solving its space inadequacies. Those reports resulted in a February 20, 2003 action letter that concluded that “when the renovations to the four new classrooms and library space are complete, the Committee believes that the College will be in compliance with Standards 701 and 702.” Those renovations are now complete, with additional classrooms and library space having been renovated into highly functional and pleasant space.

That action letter also concluded that “the committee encourages the President and the Dean to consider carefully the long-range building needs of the College.” That suggestion has been taken seriously by them, with plans now well underway for a new law building (described more fully below) of approximately 125,000 square feet to be built at a location a few blocks away from the present College. The University is in the process of acquiring the land for this project (the closing of that purchase was scheduled for sometime in March) and of developing the financing plan for the construction of the project. A ground breaking is expected by 2010.

The University administration and College have worked well together towards resolving the College’s historic space and facilities problems. Since the last sabbatical accreditation visit, the College has expanded into the remaining half of the sixth floor (formerly occupied by other users), renovating that space into two medium sized classrooms, two seminar rooms, a courtroom, a small student lounge (which supplements two others elsewhere in the building) and
eleven faculty offices; expanded the law library by 7500 square feet of new space; wired 100 study carrels and eleven student study rooms in the law library; upgraded the technology in all sixteen classrooms to include Asmart podiums® (which include computers, Symposium units, DVD and VHS players and A/V equipment) and projection systems; equipped nine classrooms with audio and video recording systems to permit video and audio taping of in-class exercises; equipped nine classrooms with wired access to power and data for all students, in addition to the wireless access that exists throughout the building; acquired a new 77 seat classroom on the second floor; acquired four rooms on the second floor that now house the Student Bar Association, student organizations, a practice court room (for moot court teams) and a store room; relocated the externship office to a contiguous suite on the third floor, a big improvement in terms of access and functionality; converted the former externship suite on the fourth floor into four offices for visiting faculty and guests; and completely overhauled the elevators that service the College, which is important in a facility where activities are spread over five floors.

All of these changes have resulted in a facility that is functional and adequate for the program of the College. While there are some deficiencies—e.g., a few of the classrooms have pillars that obscure site lines for a few seats (which were not occupied in the classes that we attended); the student organization space is confined to a single, medium sized room that houses all of the student organizations, other than the SBA, law review, student trial lawyers and moot court; there are problems with a sometimes noisy HVAC system and water leaks—the facility is clearly much improved from the previous sabbatical accreditation visit.

B. Classroom and Seminar Space

The College's classrooms and seminar rooms, comprising an aggregate of 44,700 square feet, are detailed on page 72 of the 2007 Site Evaluation Questionnaire (which is attached) and on page 149 of the Self-Study. There are seven seminar rooms (with capacities of 30, 30, 29, 28, 28, 19 and 16), two courtrooms (with capacities of 40 and 23) and seven lecture halls (with capacities of 130, 108, 77, 67, 66, 42 and 41). The classrooms appear to be adequate for the needs of the College, although the two large lecture halls have a few obstructed seats (due to pillars) and the College would like to have additional large lecture halls. The technology and capacity of each classroom is detailed in the attached page 72 of the 2007 site questionnaire.

C. Professional Skills Space

The College has two in-house clinics, one of which is located in a new and pleasant suite of offices on the sixth floor and the other of which is located in a suite of offices on the first floor. Both suites, each comprising 1200 square feet, contain reception areas, offices, student work space, and conference rooms and appear to be adequate for the purposes of the program. The Director of the HELP Clinic is located on the sixth floor, with her clinical programs; the Director of the Tax Clinic occupies a faculty office on the fourth floor, rather than a clinic office on the first floor.

The externship program is located in an office on the third floor, with space for a receptionist, the program director, a work room and a reception area. It is easily accessible to students and is functional.

The College has two courtrooms, with capacities of 40 and 23. It has also dedicated a room on the second floor for the use of moot court teams that are practicing for competitions.
The College has no further space for clinics. So, any expansion of the clinical program must await the move to the new building or result in a renovation of existing space.

D. Faculty and Part-Time Faculty Space

Each faculty member has a private office of either 180 or 150 square feet. In addition, there are currently four such offices for use by visitors and guests, though some of these will most likely be needed for new, permanent faculty when the current hiring season concludes. There is one office for shared use by the part-time faculty, who are also welcome to use visitor offices and conference rooms when available. Faculty offices are on the fourth floor, except for the Research, Writing and Advocacy faculty who are housed on the sixth floor.

There are four conference rooms available for faculty use, one in the dean’s office (with a capacity of fourteen), one in the assistant dean’s office (with a capacity of ten), one which serves as the faculty meeting room and library (with a capacity of fifty), and one in the law library (with a capacity of 20).

Each of the four faculty secretaries has a cubicle of reasonable size on the fourth floor, near the majority of the faculty offices.

E. Co-Curricular and Extra-Curricular Space

The law review has a small suite of offices within the law library. The moot court program has office space near the courtroom on the first floor and a room on the second floor that it may use for practices. The Student Trial Lawyers group has office space near the new courtroom on the sixth floor. All of these spaces are small, but apparently adequate. There is no additional space for co-curricular activities.

The Student Bar Association has its own office on the second floor, which was formerly a small classroom that has been converted to the student government office. All other student groups share a room that was previously a medium sized classroom. These facilities are small, but they are better than the situation that existed at the time of the last sabbatical accreditation visit; at that point, extracurricular activities had no space.

There are three student lounges in the facility: a large lobby area with comfortable furniture on the first floor near the entrance to the College; a small area with pleasant natural light and nearby vending machines on the second floor; and a new, small and bright lounge on the sixth floor near the new classrooms.

F. Administrative Space

Each of the deans has a large and suitable office, with space for his or her support person or persons nearby. In addition, there is a conference room near the dean’s office and another within the assistant dean’s suite. Each director has a private office of reasonable size with space for support personnel nearby.

Law Library Facilities: The law library facilities are described more fully in the section of this report on Information Resources. The library occupies 44,700 square feet on the first floor of the College, including 7500 square feet that were ceded to the library since the last sabbatical accreditation visit. Included within the law library are 38,000 feet of linear shelving,
eleven study rooms, a large conference room with a smart podium, the law review office, a thirty-six station computer lab, 113 wired study carrels and total seating for 354 patrons. Each of the professional librarians has an appropriate office, and there are large work spaces for technical services personnel.

F. Research and Study Space

There is seating in the Law Library for a total of 354 people, which is more than half of the population of the day division. Included are 113 wired carrels, eleven study rooms and many places within the Law Library for quiet research and study. In addition, students often use the sixth floor lounge as a study room, and they are free to study in classrooms (which remain unlocked) when not in use for classes.

G. Control and Use of Law School Facilities

While the College occupies the bottom half of a twelve story building, it is in control of its facilities. It schedules its classes and uses independently of the rest of the University. Once law school classes are scheduled, the College will, on occasion, accommodate requests from other University units to utilize certain classrooms when they are not in use by the College.

Floor plans for the College facilities are included in the 2007 Sabbatical accreditation visit Questionnaire as Exhibit G31.

H. Proposed New Facility

The University is in the process of acquiring real estate on which it plans to build a new law school and a new business school, with the two units to share an auditorium and perhaps a few classrooms. Under the plan, there will be other classrooms devoted exclusively to the College. This facility is expected to provide about 120,000 to 130,000 square feet of space to the College, at a total cost for the entire project (including but not limited to the law building) of about $131,000,000. Most of the funding for this project will come from an increase in student fees, from parking revenues on the site, and from lease savings that the University will realize by moving other units from leased quarters to an existing office tower on the site. It is contemplated that there will be a need to raise about $15,000,000 privately, with the College and business school to participate in generating this sum. Ground breaking is expected to occur by 2010.

X. Law School Finances and University Support

A. University Budget

Georgia State University is one of 35 institutions that make up the University System of Georgia. The University system is funded by use of a formula, largely based on credit hours but also taking into consideration the nature of the institutions that generate the credit hours, such as research universities or four-year or two-year colleges. In addition to funding the formula, the Governor and the General Assembly annually determine whether and how much funding will be allocated for salary increases for university employees.

Over the past three fiscal years, the University has seen a steady annual increase: 8.2% FY05 to FY06 and 7.6% FY06 to FY07.
B. Institutional Financial Commitment to the Law School

1. University Allocation of Budget Funds

The College enjoys a good financial relationship with the University. The College’s budget is derived from annual allocations from the overall University budget that is a combination of total tuition revenues and state funds allocated by the Board of Regents. There is no direct relationship between the College’s tuition revenue and its budget, and the budget allocation exceeds the tuition generated by the law students. Moreover, the law school is not charged with a share of the University’s overhead, fringe benefits are funded from a central University budget, and official budgets do not include income anticipated or derived from extrinsic sources such as private gifts and grants to the College, unless they serve as supplements to salaries. The state funded budget has no appropriation for scholarships or other financial aid. Consequently, scholarships must come from private funding sources.

2. Sources of Funds other than Allocated Budget Funds

The College derives modest amounts of revenue, $25,000, from locker rental fees, student printing, and subscriptions to the Law Review.

The College has also received revenue from the Student Technology Fee every student at the University pays as part of the overall tuition and fees each semester. The College has received $1.496M in funding to support items such as classroom upgrades, wired study carrels and study rooms for the Law Library, and computers for computer labs and student organizations from the fund created by the Student Technology Fee.

Twice the College has received revenue from a dedicated tuition increase pursuant to a policy of the Board of Regents. Under this policy, a professional school may have a portion of its tuition dedicated for its own use. In 2003, the College applied for and was awarded a dedicated tuition increase of $20/credit hour, which generated an additional $333,000 of funding targeted specifically to create a communications program and to establish two new centers of excellence. This increase went into effect in FY05 (July 2004). In 2005, the College requested an additional $20/credit hour to support the enhancement of the newly created centers’ activities. This funding, another $333,000, went into effect in FY07 (July 2006) and was also added to the College’s annual operating budget.

All gifts and private contributions toward endowments or operating expenses that are received by the College are accounted for and managed by the Georgia State University Foundation in accounts that are proprietary to the College. Among the funds in the possession of the Foundation are eighteen different scholarship funds, fourteen of which are endowed, and ten other endowed accounts for the College, including two which support the College’s existing chaired professorships and two that were recently established to fund two new chaired professorships. In addition, the College has 23 other “special purpose” accounts which were established to manage contributions made to support various College student or other organizations. All of these funds are “restricted” in the sense that the funds must be used to support the specific intent of the particular fund. The GSU Fund for Law is the College’s only “unrestricted” funds account, and funds deposited into this account are used to support various
initiatives throughout the College. The total balance for all of the College’s funds managed by the GSU Foundation was in excess of $7.8M as of 10/30/06.

C. Budget Process

The University’s budget from the Board of Regents is historically based, being derived from the previous fiscal year’s budget plus money for raises and new funding granted by the Board. New funding may be money in response to University requests or formula-based funding, such as money for building maintenance based on square footage of space or growth in student credit hours.

The internal allocation of the University budget is based on recommendations of the Fiscal Advisory Committee to the President (FACP), a University committee composed of certain college deans, vice presidents, and members of the University Senate. Final approval of allocations is made by the University President.

Each January or February, the Dean develops a new funding request to be submitted to the Provost and FACP. Items for inclusion in the College’s budget requests are submitted by staff, unit heads and members of the faculty. Final choice of items and their priority are determined by the Dean, in consultation with associate and assistant deans, and a faculty committee, the Dean’s Advisory Committee. After the budget requests are submitted to the Provost and FACP, official notification of approved budget allocations is received in April, following the end of the Georgia General Assembly’s session, the passing of the annual state budget, allocation to institutions by the Board of Regents, and decisions by the University’s FACP.

Opportunities exist throughout the year to request extra one-time, non-recurring funding. Called contingency, quality improvement, instructional improvement, and other such names, this money is derived from income in excess of conservative revenue projections and savings from fringe benefits and utilities. In the past the College has received money from these sources to fund such things as a Research, Writing and Advocacy instructor, additional adjunct instructors, library furniture, classroom equipment, and minor renovation projects. Furthermore, the Law Library acquisitions budget has benefited each spring from the limitations placed on the University by state budget and procurement procedures. Because of the open purchase requisitions used by the Law Library and the University’s Pullen Library, unused funds from other departments are added to these requisitions each spring rather than returned to the state treasury. The annual benefit for the Law Library has ranged from $100,000 to $250,000.

The College has an opportunity to support its budget requests through the Dean meeting with the FACP before and during its review of budget requests from the University community.

D. Law School Budget

The ABA questionnaire for the fall of 2006 gives detailed information on the finances of the College of Law for the 2005-06 fiscal year. State funding for the College was approximately $10 million, while the total budget (state funds, grants and charitable contributions, support from the Georgia State Foundation, student activity fees and revenue from sale of products or services) of the College was approximately $12.54 million for the 2005-06 fiscal year. The budget is not directly tuition or enrollment driven. In fact, the budget allocation from the University appears to have no connection to the size of the College. Given the size of the
University (27,000 undergraduate and graduate students), it is likely to take a very significant change in the size of the College to have an adverse affect on its budget. While the College would clearly benefit from additional funding to support the skyrocketing costs of library acquisitions, as well as to address salary compression issues facing many of the College's faculty and staff, the University allocation policy and the Board of Regents policy permitting dedicated tuition increases, together with the low tuition at the College, appear to place the College in a position to sustain a sound program of legal education and accomplish its mission.

E. Development

The area where the College may have the greatest flexibility and potential to affect its budget is fundraising. The Dean has the primary responsibility for raising private funds to further the College's mission. The Dean is assisted by a new Development Director whose position is co-funded by the University's Development Office. The Development Director is assisted by a new Director of Alumni Affairs who plans and coordinates the College's alumni-related fundraising activities and works with the Development Director to strengthen the College's relationships with its graduates.

Despite the fact that it is only 25 years old, the College has been successful in receiving several major gifts, upgrading its annual fund program, and substantially increasing the size of its endowments. Over the past seven years, the overall endowment has grown from $4.5 million to $7.8 million; the number of endowed scholarships has increased from three to fourteen; endowed scholarship funds have grown from $225,000 to $1.76 million; and the number of endowed professorships has grown from two to five.

XI. Summary

The Georgia State University College of Law appears to be fiscally sound, clear about its mission and direction, ably led by its Dean, and well supported by the University. The major strengths of the College include, but are not limited to, its effective administration, its committed faculty, its support from the University, its location and cost, and its working relationships with the governmental agencies in Atlanta. Its major challenges are its facilities, manifesting very clear commitment to diversity, and keeping the cost of its program at or near the current levels. The College is poised to take the next step in developing its legal education program and enhancing its reputation.
APPENDIX A2b:

COLLEGE OF LAW
RESPONSE TO ABA SITE VISIT
REPORT – DATED JUNE 12, 2007
June 12, 2007

Hulett H. Askew, Esq.
Consultant on Legal Education
to the American Bar Association
321 N. Clark Street
Chicago, IL 60610-4714

Dear Mr. Askew:

We have reviewed the site evaluation report submitted by Dean Gilbert Holmes, Dr. Jo Allen, Professor Leonard Baynes, Professor Lois Cox, Irv Freeman, Dean Richard Morgan, and Professor Mary Parysn. We are grateful to the site team for all of its hard work and effort, and we appreciate this opportunity to make comments and suggest corrections to portions of the report. Our comments and corrections are set forth in the enclosed attachment. The attachment follows the outline and format of the report.

Again, please express our thanks to the team for its guidance and for helping us think strategically about the continued development and growth of Georgia State University College of Law. Please let me know if we can provide you with any additional information.

Sincerely,

Steven J. Kaminshine
Dean and Professor of Law
II. Self Study and Strategic Planning

Page 2, A. Process

Response: Change date from faculty meeting on December 7, 2000 to December 7, 2006.

Page 4, last paragraph (questioning the existence and form of updates to our 2002 Strategic Plan).

Response: Our Self-Study at page 18 expressly refers to a follow-up Action Plan document approved in 2002-2003 and further updated in 2004-2005. These document updates were attached to our ABA Site Evaluation Questionnaire as Exhibit G-7.

III. Program of Legal Study

Page 7, top of page and first full paragraph (questioning format of spring semester of first year legal writing course that carries forward the fact-pattern from fall semester)

Response: We disagree with the report’s discussion of this issue for several reasons. Several years ago the College of Law made a considered decision to increase emphasis on the writing component of the second semester of the first-year legal writing program. It did this by basing the spring semester’s writing projects on one of the fall semester’s fact patterns rather than by introducing an entirely new legal problem in the spring. By not imposing a new research problem in the spring, our students are able to devote more of the spring semester to writing and re-writing of drafts and to receiving more focused feedback about their writing. This decision reflected a reasoned judgment by our faculty as to how best to allocate the emphasis between research and writing skills and was based on our experience with our students’ strengths and weaknesses. Of course different schools might draw the emphasis somewhat differently based on their particular student body.

In this context, the report’s critical comment about our emphasis on writing at the expense of research, and its grudging acknowledgment that our pedagogical judgment is protected by academic freedom, seems unwarranted and beyond the site team’s purview. More troubling is the report’s willingness to speculate that our reasoned judgment about our students’ needs may be a pretext and prompted instead by our legal writing faculty’s fall semester teaching load.

Finally, to the extent the report implies that our legal writing faculty have a heavy fall teaching load, that is incorrect. Our legal writing instructors do not, as the report states, teach three fall courses. They teach three small sections of the same course twice per week, which includes our one evening section for part-time students. The more recognized measure of a legal writing
instructor’s load is the total number of students assigned to each instructor. This number is critical so that legal writing faculty have the necessary time and space outside the classroom to grade papers, give feedback and work with students individually. In this regard the College of Law is pleased that since the last ABA site visit in 2000 it has increased the size of its legal writing faculty team from 4 to 5 and reduced the total student load per legal writing instructor from 50 to 40. We note that the faculty section of the site team’s report refers to this 40 student load with no negative comment.

Page 8, 6th paragraph and page 14, 3rd paragraph (stating that we have not achieved our articulated goal of expanding the number of Professional Responsibility sections from 3 to 4-5.

Response: Contrary to the report’s finding, the College of Law has reached its goal of increasing from 3 to 4-5 Professional Responsibility sections every year since 2002, as follows: 2002-03 (4 sections), 2003-04 (4 sections), 2004-05 (5 sections), and 2005-06 (94 sections), 2006-07 (4 sections) and 2007-08 (5 sections). These total numbers may not have been obvious because we have sometimes accomplished this not only by adding sections during the spring semester but by adding sections in the summer and fall terms of the same academic year.

Page 11 top of page (noting a faculty member’s concern that students are not taking Constitutional II, a foundation course)


Page 11, 1st first paragraph (stating that the curriculum is light on jurisprudence courses, referring to the absence of Feminist Jurisprudence and Law and Economics).

Response: The College of Law presently does not offer the two mentioned courses, but its overall curriculum is not light on jurisprudence courses. The College of Law offers such courses as: Jurisprudence; Seminar on the Philosophy of Law; Legal History; Race, Ethnicity and the Law; Sexual Identity and the Law; American Constitutional History; Georgia Legal History; Law of Domestic Violence, Biotechnology Law, Policy and Ethics; Law and Psychiatry; Bioethics; Law and the Elderly. Each of these courses is listed in the College’s 2006 Bulletin, which was attached to the ABA Site Evaluation Questionnaire as Exhibit G-5.

Page 11, 1st first paragraph (stating that the College of Law curriculum is light on practical courses such as Contract Drafting, Negotiation, Advanced Legal Writing, International Business, and IP Licensing).
Response: Contrary to these findings, the College of Law annually or nearly annually offers courses in Negotiation (named Interviewing Counseling and Negotiation), International Business Transactions, Advanced Legal Writing, and a newly approved course on next year’s schedule in Patent Licensing.

Examples of other practical courses offered annually or nearly annually include: Mediation, Legislative Drafting, Business Planning, Estate Planning, Fiduciary Administration, Real Estate Transactions, Advanced Real Estate Transactions, Commercial Leasing, Bankruptcy and Tax Seminar, Advanced Criminal Litigation, Domestic Litigation, Pre-Trial Litigation, Advanced Issues in Trial Advocacy, Advanced Evidence, and a newly approved course on next year’s schedule in law office management, called the Fundamentals of Legal Practice. Each of these courses (except for the new courses in Fundamentals of Law Legal Practice and Patent Licensing), is listed in the College’s 2006 Bulletin, which was attached to the ABA Site Evaluation Questionnaire as Exhibit G-5.

Page 11, 2nd paragraph (criticism of Domestic Violence course as having a civil law rather than criminal law perspective).

Response: The course syllabus, available on our website, shows that the course is taught from a diverse jurisprudential perspective covering topics related to criminal law, torts law, race and civil rights, women and the law, and the history of domestic violence law and theory. The casebook for the course is the well recognized and widely used: Dalton and Schneider, Battered Women and the Law (Foundation Press).

Page 12, 1st and 4th paragraphs; page 13, 3rd paragraph (noting the difficulty evening students face in being able to enroll in clinics and externships)

Response: The report correctly notes that part-time students who are only able to take courses in the evening are generally unavailable to enroll in our two clinics and or in externships. The clinics and externships are difficult for our evening-only students because all outside agencies, courts, non-profits, and judges with whom we can place students operate only during regular weekday business hours and do not keep evening or weekend hours. Similarly, the nature of the law practice in the two clinics – that related to client availability and court access -- preclude evening-only hours.

Our externship directors have on several occasions searched for off-site externships that would offer evening-only opportunities while ensuring appropriate supervision and a meaningful educational experience for our students. We have thus far found no such opportunities but will continue to pursue all leads in this area. This challenge is of course inherent in having a clinic and externship program, not because of any disparate treatment of evening-only students, but because the very business of agencies and the courts is generally confined to daytime hours. Given this reality, providing quality clinical and externship opportunities, despite the likelihood that a portion (22-27%) of our students may be unable to work such courses into their schedules, seems preferable to denying such opportunities to our students altogether. Our clinics and externships are of course open to part-time students whose personal schedules allow them to take
courses in the day, and several of our part-time students do indeed take some or all of their courses in the daytime. This option is one of the key flexibility features of our part-time program and is why we refer to our program as a part-time program rather than an evening program.

VI. Law School Administration

Page 32, 3rd paragraph (referring to limits on locations available for wheel chairs in large first floor classrooms,

Response: These first floor rooms easily accommodate wheelchairs near the front of the room. This front area used to have an additional row of fixed chairs and tables, but we removed this fixed row a year ago to open up the front of the room for panel discussions and to be able to add moveable chairs and tables when needed to support disabled students. When not in use, these portable tables and chairs are kept near the rear of the classroom.

IX. Facilities

Page 44, 1st paragraph and page 45 6th paragraph (describing our space for student organizations)

Response: The report is incorrect in its discussion of our student organization space and its statement that all student organizations (with the exception of the law review, moot court, STLA, and the SBA) share a renovated room on the second floor that was previously a medium sized classroom. This renovated classroom is not the only space for our student organizations. This renovated space was added in the fall of 2006 to supplement existing student organization space in six individual offices on the second floor (rooms 225, 226, 227, 228, and 229). When student organizations were confined to these six offices, there were four student organizations per office. The addition of the renovated classroom space in the fall of 2006 enabled us not only to expand the space for student organizations and provide space to the few organizations that had none; it also allowed us to reduce the crowding in the six individual offices from four student organizations per room to two.

Page 46, 4th paragraph (referring to 2010 as the expected year of groundbreaking for the new law building)

Response: Groundbreaking is expected between 2010 and 2012, depending on how soon SunTrust, which now occupies the site under a leaseback arrangement with the University, relocates to another facility. The lease affords SunTrust 3-5 years in which to vacate.

XI. Summary

Page 49, last paragraph, second to the last sentence (description of three major challenges)
Response: We appreciate the report’s overall assessment of the college as stated in the Summary section, last paragraph on page 49, but we disagree with the statement that “its major challenges are its facilities, manifesting very clear commitment to diversity, and keeping the cost of its program at or near the current levels.”

Facilities: Contrary to the quoted statement, the facilities’ section of the site teams report praises the College and the University for “work[ing] well together towards resolving the College’s historic space and facilities problems,” for responding effectively to all of the space issues noted in the 2000 report, for completing all needed library, sixth floor and classroom expansions, and for outfitting all classroom with the latest in teaching technology. In the report’s words, these “changes have resulted in a facility that is functional and adequate for the program of the College.” In addition to recognizing these substantial changes, the facilities section of the report notes that the “University is in the process of acquiring real estate on which it plans to build a new law school and business school.” This acquisition was completed on May 31, 2007. These positive findings in the Facilities section of the report are inconsistent with the summary section in listing facilities as a major challenge.

Diversity: Two sections of the site team’s report mention diversity, the section on Students (admissions) and the section on faculty. The section on Student admissions reports only positive information about diversity, noting that minority enrollment in the last three entering classes reached 20.2%, 24.4% and 20.2% and that the college’s consideration of other [non-quantitative] factors “permits the college to enhance the racial/ethnic diversity of its student body and to provide opportunities to individuals from disadvantaged backgrounds and to nontraditional students …” (Report at pp. 23-24). A later subsection of the Students section reports positively on the College’s many outreach efforts in support of minority recruitment and enrollment (Report at p. 31), and no portion of the Students section contains critical findings about minority admissions and the diversity of the college’s student body. Indeed, as noted in our Self-Study at p. 71, the percentage of minority enrollment at the college has increased substantially from the percentages at the time of the 2000 site visit, when it averaged 15-17%. This positive treatment of the diversity issue in the Students section of the report is inconsistent with the Summary section listing diversity as a major challenge.

The six-page Faculty section of the report devotes two brief paragraphs to faculty diversity. It notes accurately that the college’s recent hiring successes have included women and minorities, while also noting correctly the college’s disappointment (as expressed in its Self-Study) in not making greater strides in diversifying the faculty (Report bottom of p. 15). The report goes on to enumerate the variety of efforts that the college has undertaken to recruit and attract diverse faculty members. (Report pp.15-16). The Faculty section of the report makes no further findings or comment about faculty diversity. Its brief discussion on this issue captures quite accurately the college’s considerable efforts in support of faculty diversity, its successes, and, its dissatisfaction in not achieving a greater level of success more commensurate with its efforts.

The report’s treatment of this issue in the faculty section is inconsistent with the statement in the summary section singling out diversity as a “major challenge,” much less, a challenge in “manifesting [a] very clear commitment to diversity.” The faculty diversity section of the report nowhere questions the College’s commitment to diversity or its manifestation of such a
commitment. Instead it notes the College’s many efforts in this area along with its disappointment in not achieving more success.

Tuition: The report makes no mention of the college’s tuition until the summary section, where it refers to the need for us to keep tuition at or near current levels. The report does not reveal the underlying basis of such a judgment, and we question whether this issue falls within the site team’s purview. We note in any event that the college currently has the second lowest law school tuition in the U.S. (behind only Wyoming) and that our tuition stands $100/credit hour below that of our sister state school, the University of Georgia. In these circumstances, should we decide to raise tuition, we are fortunate to have a considerable cushion within which to do so while still remaining less expensive than most of our peer/competitor law schools.
APPENDIX A2c:

DECISION OF THE ABA ACCREDITATION COMMITTEE REPORT
– DATED JUNE 26, 2007
June 26, 2007

President Carl V. Patton
Georgia State University
P. O. Box 3965
Atlanta, GA 30302-3965

Dean Steven J. Kaminshte
Georgia State University
College of Law
P. O. Box 4037
Atlanta, GA 30302-4037

Dear President Patton and Dean Kaminshte:

Attached please find the decision of the Accreditation Committee at its meeting on June 21-23, 2007, with respect to Georgia State University College of Law.

The Committee's Findings and Conclusions do not reflect a comprehensive checklist evaluation of each Standard and each facet of the institution. Indeed, this letter focuses, by the very nature of the process, essentially on concerns or possible aspects of non-compliance identified in the site evaluation report of the School or arising out of submissions or questionnaire answers by the School. Because the general impressions of different site teams are inherently noncomparable, the Accreditation Committee does not attempt to summarize all the information that could be gleaned from a site evaluation report, and recipients of this letter are encouraged, therefore, to consult the full site evaluation report for collegial advice and general impressions of the team. The site evaluation team does not make the official findings or conclusions for the Section of Legal Education and Admissions to the Bar of the American Bar Association. These are made by the Accreditation Committee and the Council of the Section.

A law school that is approved by the American Bar Association continues in that status pending final action by the Accreditation Committee and Council of the Section of Legal Education and Admissions to the Bar and pending review by the House of Delegates of the American Bar Association.
Please feel free to call me, Deputy Consultant Dan J. Freehling, or Executive Assistant Cathy A. Schrage if you have any questions.

Sincerely yours,

Hulett H. Askew
Consultant on Legal Education
to the American Bar Association

HHA/cs
Attachment

cc: Dean Gilbert A. Holmes
    Dr. Jo Allen
    Professor Leonard M. Baynes
    Professor Lois K. Cox
    Irv Freeman, Esq.
    Dean Richard J. Morgan
    Professor Mary G. Persyn
DECISION OF THE ACCREDITATION COMMITTEE
June 2007

The Accreditation Committee (the "Committee"), at its meeting on June 21-23, 2007, considered the status of Georgia State University College of Law (the "Law School") in connection with the sabbatical site evaluation report submitted by a site team consisting of Dean Gilbert A. Holmes (Chair); Dr. Jo Allen; Professor Leonard M. Baynes; Professor Lois K. Cox; Irv Freeman, Esq.; Dean Richard J. Morgan; and Professor Mary G. Persyn, following their visit to the School on February 18-21, 2007. The Committee also had before it a letter of response to the site evaluation report from Dean Steven J. Kaminshine, dated June 12, 2007, and the history of decisions made by the Committee with respect to the School since its last regular site evaluation.

FINDINGS OF FACT:

History and Organization

(1) Georgia State University was established in 1913 and is one of four research Universities and one of 35 institutions within the University System of Georgia. The University has over 27,000 undergraduate and graduate students in six academic units: Law, Arts and Sciences, Education, Health and Human Sciences, Business, and Policy Studies.

(2) Georgia State University College of Law commenced law classes in 1982; provisional ABA approval was granted in 1983, with full approval in 1990. The Law School is located on the main campus of the University.

Self Study and Strategic Planning

(3) The 2001-02 Strategic Planning Action Steps directly addresses the mission, goals, and objectives of the Law School. The document, updated in 2004-05, reflects actions that had been taken in the intervening years to meet the articulated goals, carries over goals that had not yet been completed, and includes new steps to be taken.

(4) The self study process began in August 2005, with the Dean’s appointment of a self study committee that included seven faculty members, the Assistant Dean for Administration, and a student. Through 2005-06, Committee members, with faculty input at all stages, drafted and revised the self study document. In fall 2006, section drafts were distributed to chairs of the faculty committees for additional input and revision. For student input, the Law School relied primarily on the Law School Survey of Student Engagement (LSSSE). Alumni input was obtained through feedback from a survey. The document was approved by the faculty on December 7, 2006.
(5) The self study is 162 pages and divided into ten sections. It provides a thorough treatment of the critical elements of review. The document identifies strengths and weaknesses as well as the means for improving the Law School’s deficiencies. Referenced throughout the self study are the goals identified in the 2002 Strategic Plan.

Program of Legal Education

(6) The Law School offers full-time and part-time instruction leading to the J.D. degree. The Law School also offers six joint degree programs. To graduate, a student must complete 90 credit hours, which represents 63,000 minutes of instruction. The Law School operates on a semester system. Each semester is 14 weeks, and 50 minutes of class time per week is required for each hour of credit.

(7) Of the 90 credit hours needed for graduation, 43 credit hours consist of required courses with 47 credit hours for electives. Students may take a maximum of 12 hours of clinic/externships.

(8) The first-year, full-time courses are the traditional slate. With the exception of Criminal Law, all courses are six units. To relieve the strain on faculty resources, some six-unit courses are divided between two faculty members.

(9) During their second and third years, students are required to take Constitutional Law I, Evidence, Professional Responsibility, and a research intensive course, seminar, or independent study to satisfy the upper level writing requirement. To meet the professional skills requirement, all second-year students are required to take the Litigation Workshop, which covers the fundamentals of trial practice and guarantees each student a simulated litigation experience.

(10) Research, Writing and Advocacy ("RWA") is a two-semester, six-unit, required, first-year course. The Law Library faculty teaches the first-year students a separate one-hour course in the fall semester called Legal Bibliography. The Law School also offers courses in Advanced Legal Writing and Advanced Legal Research on an annual basis.

(11) Five full-time, non-tenure-track legal writing faculty members teach in the RWA program. Each RWA faculty member teaches three sections; each section has approximately 15 students. RWA faculty are eligible to participate in faculty governance and vote on all matters, with the exception of personnel matters relating to tenure-track faculty; they receive professional support for attendance at conferences.
(12) Students may take 47 units of elective credit. The Curriculum Planning Handbook helps guide students through their elective choices and recommends that students take the following core electives: Administrative Law, Basic Federal Taxation I, Constitutional Law II, Corporations, Criminal Procedure I, Family Law, Wills, Trusts, and Estates, and one or more Commercial Law courses. Since the last ABA sabbatical site evaluation visit, the Law School has created concentrations in health policy through the Center for Law, Health & Society, and land use/environmental law through the Center for the Comparative Study of Metropolitan Growth. The Law School has also expanded its offerings in business associations, dispute resolution, estate planning, legal history, and intellectual property/technology.

(13) The Law School struggles with breadth and depth of courses in certain foundational areas, including criminal law, international law (particularly international business and practice), tax law, and constitutional and related public law electives.

(14) The Law School has expanded its live-client clinical offerings. In addition to the Low-Income Taxpayer Clinic (LITC), which was in existence at the time of the last site visit, the Law School has established the HeLP Legal Services Clinic (HeLP), which provides legal services in a variety of subject matter areas to low income patients of two children's hospitals in the Atlanta area and their families. Students receive three units for each semester of work.

(15) Fifteen students enrolled in the LITC, which serves approximately 160-200 clients per year involved in post-audit matters. The clinic is staffed by a tenured member of the faculty and is assisted by one full-time staff attorney and an administrative assistant.

(16) In its inaugural semester, six students enrolled in the HeLP Clinic. The Clinic is staffed by a tenured faculty member and the Law School's first two full-time clinical faculty members.

(17) Under the newly adopted Policy for Non-Tenure Track Clinical Faculty, clinical faculty hold faculty rank, are eligible for promotion to associate and full professor, and vote and participate in governance except as to issues relating to the employment and promotion of tenure-track faculty members. In their first five years of employment, clinical faculty members are subject to an annual reappointment process. In the fifth year, clinical faculty undergo a "job security review," and upon successful review, their contracts are "presumptively renewable." The University System of Georgia prohibits multi-year contracts. Although long-term contracts are not
available, a clinical faculty member who is granted job security must thereafter be offered continuing annual contracts that may cease only because of 1) dismissal for good cause, including job performance and fitness as a clinical teacher; 2) the closing of the faculty member’s clinical program; or 3) financial exigency.

(18) The Law School offers between 70 and 90 externship placements, each for three units of pass/fail credit. Students must work a minimum of 140 hours over the 14-week semester. In addition to externships, students may participate in the Criminal Justice Fieldwork and Law Reform where they conduct empirical research to identify a criminal-justice related problem. Students also interface with the University’s Consortium on Negotiation and Conflict Resolution (CNCR), which conducts research, hosts conferences, and offers training on conflict resolution.

(19) Externship placements are carefully vetted and monitored by two tenured faculty members and one tenure-track faculty member, and as half of their regular teaching loads, two of the three faculty members rotate in sharing the responsibility of supervising students participating in externships. The externship program includes a classroom component and regular supervision of the students’ work. Eighty to 90 students participate each semester. Externship offerings are open to part-time students whose schedules permit them to enroll, but it is difficult for many to participate because externships and clinical opportunities operate during regular weekday business hours. The Law School continues to seek externship opportunities with off-site evening hours.

(20) The Law School enjoys a full range of co- and extra-curricular activities.

(21) Since the last sabbatical site evaluation visit, the Law School has made a concentrated effort to expand teaching resources in the area of professional responsibility in order to be able to offer smaller classes and more opportunities for innovative, interactive teaching.

(22) The Law School encourages and facilitates student involvement in pro bono activities. It sponsors several programs during the year to increase awareness of pro bono opportunities and is a member of PSLawNet, which provides a wide range of information and resources about opportunities. In 2004, it established the Fulton County Jail Project where students assist in the oversight of the Fulton County Jails. Student organizations are also active in pro bono and a wide range of community service assistance. Students who engage in substantial pro bono work are recognized at graduation under the Pro Bono Recognition Program.
(23) The Law School uses a numerical grading system of between 55 and 100. Examinations are appropriately rigorous. In first-year classes, the required average grade must be between 77.5 and 79, and in upper division required courses, the grade must fall between 78.5 and 80. Students whose averages are below 70 at the end of the first year are automatically dismissed, and students whose cumulative grade falls below 73 are placed on probation, with two semesters to cure.

(24) The University's Office of Disability Services (ODS) proctors all examinations for which accommodations are provided. However, ODS services are unavailable during evening hours. It is unclear whether, and how, the Law School's evening students receive accommodations to examinations if requested.

(25) The number of involuntarily dismissed students ranged from five (among 2001 and 2004 entrants) to 11 (among the 2005 entrants). Involuntary attrition, however, does appear to have a disproportionate effect on minority students, particularly African American students. Among 2005 entrants, eight of the 11 students who were dismissed were minority students (15.1% of the minority students in the class) and seven of these were African American (21.2% of the African American students). The Law School offers the Academic Enrichment Program, which consists of upper division students who serve as tutors in Civil Procedure and Property, and it also offers a three-week summer skills program for entering students who may be at risk.

(26) Regular and punctual attendance is required and is monitored by faculty. Full-time students are not allowed to work more than 20 hours per week and are required to sign statements to that effect. Failure to abide by this rule is an Honor Code violation.

Faculty

(27) According to the fall 2006 Annual ABA Questionnaire, the faculty consists of 32 tenured faculty members (22 male, ten female, four minority), two tenure-track faculty members (one female, one minority), two 405(c) faculty members (two female), and six full-time, short-term contract faculty members (six female, one minority). In addition, there are six professional law librarians and four lawyers who serve as supervisors in either the Tax Clinic or the Consortium on Negotiation and Conflict Resolution.

(28) The 2005 and 2004 student/faculty ratios were 16.4:1 and 15.6:1, respectively. The average teaching load per year per faculty member
was 10.33 hours for the fall of 2006 and 9.16 hours for the fall of 2005. Each RWA faculty member teaches three sections per semester, with an aggregate enrollment of about 40-45 students.

(29) The Law School has experienced modest turnover since the last ABA sabbatical site evaluation visit. One faculty member died and three left to pursue other opportunities. During the same period, the Law School hired five new tenure-track faculty members. Of the five tenure-track faculty hired, two are women (one white and one African American). Of the two clinical faculty recently hired, both are women, and of the recent hires in the Research, Writing and Advocacy Program, both are women (one white, one African American).

(30) In general, the quality of the teaching was quite satisfactory, with excellent faculty and student preparation and participation. In addition, the students expressed great satisfaction with the overall quality of teaching and great pride in the teachers with whom they interacted.

(31) The faculty is committed to scholarship, with 18 books or monographs, 135 articles, and 21 book chapters or supplements having been completed in the last three years. The vast majority of the faculty members are engaged in scholarly activity, with only four who did not publish in the last three years.

(32) The Law School supports faculty scholarship by providing each faculty member with a fund for scholarship-related expenses, providing summer research grants (26 were awarded in 2004, 18 in 2005, and 24 in 2006), and by sponsoring seminars and colloquia.

(33) Academic freedom is assured by adherence to the University’s policy on, and commitment to, academic freedom for all of its teachers; by the tenure process, which grants security in employment to those who meet the tenure requirements; by a review process similar to the grant of tenure for clinicians; and by a review and renewal process in which RWA faculty members are re-employed, annually, absent significant cause for non-renewal (only one RWA faculty member has failed to gain reappointment under this process in the last 15 years.) Faculty members expressed no concerns whatsoever respecting their academic freedom.

(34) Promotion and tenure for tenure-track faculty is managed by the Reappointment, Promotion, and Tenure Committee, which assesses the candidate’s satisfaction of the tenure and promotion standards with regard to teaching, scholarship, and service. Faculty members hired as assistant professors are considered for promotion to associate professor during their
third or fourth year. Faculty members usually apply for tenure in their fifth or sixth year, and faculty members are usually considered for promotion to full professor in the seventh to ninth year.

(35) There are approximately 20 standing and ad hoc committees. Faculty committees establish and implement policies and procedures. Faculty morale seems quite good, with most faculty members expressing satisfaction with their work and the environment at the Law School.

(36) The Law School uses experienced practitioners to teach approximately 25 substantive courses during the academic year, but does not use adjuncts in required courses and only rarely uses them in core courses. During the fall semester of 2006, part-time faculty taught 3.7 percent of the credit hours in the day program and 4.2 percent of the credit hours in the night division. For the spring, summer, and fall semesters of 2006, 20 percent of the total credit hours were taught by adjunct faculty members. Each adjunct receives an Adjunct Faculty Handbook and memoranda covering grading policies, computer access, and procedures for the creation of email discussion lists.

Students

(37) Based on the fall 2006 Annual ABA Questionnaire, the Law School received 2,698 applications and made 613 offers of admission. There were 213 matriculants, representing a 35% yield. The matriculants were 149 full-time students (70%) and 64 part-time students (30%).

(38) The entering credentials for the past three years are as follows:

<table>
<thead>
<tr>
<th>2006</th>
<th>75th%</th>
<th>Median</th>
<th>25th%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGPA</td>
<td>3.54</td>
<td>3.33</td>
<td>3.03</td>
</tr>
<tr>
<td>LSAT</td>
<td>161</td>
<td>159</td>
<td>157</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005</th>
<th>75th%</th>
<th>Median</th>
<th>25th%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UGPA</td>
<td>3.66</td>
<td>3.36</td>
<td>3.11</td>
</tr>
<tr>
<td>LSAT</td>
<td>160</td>
<td>159</td>
<td>157</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2004</th>
<th>75th%</th>
<th>Median</th>
<th>25th%</th>
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<tr>
<td>UGPA</td>
<td>3.62</td>
<td>3.35</td>
<td>3.08</td>
</tr>
<tr>
<td>LSAT</td>
<td>160</td>
<td>159</td>
<td>157</td>
</tr>
</tbody>
</table>
(39) In 2006, there were 117 men (54.9%) and 96 women (45.1%). In 2005, 109 were men (50.2%) and 108 were women (49.8%). In 2004, there were 112 men (48.7%) and 118 women (51.3%). Minority makeup for the past three years is:

<table>
<thead>
<tr>
<th>Year</th>
<th># Minority Matriculants</th>
<th>Black</th>
<th>Asian</th>
<th>Other Hispanic</th>
<th>American Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>43 (20.2% of entering class)</td>
<td>27 (12.7%)</td>
<td>10 (4.7%)</td>
<td>6 (2.8%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2005</td>
<td>53 (24.4% of entering class)</td>
<td>33 (15.2%)</td>
<td>16 (7.4%)</td>
<td>2 (0.9%)</td>
<td>2 (0.9%)</td>
</tr>
<tr>
<td>2004</td>
<td>47 (20.4% of entering class)</td>
<td>26 (11.3%)</td>
<td>14 (6.1%)</td>
<td>7 (3.0%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

(40) The Law School engages in a variety of activities to promote opportunities for racial and ethnic minorities, including outreach efforts at undergraduate institutions with significant minority enrollment, direct mailings to minority candidates identified through the LSDAS Candidate Referral Service, and participation in pipeline programs. Additionally, the Law School conducts a three-week summer program to which all admitted students deemed to be "at risk" are invited. The Law School also participates in a CLEO-type program sponsored jointly with other Georgia law schools. Its efforts are formalized in a written plan which aggregates the Law School's policies related to equal opportunity in the areas of admission/recruitment of students, student support and law school environment, career placement, and entry into the profession.

(41) The Law School advises each applicant that there are character, fitness, and other qualifications for admission to the bar via a section in its Viewbook entitled "Admission to the Bar." However, the Law School does not encourage each applicant, prior to matriculation, to secure information concerning character and other qualifications for admission from the jurisdictions in which the applicant intends to practice.

(42) For residents, tuition is $6,326 for full-time students and $264 per credit hour for part-time students. For non-residents, tuition is $22,244 for full-time students and $927 per credit hour for part-time students. During 2005-06, 461 unduplicated law students (67%) borrowed $7,976,535 (an average of $17,302 per student who took a loan). Of the
181 graduates of 2006, 135 (74.6%) borrowed at least once during law school, with an average law-school indebtedness among these students of $39,822. Scholarships have increased since the last site evaluation. In 2000, a scholarship endowment of $225,000 awarded scholarships to 24 students; in 2006, the endowment stood at $1,760,000 and 50 scholarships were awarded. In total, $604,411 in non-need based aid was provided in 2006-07.

(43) Financial aid advising is provided to law students via the University’s central Office of Financial Aid. The Office of Financial Aid provides debt counseling to students through required entrance and exit counseling interviews via the Internet. Students who do not participate in the Internet-based exit interviews are sent written materials via the mail. Centralized University financial aid, while effective in delivering aid, is a source of dissatisfaction for both students and the Law School administration. In particular, law students report the difficulty of contacting the financial aid office via telephone or e-mail.

(44) Students services are available and accessible to both day and evening programs and many Law School events are scheduled at 5:00 p.m. in order to facilitate attendance by both day and evening students.

(45) The vast majority of the Law School’s graduates sit for the Georgia bar exam. The data below reflects first-time performance over the last three years:

<table>
<thead>
<tr>
<th></th>
<th>GS Takers</th>
<th>Pass</th>
<th>% Pass</th>
<th>State Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2003</td>
<td>123</td>
<td>114</td>
<td>92.6</td>
<td>85.1</td>
</tr>
<tr>
<td>February 2004</td>
<td>33</td>
<td>27</td>
<td>81.8</td>
<td>75.4</td>
</tr>
<tr>
<td>July 2004</td>
<td>158</td>
<td>147</td>
<td>93</td>
<td>87.4</td>
</tr>
<tr>
<td>February 2005</td>
<td>14</td>
<td>12</td>
<td>85.7</td>
<td>95.2</td>
</tr>
<tr>
<td>July 2005</td>
<td>155</td>
<td>145</td>
<td>93.5</td>
<td>85.7</td>
</tr>
<tr>
<td>February 2006</td>
<td>15</td>
<td>11</td>
<td>73.3</td>
<td>79.2</td>
</tr>
<tr>
<td>July 2006</td>
<td>152</td>
<td>142</td>
<td>93.4</td>
<td>87.1</td>
</tr>
</tbody>
</table>

(46) Career services are provided to students via the Law School’s Career Services Office (CSO). The Office consists of a Director, an Assistant Director, an Administrative Coordinator, and a graduate research assistant. This represents an increase in staff since the last sabbatical site evaluation visit, at which time there were only a Director and an administrative
assistant. LSSSE survey results identified lower satisfaction with Career Services than at comparable schools, a finding that was echoed in meetings with the team. In response to the dissatisfaction uncovered by the LSSSE, the Law School has engaged a consultant.

(47) Employment rates for graduates nine months after graduation have ranged from 89% to 92% over the last three years, with between 90% and 95% of graduates choosing Georgia as their place of employment.

Law School Administration

(48) Dean Steven J. Kamshnshine was appointed as the Dean of the Law School in October 2005 by Georgia State University's Provost, following unanimous recommendation by the faculty. The Dean is a tenured full professor who has served as a faculty member since 1984, and as Associate Dean for Academic Affairs from 1997 until his appointment as Interim Dean in 2004. In addition, the principal administrative officers are the Associate Dean for Academic Affairs, Associate Dean of Students, Assistant Dean for Administration and Finance, and the Law Library Director.

(49) The Law School is organized and administered so as to use efficiently and effectively the available resources to provide a sound educational program and accomplish the School's mission. The administrative support staff in the Law School has historically existed at a very thin level. The self study notes needs for added personnel in Development, Career Services, Communications, and Office of Student Life if additional programs are to be implemented.

(50) Georgia State University is governed by the University Senate, which is comprised of faculty, administrators, and students. Representation in the Senate is based on the number of full-time faculty in each college. In February 2005, the University adopted a revised Strategic Plan for 2005-10. During 2005 as well, the University developed a new ten-year Master Plan for the use, renovation, and development of the campus and its facilities.

Information Resources

(51) The services offered by the Law Library staff were uniformly praised by the students and faculty members. The Library is open 103 hours per week, or 5,355 hours per year, during the regular school year.

(52) The Law Library Director, who has served since 1986, is a tenured, full professor holding faculty rank. The Law Library has a staff of seven professional librarians (one position is vacant), and ten support staff
employees and 12.25 FTE support staff positions. Librarians receive support for travel and professional activities and may serve on Law School and University committees. Overall, the size of the Law Library’s staff (including the seven professional librarians) is adequate to support the Library’s current operations; however, as faculty research needs grow, the Law Library may need to add another reference librarian.

(53) In fall 2006, the Law Library’s book title count was 63,744. The Law Library holds 156,888 hardcopy volumes, with total hardcopy and microform equivalent volumes of 345,092. Because of budget cuts in recent years (as well as patron interest) the strength of the collection has shifted from print materials to electronic resources.

(54) The Law Library facilities are much improved since the last visit when the Law School was requested to respond to the Committee’s regarding the adequacy of the Library’s physical facilities. Since the last ABA site evaluation visit, the Law Library acquired 7,500 sq. ft. of additional space (2004 renovation), bringing the total to 44,510 sq. ft. The Library has 37,989 linear feet of shelving, of which 18,784 feet (49%) are occupied. There are 113 wired study carrels, and total seating available for 354.

(55) In 2006, the budget for Law Library operations, exclusive of salaries, was $900,262. The budget also includes additional funding each year from unspent University funds that accumulate during the budget cycle. For FY’04, ‘05 and ‘06, the Law Library received $156,000 in funding supplements. In 2006, the Library also received $19,212 to support computer acquisitions. For 2006, total budget was $1,075,474.

(56) The Technology Services Group consists of a Technology Manager, a Website Coordinator, two PC Systems Specialists, and graduate research assistants who staff the Help Desk. The leadership structure of Information Technology changed in spring 2007 with the creation of a new position, Director of Information Technology. This position was assumed by the Electronic Services Librarian who also supervises the Law Library technology staff, which includes a PC Systems Specialist, and a half-time PC System Specialist (vacant).

(57) Funding for technology comes from the Law School’s budget and Student Technology Fee money. Since the last sabbatical site evaluation visit, the budget has been increased by $50,000 with funds specifically to support technology. The Law Library has benefited from a number of grants, amounting to more than $530,000 from the Student Technology Fee. This money resulted in the installation of wired carrels, a wireless network which
covers 75% of the Library, databases, and new computers for the computer lab.

Law School Finances

(58) Budget matters are initially handled by a University committee comprised of selected University administrators, deans, chairs of senate committees, and students. Final approval rests with the President. Although the Law School is not a voting member on this committee, the Dean of the Law School actively participates in the meetings.

(59) The University's budget from the Board of Regents is historically based, and is derived from the previous fiscal year's budget, plus new funding granted by the Board, with new funding in response to University requests or formula-based funding. Opportunities exist throughout the year to request extra one-time, non-recurring funding.

(60) Over the past three fiscal years, the University has seen a steady annual increase in state allocation: 8.2% from FY05 to FY06, and 7.6% from FY06 to FY07. The Law School enjoys a good financial relationship with the University. The Law School's budget is derived from annual allocations from the overall University budget that is a combination of total tuition revenues and state funds allocated by the Board of Regents. There is no direct relationship between the Law School's revenue and its budget, and the budget allocation exceeds the tuition generated by the law students. Moreover, the Law School is not charged with a share of the University's overhead, fringe benefits are funded from a central University budget, and official budgets do not include income anticipated or derived from extrinsic sources such as private gifts and grants to the Law School.

(61) State funding for the Law School was approximately $10 million, while the total budget (state funds, grants and charitable contributions, support from the Georgia State Foundation, student activity fees, and revenue from sale of products or services) of the Law School was approximately $12.54 million for the 2005-06 fiscal year.

(62) Despite the fact that it is only 25 years old, the Law School has been successful in receiving several major gifts, upgrading its annual fund program, and substantially increasing the size of its endowments. Over the past seven years, the overall endowment has grown from $4.5 million to $7.8 million; the number of endowed scholarships has increased from three to 14; endowed scholarship funds have grown from $225,000 to $1.76 million; and the number of endowed professorships has grown from two to five.
Facilities

(63) The Law School occupies approximately 100,000 square feet of space in the University’s 12-story Urban Life Building on the Georgia State University campus. This building is nicely located, providing excellent proximity to other academic units on the campus and to the state capitol, legislature, and courts, which are located a few blocks away.

(64) The adequacy of the facilities was a matter of serious concern at the time of the last sabbatical site evaluation visit. Renovations are now complete, and the additional classrooms and library space make the campus a highly functional and pleasant space. The classrooms, seminar rooms, and courtrooms appear to be adequate in number for the needs of the Law School.

(65) The Law School has two in-house clinics, one of which is located in a new and pleasant suite of offices on the sixth floor, and the other of which is located in a suite of offices on the first floor. Both suites, each comprising 1200 square feet, contain reception areas, offices, student work space, and conference rooms, and appear to be adequate for the purposes of the program.

(66) Plans are underway to build a new law school and a new business school, with the two units to share an auditorium and perhaps a few classrooms. This facility is expected to provide about 120,000 to 130,000 square feet of space to the Law School at a total cost for the entire project (including but not limited to the law building) of about $131,000,000.

CONCLUSIONS:

(1) In accordance with Rule 13(a), the Committee concludes that it has reason to believe that Georgia State University College of Law has not established that it is in compliance with Standard 504(a), in that the Law School does not encourage each applicant, prior to matriculation, to determine the requirements concerning character, fitness, and other qualifications for admission in the jurisdictions in which the applicant intends to practice. [See Finding of Fact (41).]

(2) The Committee concludes that it presently has insufficient information available to make a determination as to the Law School’s compliance with Standard 213 and Standard 301(b), regarding whether part-
time evening students are provided reasonable accommodations to take examinations. [See Finding of Fact (24).]

(3) Based on its review of the site evaluation report, the Committee encourages the President and the Dean to consider carefully the following issues related to the Law School:

(a) The need to review whether involuntary attrition does not have a disproportionate effect on minority students, particularly African American students. [See Standard 212, specifically Interpretation 212-3, and Standard 501; and Finding of Fact (25).]

(b) The need to periodically re-examine and appropriately revise the Law School's established goals as part of its strategic planning. [See Standard 203 and Finding of Fact (3).]

RESPONSE REQUESTED:

The Committee requests the Dean of Georgia State University College of Law to submit a report by May 1, 2008, with all relevant information necessary to demonstrate compliance with Standard 504(a), as noted in Conclusion (1) above, and to provide additional information that will enable the Committee to make a determination as to the Law School's compliance with the Standards noted in Conclusion (2), above.
APPENDIX A2d:

COLLEGE OF LAW
AALS SITE VISIT REPORT – DATED
JULY 18, 2007
July 18, 2007

Dr. Carl V. Patton, President
Georgia State University
P.O. Box 3999
Atlanta, GA 30302-3999

Dean Steven J. Kaminshine
Georgia State University College of Law
P.O. Box 4037
140 Decatur Street
Atlanta, GA 30302-4037

Dear President Patton and Dean Kaminshine:

In early October the Membership Review Committee of the Association of American Law Schools will consider your law school as part of the AALS membership review process.

The AALS Report from the recent site visit to your school is enclosed. The AALS checklist completed by the law school is not attached to the report since you already have a copy. As you know, the AALS Membership Review Committee also reviews and considers the site evaluation report, which you received from ABA Consultant Hulett Askew, as well as the site evaluation questionnaire and self-study report.

You are invited to submit any additional information or comments you believe would be helpful to the AALS Membership Review Committee. It would be very useful to have a report on significant developments in your program or your school's circumstances that have occurred since the site visit. In order for the committee members to have sufficient time to consider all the materials sent to them before they meet, please submit your comments, if any, as soon as feasible but no later than August 20. We also need a copy of any comments you may have on the site evaluation report itself. If you wish to submit your comments electronically, please send them via email to: membershipreview@aals.org.
One of our objectives is to maintain a list of competent, fair, and effective site evaluators to serve as an AALS appointee on future site evaluation teams. Thus, your candid evaluation of anyone on the team who you think would be an appropriate candidate to serve as an AALS appointee would be helpful. Any information you provide will be used by us only in selecting future AALS appointees, and will remain confidential. Please provide me with your evaluation in a separate letter from your comments on the report.

If you have questions about the procedure for submitting your comments to the AALS, please call Barbara Studenmund, my assistant, or me.

Thank you for your cooperation.

Sincerely yours,

[Signature]

Carl C. Monk
Executive Director

Enclosures:  AALS Report
             Executive Committee Regulation 5.6

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MEMORANDUM

TO: Deans of Member Schools Receiving Sabbatical Report

FROM: Carl C. Monk

SUBJECT: Confidentiality of Site Evaluation Reports

January 2007

As you may know, American Bar Association Rule 25 permits a law school or university to release the site evaluation report, or portions of it, to the public. AALS Executive Committee Regulation 5.6, however, provides that the site evaluation report "is not for publication." Under both ABA Rule 25 and Executive Committee Regulation 5.6, the dean of the law school and the president of the institution may show or give a copy of the report to members of the full-time faculty and professional staff of the law school and the governing board and to officials in the university administration who have official reason to see the report.

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AALS EXECUTIVE COMMITTEE REGULATION

CHAPTER 5. ACCESS TO ASSOCIATION MEETINGS AND DOCUMENTS

5.6 Access to a Site Evaluation Report and Executive Committee Response Thereto.

a. The site evaluation report on a member or applicant law school made on behalf of the Association, whether or not it is made on behalf of the American Bar Association also, shall be furnished to the dean of the school and the President of the institution. They shall be informed that the report is not for publication, but in the spirit of Bylaw Section 6-6, nothing in these regulations limits or impedes them from showing or giving a copy of the report to members of the full-time faculty and professional staff of the law school and the governing board and to officials in the university administration who have official reason to see the report.

b. The dean shall review the site evaluation report to determine whether it contains criticism of the professional performance, competence, or the behavior of an identifiable member of the school’s full-time faculty or professional staff. If the report contains this criticism, the dean shall make available to the person concerned the germane extract of the report and shall send the Executive Director a copy of the transmitting letter and of the extract. The member of the faculty or professional staff criticized in the report is entitled to submit in writing his or her comments on the statement in the report to the individuals who have received the report.

c. The dean of the law school and President of the institution shall be provided with the resolution or minute adopted by the Executive Committee in response to the site evaluation report and shall be informed that the resolution or minute may be published. The dean and President shall also be informed that those persons to whom subsection (a) authorizes them to show or give a copy of the inspection report are entitled to read or receive a copy of the resolution or minute. If denied access to the resolution or minute, a member of the full-time faculty may obtain a copy of the Association’s response from the Association’s office.

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AALS REPORT ON

Georgia State University
College of Law
February 18-21, 2007

By: Dean Richard J. Morgan
University of Nevada, Las Vegas
William S. Boyd School of Law

IMPORTANT: The report was prepared for the use of the Membership Review and Executive Committees of the Association of American Law Schools and is not for public release. Any copying or redistribution of part or all of this report is subject to this restriction.
AALS Report on Georgia State University College of Law

Submitted by: Richard J. Morgan
Dates of Inspection: February 18-21, 2007

Introduction.

The Georgia State University College of Law was established in 1982 as a public law school to serve the metropolitan Atlanta area. With both full-time day and part-time night programs, it strives to provide access to legal education to people of all economic means, while serving the Atlanta community in significant ways, including the scholarship and professional engagement of its faculty.

The school is very (and rightfully) proud of its rapid development; for a young law school it has made excellent progress in attracting and retaining a first-rate faculty that values scholarship and teaching, and in attracting and retaining good students who are very pleased with their law school and who make good (and well prepared) alumni representatives of it when they graduate.

The school is a unit of Georgia State University, whose President and Provost take great pride in the law school. In the years since the last site visit, the President has provided considerable support to the law school in the form of significant new space and budget allocations. Indeed, the law school’s facility, which was problematic at the time of the last inspection, is much improved; and plans are underway for an excellent new law school building, to replace the current facility, with groundbreaking anticipated in 2010.

Faculty Goals.

The general goals of the faculty are to continue to make significant progress in the areas of teaching, scholarship and service. The faculty is serious about all three areas of endeavor, and the specific goals (set forth at the end of each section of the self study) are aimed at improving the school’s services and performance in these areas. Among those specific goals are to improve the curriculum (by reviewing and improving the legal writing and lawyering skills programs, by hiring faculty in areas of curricular need, by improved advisement regarding elective offerings and by building on the strength of the law school’s Centers); to improve the faculty (by planning for a large number of anticipated faculty retirements, by diversifying the faculty, by building scholarly productivity through enhanced support for scholarship, and by securing endowed professorships); to strengthen the student body (by securing more funds for financial aid and by admitting and enrolling the best available students, whether to the day or night program); to strengthen student services in the areas of placement and financial aid; to improve administrative services in the law school (by expanding staffing in the areas of information technology, student services, placement, development and communication); to improve the quality and services of the law library (by reviewing staffing needs, by improving the utilization of technology, by attempting to develop an acquisitions budget that will allow for inflationary growth in a predictable way, and by continuing to update the library facility); to improve the information
technology department of the law school (by establishing a Director of Technology position, adding a staff member and working with the law school community to continue to integrate technology across the curriculum and life of the law school); to improve the facilities of the law school (by repairing leaks and air conditioning problems in the existing facility, by securing better space for student activities and organizations, and, ultimately, by procuring a new building to replace the current facility); and to improve the law school’s budget, including through private fund raising.

The goals that the faculty has set for itself are realistic ones, although some of them will take time to accomplish. The school and university are committed to a strategic planning process, in which the law school regularly updates and evaluates its progress in achieving its goals. The goals listed in the self-study are part of the law school’s strategic plan, which means that the university and law school will work together to achieve these goals.

A major goal—one of the biggest on the long list set forth above—is the improvement of the school’s facilities. Over the last seven years, great progress has been made in improving the law school’s physical facility, thanks to university allocations of significant new space and funding the renovation of that space to suit the law school. Moreover, the university has committed to work with the law school to build a complete new facility for the school, with groundbreaking expected in 2010.

The President and Provost have a high regard for the law school and indicated that they will work with the school to continue its improvement. With the support and encouragement of the central administration, the goals of the law school can be accomplished, just as the very major goal of improved facilities is being accomplished.

Evidence of Scholarship.

Scholarship is valued at the law school. Indeed, among the faculty’s major goals are the continued improvement of faculty productivity in that area—through rigorous hiring, tenure and promotion processes; through enhanced support for scholarship; and through the procurement of endowed chairs with which to attract established scholars. A culture of scholarship exists at the law school, with almost all faculty members engaged in active programs of scholarship and with faculty regularly engaging in activities aimed at fostering scholarship (such as faculty workshops, colloquia with invited speakers, reading each others’ drafts and the like).

According to the attached AALS Questionnaire, over the last three years the faculty produced 121 law review articles, 29 books and 26 book chapters, with only four faculty members having produced no scholarship during that period. A review of sample articles revealed that the quality of the pieces was good. However, among the samples that were provided to the team were very few articles that were placed in prestigious law reviews, with most of the sampled items being fairly compact with placements in good (often specialty) journals. Of course, strategy on law review placement differs from institution to institution and person to person, but a faculty of this quality could be aspiring to more prominent work.
A list of faculty publications since the last site inspection is set forth in exhibit G32 to the ABA Site Inspection Questionnaire.

Teaching.

Quality of Teaching: Faculty at the law school take pride in their teaching, and students take pride in their faculty and their devotion to teaching. In conversations with faculty, there were frequent references to the culture of teaching that pervades the school and to the efforts that faculty make to mentor their colleagues and provide high quality teaching throughout the curriculum. In conversations with students, there was high praise for the quality of the teaching and of the faculty in general. While there were some grumbles about the Research, Writing and Advocacy Program, complaints about legal writing programs are common in legal education.

The law school makes serious efforts to facilitate good teaching by sending all new colleagues to the AALS New Teachers’ Workshop; by assigning two mentors to each new faculty member; by providing faculty workshops on teaching techniques, exam creation and grading, use of technology in the classroom and the like; by visiting classes on a regular basis and providing structured feedback to the visited colleague; by maintaining a very reasonable student faculty ratio (about 15 or 16 to 1); by maintaining classes of reasonable size; by limiting teaching loads to no more than two classes per semester (except in the case of the RWA faculty who teach up to three sections, totaling 40 to 45 students); and by providing light teaching loads to new colleagues.

Teaching at the college is regularly evaluated, by student evaluations for each course and by faculty visitation teams that visit and report on classes of untenured colleagues, as well as those tenured colleagues who are undergoing post-tenure review. Teaching quality is an important element in the tenure and promotion processes at the law school.

A review of sample teaching evaluations and conversations with faculty and students suggest that teaching at the law school is quite good. In addition, in general the team observed classes that were quite satisfactory, although a couple of lackluster classes were observed as well. When the team reported its observations, including the lackluster classes, to the dean, he indicated that he and the faculty will work to make all classes and all teaching meet the high standard that the college expects of its teaching.

Use of Adjuncts: The school uses adjunct faculty in appropriate courses, assigning first year, most required and most core courses to full-time faculty members. Adjunct faculty teach some elective courses, mostly in the skills area. Of the twenty-five or so adjuncts who teach at the school each year, the vast majority teach in spring semester, when multiple sections of the required Litigation course are offered by adjunct faculty, under the supervision of a tenured faculty member.

The Associate Dean for Academic Affairs is responsible for recruiting, hiring and orienting adjuncts and does so in consultation with members of the faculty who are familiar with the adjunct’s work and who share an interest in the course area at issue. Each adjunct receives an Adjunct Faculty Handbook and memoranda covering grading policies, computer access, and
procedures for the creation of email discussion lists. Adjuncts in the Litigation program also receive supervision and orientation for the director of that program, a tenured faculty member.

Classes taught by adjunct faculty members are observed and reviewed at least once a year, with the Associate Dean assigning a tenured faculty member to attend and prepare a written report. The faculty member consults with the adjunct professor both before and after the visit, and the Associate Dean uses these reports (and student evaluations) in determining whether to reappoint adjunct faculty.

As revealed in the attached AALS Questionnaire, on an overall basis full-time faculty (and deans, librarians and administrators) offer the vast majority—far more than two-thirds—of the student contact hours in the college. For fall, 2006, over 96 percent of the SCR were so offered in both the full and the part time programs. For the spring, 2006, about 93 percent of SCR in the full-time program were offered by full-time faculty (and deans, librarians and administrators), while about 62 percent were so offered in the part-time program. As the note to the attached questionnaire explains, spring adjunct usage is much higher than the fall, due to the multiple sections of the Litigation course that are offered in the spring. That required course is taught by adjuncts, under the supervision of a tenured faculty member. And, because of the other commitments of adjunct faculty, these adjunct-taught sections of the Litigation course tend to be clustered at night, rather than in the daytime.

During the visit, members of the team visited some classes that were taught by adjuncts, including a couple of sections of the Litigation class. These classes were well organized and taught, with good faculty preparation and student engagement. The team also asked students about concerns about adjunct faculty, including access to them, and received no material complaints. Within the facility there is office space for adjunct faculty, on a shared basis.

_Externships._ The law school’s mission includes serving the Atlanta area and introducing its students to the legal profession. These goals are furthered by the externship program, which is described in greater detail under “Externships” in the ABA site visit report. That section of the report was authored by an experienced clinical legal educator, whose only major concern with the program was that it is difficult for night students to participate (due to a paucity of public placements in the evenings).

The school maintains about 70 to 90 externship placements (though not all are filled all of the time) in which 70 to 90 students enroll each semester. The placements are in public and public interest law offices, such as state and federal agencies, the legislature, the courts and the like. There are no placements in private firms or corporate law offices.

The externship program is run by three full-time faculty members, two of whom are tenured and one of whom is tenure-track. Two of these three serve each semester as externship coordinators and teachers, earning half a teaching load for this service. Thus, there is one FTE faculty person in charge of the externship program each semester, with each of two full-time faculty providing one-half of this FTE. Each faculty member supervises 35 to 45 students per semester.
The externship supervisors are in charge of selecting and evaluating externships from proposals that they receive from public law offices, and they assist students in applying for appropriate placements. However, placements are based on the selections of the field supervisors, after they have interviewed interested students. The faculty supervisors take seriously their responsibilities to monitor the quality of the experience that the students will receive in the each externship, and they regard their work in the externship as an important part of their teaching responsibilities.

Those responsibilities include structuring and teaching the academic component of the course, which consists of four two-hour sessions at the start of the semester. The classes include presentations on ethics, professionalism and legal practice, with the classes geared to be helpful in the large number of areas in which the group of externs will engage—from administrative law, to securities, to environmental matters, to criminal prosecution and defense. The faculty supervisors try to integrate this academic component with the field experience of their students, by staying in touch with field supervisors, through regular e-mail and telephonic correspondence with their students, through two face to face meetings with each student, by periodic field visits, and by requiring a reflective paper from the student at the end of the externship.

Students earn three credits for an externship. They are graded on a pass/fail basis, based on reports from the field supervisor and the students' work in the academic component, their interaction with the faculty supervisor, and their reflective paper.

Students are expected to do 140 hours of field work—normally 10 hours per week for 14 weeks—to earn three hours of externship credit. No monetary compensation is allowed.

The faculty supervisors also receive evaluations from each student of his or her externship placement. These are used, among other things, to periodically evaluate the rigor and propriety of the placement. While it does not happen often, placements have been discontinued for lack of educational quality or benefit.

Curricular Innovations. As described in the ABA Site Visitation Report, the law school has a Center for Law, Health and Society, an interdisciplinary center that includes an interdisciplinary clinic—the HeLP Clinic—which involves students in legal issues that affect health care for the poor. This Center is the only academic health law center in Georgia, and it is regarded by the school as a major public service.

Another interdisciplinary center, also described in the ABA Site Visitation Report, is The Center for the Comparative Study of Metropolitan Growth, which includes a joint J.D.-Masters in City and Regional Planning degree in connection with Georgia Tech's College of Architecture.

Both of these centers attempt to harness the interdisciplinary resources of Georgia State, and other Atlanta institutions, for the good of the Atlanta area. By studying health needs, growth and urban development, and by acquainting students with these problems and their interdisciplinary nature, the law school is attempting to fulfill its mission and make Atlanta a better place.
The law school requires that each student take a class in Litigation, ensuring that every graduate has some significant skills training. This class is taught in small sections, led by adjunct faculty members under the supervision of a senior faculty member. The classes are designed to expose the students to the range of problems and experiences that arise in the litigation process.

Mentoring of New Faculty

New faculty members are assigned two experienced faculty mentors, who work with their new colleague on teaching and scholarly development. In addition, new faculty members are encouraged to attend the AALS New Teachers Workshop and to attend programs, put on by the Faculty Development Committee, on fundamentals of teaching and scholarship. New teachers also have the opportunity to travel to other conferences that are germane to their development as teachers and scholars.

During the pre-tenure period, classes of tenure-track faculty are visited regularly by two person teams of experienced colleagues. Those teams meet with the tenure-track colleague both before and after the class, to discuss the visit; and they meet again at the time that the team issues its written report, which forms an important part of the colleague’s tenure evaluation record.

The law school holds informal colloquia and workshops on scholarship, some of which focus on the work of colleagues from within the law schools and some of which feature colleagues from other institutions or disciplines. Through these workshops, new colleagues have an opportunity to learn about the scholarly enterprise. In addition, faculty stand ready to—and often do—read and critique drafts written by their colleagues. Receiving and responding to such criticism is also an important part of the scholarly enterprise.

In conversations with faculty, there was general satisfaction with the devotion of the school to scholarship and teaching; and there was general satisfaction with training and mentoring systems—formal and informal—that are in place.

The law school has written tenure and promotion standards, which are contained as Exhibit G20 to the ABA Site Inspection Questionnaire. These standards are known to the faculty.

Nondiscrimination and Diversity

Nondiscrimination Policy. The law school's nondiscrimination policy is set forth in Attachment 4 to the AALS Questionnaire that accompanies this Report. That attachment contains a listing of all of the college policies that prohibit discrimination and encourage diversity. It is an impressive listing, which reflects a commitment to diversity among staff, students and faculty; to providing opportunities to the disadvantaged; to an environment free of discrimination or harassment on the basis of race, gender, religion, sexual orientation, nationality or handicap; and to a placement office and the employers who use it that will operate without discrimination on the basis of race, color, religion, sex, sexual orientation, age, disability or veterans status.
Attachment 5 to that Questionnaire contains university employment and admission policies that preclude discrimination with regard to race, color, national origin, sex, age, veteran status or disability. They also indicate that the University will review all of its personnel policies "to ensure that there is no unlawful discrimination or harassment because of a person's age, color, marital status, national origin, disability, race, religion, sex, or status as a disabled veteran or veteran of the Vietnam Era, or for people in any other legally protected groups." While there is no reference in the university policy to sexual orientation, the various law school policies do address nondiscrimination on that basis.

Assurances from Employers. Attachment 6 to that Questionnaire contains the assurance that the placement office requires before allowing employers to use its services. This form requires the employer to indicate compliance by signing the assurance form, which says that "there shall be no discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or veteran status...." The form goes on to provide an exception for the military, for reasons of the Solomon Amendment. As a condition to using the services of the placement office, employers must sign this form. Expectations of employers with respect to nondiscrimination are posted in the placement office and on the career services website.

Amelioration. The placement office has posted on its website and in prominent places in the office the statement that appears as attachment 8 to the AALS Questionnaire. That statement summarizes the college's nondiscrimination policy, explaining that the military is allowed to recruit on campus because of the Solomon amendment. It also informs students that they may face discrimination at the hands of the military.

The law school's efforts at ameliorating the effects of the military's discriminatory practices are detailed in attachment 8 to the AALS Questionnaire. These efforts include periodically publicizing the school's nondiscrimination policy, the military's deviation from it and the reasons for it; sponsoring programs that focus on discrimination on the basis of gender or sexual orientation, diversity and legal issues pertaining to gays and lesbians; providing educational materials on employment discrimination and rights of gays, lesbians and bisexuals; sponsoring participation by members of the gay students' organization to attend the Lavender Law Conference and Career Fair; sponsoring roundtable discussions to plan appropriate amelioration activities; providing information on the representation of women, gay and lesbian lawyers in firms and companies; and providing one on one counseling to assist gay and lesbian students.

Efforts to Create a Diverse Intellectual Community.

Student Diversity. As an urban law school with a mission of community service for metropolitan Atlanta, the law school is committed to attracting and educating a diverse student body. With a large minority population to draw from in Atlanta and with a national reputation that allows recruitment elsewhere as well, the law school is well positioned to attract such a student body. In addition, the existence of the part-time, evening program allows a way for students to attend law school without sacrificing their jobs and means of support, thereby providing access to people of all economic circumstances.
As of October 1, 2006 there were 126 minority students at the law school out of a total student body of 663. Most of these minority students are African-American, with Asians, Hispanics and American Indians also represented in the student body. Details of the student demographics are included at attachment 2 to the AALS Questionnaire.

The law school’s mission includes, among other things, the goal to “attract and admit a student body (a) whose members possess the capacity, maturity, moral character and commitment to complete the course of study and become productive members of the legal profession, (b) that reflects the diversity of American society and the local community, and (c) that includes both traditional and non-traditional, full-time and part-time students.” One of the goals of the strategic plan is to continue efforts (and success) in recruiting minority students to the law school.

In the past, those efforts have included frequent contact between the admissions office and prelaw advisors at historically black universities and colleges; visits by those advisors and their advisees to the law school; visits by admissions office representatives to campuses of historically black colleges and to high schools with high minority populations; participation in minority recruitment fairs; participation with other Atlanta law schools in recruitment activities during national minority recruitment month; providing an academic support program; supporting minority student organizations; and running a four week CLEO type program each summer. The law school is now expanding its recruitment efforts, in similar ways, to put greater emphasis on Hispanic applicants.

The ABA site inspection report notes, under “Admissions” that an LSAT score determines how many votes (of the admissions committee) an applicant must receive for admission. Those above 149 require three out five votes. Those at or below 149 require four votes. The report questions whether this high vote requirement, based solely on LSAT score, is consistent with the LSAC Guidelines for the LSAT.

The law school has an academic support program, in which at risk students are encouraged to participate. The law school also sponsors a CLEO type summer program and supports minority student groups. At the open meetings with the site team, the students present were quite diverse and very supportive of the law school. They expressed no morale or atmospheric concerns regarding the school.

**Diversity in Faculty and Administrative Personnel.** The law school’s faculty consists of 37 tenured faculty members, including ten who have administrative responsibilities, two tenure-track faculty members, two clinical faculty members whose arrangements are intended to satisfy Standard 405 (c), six faculty members who serve on contract in the Research, Writing and Advocacy Program, six professional law librarians and four lawyers who serve as supervisors in either the Tax Clinic or the Consortium on Negotiation and Conflict Resolution. According to the 2006 ABA Annual Questionnaire, there are ten women among the tenured faculty, two among the tenure-track faculty, two among the 405(c) faculty, and six among the RWA faculty. There are four minorities among the tenured faculty, one among the tenure-track faculty and one among RWA faculty.
There is a strong desire on the part of the faculty and the dean to further diversify the faculty. In recent years, the appointments committee has made special efforts to target and recruit minorities, and those efforts will continue. With a large number of faculty retirements looming in the next decade or so, there will be an opportunity to further faculty diversity in a substantial way.

In recent years, the law school has made several offers to minorities, only to lose out to other employers. The school is actively considering how to increase its faculty diversity and how to better its chances of success in the very competitive hiring market.

The decanal ranks of the law school include the dean, who is a white male, two associate deans (a white male and a white female), and an assistant dean, also a white male. In other senior administrative positions, however, there are (as of the date of the 2006 ABA Annual Questionnaire) thirteen women and eight minorities, out of a total of twenty such positions. In the law library, the director is a white woman and the associate director is an African-American man. Among the other professional librarians are five women and two minorities.

During the visit, there were no complaints received about unfair burdens, lack of institutional support or any other impediments to the progress and retention of women and minorities at the law school. The concerns expressed related to the inability to hire some of the several minority candidates to whom offers have been extended in the past.

Library

The library received high praise, during visits with faculty and students, for the quality of its service. It has a well-developed collection plan, as a result of which the collection seems to fit the needs of the school. There were no complaints during the visit about the collection, only praise for the quality of the service that the library provides.

With the addition of 7500 square feet of space since the last inspection, there is now adequate seating for students and other patrons, although there were complaints about air conditioning noise and uncomfortable chairs in the library. With shelf space at 49 percent of capacity, there is room for expansion of the collection. And, with six professional librarians (in addition to the director, who is tenured), the staff is adequate to serve the needs of the students, faculty and other patrons.

With the costs of library materials inflating at more than 20 percent per year, the library’s approximate $1 million acquisitions budget is under pressure. As indicated in the Site Inspection Report, the library has done a good job of making thoughtful cuts, while trying to cope with these inflationary pressures. The dean is seeking a $125,000 increase in the annual acquisitions budget for the library.

The director of the law library is a tenured faculty member who reports to the dean of the law school. The library is autonomous from the central university library. As a full professor who has been at the law school since 1986, the director of the library is very much involved in the academic life of the institution, not just the law library.
Other Fiscal Matters

The law school is part of Georgia State University, which is supported by the state of Georgia. It is an integral and well-respected part of that University, with a president and provost who are committed to making the law school even better in future years. While there are ups and downs in the state budgetary situation, the Georgia State University College of Law is well positioned for the future, with good state support, the potential to greatly enhance its private fundraising as it matures, and the opportunity to increase its very low tuition and fee structure, when and if appropriate.

The school’s budget of about $12.5 million is appropriate for a school of this size and mission. The budget is not tuition driven; much of it amounts to a generous subsidy from the state of Georgia.

Degree Programs Beyond the First Degree in Law.

None.
APPENDIX A3:

COMPARATIVE BAR PASS RATES
## Comparative Bar Pass Rates: COL and other Georgia Law Schools

### July 2005

<table>
<thead>
<tr>
<th>School</th>
<th>All takers, # Took</th>
<th>All takers, % Pass</th>
<th>All takers, % Pass</th>
<th>First timers, # Took</th>
<th>First timers, % Pass</th>
<th>First timers, % Pass</th>
<th>Average MBE</th>
</tr>
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<td>166</td>
<td>152</td>
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<td>155</td>
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<td>149.0</td>
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<td>113</td>
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<td>91.1</td>
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### July 2006

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<th>All takers, % Pass</th>
<th>First timers, # Took</th>
<th>First timers, % Pass</th>
<th>First timers, % Pass</th>
<th>Average MBE</th>
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<td>University of Georgia</td>
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<td>81</td>
<td>90.0</td>
<td>86</td>
<td>78</td>
<td>90.6</td>
<td>148.4</td>
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<td>40</td>
<td>26</td>
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<td>30</td>
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### July 2007

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<th>All takers, % Pass</th>
<th>First timers, # Took</th>
<th>First timers, % Pass</th>
<th>First timers, % Pass</th>
<th>Average MBE</th>
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<td>92.6</td>
<td>151.9</td>
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<td>109</td>
<td>98</td>
<td>89.9</td>
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### History of GSU College of Law
### Passage Rates of the Georgia Bar Exam

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<td>Overall Pass Rate</td>
<td>First-Time Pass Rate</td>
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<td>67.8% (19/28)</td>
<td>73.3% (11/15)</td>
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<td>2006</td>
<td>75.8% (22/29)</td>
<td>85.7% (12/14)</td>
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<tr>
<td>2005</td>
<td>72.0% (31/43)</td>
<td>81.8% (27/33)</td>
</tr>
<tr>
<td>2004</td>
<td>80.9% (34/42)</td>
<td>93.5% (29/31)</td>
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<td>2003</td>
<td>73.5% (25/34)</td>
<td>83.3% (20/24)</td>
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<tr>
<td>2002</td>
<td>78.7% (37/47)</td>
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<td>2001</td>
<td>71.6% (38/53)</td>
<td>75.6% (28/37)</td>
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<td>2000</td>
<td>85.1% (23/27)</td>
<td>87.5% (14/16)</td>
</tr>
<tr>
<td>1999</td>
<td>64.2% (36/56)</td>
<td>70.5% (24/34)</td>
</tr>
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<td>1998</td>
<td>88.5% (31/35)</td>
<td>88.2% (30/34)</td>
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<td>88.2% (30/34)</td>
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<td>96.0% (49/51)</td>
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<td>83.5% (56/67)</td>
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<td>1986</td>
<td>65.6% (42/64)</td>
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<td>1985</td>
<td>76.1% (16/21)</td>
<td>73.6% (14/19)</td>
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<td>1984</td>
<td>100% (6/6)</td>
<td>100% (6/6)</td>
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APPENDIX A4:

COLLEGE OF LAW
COMPOSITE ADMISSIONS DATA
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<td>Median LSAT</td>
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<td>156</td>
<td>156</td>
<td>157</td>
<td>158</td>
<td>159</td>
<td>159</td>
<td>160</td>
</tr>
<tr>
<td>75% LSAT</td>
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<td>158</td>
<td>159</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>161</td>
<td>161</td>
</tr>
<tr>
<td>25% LSAT</td>
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<td>153</td>
<td>154</td>
<td>154</td>
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<tr>
<td>Median GPA</td>
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<td>3.19</td>
<td>3.27</td>
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<td>3.31</td>
<td>3.35</td>
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<td>3.43</td>
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<td>3.62</td>
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<td>3.01</td>
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<td>3.08</td>
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<td>1773</td>
<td>1946</td>
<td>2899</td>
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<td>3610</td>
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<td>2910</td>
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<td>558</td>
<td>570</td>
<td>578</td>
<td>577</td>
<td>585</td>
<td>613</td>
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<tr>
<td>Admit/Apply</td>
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<td>28%</td>
<td>28.6%</td>
<td>19.6%</td>
<td>15.8%</td>
<td>15.9%</td>
<td>18%</td>
<td>21%</td>
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<tr>
<td>Total deposits</td>
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<td>248</td>
<td>305</td>
<td>275</td>
<td>278</td>
<td>283</td>
<td>289</td>
<td>286</td>
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<tr>
<td>Deposit/admit</td>
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<td>51.3%</td>
<td>54.6%</td>
<td>48.2%</td>
<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>47%</td>
</tr>
<tr>
<td>Total enrolled</td>
<td>202</td>
<td>207</td>
<td>237</td>
<td>234</td>
<td>214</td>
<td>234</td>
<td>220</td>
<td>215</td>
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<tr>
<td>Full-time enrolled</td>
<td>143</td>
<td>152</td>
<td>182</td>
<td>164</td>
<td>173</td>
<td>183</td>
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<td>151</td>
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<tr>
<td>Part-time enrolled%</td>
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<td>55</td>
<td>52</td>
<td>70</td>
<td>41</td>
<td>51</td>
<td>51</td>
<td>62</td>
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<tr>
<td>Women/Men Enrolled</td>
<td>102/100</td>
<td>107/100</td>
<td>113/100</td>
<td>113/100</td>
<td>104/100</td>
<td>118/100</td>
<td>109/100</td>
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<tr>
<td>Minority Enroll</td>
<td>15.3%</td>
<td>17%</td>
<td>16%</td>
<td>22%</td>
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<td>21.3%</td>
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<td>Enroll/Deposit</td>
<td>82%</td>
<td>83.4%</td>
<td>77.7%</td>
<td>85%</td>
<td>76.9%</td>
<td>82.6%</td>
<td>76%</td>
<td>74%</td>
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<tr>
<td>Enroll/Admit</td>
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<td>41.1%</td>
<td>42.4%</td>
<td>41%</td>
<td>37%</td>
<td>40.5%</td>
<td>38%</td>
<td>35%</td>
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</table>
Appendix B1
Rational for Choices of Peer Law Schools
College of Law

Attached to Appendix B1 is the College of Law’s list of peer law schools and a chart showing comparative data in several important areas. Our particular list of peer schools was chosen to capture a mix of several important variables. No one school on the list captures all of these variables. These variables include: well regarded law schools that are publicly funded, schools that are in the Urban 13 or are recognized as a peer school by the BoR, well regarded schools that have a part-time program, well regarded law schools that are located in urban areas or capital cities, competitor law schools within our geographical region, and aspirational peers such as Arizona State, Alabama, and Florida.
# PEER LAW SCHOOL COMPARISON

(Source: 2008 Edition ABA Approved Law Schools Copyright © 2008)

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<thead>
<tr>
<th>SCHOOL</th>
<th>URBAN 13</th>
<th>DAY/EVE</th>
<th>PUBLIC LAW SCHOOL ORDER OF STATE ESTABLISHMENT</th>
<th># OF STUDENTS</th>
<th># OF TT FACULTY*</th>
<th>APPI/ADMIT RATIO</th>
<th>% OF STUDENTS ON SCHOLARSHIPS</th>
<th>JOB PLACEMENT RATE</th>
<th>LIBRARY VOLUMES</th>
</tr>
</thead>
<tbody>
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<td>University of Alabama</td>
<td>N</td>
<td>D</td>
<td>1st</td>
<td>484 (1%)</td>
<td>41 (11.3)</td>
<td>2910/613</td>
<td>38.2</td>
<td>93.6%</td>
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<td>Arizona State University</td>
<td>N</td>
<td>D</td>
<td>2nd</td>
<td>629 (0%)</td>
<td>58 (9.7)</td>
<td>2944/617</td>
<td>48.8</td>
<td>93.9%</td>
<td>414,319</td>
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<td>University of Cincinnati</td>
<td>Y</td>
<td>D</td>
<td>2nd</td>
<td>376 (0%)</td>
<td>36 (10.7)</td>
<td>1183/407</td>
<td>60.5</td>
<td>90.7%</td>
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</tr>
<tr>
<td>Florida State University</td>
<td>N</td>
<td>D</td>
<td>2nd</td>
<td>765 (0%)</td>
<td>57 (17.6)</td>
<td>3313/806</td>
<td>33.7</td>
<td>95.6%</td>
<td>510,662</td>
</tr>
<tr>
<td>University of Florida</td>
<td>N</td>
<td>D</td>
<td>1st</td>
<td>1364 (0%)</td>
<td>70 (13.8)</td>
<td>2535/1044</td>
<td>20.8</td>
<td>87.3%</td>
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</tr>
<tr>
<td>Georgia State University</td>
<td>Y</td>
<td>D/E</td>
<td>2nd</td>
<td>663 (31%)</td>
<td>39 (17)</td>
<td>2910/613</td>
<td>14.3</td>
<td>96%</td>
<td>345,097</td>
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<tr>
<td>University of Georgia</td>
<td>N</td>
<td>D</td>
<td>1st</td>
<td>670 (0%)</td>
<td>42 (15.7)</td>
<td>2449/554</td>
<td>32.7</td>
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<tr>
<td>University of Houston</td>
<td>Y</td>
<td>D/E</td>
<td>3rd</td>
<td>741 (19%)</td>
<td>19% (15.9)</td>
<td>3386/979</td>
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<td>Indiana University - Indianapolis</td>
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<td>2nd</td>
<td>563 (30%)</td>
<td>30% (18)</td>
<td>1860/590</td>
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<td>365 (23.9%)</td>
<td>25 (14.3)</td>
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<td>67 (11.8)</td>
<td>4331/688</td>
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<td>90.6%</td>
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<td>SCHOOL</td>
<td>URBAN 13</td>
<td>DAY/EVE</td>
<td>PUBLIC LAW SCHOOL ORDER OF STATE ESTABLISHMENT</td>
<td># OF STUDENTS</td>
<td># OF TT FACULTY*</td>
<td>APP/ADMIT RATIO</td>
<td>% OF STUDENTS ON SCHOLARSHIPS</td>
<td>JOB PLACEMENT RATE</td>
<td>LIBRARY VOLUMES</td>
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<td>D</td>
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<tr>
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<td>57</td>
<td>2152 / 562</td>
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<td>1609 / 535</td>
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<td>4658 / 1719</td>
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<td>1216 / 465</td>
<td>63.6</td>
<td>71.2%</td>
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</table>

*Includes tenure-track deans and law librarians
APPENDIX B2:

COLLEGE OF LAW
ORGANIZATIONAL CHART
APPENDIX B3: COLLEGE OF LAW BYLAWS
Office of the Dean

GEORGIA STATE UNIVERSITY

COLLEGE OF LAW

BYLAWS

Adopted January 19, 1988

Revised: April 11, 1996 and May 11, 2006

These Bylaws constitute the rules for the governance of the faculty of the College of Law of Georgia State University as provided in the Statutes of Georgia State University. These Bylaws of the faculty of the college of Law supplement and are subject to the Statutes of Georgia State University and the Bylaws and Policies of the Regents of the University System of Georgia. These Bylaws must be read in the light of these basic governing documents of the University. To avoid duplication, many provisions of the University Statutes applicable to the governance of the College have been omitted or incorporated only by reference.

ARTICLE I. MEMBERSHIP

The faculty of the College of Law shall consist of the Dean of the College, the Associate Dean, and all persons holding faculty rank. Adjunct members of the faculty, professors emeriti, visiting faculty and ex officio members may participate in faculty meetings and may vote subject to the conditions set forth in Article IV, Section 5 of these Bylaws. All voting members of the faculty must have been awarded the degree of Juris doctor or its equivalent. The President and the Provost and Vice-President for Academic Affairs of Georgia State University are ex-officio members of the faculty of the College of Law.

ARTICLE II. FUNCTIONS AND POWERS OF THE FACULTY

Section 1. The faculty shall exercise all legislative functions dealing with the general educational policy of the college; develop and approve all curricula; define requirements for the degree of Juris doctor consistent with the requirements of any governing accrediting institution; grant approval for all full-time faculty appointments before the Dean makes recommendations to the Board of Regents; initiate and adopt resolutions on matters relevant to the general welfare of the College; and define standards for the admission, retention, readmission, discipline, and graduation of students enrolled in the college.

Section 2. The faculty shall certify all candidates for degrees and diplomas prior to graduation. No degree or diploma shall be awarded in the name of the college, and no candidate shall be graduated without the prior approval and certification of the faculty.

Section 3. The standards, requirements, and procedures for reappointment, promotion and
tenure of the faculty of the College are governed by the College's Reappointment, Promotion and Tenure Document.

ARTICLE III. ADMINISTRATION

Section 1. The powers and duties of administrative officers of colleges, schools, and institutes are defined in Article VIII of the Statutes of Georgia State University. These provisions are applicable to the College of Law.

Section 2. The Dean of the College of Law is the chief executive officer of the College. The Dean shall have all powers and responsibilities as set forth in Article VIII, Section 2 of the Statutes of Georgia State University for heads of freestanding academic units and powers and responsibilities set forth in Article X, Section 2 of those statutes for department chairmen. The administrative organization of the Dean's office is the responsibility of the Dean. The administrative organization may include associate and assistant deans appointed and evaluated annually by the Dean. These officers shall, in general, have such powers and responsibilities as may be delegated to them by the Dean. The Dean shall communicate annually to the faculty matters involving the administrative structure and duties of the principal administrators of the College.

Section 3. The Dean shall appoint the chair and members of the all standing committees of the faculty except the Advisory Committee, and may establish ad hoc committees and appoint chairs and members for such committees as the Dean deems necessary. Members of the Advisory Committee shall be chosen in accordance with Article V, Section 1 of these Bylaws. Members of the Faculty Grievance Committee shall be elected in accordance with Article V, Section 7 of these Bylaws. The chair of the promotion and tenure committee shall be elected annually in accordance with the procedures set out in the College's Reappointment, Promotion and Tenure Document.

ARTICLE IV. FACULTY MEETINGS

Section 1. The Dean shall preside over all meetings of the faculty in accordance with these Bylaws. In the Dean's absence, the Associate Dean shall preside over faculty meetings. In the absence of both the Dean and the Associate Dean, the Dean's designee shall preside over faculty meetings.

Section 2. The faculty of the College of Law shall hold at least one regular meeting during each term of the academic year. The regular meeting dates for faculty meetings shall be determined by the Dean. Special meetings may be called by the Dean at the Dean's discretion and initiative. The Dean shall inform the faculty of all regular and special meetings by written communication at least forty-eight (48) hours prior to the scheduled meeting.

Section 3. The order of business at all meetings, unless suspended in accordance with Section 7 below, shall be in accordance with the Dean's agenda which shall be distributed by the Dean at least twenty-four (24) hours prior to the scheduled meeting.

Section 4. A quorum of the faculty is needed for any regular or special meeting at which matters for faculty action will be put to a vote. A quorum is defined as a majority of the voting members of the faculty who hold the rank of assistant professor or higher.
Section 5. Non-Tenure Track Faculty

(a). Non-tenure track faculty who hold the rank of Instructor in the Research, Writing and Advocacy (RWA) Program may attend general faculty meetings and may vote on policy issues, but may not vote on personnel matters. RWA Instructors may not attend or vote when the faculty meets as the Promotion and Tenure Committee.

(b). Non-tenure-track faculty who hold the rank of Clinical Faculty may attend general faculty meetings and vote on all issues raised at such meetings (including issues about the hiring and retention of the Dean) but may not vote on personnel decisions related to tenure-track faculty. Non-tenure track clinical faculty may attend and vote when the faculty meets as the Promotion and Tenure Committee only if the issue under review relates to RWA lecturers or to clinical faculty of particular rank as outlined in the College of Law’s Promotion and Tenure Document.

Section 6. A favorable vote by a simple majority of the faculty present and voting shall constitute approval of a motion made at a faculty meeting. The faculty may, however, by the affirmative vote of a majority, determine that the favorable vote of a larger percentage will be required to pass a specified motion. Voting on matters of reappointment, promotion and tenure shall be governed by the Reappointment, Promotion and Tenure Document of the College of Law.

Section 7. The minutes of the faculty meetings shall be taken by a person designated by the Dean and shall be kept by the Dean. Copies of the minutes shall be submitted to the faculty at least twenty-four hours in advance of the next regular meeting.

Section 8. Requests for action by the faculty may be made by motion from the floor or through a proposal from the Dean, the faculty, or a standing or ad hoc committee. In the absence of specific rules adopted by the faculty, the proceedings of each meeting shall be conducted according to the rules set out in Robert's Rules of Order.

ARTICLE V. COMMITTEES

Section 1. General Considerations. The composition, chairs, and number of members of all committees whether standing or ad hoc shall be determined and appointed by the Dean at the beginning of each academic year except that the members of the Faculty Grievance Committee, the chair of the Promotion and Tenure Committee, and at least three (3) members of the Advisory Committee shall be elected by vote of the faculty. The faculty vote for these elected committee positions shall be held during April or May of the prior academic year. In appointing members of the Education Technology Committee, the Dean will assure that faculty's technical expertise is represented on the Committee. The standing committees of the College of Law shall be the Advisory Committee, Admissions Committee, Faculty Recruitment Committee, Curriculum Committee, Educational and Informational Technology Committee, Student Affairs Committee, Library Committee, Promotion and Tenure Committee, Faculty Honor Code Committee, Scholarships Committee, Academic Enrichment Committee and the Faculty Grievance Committee. Each committee shall meet at least once every term of the academic year, except for the Faculty Honor Code Committee, which shall meet when required under the terms of the College of Law's Honor Code, and the Faculty Grievance Committee, which shall meet when required under the procedures specified in Article V, Section 11 of these Bylaws. A quorum of a committee shall consist of a majority of the voting
members. All recommendations of a committee shall be made by a majority vote of the voting members in attendance. All faculty committees shall report to the faculty on their activities at least annually including any action by the Dean affecting their subject matter.

Section 2. Standing Committees

A. Advisory Committee. The Advisory Committee shall be responsible for responding the requests for advice from the Dean on various policy questions under consideration, including those concerning education and employment policies at the College. The committee also may initiate agenda items concerning such policy issues.

B. Admissions Committee. The Admissions Committee shall be responsible for recommending policies and making decisions concerning admissions, student transfers, and financial aid.

C. Faculty Recruitment Committee. The Faculty Recruitment and Development Committee shall be responsible for screening faculty applicants, arranging interviews, and making recommendations to the faculty for filling faculty positions.

D. Curriculum Committee. The Curriculum Committee shall be responsible for reviewing the curriculum, and for making recommendations to the faculty on the approval of new courses on proposed changes in existing courses and on designation of course credit.

E. Educational and Informational Technology Committee. The Educational and Informational Technology Committee is responsible for (1) making recommendations to the faculty regarding computer hardware and software, training programs on use of technology for faculty and staff, provision of computer lab equipment, local and wide area networking, and internal and external e-mail; (2) coordinating provision of Internet information services through the College's Internet server; and (3) promoting the appropriate use of technology throughout the College.

F. Student Affairs Committee. The Student Affairs Committee shall be responsible for making recommendations to the faculty regarding academic standards and standing, supervising student organizations and student affairs, advising the Placement Director, and making recommendations to the Dean regarding readmission decisions.

G. Library Committee. The Library Committee shall serve in an advisory capacity to the Director of the Library to assure that concerns of faculty and students are addressed.

H. Promotion and Tenure Committee. The responsibilities of the Promotion and Tenure Committee shall be governed by the College's Reappointment, Promotion and Tenure Document. The Promotion and Tenure Committee shall consist of all full-time faculty at or above the rank of assistant professor, subject to the additional restrictions on voting eligibility set forth at Section I, Section 3 of the Reappointment, Promotion and Tenure Document.

I. Faculty Honor Code Committee. The responsibilities of the Faculty Honor Code Committee shall be governed by the College of Law's Honor Code. This Code provides that the Faculty Honor Code Committee shall be responsible for determining all violations of the College's Honor Code, except for cases specifically assigned to the student Honor Court. The Faculty Honor Code Committee shall consist of five members of the full-time faculty, who shall be appointed to serve three year terms. No appointee who has served a full three year term shall be eligible for reappointment to the Committee until one year after termination of his or her last
J. Scholarship Committee. The Scholarships Committee shall identify potential recipients of student scholarships and shall make recommendations to the Dean about such matters. The Scholarships Committee also shall help to provide information to students about scholarship opportunities. The membership of The Scholarships Committee shall include the chairs of the Admissions and the Student Affairs Committees, at least one faculty member who teaches a course in the first year curriculum, and the Associate Dean.

K. Academic Enrichment Program Committee. The Academic Enrichment Program consists of a series of tutorials offered throughout the academic year in substantive required courses. The tutorials are open to all students, but targeted students are strongly encouraged to apply. Students are targeted based on an assessment of certain predictors of academic performance. The Academic Enrichment Program shall assist the Director of the Program and the Coordinator in the supervision of this program. Membership on the committee shall include faculty members appointed by the Dean and, as ex officio members, the Associate Dean, the Chair of the Admissions Committee, and the College’s Student Life Coordinator. The chair of the Academic Enrichment Program Committee shall serve as the Director of the Program, and the Director of Admissions shall serve as the Coordinator.

L. Faculty Grievance Committee. The Faculty Grievance Committee shall consist of three members of the faculty elected by the faculty. The Faculty Grievance Committee shall provide an impartial hearing to any member of the faculty who lodges a complaint with the Dean on any matter concerning that faculty member's employment relationship with the College of Law and the University other than matters involving removal of a faculty member for cause or nonrenewal of a faculty employment contract. When a faculty member has lodged a complaint with the Dean and is not satisfied with the decision thereon, such faculty member shall, on written request to the Faculty Grievance Committee, have the right to a fair and impartial hearing before the Committee. The conduct of the hearings shall be in accordance with Article XI, Section 25 of the Statutes of Georgia State University. Procedures for hearings before the Grievance Committee shall be developed by the Committee and published to the faculty.

Section 3. Student Participation on Faculty Committees

A. There will be non-voting student members on the following faculty committees: Advisory, Curriculum, Student Affairs, and Library. The SBA President will appoint one student to serve on each of these committees pursuant to procedures developed by the SBA. These students will receive notice and agendas of committee meetings and there will be a presumption that students will participate fully in the deliberations of these committees. The chair of these committees, however, has the discretion to exclude the student members from committee meetings (or parts of committee meetings) should the chair feel that student involvements at such meetings would be inappropriate.

B. There will be student liaisons on the following faculty committees: Admissions, Recruitment, Scholarships, and Academic Enrichment. The SBA President will appoint one student to serve as liaison on each of the committees pursuant to procedures developed by the SBA. These students will receive notice and agendas of committee meetings to the extent deemed appropriate by the committee chair. Students will attend meetings of these committees when the meetings are devoted to broad policy issues. When such meetings (or parts of
meetings) deal with specific individuals or other issues the chair feels are inappropriate for student involvement, the liaisons will not be asked to participate.

ARTICLE VI. AMENDMENTS

These Bylaws of the College of Law may be amended at any meeting of the faculty by a two-thirds vote of the members present provide there is a quorum and that the proposed amendment has been presented to the faculty in writing at least seven (7) days in advance of the meeting at which it is to be voted upon. Any faculty member may submit a proposed amendment to the Bylaws.

ARTICLE VII. IMPLEMENTATION

The Policies of the Board of Regents and the University System of Georgia, the Statutes of Georgia State University, and the Bylaws of the University Senate prevail and take precedence over these Bylaws.
APPENDIX B4:

COLLEGE OF LAW
CURRENT FACULTY ROSTER
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<thead>
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<th>FACULTY MEMBER</th>
<th>FULL-TIME/PART-TIME</th>
<th>INITIAL APPOINTMENT</th>
<th>CURRENT APPOINTMENT</th>
<th>TENURE STATUS</th>
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<td>PROF</td>
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<td>CL_ASTP</td>
<td>NTT</td>
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APPENDIX B5a:

COLLEGE OF LAW
CENTER REPORT –
CENTER FOR LAW, HEALTH &
SOCIETY
TO: Steven Kaminshine, Dean  
FROM: Charity Scott, Director, Center for Law, Health & Society  
DATE: August 20, 2007  

The Center for Law, Health & Society is pleased to submit its third annual report. This report provides a retrospective review of our third year of operation as a Center, as well as highlights some programs and initiatives that we are planning for our up-coming year.

**REPUTATION: NATIONAL AND LOCAL VISIBILITY**

The health law program at Georgia State University College of Law was ranked #10 nationally by *U.S. News & World Report* this past year. The rankings for specialty programs like health law reflect an assessment by faculty peers at all American law schools who have expertise in the discipline. While the health law program at the College of Law has been being developed and expanded for longer than the Center itself has been in existence, it is the combination of the recent addition of excellent new faculty and the opportunity to bring together the various aspects of the health law program under one Center roof, so to speak, which likely accounts for this national recognition of the COL’s health law program.

The Health Law Partnership (HeLP) also received local recognition for its contributions to our community. Every year, the *Atlanta Business Chronicle* puts out a call for nominations for its “Health-Care Heroes” Awards. This Spring HeLP was nominated and was a finalist in the Community Outreach category. As a finalist, HeLP was featured in the *Chronicle* in May 2007. What is especially significant about being a finalist for this award is that it is predominantly health care professionals who oversee the award selection process. When doctors start viewing lawyers as “health care heroes,” it is clear that we have made great strides in achieving one of HeLP’s key interdisciplinary goals: to foster understanding, cooperation, and mutual respect among the professions.

The College of Law and the Center for Law, Health & Society were delighted to welcome Paul A. Lombardo, Ph.D., J.D., to the faculty this year. Professor Lombardo is one of the most media-prominent faculty members at the College of Law, which gives visibility both to the COL and to the health law program. The media contact Professor Lombardo several times every month for background information and his opinion on contemporary issues in bioethics and health law
and for his historical expertise on the eugenics movement (see Appendix A). He is quoted and interviewed widely in the press and broadcast media (including by the BBC-London). Among his activities which gave rise to local, national, and international attention in the media this year were: (1) his work to introduce a resolution in the Georgia General Assembly to recognize the history of, and to express profound regret for, Georgia’s eugenic activities that resulted in the involuntary sterilization of over 3,000 Georgians, and (2) his work with the U.S. Holocaust Museum and the Centers for Disease Control and Prevention to bring a special exhibit on the history of American eugenics and its relationship to the Nazi Holocaust to Atlanta (discussed below). Reflecting his preeminence as an historian of the eugenics movement, Professor Lombardo also served as an historical consultant in the production of The Golden Door, a feature film which highlights the eugenic screening of immigrants at Ellis Island. The film was presented by Martin Scorsese/Miramax and was released in the United States during the Summer 2007.

**CONFERENCES, SPEAKERS, AND WORKSHOPS**

**Eugenics and Genetics**

As an internationally-recognized expert in the history of eugenics and in the legal, ethical, and policy issues surrounding new biotechnologies and advances in genetics, Professor Lombardo was featured in the following series of Center programs that focused on these issues.

"**Forced Sterilization Laws: The 100-Year History of Eugenics.**" In October 2006, the Center held a program and reception to welcome Professor Lombardo to our academic community. He spoke on the 100-year history of state-sanctioned eugenic sterilization and its uses as a tool of public health policy around the world. He focused on the American experience and concluded with a review of the strange career of Georgia’s depression-era sterilization law. Professor Lombardo’s lecture was part of the “Globalization and Public Health Symposium” which was organized by Georgia State’s Jean Beer Blumenfeld Center for Ethics and for which the Center was a co-sponsor.

"**Racially-Tailored’ Medicine: Troubled History, Current Controversy.**” In March 2007, Professor Lombardo and Professor Sharona Hoffman, J.D., LLM, Professor of Law at Case Western Reserve University School of Law and Co-Director of the law school’s Law-Medicine Center, examined the concept of “race” within the history of American law as well as the use of that term as a contemporary medical category. Professor Lombardo explored how legal definitions of racial categories have changed over time, with specific reference to immigration history and the eugenics movement in the United States. Professor Hoffman explored the reasons for the new focus on “racial-profiling” in medicine and analyzed its risks and dangers, including stigmatization, discrimination, and exacerbation of health disparities.

"**Deadly Medicine: Creating the Master Race.**” In May 2007, Dr. Susan Bachrach, Curator of Special Exhibitions for the U.S. Holocaust Memorial Museum in Washington, D.C., spoke about the Museum’s special traveling exhibition which was displayed at the Centers for Disease Control and Prevention (CDC) from April 30 – August 10, 2007. Professor Lombardo
worked with the U.S. Holocaust Museum, the CDC, and the William Breman Jewish Heritage Museum to coordinate the exhibition in Atlanta. Dr. Bachrach presented slides of some of the artifacts and photos from the exhibition, which examined the role played by German physicians, scientists, public health officials, academic experts, and others in the Nazi racial eugenics program that culminated in the Holocaust.

Legislative Programs

“New Directions for Health Care Planning: Proposed Legislative Reform for Advance Directives in Georgia.” In November 2006, the Center hosted a public conference on a proposed revised advance directive for Georgia. Jerri Nims Rooker, Assistant Director of the Center for Law, Health & Society, organized and moderated the conference. The topics and speakers were:

- **Overview of Advance Directives: Law, Policy & Practice** -- Professor Charity Scott, Georgia State University College of Law
- **Perspectives from the Field: Ethical, Clinical, and Real Life Concerns** -- Kathy Kinlaw, M.Div., Acting Director, Center for Ethics, Emory University; Deana Richardson, MN, MPH, APRN-BC, Piedmont Hospital, Director Palliative Care Services; Beverly Tyler, Executive Director, Georgia Health Decisions
- **Perspectives of Elderly and Disabled Citizens** -- Becky Kurtz, Esq., Georgia State Long-Term Care Ombudsman; Joshua Norris, Esq., Director of Legal Advocacy, Georgia Advocacy Office
- **Proposed Legislative Reform: A New Advance Directive Form for Georgians** -- Professor Mary Radford, Georgia State University College of Law; Nikola Djuric, Esq., Sutherland, Asbill & Brennan

**2007 Legislative Wrap-Up.** In June 2007, the Center hosted a seminar and legislative wrap-up at the College of Law which was co-sponsored by the Women's Policy Group/Women's Policy Education Fund, 9-to-5 Working Women, and Wider Opportunities for Women. This program was entitled “Emerging Issues in Georgia Public Policy for Women and Families,” and it provided a retrospective review of bills and new legislation of the 2007 session of the Georgia General Assembly, focusing particularly on legislative initiatives affecting women and children. At the seminar on “Women and Economic Independence,” speakers included:

- Kate C. Farrar, Associate Director of National Programs and Policy, Wider Opportunities for Women
- Elizabeth Lower-Basch, Senior Policy Analyst, Workforce Development, Center for Law and Social Policy
- Pamela Tatum, CEO, Quality Care for Children
- Deborah Richardson, CEO, Atlanta Women's Foundation
- Alan Essig, ED, Georgia Budget and Policy Institute
The review of “Major Legislation Affecting Women and Families in the 2007 General Assembly” was moderated by Janice M. Barrocas, JD, lobbyist for the Women’s Policy Group, and speakers included:

- Senator Vincent Fort (D-39th)
- Representative Margaret Kaiser (D-59th)
- Representative Judy Manning (R-32nd)
- Representative Nikki Randall (D-138th)
- Representative Wendell Willard (R-49th)
- Sarah Beth Gehl, Deputy Director, Georgia Budget and Policy Institute

**Other Programs**

**International Human Rights.** In September 2006, Michael O’Connor, Esq., Director of Operations for South Asia for the International Justice Mission, spoke at the College of Law about this international human rights agency’s work in rescuing victims of violence, sexual exploitation, slavery, oppression, and other injustices.

**Dispute Resolution in Health Care Settings.** In January 2007, the Center held a workshop on alternative dispute resolution in health care settings, which was co-sponsored with Emory University’s Center for Ethics and was entitled “Communication and Conflict Management in Health Care.” Professor Scott, Dale Hetzler, Esq., Vice President and General Council of Children’s Healthcare of Atlanta, and Ansley Barton, Esq., a mediation expert, organized and facilitated this day-long conference.

**Public Health Law.** In April 2007, Dr. Michael Yellow Bird gave a talk at the College of Law entitled “Arresting the Pandemic of American Colonization: Indigenous Peoples, Public Health, and the Iraq War.” Dr. Yellow Bird is a citizen of the Sahnish and Hidatsa Nations, and he is the Founder and Director of the Center for Indigenous Peoples’ Critical and Intuitive Thinking and Associate Professor of Indigenous Nations Studies at the University of Kansas.

**Other Forums**

**HeLP Annual Retreat.** In August 2006, the Center hosted the second annual one-day workshop/retreat for partners and stakeholders in the Health Law Partnership (HeLP). Professor Carrie Petrucci, Ph.D., an expert in community program design and evaluation from California State University, facilitated the retreat. At the retreat, HeLP’s first annual report was presented by HeLP’s independent, outside evaluator, Susan McLaren, MPH, FACHE. The retreat was attended by all of the HeLP partner representatives, HeLP staff attorneys, and some of the members of the HeLP Advisory Council.

**Clinical Ethics Program Retreat:** In July 2006, the Center hosted a one-day workshop/retreat for all of the clinical faculty teaching in Emory University medical school’s program on medical ethics for third-year medical students. Representatives of the academic administration of Emory medical school presented plans for far-ranging reform of the medical
school curriculum, which will begin to be implemented in the academic year 2007-2008. Opportunities for inclusion and expansion of the medical ethics and law component of the curriculum throughout the four-year medical education program were discussed. Professor Scott is a Faculty Fellow with this program.

**Legislative Activities**

*Legislative Reform for Advance Directives in Georgia.* From June through September 2006, the Center hosted a series of weekly roundtable discussions considering revisions to Georgia’s advance directives forms and legislation, for potential introduction of a bill in the 2007 session of the General Assembly. This series of roundtable discussions was initiated at the request of Steve (“Thunder”) Tumlin, Jr., Representative, District 38, and a College of Law graduate. The legislative committee included a wide variety of representatives of the private bar, government agencies, professional associations, health care facilities, advocacy groups, and other community stakeholders with an interest in end-of-life decision-making in health care. The list of participants is included as Appendix B to this report. The committee was assisted throughout this process by Jill Travis, Esq., Deputy Legislative Counsel for the General Assembly. On behalf of the Center, Jerri Nims Rooker, Assistant Director, took the lead in convening this on-going roundtable on a weekly basis and in providing valuable research and other administrative support for it.

The committee developed a consensus draft of a revised advance directive form, which combined into a single document provisions similar in concept and legal operation to the Living Will and Durable Power of Attorney for Health Care forms then available under current law. The revised form was tested at a community forum for readability and user-friendliness, as it was a goal of the committee to promote Georgia citizens’ advance planning in health care decisions by making the new form easier to understand and use than the earlier forms. After final input from the community and the roundtable participants on recommended language for the new advance directive form, committee co-Chair Nikola Djuric and Rep. Tumlin provided proposed conforming revisions to the existing Living Will and Durable Power of Attorney statutes. The proposed revised statute and advance directive form were introduced as House Bill 24 (2007), which was passed by both the House and Senate with few amendments. The bill was signed into legislation by Governor Sonny Perdue, and it is effective as of July 1, 2007.

*“Apology” Resolutions in Georgia and Indiana for States’ Roles in Forced Sterilizations in the 20th Century.* Building on his work in other states to obtain official government acknowledgement of those states’ roles in the eugenics movement during the 20th century, Professor Lombardo drafted state resolutions denouncing eugenic laws in Georgia and Indiana this past year for introduction in the Georgia and Indiana legislatures. Successfully passed, these resolutions were Georgia Senate Resolution 247 (2007) and Indiana Senate Concurrent Resolution 91 (2007). Professor Lombardo also led a successful campaign to erect an historical marker in Indiana commemorating the Centennial of the first U.S. sterilization law (1907). The resolutions and marker were part of a three-day long commemoration in Indianapolis that included an Indiana Supreme Court continuing education program, a State library exhibit on
eugenics, and a day-long symposium at the State Capitol. Several of these and related events were funded through an N.I.H. grant in which Professor Lombardo is participating.

CENTER-AFFILIATED FACULTY

New Faculty Hiring

Professor Scott was the Chair of the College of Law’s faculty recruitment committee throughout the Summer and Fall of 2006. Those recruitment efforts were directed to the hiring of two clinical faculty members as well as tenure-track faculty members, two of whom would be affiliated with the Center.

Clinical Faculty. In July 2006, Lisa Bliss and Sylvia Caley accepted the College of Law’s offers to join the faculty as clinical law professors to establish and oversee a new live-client clinic at the law school that would work with the community-based Health Law Partnership (HeLP), with start-up to begin in Fall 2006. (The new HeLP Legal Services Clinic is described in greater detail infra at pp. 8-9).

Lisa Bliss received a J.D. degree from the University of Florida and a B.A. degree from the University of North Florida. She joins the COL faculty as an Assistant Clinical Professor and Co-Associate Director of the HeLP Legal Services Clinic. Professor Bliss’s professional experience includes private practice as a litigator in Atlanta and public interest service as Deputy Director of the Atlanta Volunteer Lawyers Foundation. She taught Research, Writing and Advocacy at the College of Law from 2001-2006. Previously, she was a member of the faculty of the University of Florida College of Law, where she supervised law students in an in-house legal clinic and taught a variety of clinical skills topics. She taught in the HeLP Legal Services Clinic program this past Spring semester.

Sylvia Caley received a J.D. degree and an M.B.A. degree from Georgia State University, a B.A. degree from Oglethorpe University, and an R.N. degree from Royal Victoria Hospital School of Nursing. Professor Caley had been serving in a temporary position since 2004 as HeLP’s director and lead attorney. She joins the COL faculty as an Assistant Clinical Professor and Co-Associate Director of the HeLP Legal Services Clinic. She continues to serve as the Director of HeLP. Professor Caley has extensive experience in health care, health law and policy, and poverty law. Her interests have centered on issues at the intersection of law, poverty, and health. She taught in the HeLP Legal Services Clinic program this past Spring semester, and also taught in the Fall and Spring semesters the legislative practicum known as Health Legislation and Advocacy I & II.

Tenure-Track Faculty. In December 2006, Jonathan Todres and Leslie Wolf accepted the College of Law’s offers to join the faculty beginning in the academic year 2007-2008. These two new faculty lines are funded through the campus-wide interdisciplinary initiative called the Partnership for Urban Health Research, which is led by the Institute of Public Health in the College of Health and Human Sciences. With faculty appointments in the College of Law,
Professors Todres and Wolf will have the opportunity to work with academic colleagues from across campus on research initiatives related to the focus areas of the Partnership.

Jonathan Todres received a J.D. degree from Columbia Law School and a B.A. degree from Clark University. He will join the faculty as an Associate Professor. Professor Todres has published numerous articles on a range of children’s rights issues and health law issues. He is a Vice-Chair of the International Human Rights Committee of the ABA Section of International Law and the Immediate Past Chair of the Section’s International Health Law Committee. His research focuses on children’s rights issues, particularly those related to trafficking and commercial sexual exploitation of children, and health law issues. Professor Todres previously taught at New York University School of Law and the Benjamin N. Cardozo School of Law of Yeshiva University and, prior to his legal career, worked for a number of years in international health. Professor Todres will teach courses on public health law, human rights and children, and international and comparative health law.

Leslie E. Wolf received an M.P.H. degree from Johns Hopkins School of Public Health, a J.D. degree from Harvard Law School, and an A.B. degree from Stanford University. She will join the faculty as an Associate Professor. Professor Wolf conducts research in a variety of areas in public health law and ethics, with a particular focus on research ethics. She has conducted empirical research on conflicts of interest, research with stored biological materials, Certificates of Confidentiality, IRB Web guidance, and HIV-related laws and policies. Prior to joining the law school, Professor Wolf taught medical ethics and research ethics at the University of California San Francisco, where she also served on the UCSF institutional review board and advisory committee regarding stem cell research. She also previously was selected as a Greenwall Fellow in Bioethics and Public Policy and as a Greenwall Faculty Scholar. Professor Wolf will teach courses on human subjects research, public health law, and HIV/AIDS and the law.

*Adjunct Faculty.* Our core health law curriculum continues to be enriched by superb adjunct faculty who generously give of their time and talents to participate in our health law curriculum. We are deeply indebted to them for all that they gave to our students and to our program during the academic year 2006-2007. The Center hosted a thank-you reception in May 2007 for these adjunct faculty members, as a small token of our great appreciation for their many contributions to our program.

- Richard A. Goodman, M.D., J.D., M.P.H. (co-director, Public Health Law Program at the CDC) [public health law]
- Christopher Hagenbush, Esq. (senior counsel, The Coca-Cola Company) [food and drug law, policy & ethics]
- Randall L. Hughes, Esq. (senior partner, health law department of Powell Goldstein LLP) [health law: regulation]
- Paula L. Kocher, Esq. (Deputy Associate General Counsel at the CDC) [public health law]
- Ellwood F. Oakley, III, Esq. (Associate Professor of Legal Studies, Georgia State’s J. Mack Robinson’s College of Business) [health law: liability]
• Renata Turner, Esq. (Program on Domestic Violence, Atlanta Volunteer Lawyers
  Foundation) [domestic violence and the law]

The activities of Center faculty employed by the College of Law during the academic year
2006-2007 are listed in Appendix A.

**EDUCATIONAL CURRICULUM IN HEALTH-RELATED FIELDS**

"Health law" is a broad and interdisciplinary field that includes virtually any law which
affects the health of individuals and the public, encompassing many diverse legal fields.
Reflecting this breadth, we now offer over a dozen core health law courses and numerous
externships with health-related agencies, including the CDC, the U.S. Department of Health and
Human Services, the Georgia Department of Community Health, the Georgia Hospital
Association, and the Georgia Advocacy Office.

The core health-law curriculum in 2006-2007 included the following course offerings:

• Bioethics and the Law (Paul Lombardo)
• Biotechnology Law, Policy & Ethics (Roberta Berry)
• Domestic Violence and the Law (Renata Turner)
• Food and Drug Law (Christopher Hagenbush)
• Health Law: Liability (Ellwood Oakley)
• Health Law: Regulation (Randall Hughes)
• Public Health Law (Richard Goodman and Paula Kocher)
• Health Law Partnership (HeLP) externship (Sylvia Caley)
• HeLP Legal Services Clinic I (Lisa Bliss and Sylvia Caley)
• Health Legislation & Advocacy I & II (Sylvia Caley)

**New Curriculum Offerings**

**HeLP Legal Services Clinic.** During Fall 2006 semester, Professor Bliss had primary
responsibility for overseeing the practical and logistical implementation of the HeLP Legal
Services Clinic on the 6th floor at the law school in order to get the Clinic ready for its first law
students to enroll in Spring 2007. Initial development of a new clinic goes well beyond the
demands of developing a new classroom course. In coordination with Professor Caley, Professor
Bliss undertook the very time-consuming administrative responsibilities that are entailed in
physically preparing for the opening and operation of law firm-like offices for this new
educational program, including:

1. Securing necessary furniture, technology, and other equipment (from hardware to
   software), dealing with vendors, coordinating with COL departments
2. Recruiting, hiring, and training administrative staff for office, which resulted in the
   successful addition of Luciana Jaber, Administrative Coordinator
3. Planning for and overseeing renovations of office space for reception area on 6th floor

8
4. Disseminating information about new clinic and establishing student application and enrollment process for Spring semester

As Director of the overall HeLP project, Professor Sylvia Caley divided her time between the law school clinic and the other two HeLP offices at Children's hospitals at Egleston and Scottish Rite. In addition, Professor Caley taught Health Legislation and Advocacy I & II this academic year, in which she supervised five law students at the Capitol in a legislative practicum involving tracking and working on a variety of health-related bills. In addition to co-teaching the Clinic course with Professor Bliss, Professor Caley juggled many other responsibilities as HeLP's Director, including the following:

1. **With respect to the "direct services component" of HeLP:** Supervision of the HeLP staff at the hospital campuses (2 staff attorneys, an office manager); organization of case intake and case management (over 350 cases in FY 2006-2007); legal representation for her own share of clients; and serving as primary liaison with Children's Healthcare of Atlanta and the Atlanta Legal Aid Society on HeLP's operation at the hospitals.

2. **With respect to the "educational component" of HeLP apart from the law school clinic:** Supervision of Georgia State, Emory, and other externs at the hospital-based clinics, and provision and organization of in-service educational programs for hospital personnel on legal issues affecting Children's patients and families who could be referred to HeLP.

3. **With respect to the "research and evaluation component" of HeLP:** Submissions to the Georgia State IRB for continuing authorization to collect data on HeLP's clients and operations; coordination with independent health services research consultant on evaluation design and implementation.

The Clinic successfully opened in January 2007, and six students were enrolled for Spring semester. The students were assigned a variety of client cases, which they worked on in teams of two students. These cases presented a variety of issues, including FMLA benefits, SSI, child support, health insurance (private as well as government programs like Medicaid and PeachCare), income supports, and special education. Students attended two classes each week that addressed both substantive law and practice skills (such as interviewing, counseling, and negotiation); their teams met formally every week with their respective clinical faculty supervisors, and they were required to be in the clinic 7 hours on average per week. Students were enthusiastic about their experiences in the Clinic under the supervision of their two clinical faculty supervisors.

During the ABA accreditation team review in February 2007, the clinician faculty reviewer expressed highly positive impressions of the HeLP clinical program thus far established at the law school. An Open House held in March 2007 was attended by strong supporters from across the legal, social work, and health professions in Atlanta, including Georgia and Atlanta legal services organizations, major law firms, Children's Healthcare of Atlanta, and Emory and Morehouse medical schools.

**New Course Proposals.** Center-affiliated faculty developed proposals for six new courses in the following health-related law fields. These proposals were adopted by the College of Law
faculty during this past year and will be offered for the first time in academic year 2007-2008, as follows:

**Genetics and the Law.** This course explores legal and policy issues that arise in the context of the new biotechnologies that incorporate genetic analysis. Topics include the history of genetic research in the United States, the Human Genome Project, genetic privacy, DNA as a forensic tool, and the role of genetics in the new biotechnologies related to reproduction, medical treatment and research, genetic engineering, and pharmacogenetics. Professor Lombardo will teach this course.

**HIV/AIDS and the Law.** This course examines the social, legal, political, and ethical controversies surrounding the HIV/AIDS pandemic. Topics that will be covered in the course include HIV testing and reporting policies, access to treatment, confidentiality, discrimination against HIV-infected individuals, civil and criminal liability for HIV exposure, and public health surveillance. The course will cover both domestic and international policies regarding HIV/AIDS. Professor Wolf will teach this course.

**Human Rights and Children.** This course explores the status of the child under international law, the rights of the child under international and regional human rights conventions, and mechanisms available for enforcing such rights. Other issues will be addressed, including trafficking of children, commercial sexual exploitation of children, child labor, children in armed conflict, juvenile justice, and rights to health care and education. Professor Todres will teach this course.

**Human Subjects Research, Law and Ethics.** This course examines legal and ethical considerations in research with human subjects. It explores in detail the ethical and regulatory framework that governs human subjects research in the United States, including the historical basis that led to the adoption of the regulations, how that history shaped the current regulations, and how new technologies, such as genetic technologies and stem cell research, challenge the regulatory framework. Professor Wolf will teach this course.

**International and Comparative Health Law.** The course examines the legal, ethical, and political issues that arise in the context of addressing current challenges to global health, and look at the role played by governments, the private sector, and Non-Governmental Organizations (NGOs) in meeting the health needs of the world's population. The course will focus on contemporary legal responses to issues such as global disparities in health; public health emergencies; pharmaceuticals and the balancing of trade and public health considerations; health and human rights; and infectious diseases. Professor Todres will teach this course.

**Public Interest Law and Social Welfare.** This course is an introduction to the laws and policies that address social welfare and poverty in American society. The course will explore state and federal laws addressing social welfare, including welfare reform, benefit programs, Medicaid, Medicare, food stamps, consumer fraud, problems of the uninsured, and access to appropriate education, affordable housing, and safe environments. Open to all law students, this
course is also intended to relate substantively to the legal areas addressed by the HeLP Legal Services Clinic. Professor Bliss will teach this course.

**CENTER ACTIVITIES WITH STUDENTS**

In September 2006, the Center and the Student Health Law Association (SHLA) hosted a kick-off reception for law student members in SHLA and their Graduate Health Law Network (GHLN) mentors who were participating in the Center-sponsored mentoring program. The program concluded in the Spring with an event in April 2007 at which the graduate mentors and law student mentees gathered to discuss the student’s past academic year and questions that had arisen during the year.

In March 2007, Professor Scott gave a program on curriculum guidance to law students generally as well as specifically on the health law curriculum. Throughout the year, the Center organized a series of programs for law students and others in the College of Law community, as follows:

**“Becoming a Lawyer.”** In the Fall 2006 semester, the Center hosted a series of noon-time presentations by practicing attorneys which were open to all law students. These programs were variously co-sponsored by the Careers Services Office, the Student Health Law Association, and other student organizations depending on the topic of the program. The series was designed to give law students – particularly entering 1Ls -- an opportunity to hear from distinguished local practitioners about various kinds of legal practice as well about some of the personal and professionals challenges facing lawyers once they enter the legal profession after graduation from law school. This 8-part series included the following presentations:

- **What should every new lawyer know?** John Marshall, Esq., Powell Goldstein LLP, Chairman of the College of Law Board of Visitors
- **Private Practice: What does a real lawyer do?** Kevin Grady, Esq., Alston & Bird; Dawn Jones, Esq., General Counsel’s Office, Grady Memorial Hospital; Cooper Knowles, Esq., Andrews Knowles & Princenthal LLC
- **Government Practice: What does a real lawyer do?** Devon Orland, Esq., Georgia Attorney General’s Office; William Linkous III, Esq., County Attorney for the DeKalb County Law Department
- **Public Interest Practice: What does a real lawyer do?** Phyllis Holmen, Esq., Executive Director, Georgia Legal Services; Sylvia Caley, Esq., Director, Health Law Partnership (HeLP)
- **Balancing Acts: How do lawyers balance personal and professional lives?** Linda DiSantis, Esq., City of Atlanta Department of Law; Harold Franklin, Esq., King and Spalding LLP
- **Pro Bono: How do lawyers give back to the community?** Marty Ellin, Esq., Executive Director, Atlanta Volunteer Lawyers Foundation; David Adelman, Esq., Sutherland Asbill & Brennan LLP; Rachel Spears, Esq., Executive Director, Pro Bono Partnership of Atlanta
• Alternatives to Legal Practice: Do I have to practice law at all? Kevin Meaders, Magellan Legal, LLC; Natalie DiSantis, Esq., Wesley Woods Foundation; Jonathan Jacobs, Esq., United States Secret Services
• Clashing Values: How do I balance personal values in a professional setting? Charlotte Combre, Esq., Powell Goldstein LLP; Charlie Henn, Esq., Kilpatrick Stockton LLP; C. David Butler, Esq., Shapiro Fussell LLP

Bioethics at the Movies. During the Spring 2007 semester, the Center hosted a Wednesday noon film festival series that featured contemporary movies or TV shows that have raised controversial social and policy issues in bioethics. Each program was moderated by a Center-affiliated faculty or staff member. The enthusiastic response from law students and other graduate students from the University to this series will likely ensure its replication next year. The programs were:

• Erasing Memories: Scenes from “Eternal Sunshine of the Spotless Mind” (moderated by Professor Charity Scott)
• Lifeguards at the Gene Pool: Scenes from “Gattaca” (moderated by Professor Paul Lombardo)
• Take No Heart Before Its Time: Scenes from “Coma” (moderated by Professor Sylvia Caley)
• Not Dead Yet: Scenes from “Grey’s Anatomy” (moderated by Professor Lisa Bliss)
• Paying the Price: Scenes from “Thank You for Smoking” (moderated by Assistant Director Jerri Nims Rooker)

CENTER ACTIVITIES WITH ALUMNI

The Center continued its collaboration with the Graduate Health Law Network (GHLN) and the Student Health Law Association (SHLA) in the Mentor Program, which pairs graduates of the College of Law who practice in the health law field with current law students. The program is designed to give law students greater exposure to the actual practice of law, which will complement their substantive legal education. Kicking off with a social gathering at the beginning of Fall 2006, the program provided law students with the opportunity to meet with their mentors regarding issues, questions, or concerns about law school, the profession, the Bar examination, legal practice, and other related topics. The program concluded in the Spring with an event at which the graduate mentors and law student mentees gathered to discuss the student’s past academic year and questions that had arisen during the year.

COMMUNITY COLLABORATIONS

Health Law Partnership (HeLP). Now in its third year of operation, the Health Law Partnership (HeLP) has two fully-staffed free legal services offices on the hospital campuses of Children’s at Egleston and Children’s at Scottish Rite. The three partners – the Center at the College of Law, the Atlanta Legal Aid Society, and Children’s Healthcare of Atlanta, Inc. – work
collaboratively to ensure the on-going success and sustainability of this community partnership. Through its collaboration with the Institute of Public Health at the College of Health and Human Sciences, the Center has been able to continue to hire an independent program evaluation consultant, Susan McLaren, MPH, FACHE, to design and implement the evaluation and research component of HeLP.

**Equal Justice Works Fellowship.** Third-year law student Aisha Saeed was awarded a prestigious Equal Justice Work Fellowship, to begin in the academic year 2007-2008. Through this fellowship program, Equal Justice Works recruits law students to design their own public service work programs upon graduation, which provide them with a strong foundation on which to build a public interest career for the future. The COL is the designated host organization which will provide partial salary support, office space, and administrative support. Ford & Harrison LLP in Atlanta is the sponsoring organization and will provide most of her salary, training and assistance, and other support. As an EJW Fellow, Ms. Saeed will work for two years with the HeLP Legal Services Clinic, with a focus on special education.

**Carver High School.** The Center’s Assistant Director, Jerri Nims Rooker, initiated conversations with Darian C. Jones, Ph. D., Principal of The School of Health Sciences & Research at the New Schools at Carver, regarding potential collaborations between the College of Law and Carver. The first collaborative program being developed is a mentor program that pairs law students with high school students at Carver, to be commenced Fall 2007. Potential activities of the program include a visit to Carver by the law student mentors, a “shadow” opportunity at the law school where high school mentees will “shadow” their law student mentors, and attendance by the high school mentees at a Center-sponsored lecture, where the mentees will be hosted by the mentors. As part of developing a relationship with Carver, Ms. Nims Rooker and Student Health Law Association officer Ernessa Brawley were guest lecturers for Carver’s Youth Motivation Day in November 2006 where they spoke with students about the field of health law.

**DEVELOPMENT AND GRANTS**

The Center undertook significant fundraising initiatives on behalf of HeLP during its second year of operation. Through the collective efforts of the Center, Children’s Healthcare of Atlanta, and the Atlanta Legal Aid Society, HeLP as a partnership raised the following funds in 2006-2007 to operate its legal services clinics at Children’s at Egleston and Children’s at Scottish Rite, to initiate the development of the live-client educational clinic at the College of Law, and to support the evaluation component of HeLP. During this past year, the following funds were raised and allocated (“housed”) to support the various components of HeLP as follows:

**Funds “housed” at Georgia State University**

- $750 through the Atlanta Legal Aid Society (from gifts it received for $500 from Weston Solutions, Inc. and $250 from Schwab)
• $25,000 from the Joey M. and Ramona L. Loudermilk Fund (donor-advised fund at Community Foundation of Chattahoochee Valley)

• $117,669 through the Atlanta Legal Aid Society to complete the COL’s receipt of $334,963 of the Lettie Pate Evans grant (total grant of $750,000 between FY06 and FY07)

• $16,000 through the Institute of Public Health at Georgia State’s College of Health & Human Sciences, to pay the outside evaluator.

Still pending at GSU: $30,000 request to the Ida Alice Ryan Foundation

Funds “housed” at Children’s Healthcare of Atlanta, Inc.

• $4,900 from Advisory Council Annual Campaign

• $1,400 from Advisory Council’s “Sphere of Influence” Campaign

Still pending at Children’s: $25,000 request to the Georgia Health Foundation

Funds “housed” at Atlanta Legal Aid Society

• $132,331 to complete its receipt of $415,037 of the Lettie Pate Evans grant (total grant of $750,000 between FY06 and FY07)

Still pending at ALAS: $25,000 request to the Community Foundation of Atlanta and $25,000 request to the Charles LaFitte Foundation

During the year, the Center received generous donations for its other activities from the members of the Graduate Health Law Network and other supporters, totaling $12,925.

CENTER ADMINISTRATION, COMMUNITY OUTREACH, AND PUBLIC RELATIONS

The Center’s Assistant Director, Jerri Nims Rooker, is primarily responsible for the Center’s successful administration, which includes fundraising, organizing conferences and programs, Web development, health law programming, community and media contacts, accounting, and public relations. In addition, Ms. Nims Rooker is responsible for overseeing and developing much of the Center’s student, alumni, and community outreach. This past year, for example, she was the Advisor for The Docket, the law student-run newspaper at the COL. She also was responsible for beginning the outreach program with Carver High School and representing the Center at various community events as well as lecturing on issues at the intersection of law, policy, and ethics for community and academic groups.

The activities of Ms. Nims Rooker during the academic year 2006-2007 are listed in Appendix A.
The Center published a 20-page brochure of its programs and affiliated faculty for the first time this past year. That brochure has gotten a very positive reception among the legal academy, the practicing bar in health law, and our College of Law community. This brochure along with other graphically designed publicity on the Center’s activities contributed to the Center’s visibility locally and nationally.

PLANS FOR NEXT YEAR

Faculty

Professor Roberta Berry, J.D., Ph.D., will join the College of Law as a Faculty Fellow for the academic year 2007-2008. In addition to teaching the course in biotechnology law, policy & ethics in the Spring, she will participate in the activities of both the Center and the COL’s Intellectual Property advisory group. A tenured professor at Georgia Institute of Technology, she will provide a vital link between the COL and the pre-law undergraduate and graduate science and engineering programs at Georgia Tech. Along with Professor Lombardo, Professor Berry will also serve as an Advisor with the Intellectual Property Advisory Board at the COL.

While the College of Law is not participating in formal recruitment efforts this next academic year, the Center still has open a commitment from the University to fund a final health law faculty line in the area of the regulation of health-related businesses, which ideally would be filled by someone with expertise in corporations, antitrust, and health care white-collar crime. The Dean plans to coordinate discussion of the status of this commitment in the Spring of the next academic year.

Fund-raising

The Center’s commitment to provide external funds to support the HeLP Legal Services Clinic for its first three years of operation will be complete upon the raising of an additional $25,000. The Center plans to complete this fund-raising obligation during the up-coming year, so that it might re-direct the focus of its fund-raising efforts to other Center activities and programs.

Conferences and Speakers

The Center will serve to support its affiliated faculty and staff in organizing speaker programs and conferences throughout the year as the opportunities and interests of the faculty and staff develop. Some specific programs are already planned, as follows. Professor Todres will be hosting a program in November 2007 on the Convention of the Rights of the Child. Professor Lombardo will be hosting a former EEOC commissioner, Paul Miller, in February 2007. The Center is exploring the possibility of a program on mental health courts and therapeutic jurisprudence with DeKalb County Chief Magistrate Judge Winston Bethel.
The Center will be participating in a research conference sponsored by the Atlanta-based Institute for the Study of Disability and Disadvantage in late Fall 2007. Two graduate research assistants of the Center will present the results of their research on the social and economic determinants of health at this conference. The conference explores ways to help break the poverty-related cycle of illness and disability among disadvantaged populations.

**Educational Programs**

**Health Law Partnership.** HeLP will be negotiating to open a third office at Hughes Spalding Children’s Hospital, next to the Grady Memorial Hospital downtown campus, during the upcoming year. This office would provide law students and clinical faculty the opportunity to do client intake and case work in a setting convenient to the HeLP Legal Services Clinic at the law school.

**Interdisciplinary enrollment in health law courses.** Before establishing additional joint-degree programs with the Georgia State graduate programs in public health and social work, the Center will spend this year coordinating with COL administration to systematize cross-enrollment of non-law graduate students from relevant units of the University for appropriate health law courses. Going forward every semester, there needs to be adequate notice of the COL course offerings and opportunity for other non-law graduate students to register for them. At a minimum, the other relevant units would include public health and the life sciences, whose graduate students have cross-enrolled in the past. Graduate students from other units could include those in health administration (business), ethics (philosophy), social work, and graduate students doing research involving human subjects.

**Certificate Program.** The Center will continue to explore the feasibility of establishing a concentration in health law, policy, and ethics for Georgia State law students. Most of the top 10 health law programs in the country offer such an opportunity.

**Outreach**

**Publicity and Media Relations.** The Center will be redesigning its Web site, as well as the Web site for HeLP. In addition, the Center plans to launch a bi-yearly newsletter about its programs and activities.

**Community: Local and International.** The Center will collaborate with The School of Health Sciences & Research at the New Schools at Carver to commence a mentor program that pairs law students with high school students in Fall 2007. The Center will also be exploring other opportunities for collaboration with Carver, potentially including establishing a Street Law program at Carver over the next year or two. The Center also plans to explore the possibility of collaborating with an international human rights organization to promote health-related legal services in international settings, such as India.
CONCLUSION

The Center continues to grow and develop, thanks to so many people in the College of Law, within the University, and among our community partners who have contributed to its success. We are enthusiastic about the opportunities that we will have next year at the College, within the University, in Atlanta, and across the legal and health care professions nationally to expand in new areas and activities. We look forward to the next academic year 2007-2008 as we continue to build upon our strong foundation.
Appendix A

Third Annual Report (July 2006 - June 2007)

FACULTY PUBLICATIONS

Charity Scott


FACULTY AND STAFF LECTURES AND PUBLIC PRESENTATIONS

Lisa Bliss


Sylvia Caley


“Interdisciplinary Problem Solving: HeLP,” 19th Annual Cleft Lip and Palate Symposium, Atlanta, Georgia (October 2006)

“Community Collaboration: Interdisciplinary Approaches to Improving Health & Wellbeing of Low-Income Children,” Public Health Law Program, CDC, Atlanta, Georgia (December 2006)

“Collaboration in Action: Interdisciplinary Approaches to Improving Health & Wellbeing for Low-Income Children,” Tulane University School of Law, New Orleans, LA (January 2007)

Paul Lombardo

Guest Lecture, “Agencies Under Social Control: Eugenic Alarmism as Public Policy,” Indiana University/Purdue University at Indianapolis, Department of Medical Humanities, Graduate Seminar on History of Eugenics (October 2, 2006).


“From the Dark Side of the Brave New World: Historical Abuses of Genetics,” American Bar Association, Section on Health Law, Orlando, Florida (February 23, 2007).


Guest Lecture, “No Lifeguards at the Gene Pool? Genomes, Eugenics and the Mirror of History” Howard University School of Law (March 27, 2007).


“Three Generations of Imbeciles Are Enough: Reflections on 100 Years of Eugenics in Indiana,” Indiana Supreme Court Chambers, Continuing Legal Education (April 11, 2007).


: “Studying History; Making History,” Remarks at the Dedication of an Historic Marker Commemorating the Centennial of Indian Eugenic Sterilization (April 12, 2007).

“Behavioral Genetics: Complex History; Controversial Science,” Ethics Advisory Panel Symposium, Hoffmann La Roche, Nutley, NJ (June 11, 2007).

“The Lynchburg Story,” Film and Discussion, Centers on Disease Control and Prevention, Atlanta (June 21, 2007).

“The Lynchburg Story,” Film and Discussion, William Breman Jewish History Museum, Atlanta (June 24, 2007).


**Jerri Nims Rooker**

“Law and Ethics in Health Care,” Ethics Committee Workshop, Emory University Center for Ethics (September 28, 2006)


Moderator, “New Directions for Health Care Planning: Proposed Legislative Reform for Advance Directives in Georgia,” Georgia State University College of Law (November 9, 2006)

Guest Lecture, “Health Law,” The New Schools at Carver, School of Health Sciences and Research, Youth Motivation Day (November 16, 2006)

“Health Care Decisions for Seniors: Advance Directives,” Seniors Health Fair sponsored by North Fulton Regional Hospital and the Gerontology Institute at Georgia State University (February 9, 2007)

**Charity Scott**

Guest Lecture, “Law, Ethics & Research Integrity in Psychology,” Georgia State University Department of Psychology (September 2006).

“Overview of Advance Directives – Law, Policy & Practice,” Georgia State University College of Law program on “New Directions for Health Care Planning: Proposed Legislative Reform for Advance Directives in Georgia” (November 2006).

“Center for Law, Health & Society: Working With the Law to Promote Society’s Health,” Georgia State University Foundation Board of Trustees (January 2007)

Guest Lecture, “Public Health Law & Ethics,” Georgia State University Institute of Health (February 2007)


“The Legal Evolution of Reproductive Rights in the United States,” Emory School of Medicine, Obstetrics Grand Rounds (May 2007).

Moderator, “How Do We Engage Our Students?”, Joseph M. Healey Memorial Plenary Session, at annual Health Law Professors Conference, American Society of Law, Medicine & Ethics, Boston (June 2007).

“The Health Law Partnership: Working with Lawyers to Address the Social and Economic Determinants of Health in Low-Income Communities,” Morehouse School of Medicine, Public Health Grand Rounds (June 2007).

“Professional Education in Law and Medicine: Obstacles to Implementing a Therapeutic Approach to Professional Practice,” International Academy of Law and Mental Health, Padua, Italy (June 2007).
"Interdisciplinary Collaboration to Improve Children’s Health: The Next Generation of Medical-Legal Partnerships," International Academy of Law and Mental Health, Padua, Italy (June 2007).

**FACULTY AND STAFF DISCIPLINE-RELATED PROFESSIONAL SERVICE**

**Sylvia Caley**

Member, Grady Health System Ethics Committee (1991 - present)
Member, Children’s Healthcare of Atlanta Bioethics Committee (2006 - present)
Member, Community Foundation of Greater Atlanta, Champions for Children Working Group (2007 – present)
Member, Care Management Organizations Working Group (2007 – present)

**Paul Lombardo**

Co-Principal Investigator, National Institutes of Health, Ethical Legal and Social Implications of Genetic Research: History of State and Local Eugenic Practices in the United States, Indiana University Center for Bioethics, 2006-2008

Chairman of the Panel on Ethical, Legal and Social Implications of a National Institute of Environmental Health Sciences study to determine the feasibility of establishing a National Twin Registry to aid in the investigation of genetic and environmental contributions to complex diseases, 2005-2007

Chair, Biodiversity Policy Panel for "Altering Nature: How Religious Traditions Assess the New Biotechnologies," a Ford Foundation project located at Rice University/Baylor College of Medicine & Davidson College, 2005-2007


**Jerri Nims Rooker**


**Charity Scott**

Member, American Law Institute (2005-present)
Member, Board of Public Health Law Association (2006-present)
Member, ABA Special Committee on Bioethics (2005-present)
Member, ABA Health Law Section’s planning committee for 2007 annual meeting (2006-2007)
Member, ABA Medical-Legal Partnership Task Force (2007-present)
Member, HCECG planning committee for 2007 annual meeting (2006-2007)
Field thesis advisor, Rollins School of Public Health, Emory University, Master’s student in public health (2006)

**Faculty Media Interviews and Mentions**

**Paul Lombardo**

<table>
<thead>
<tr>
<th>Article Title</th>
<th>Publication</th>
<th>Date Published</th>
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<tbody>
<tr>
<td>“Severe Weather”</td>
<td>Richmond Style</td>
<td>June 27, 2007</td>
</tr>
<tr>
<td>“Film examines issue of forced sterilization”</td>
<td>Atlanta Journal Constitution</td>
<td>June 23, 2007</td>
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<tr>
<td>“Deadly Medicine”</td>
<td>“Jewish Brunch with the JT Bunch” Marcy Levinson AM 1690 WMLB—Atlanta</td>
<td>June 3, 2007</td>
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<tr>
<td>“Sterilised Nation”</td>
<td>BBC4 (radio) London</td>
<td>May 23, 2007</td>
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<tr>
<td>“‘No teeth’ in mental health laws of Virginia”</td>
<td>Roanoke Times</td>
<td>May 8, 2007</td>
</tr>
<tr>
<td>“Tech shooter reported to have skipped court-ordered treatment”</td>
<td>Roanoke Times</td>
<td>May 8, 2007</td>
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<tr>
<td>“Looking at the History of Eugenics in Indiana”</td>
<td>Indianapolis Star</td>
<td>April 13, 2007</td>
</tr>
<tr>
<td>“100 years later, Indiana expresses regret for launching sterilization movement” (AP)</td>
<td>Chesterton Tribune (Indiana) Roanoke Times Herald Times (Bloomington Northwest Indiana Times (Hammond, Gary)</td>
<td>April 12,13, 2007</td>
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<td>“Researchers tied to hate groups get invitations”</td>
<td>Las Vegas Review-Journal</td>
<td>March 11, 2007</td>
</tr>
<tr>
<td>Title</td>
<td>Source</td>
<td>Date</td>
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<td>“Resolution ‘regrets’ role in sterilization”</td>
<td>Atlanta Journal-Constitution</td>
<td>February 20, 2007</td>
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<td>“Time to apologize for eugenics program”</td>
<td>Atlanta Journal-Constitution</td>
<td>February 7, 2007</td>
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<tr>
<td>“Georgia may apologize for sterilization”</td>
<td>Atlanta Journal-Constitution</td>
<td>February 2, 2007</td>
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<td>“Apology asked for sterilizations state required”</td>
<td>Atlanta Journal-Constitution</td>
<td>February 2, 2007</td>
</tr>
<tr>
<td>“State Sanctioned Cruelty”</td>
<td>Chicago Tribune</td>
<td>Sept. 16, 2006</td>
</tr>
<tr>
<td>“Survivors of Forced Sterilization Programs attempting to Require States to Recognize Extent of Involvement”</td>
<td>Daily Reports—Kaisernetwork.org</td>
<td>Sept. 12, 2006</td>
</tr>
<tr>
<td>“Sterile victims stand up, decry legacy of eugenics”</td>
<td>Chicago Tribune; Centre Daily Times; Macon Telegraph; Myrtle Beach Sun News, SC; San Luis Obispo Tribune; Duluth News Tribune, MN; Biloxi Sun Herald; The State, SC; Belleville News-Democrat, IL; Bradenton Herald, FL; Charlotte Observer, NC; Columbus Ledger-Enquirer, GA; Kansas City Star, MO; Contra Costa Times, CA; Kentucky.com, KY; The Olympian, WA</td>
<td>Sept. 6/9, 2006</td>
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<tr>
<td>“Knowledge of family medical history can help avoid chronic diseases”</td>
<td>Richmond Times-Dispatch</td>
<td>Aug. 28, 2006</td>
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</tbody>
</table>
Appendix B

Participant List – Legislative Reform of Advance Directives in Georgia
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APPENDIX B5b:

COLLEGE OF LAW
CENTER REPORT –
CENTER FOR THE COMPARATIVE
STUDY OF METROPOLITAN GROWTH
MEMORANDUM

To: Dean Steven J. Kaminshine; Dean Bill Prigge

From: Colin Crawford

Date: September 4, 2007

Re: Center for the Comparative Study of Metropolitan Growth/Annual Report

C: Professors Janice Griffith and Julian Juergensmeyer

This memorandum reports on the activities of the Center for the Comparative Study of Metropolitan Growth ("Center") for the 2006-2007 academic year. Despite extremely limited administrative resources, the Center coordinated an impressive array of new course offerings, provided students with scholarly opportunities and legislative and community contacts, hosted visiting professors from the U.S. and abroad of great distinction, coordinated public events with other colleges (in furtherance of the Center’s academic mission) and sponsored a lively and full speaker’s series throughout the year. By all these measures, I believe we can say that our third full year of operation was a success.

Specifically, in 2006-2007, highlights of the Center’s activities included the following:

- Welcomed 15 speakers from academia, government, the non-profit sector and private industry;
- Maintained enrollment in the “Foreign Enrichment Course” in comparative metropolitan growth law;
- Further enhanced newer course offerings, incorporating significant opportunities for real-world application of student course work;
- Continued to sponsor Summer Legal & Policy Study in Rio de Janeiro, which expanded from six courses to eight and for the first time attracted significant interest from students outside the consortium; and
- Hosted six prominent community leaders speaking on the theme of “Urban Neighborhood Development” for the Urban Fellows program, applications for which also increased, and with which new non-law faculty became involved.

Each of these successes is described in more detail below.

As before, furthermore, Center-affiliated faculty continued to represent the Center in diverse and noteworthy ways.
Speaker’s Series

Throughout the year, the Center hoisted a visitor delivering a talk of relevance to the Center’s mission. These took a variety of formats. Some were traditional lectures, some were inter-disciplinary discussions and others were debates on key policy issues. Very often, there was a student organization co-sponsor and, in one instance, the Department of Economics at the Andrew Young School of Policy Studies co-sponsored the talk.

The Fall 2006 semester’s focus was “Environmentally Speaking . . . ”, with an environmental focus, while the Spring 2007 semester focused on “Global Growth Management” and in this took more of a land use law focus. Both semesters mixed domestic and foreign themes, in keeping with our mission.

The particular speakers, co-sponsors and their topics, for the Fall 2006 semester were as follows:

September 18: Ms. Vernice Miller-Travis, Executive Director of Groundwork, USA and Professor Robert Verchik, Loyola University New Orleans College of Law: The Environmental Aftermath of Hurricane Katrina

October 23: Professor Daniel Suman, University of Miami Rosenstiel School of Marine & Atmospheric Science and School of Law: Coastal Management and Urban growth in China and Vietnam

November 13: Professor Victor B. Flatt, University of Houston School of Law and Dr. Brian Heninger, National Center for Environmental Economics, U.S. Environmental Protection Agency: Toxic Air Pollution and What we Can Do About It.
  • Moderated by Dr. Paul Ferraro, Andrew Young School of Policy Studies, Department of Economics.

November 16: Professor Alyson C. Flournoy, University of Florida Levin College of Law: Wetlands Conservation and Metropolitan Growth

The particular speakers, co-sponsors and their topics, for the Spring 2007 semester were as follows:

January 17: Dr. Yolanda M. León, Department of Basic Sciences, Technological Institute of Santo Domingo, Dominican Republic: Environmental Management in the Face of Rapid Urbanization: The Case of Santo Domingo, Dominican Republic
  • Co-sponsored by the Environmental Law Society

January 24: Dr. Daniel Bonilla, Faculty of Law, University of the Andes, Bogotá, Colombia: Legal Education in Latin America -- Public Interest Law Clinics in Latin America: A Tool against Legal Formalism
  • Co-sponsored by the Hispanic Law Students Association
February 13: Professor Eileen Gauna, University of New Mexico School of Law: El Día de los Muertos: The Death and Rebirth of the Environmental Movement

February 28: Raymond Young, Partner, Partner, Lidstone, Young & Andersen, Vancouver, British Columbia, Canada: Lingle and Kelo Right at Home in the Great White North
  - Co-sponsored by the International and Comparative Law Society

  - Co-sponsored by the Environmental Law Society

March 21: Dr. John Baden, Executive Director, Foundation for Economics and the Environment, Bozeman, Montana: Reflections of an Environmental Economist: Lessons for Cities
  - Co-sponsored by the Department of Economics, Andrew Young School of Policy Studies. Event moderated by Dr. Spencer Banzhaf, Associate Professor of Economics.

This event was held at the Andrew Young School.

March 28: Professor Maria Magdalena Kenig-Witkowska, Faculty of Law, Warsaw University, Poland: Metropolitan Growth Management: A Polish Perspective
  - Co-sponsored by the International and Comparative Law Society

April 2: Professor Maxine Burkett, University of Colorado School of Law: Climate Justice
  - Co-sponsored by the Black Law Students Association

**Continued Curricular Offerings: Foreign Enrichment Course in Comparative Growth Management Law**

The Center sponsored the third full year of the Foreign Enrichment Course in Comparative Metropolitan Growth Law. This course, which features three foreign academic experts lecturing in succession on the law of their country in a comparative context, last year featured three world renowned authorities from their respective countries. The center again attracted people of note. The semester began with a visit from Professor Daniel Bonilla, of the Universidad de los Andes, in Bogotá, Colombia, a young and productive scholar of rising notoriety (with a Yale S.J.D.) who proved to be extremely popular with students. He was followed by longtime and much-respected figure at the College, Professor Raymond Young of the University of British Columbia law and land use planning faculties; Professor Young is also a partner at Lidstone, Young & Anderson in Vancouver, perhaps the leading land use planning law firm in western Canada. Finally, Professor Maria Magdalena Kenig-Witkowska, from the Faculty of Law at the University of Warsaw concluded the semester. Professor Kenig-Witkowska is a well-known and highly-respected expert on European Community environmental law.
Student evaluations of the course were extremely positive. The course also gave students the option to write a research paper on a comparative growth management theme, which two-thirds of them chose. Most of those efforts compared Europe or the Middle East and the U.S. environmental and land use laws.

The course had an enrollment of 17 students, as compared to 19 in 2006, confirming student interest in this Center offering.

Continued Curricular Offerings: Summer Legal & Policy Study in Rio de Janeiro

“Summer Legal & Policy Study in Rio de Janeiro” (the “Program”) again found the Center leading a consortium of three universities (Georgia State, Seattle University and The University of Tennessee) and Georgia State’s Institute of Public Health. The Program was again offered to graduate students only, in law and public health. The Program was staffed by faculty from the law schools at Georgia State (Colin Crawford, who also administered the entire Program, and Tanya Washington), Emory University School of Law and Yale University Department of African-American Studies (Kathleen Cleaver), University of Miami Rosenstiel School of Marine and Atmospheric Science and University of Miami School of Law (Daniel Suman) Seattle University School of Law (Melinda Branscomb and Mark Chinen), The University of Tennessee School of Law (Joan Heminway and Becky Jacobs). In addition, Dr. Karen Gieseker, from Georgia State’s Institute of Public Health, taught in the first half of the Program.

The Program features two modules of two weeks’ duration, each worth three (3) credits. The classroom hours are designed in compliance with American Bar Association (ABA) accreditation standards, and the program is ABA-approved. Thus, the above-named faculty members were able to offer a total of eight (8) courses. All of the courses reflected the Center’s interests in comparative and international law subjects, especially in the environmental and land use areas.

The 2007 offerings were as follows:

Module One

- Coastal Law (Dr. Suman);
- Comparative Approaches to Race, Ethnicity and the Law (Professor Washington)
- International Trade Law (Professor Chinen, in collaboration with Dr. Florian Hoffmann, if the Human Rights Center at the Law Faculty, Pontifical Catholic University – Rio de Janeiro (PUC-Rio)); and
- Public Health Law: Global and Comparative Perspectives (Professor Jacobs and Dr. Gieseker)
Module Two

- Comparative Environmental Law (Professors Crawford and Jacobs, with the assistance of Dr. Danielle Moreira of PUC-Rio).
- Comparative Mergers and Acquisitions Law (Professor Heminway)
- Conflict Prevention and Community Improvement (a skills-training dispute resolution course taught by Professor Branscomb).
- Human Rights Law Seminar (Professor Cleaver).

The Program welcomed 60 students from 20 law schools and six students from Georgia State’s Institute of Public Health. The law schools represented were as follows:

<table>
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<th>Alpha List of Schools - 2007</th>
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<tr>
<td>Arizona (2)</td>
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<td>Baltimore</td>
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<td>Charleston</td>
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<td>Denver</td>
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<td>Fordham (4)</td>
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<tr>
<td>George Washington (3)</td>
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<tr>
<td>Georgia State Law (24)</td>
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<td>Georgia State Public Health (6)</td>
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<td>Houston (4)</td>
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<tr>
<td>Iowa</td>
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<td>John Marshall – Atlanta (3)</td>
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<td>John Marshall – Chicago</td>
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<td>Louisiana</td>
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<td>Seattle (19)</td>
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<td>Southern Law Center</td>
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<td>Texas Southern</td>
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<td>Univ. of D.C.</td>
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<td>Washburn</td>
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<th>List of Schools by # of Students (Law Only) -- 2007</th>
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<tr>
<td>Georgia State (24)</td>
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<td>Seattle (19)</td>
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<td>Houston (4)</td>
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<td>Tennessee (4)</td>
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<td>John Marshall – Atlanta (3)</td>
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<tr>
<td>Arizona (2)</td>
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<td>All Others Sent 1 Student Each</td>
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With the exception of the Seattle University students, all of them registered and paid tuition as Georgia State visiting students. In addition, two students from the most-highly ranked law school in Rio de Janeiro State, the Law Faculty of the State University of Rio de Janeiro, participated fully in one or both courses; three law students from PUC-Rio participated fully in one course and two young lawyers from São Paulo's premier transactional firm, Machado, Meyer Advogados, participated fully in Professor Heminway's course. They all participated as guests of the Program.

In 2007, the Program standardized its format, with the goal of having one applied learning field trip per week in each course and at least two Brazilian speakers on themes of interest to the Program. The list below gives an idea of the high level of speaker and novel applied learning experience available to students:

- Miriam Leitão -- probably Brazil's leading financial journalist (her column appears in Newsweek international and in Wall Street Journal online) lectured to the International Trade Law class;
- Maria Helena Moreira Alves author of "State and Opposition in Brazil 1964-1984" -- an MIT-trained political scientist formerly tenured at Amherst and the University of Massachusetts, who taught at the University of Wisconsin and elsewhere, then at the State University of Rio de Janeiro (UERJ) -- is a (perhaps the) leading authority on the politics of dictatorship; she gave lecture to program on politics and law in Brazil;
- Ianê Germano -- leader of Brazilian Black Movement (Movimento Negro) and Brazilian woman's movement, with a Presidential appointment on federal Race and Law Commission -- lectured to Comparative Race and the Law and Human Rights Law courses;
- Fr. Ricardo Rezende -- priest who is recognized as leading authority on practice of debt slavery in Brazil today, author of leading book on subject, now on faculty at Rio's Federal University -- lectured to Human Rights Law;
- Four of the leading Brazilian coastal law and policy authorities -- mostly biologists and one lawyer spoke to Coastal Law;
- Dra. Leila Barstow, a lawyer and Executive Director of a nationally-known woman's rights organization, lectured to the Conflict Prevention (mediation law) course;
- Dra. Maria Helena Barros, head of the Law, Health and Human Rights center at the Oswaldo Cruz Institute/National School of Public Health -- lectured to the public health class;
- Paula Johns, head of national anti-tobacco campaign, talked on that subject, to Public Health Law;
- Dr. Sergio Potsch, a Federal University of Rio de Janeiro biologist who is a leading authority on Atlantic rainforest, spoke to Comparative Environmental Law;
- Judge Denise Froussard, a former congresswoman, gubernatorial candidate and now a state judge in Rio, talked about a life in politics and law as a woman. She gave a lecture to the program; and
- Dr. Antonio Rangel, head of anti-gun referendum campaign for Viva Rio (largest NGO in Rio and big nationally), who studied at Berkeley and was in exile during dictatorship for leadership in student movement, about oppression during the dictatorship -- to Human Rights Law.

A final indication of the Program's continued success is that Professor Crawford has received requests from faculty across the U.S. to teach in the Program, including faculty
at the following universities: Georgetown University Law Center, Hastings College of Law of the University of California, Tulane University School of Law, University of Denver Sturm School of Law, and University of Miami School of Law.

**Dual Degree Program**

As reported last year, the joint J.D.-M.C.R.P with the School of City and Regional Planning, Georgia Institute of Technology, graduated its first three (3) students in Spring 2005. Eight (8) COL students are now pursuing the joint degree. We are hopeful that this interest will continue. One student completed the joint degree program in Spring 2006.

In addition, one non dual-degree student enrolled in and completed Professor Crawford's basic Environmental Law course.

**Academic Visitors and Speakers: Symposium**

The year saw a variety of speakers and academic visitors who visited the College of Law. In keeping with the inter-disciplinary nature of the Center, the visits of many of these individuals were co-sponsored by the Center and other departments and colleges in the University.

The most notable event was the Center's co-sponsorship of an international symposium entitled "What Kind of Metropolitan Areas Do We Want? Challenges, Promises and Pitfalls in Redevelopment." The seminar, which took place on Thursday, February 2 and Friday, February 3, 2006, included 23 speakers from across the U.S. and abroad, including lawyers, land use planners and environmental professionals. The symposium began with a hands-on tour of the Atlantic Station redevelopment, with talks and guided tours of the insides of the project by its very developers. Speakers came, for example, from New York University Law School, the University of Pennsylvania Law School, as well as Fordham, Indiana, and Rutgers universities. The keynote presentation was a conversation between two former Governors associated nationally with efforts to regulate growth, namely former Georgia Gov. Roy Barnes and former Maryland Gov. Parris Glendening, now head of SmartGrowth America. One panel featured five prominent Atlanta environmental and land use attorneys working through a hypothetical problem. Georgia State President Carol Patton was a featured speaker on another panel.

The symposium attracted over 260 attendees. Papers produced in connection with it will appear in a forthcoming issue of the *Georgia State University Law Review*.

**Student Visitors**

The University finally signed the MOU creating a student exchange between the Center and the Faculty of Law of the State University of Rio de Janeiro (UERJ). UERJ is the most highly-regarded (by national rankings published in Brazil) law faculty in Rio de Janeiro state, and one of the three best in the country. One result of the MOU is that it
will lead to the visit of top Brazilian law graduate students to Georgia State for a semester. The first two UERJ students are scheduled to visit in the Spring 2008 term.

The Center also is working to host two (2) or three (3) visiting students who specialize in comparative land development law from Aarhus University, Denmark during the Fall 2008 semester.

Conference Sponsorship and Participation

The Center again co-sponsored a conference in Rio de Janeiro. The Second Annual Conference on Law, Health and Human Rights was in 2007 devoted to the theme of “Law, Work and Health”. It was held at the Oswaldo Cruz Institute/National School of Public Health on June 19-20, 2007. Professor Crawford moderated two panels and spoke on the relation of law, work and land use planning and environmental protection. Approximately 250 people attended the conference. Georgia State and the Center’s role were mentioned in the opening and in all printed materials.

Urban Fellows Program

The Center continued its Urban Fellows program. This inter-disciplinary program includes 25 graduate students from across the University in law, sociology, public administration, economics, psychology and geography. Fellows attended a series of monthly breakfasts organized around the theme of transportation. On average, 30 people, including faculty, administration and students from across the University, attended the breakfasts.

The Urban Fellows program addressed the theme of “Urban Neighborhood Development” (a theme chosen by the Fellows in the Spring of 2006). The speakers, as before, were a distinguished list of prominent community leaders in Atlanta, including:

- August: Bruce Gunter, Executive Director of Progressive Redevelopment Inc.
- September: Atlanta City Councilmember Mary Norwood
- October: Greg Giornelli, Executive Director, Atlanta Development Authority
- November: Georgia State Representative Stacey Abrams
- January: Atlanta Planning Commissioner Steve Cover
- February: Egbert Perry, Chief Executive Officer of The Integral Group
- March: Renee Glover, Executive Director, Atlanta Housing Authority
- Dennis Madsen: Urban Collage Architects (principal architectural firm advising on Beltline & other projects)

As a condition of their fellowship, students are asked to write a paper for publication on the theme of the breakfast series. In 2006-2007, four Fellows completed this requirement.
In addition, Dr. Tim Crimmins, department of History repeated his popular lecture on “Urban Atlanta”. Attendance was required for all Fellows and it is planned to continue to repeat this event in future years.

An indicator of the Urban Fellows program’s success is the increase of student interest. At the end of the Spring 2006 semester, 36 applications were received for 15 spots. That the program has become so competitive in such a short period of time was gratifying to all of us. As before, a majority of the new Fellows come from the College of Law, but they are also drawn from public health, the Andrew Young School and the College of Arts & Sciences. A list of Fellows and Faculty Affiliates is attached to this memorandum.

In addition, the Urban Fellows program continued to feature a monthly brownbag lunch series for students to share their research.

Their research is also beginning to attract notice. Under the supervision of Professor Griffith, Collin Glidewell wrote a paper on the Peachtree Street retail and transit corridor project that will be published in the Penn State Environmental Law Review. Atlanta Planning Commissioner Steve Cover was so impressed with Terrell Gilbert’s work on a modified notion of charter school linked to beltline development that he had Terrell present the work to his staff and arranged for meetings with the Atlanta School Board. A group of students, including Mazie Lynn Causey (Law), Peter Bluestone (Economics), Jenise Jackson (Law), Meg Robison (Law) and others began working with Representative Stacey Abrams, helping her to research a bill that she will introduce in the January 2008 session.

**Continued Curricular Offerings: Advanced Local Government Law**

Professor Griffith offered a course in Advanced Local Government Law for the second time in Spring 2007. The course resulted in further community outreach and collaboration between the City of Atlanta and the College of Law. The City again became a client of the students who performed legal research for it. At the request of Elizabeth Chandler, City Attorney of the City of Atlanta, Georgia and Lemuel H. Ward, Senior Assistant City Attorney, the students provided research in the area of housing code enforcement, an issue of immense interest and importance to Atlanta residents. The City Law Department asked the students to produce a set of amendments to the City’s Housing Code that would improve the operations of the City’s Bureau of Code Compliance. See the attached Memorandum from Lemuel H. Ward, Senior Assistant City Attorney, dated January 19, 2007, to Professor Janice C. Griffith.

City Council members and the City’s Law Department had found the existing Housing Code to be insufficient for present day needs. An ordinance was pending before the City Council to create a new board to serve as a code compliance board. The existence of the City’s In Rem Board with the power to close and demolish buildings with deterioration exceeding 50%, however, complicated the creation of such a board. Dividing house code compliance matters between two housing code boards most likely would result in
inefficiency and turf battles while adding another layer of administration. The students were asked to research whether the powers of the In Rem Board could be expanded to cover the more routine housing code compliance issues for which enforcement measures needed to be taken.

The students immediately expressed an interest in understanding how housing code enforcement has been handled throughout the country. Finding a number of different municipal housing code enforcement ordinances and housing code administrative structures in effect, they consulted municipal attorneys and administrators before deciding what they believed were the best features to incorporate in a proposed model housing code ordinance. After completing this research, the students then drafted models adapted for adoption by the City of Atlanta should the City Council choose to enact one of them. The students worked with Senior Assistant City Attorney Ward who provided advice in the drafting of municipal ordinances. They also met with Housing Code Compliance officers to understand issues surrounding housing code enforcement.

**State and Local Government Activities & Community Service**

**Housing Code Compliance**

Professor Griffith and her students in Advanced Local Government Law provided research to the City Attorney of the City of Atlanta on housing code compliance codes and drafted several model housing code compliance ordinances for the City’s use.

**Georgia’s Proposed Creation of Infrastructure Development Districts**

Professor Griffith researched issues that are raised by the Georgia General Assembly’s enactment of the Georgia Smart Infrastructure Growth Act of 2007 (S.B. 200). This statute will become effective on January 1, 2009, provided voters ratify a resolution to amend the Georgia Constitution to authorize the General Assembly to provide by general law for the creation of infrastructure development districts (IDDs), which are special tax districts. The Act authorizes the creation of IDDs to finance infrastructure in new residential developments by the issuance of bonds, which are secured by taxes levied upon landowners within the district. The new residents of the IDD will be taxed to cover the costs of public improvements needed to make their residential development operational. These landowners may also be taxed by the municipality or county in which the district has been created for local government needs as well. An IDD is managed by a board of property owners and voting strength of a landowner is based upon the percentage of land owned within the district.

IDDs further the privatization of public goods previously deemed to be the responsibility of the public at large. They also raise issues concerning sprawl inducement, local government fragmentation that impedes regional coordination, consumer protection, the impact of IDD bond defaults should they occur, and double taxation. These issues are explored in an article authored by Professor Griffith for publication in the Fall 2007 issue of THE URBAN LAWYER.
Support of Other Student Activities

The Center committed to send a student team to the Pace Law School Environmental Law Moot Court Competition. A team was selected. The students did not, however, work well together and withdrew from the competition. The Center stands ready to support such activities in the future.

Faculty Activities

The three faculty active in the Center continued to work to raise its profile through their own activities and professional appearances.


Professor Crawford gave a course from May-July 2007 to an inter-disciplinary group of students at the National School of Public Health on “Comparative Environmental Health Law.” The course, delivered in Portuguese, required the students to produce papers suitable for publication and for this they will receive credits towards their advanced degree. Professor Crawford was asked to repeat this course in 2008 and named “Collaborating Professor” at the National School of Public Health and co-Coordinator of the Environmental Health Law Program.

Professor Crawford was again invited and delivered lectures on environmental law, in April 2006, to the U.S. Army Corps of Engineer training program. He delivered these lectures at the Corps’ Huntsville, AL facility.

Professor Griffith in her Advanced Local Government course provided students with the opportunity to learn about how a municipal law department works and the type of legal practice it entails. The students provided valuable service to the City of Atlanta by drafting several model housing code compliance ordinances for the City of Atlanta.

Professor Griffith analyzed a 2007 statute enacted by the Georgia General Assembly that most likely will have a significant impact upon the state in the event that voters approve a constitutional amendment necessary to put the statute into effect. She researched the operation of infrastructure development districts throughout the United States and the types of policy and legal issues raised by these districts. In particular, she analyzed the impact of a district’s failure to raise enough revenues to cover its expenses and the debt service on its bonds. Professor Griffith made a presentation on her research to municipal lawyers attending the Spring meeting of the Section of State and Local Government Law of the American Bar Association. Professor Griffith has completed an article on infrastructure development districts that will be published in the Fall 2007 issue of THE URBAN LAWYER.
Professor Juergensmeyer continued to serve as Georgia State University's representative on the Georgia Tech Consortium for Quality Growth and Development and served as a Review Committee Member for GSU IEF Scholarship Applications. He also was a member of the College of Law's Recruitment Committee and participated in that Committee's interviews at the Washington, D.C. hiring conference. He also served as an interviewer and member of the admissions committee for the Center for American Law Studies of the University of Warsaw, Poland, for two weeks in June 2007. He continued to serve on the Board of Academic Advisors for the Masters in Environmental and Energy Program established by a consortium of Danish Universities and housed at the University of Aarhus, Denmark.

He worked extensively with the Georgia Legislature in preparing and defending the newly enacted amendments to the Georgia Development Impact Fee Law and was one of the three instructors for the Atlanta Regional Commission's Community Planning Academy's Instruction Program on Impact Fees. He made two panel presentations – one concerning affordable housing and the other recent judicial decisions on impact fees - at the National impact fee Roundtable in Arlington, Virginia. He organized, coordinated, chaired, and prepared a report on the HUD National Regulatory Database Initiative Atlanta Session co-sponsored by the Rutgers Planning School. The symposium brought leading local and national private and public affordable housing development personnel to GSU Law School.

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*Includes instructor, lecturer, clinical, research
**Includes PTI and partial contract
***Includes academic professional, academic administrator, general administrator, adjunct
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TABLE B-4: RETENTION AND GRADUATION RATES
# TABLE B-5a

**FY 2005 CREDIT HOURS TAUGHT BY LAW FACULTY BY LEVEL AND FACULTY TYPE**

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<th>FACULTY TYPE</th>
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**FY 2006 CREDIT HOURS TAUGHT BY LAW FACULTY BY LEVEL AND FACULTY TYPE**

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**FY 2007 CREDIT HOURS TAUGHT BY LAW FACULTY BY LEVEL AND FACULTY TYPE**

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### TABLE B-5b

**LAW**

Average Annual # of faculty members by rank and status

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Average Annual Credit Hours by Level

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Average Annual Credit Hours by Faculty Type

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Table B6
Faculty Numbers, Credit Hours, and Scholarly and Creative Productivity
Three-Year Average
College of Law

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<th>Funding from grant and other sources(^3)</th>
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<td><strong>Average annual external funding per tenure-track faculty</strong></td>
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APPENDIX C1a:

COLLEGE OF LAW
2002 STRATEGIC PLAN
Georgia State University
College of Law
2002 Strategic Plan

1 Institutional Identity [GSU I]

Georgia State University's College of Law, founded in 1982, provides quality legal education to a diverse group of full-time and part-time students in a dynamic urban setting. The College is the only public law school in the Atlanta metropolitan area that has full accreditation from the American Bar Association and membership in the Association of American Law Schools. It is the only American Bar Association accredited law school in Georgia offering a part-time program and one of the few in the Southeast that provides both traditional and non-traditional students an opportunity to study for the profession without abandoning existing jobs. By offering the choice of year-round day and evening classes at relatively low cost, the College facilitates the pursuit of a legal education with maximum flexibility and without the accumulation of great personal debt.

The downtown Atlanta location is a core part of the law school's identity and strength. Atlanta is unique in its centrality to federal, state, and local governments. The College enjoys proximity to the state capitol and many city, county, state, and federal governmental offices, including courts, legislatures, and regulatory agencies. In addition, the Atlanta community is home to a large and diverse group of private law firms and businesses. These institutions provide a wealth of opportunities for our students, both as learning environments while they are in school and as employers after their graduation.

The College is strongly committed to improving its urban environment, the Atlanta metropolitan region, and the state by providing legal expertise and assistance. It has assumed a major role in the Atlanta legal community through sponsorship of significant conferences, academic programs, and community service activities. The College's Law Library is open to the public and serves the research needs of local attorneys as well as those of students and faculty. Our faculty frequently participates in law reform efforts by providing assistance and information to Georgia's courts, federal and state agencies, local governments, legislators, bar association committees, and the American Law Institute. Each year the Law Review publishes the Peach Sheets, which provide background information about new laws enacted by the Georgia General Assembly.

The student body of approximately 650 includes a significant percentage of women, minority, and older students. In addition to course work, the College's students are active in a wide variety
of law-related, social, and community service activities and organizations. They have been very successful in state, regional and national competitions involving trial and appellate advocacy. Upon graduation, they have consistently achieved excellent results on the Georgia bar examination and have been extremely successful at gaining employment, including judicial clerkships and prestigious law firm associations. The College’s graduates are employed by large law firms with national and global practices, medium and small-sized law firms, government agencies, private corporations, educational institutions, and many other legal and non-legal places of employment.

The College offers a standard law school curriculum with core courses and many specialized courses taught primarily by full-time, tenure-track faculty. A small number of specialized courses are taught by instructors and adjunct faculty from the Atlanta legal community who concentrate in those specialties. The American Bar Association’s 2001 survey lists the student to faculty ratio as 15.6 to 1.

The curriculum is designed to give students the necessary theoretical framework and the opportunity to acquire valuable lawyering skills through hands-on courses, programs, and externships. The College has been at the forefront in legal education in integrating technology into all of its operations. It has been especially innovative in using Internet resources and in teaching with technology in the classroom. Recognizing the importance of educating its students to practice law in a multi-national, multi-cultural world, the College offers, a summer-abroad program on international commercial arbitration law. Joint degree programs in business, public administration, and philosophy and a tax clinic prepare law graduates to enter the workforce ready to work in specialized and multi-disciplinary areas.

The College has approximately 40 full-time, tenure track faculty members who place considerable value on the teaching mission. Most have had extensive experience as practitioners and continue to be active in the legal community. Faculty activities vary widely from local to national and international. The faculty produces scholarship on a regular basis, including traditional scholarship such as books and articles and non-traditional scholarship, such as computer programs and films and publications in various media forms.

Georgia State University is one of four research universities among 34 institutions of higher education in the University System of Georgia and serves non-traditional as well as traditional students. It primarily supports a non-residential student population, but has recently acquired limited undergraduate and graduate housing. The campus is dispersed throughout several blocks of downtown Atlanta. A North Atlanta campus has been established in Alpharetta.

In its strategic plan, Georgia State University asserts that “[p]ursuit of an interrelated set of core commitments distinguishes” it from other institutions in the University System and that “a combination of academic excellence and urban relevance is central to its development.”

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1GSU Strategic Plan 2000, Introduction.

Page 2 of 23
College of Law serves this mission well. As an urban, public institution, it is committed to finding solutions to pressing urban, metropolitan-wide, and state problems that involve the law.

In summary, GSU’s College of Law is a relatively young, low-cost, mid-sized, public law school in an urban setting offering both traditional and very specialized courses within a flexible program that attracts a diverse student body. Our core function is the education of students for the practice of law, taking advantage of the scholarly and service activities of the College of Law faculty and the resources and opportunities offered by our unique location in downtown Atlanta.

1.1 Mission [GSU I]

*The College of Law is committed to providing an excellent, affordable, and distinctive legal education to a diverse student body; to promoting scholarship and service that enrich the legal profession and the communities we serve; and to capitalize on the unique environment in which we are located.*

The following shared values and beliefs are guiding principles in our decision making:

- The legal profession’s responsibilities to its clients and communities require broad knowledge and the highest levels of integrity and ability.

- The College of Law should contribute to the economic, educational, social, professional, and cultural vitality of the city, the state, and the region.

- Diversity among faculty, students, and staff members strengthens and enriches our community, the legal profession, and legal education.

- The College should focus and capitalize on activities that are congruent with our strengths and distinctiveness.

Our Mission Statement incorporates the vision and principles of the University System of Georgia as expressed in *Access to Academic Excellence* and that of Georgia State University as expressed in the mission statement in its strategic plan. The overarching goal of GSU “is to become one of the nation’s premiere research universities located in an urban setting.” GSU recognizes that providing the highest quality graduate legal studies program for both traditional and non-traditional students will help achieve that goal.²

²In the “Mission” portion of GSU’s Strategic Plan 2000, the following items relevant to the College are emphasized: e-commerce collaboration with the Robinson College of Business; developing strategies for public education reform (CNCR’s Conflict Resolution in Schools Program); and addressing constituency and community issues, especially those of urban settings, through basic and applied research and problem solving in community outreach.
1.2 The Strategic Planning Process [GSU I]

During 1995-1996, the College undertook a strategic planning process, resulting in a Mission Statement and a strategic plan (hereinafter referred to as the "1996 Strategic Plan") containing broad goals organized into the following categories: Admissions, Community Involvement, Curriculum, Faculty Composition and Recruitment, Faculty Development, College of Law Library, Space and Physical Facilities, Student Affairs, and Technology. During 1997-1998, the College developed and adopted an action plan (hereinafter referred to as the "1998 Action Plan") cross-referencing applicable goals from the above categories of the strategic plan. The mission statement, strategic plan, and action plan comprise the "strategic planning documents."

During 1998-1999, the College began the University’s academic review process and engaged in a self study in anticipation of the American Bar Association/Association of American Law School accreditation site visit in February, 2000. In response to the accreditation site team’s observations the College’s strategic planning committee reexamined the Mission Statement and 1996 Strategic Plan during 2000-2001. The committee members met with every faculty member to obtain views of the College’s mission and to determine whether an observable consensus existed on future directions and what distinguished the College from other law schools. Several different directions and statements of distinctiveness emerged.3

During 2001-2002, the strategic planning committee was charged with reviewing and updating the strategic planning documents with an emphasis on complying with the format and incorporating the goals of GSU’s strategic plan.4 Additionally, enough progress had been made on the 1998 action steps to require revisions. Members of the committee met with each faculty committee to review and update those categories of the strategic plan and action steps for which a faculty committee had responsibility.5 In collaboration with appropriate faculty, members of the committee drafted revisions to several other categories for which no faculty committee had responsibility.6 In addition, the committee facilitated additional faculty meetings to generate broader discussion and receive feedback on appropriate action steps in three areas of overlapping

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3At a faculty meeting on May 3, 2001, Victor Flatt, chair of the Strategic Planning Committee, reported that faculty members viewed the law school in several different ways: (1) the law school in the contemporary world that prepares students for the 21st century workplace, (2) the community-engaged law school that serves local, state, national, and international communities, and (3) the capital city law school involved in state law, legislation, government, and policy.

4In the 1996 Strategic Plan, GSU’s plan is merely incorporated by reference. Although the COL faculty prefers the more workable format of the 1996 Plan, it is more difficult to coordinate with the university using incompatible formats.

5Admissions, Curriculum, Faculty Recruitment, Faculty Development, Law Library, Student Affairs, and Technology.

6These categories were Community Involvement, International, and Interdisciplinary. The latter two are categories contained in the GSU plan but not in the 1996 Strategic Plan.
responsibility.\(^7\)

The draft revisions to the College's strategic planning documents were circulated in March and adopted by the faculty in April, 2002, as the 2002 Strategic Plan (incorporating the Mission Statement) and the 2002 Action Plan. The committee adopted the outline of the GSU strategic plan and incorporated as background relevant GSU goals while retaining the style of the 1996 Strategic Plan. It attempted to make more functional distinctions between "shared values" in the Mission Statement, "strategy statements," and "action steps," shifting their placement accordingly.

1.3 Environmental Changes: 1996-2002 [GSU I]

Effective planning and change requires ongoing monitoring of the environment in which the organization functions so we can identify opportunities and threats. The 1996 Strategic Plan contains certain assumptions about our environment. We need to be cognizant of what has changed, is changing, or may change in the environment. The College functions within several environments:

- The **internal environment** includes the college, the university, and the university system. Matters such as staff and faculty turnover, trends in space utilization, resource allotment, and changes in university leadership and policies are important aspects, among many, in this environment that must be monitored;

- The **competitive environment** includes those law (and other) schools with which we compete for students, faculty, and resources;

- The **industry environment** includes all law schools and institutions of higher education. Trends in technology use and distance learning as well as in funding of public institutions are important examples of aspects in this environment; and,

- The **macro-environment** includes the local, state, regional, national, and international communities generally, including trends in population (for example, there is a large cohort of undergraduates entering the system right now), employment, and the like.

Environmental overviews and changes unique to a specific area are discussed in the appropriate categories in this plan.

- **The internal environment**
  - GSU converted from quarter to semester calendars, putting the University's schedule

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\(^7\)These areas were (1) enhancement of students' experiences at the law school, (2) enhancement of the faculty's reputation, and (3) the law school of the future (projecting trends in legal education 5 to 10 years from now). These discussions took place in December, 2001, and in January and February, 2002.
more in sync with that of the College, which became semester based in 1989.

The competitive environment
- The University of Georgia Law School is embarking on an ambitious fund raising campaign as part of its strategic plan. This may result in some competition for public and private funds. There are also indications that University of Georgia Law School may seek permission to raise its tuition.

- It is possible that John Marshall Law School, which has a part-time program, will receive ABA accreditation.

The industry environment
- An increased demand for accountability in higher education is a growing trend which may lead to demands for more exacting measurements of a law school’s success in preparing its graduates for the legal profession.

- The College is under increased pressure to operate efficiently and to find alternative sources of revenue. Privately funded law schools must find ways to keep tuition as low as possible in order to attract qualified students. Publicly funded law schools, on the other hand, face declining state budgets for higher education. These trends will affect the quality of legal education unless alternative ways to fund law school operations can be found.

- Legal practice trends should also be considered. These include a shift towards multi-jurisdictional practice, including more global practices requiring a grasp of other legal systems. Law practice is becoming increasingly specialized and multi-disciplinary at the same time. Some specialties, particularly related to technology and intellectual property, received considerable attention during the late 1990’s. While specialization requires the skills to collaborate with other lawyers, there is an increasing demand for lawyers who function as general problem-solvers and managers of multi-disciplinary teams.

The macro-environment
- Law practice itself has become increasingly competitive, placing greater emphasis on marketing and law practice management skills. The trend towards larger national and international firms continues unabated. Technology and information management is increasingly integrated into legal practice.

2 Goals and Priorities [GSU II]

The College of Law shares the University’s strategic plan vision that aspires to provide an academic environment conducive to effective and inspired teaching, learning, and scholarship. The College seeks to be recognized as one of the leading national state-assisted law schools in an urban setting. In future years the faculty’s scholarship increasingly should become nationally recognized, and the College should play significant roles in serving the metropolitan Atlanta
region, the state, the nation, and the international community.

Students should be prepared to be critical thinkers, creative problem solvers, and responsible citizens who make ethical choices. Law students must be able to present their thoughts cogently both orally and in writing, develop leadership skills, and work well in teams. A vision for students includes exposure to multiple viewpoints and the free exchange of ideas, an appreciation for diversity among peoples of the nation and around the globe, an understanding of their urban environment, preparation to utilize information technology, an ability to judge the quality of information, and experience with collaborative learning on campus and in the community.

Progress must be continued in establishing and maintaining outstanding research programs and activities. A law school becomes great only when it contributes significantly to the advancement of knowledge and when it becomes a source of advanced knowledge that can be used widely for the betterment of life.

The College recognizes that University’s goals and priorities cannot be met unless the faculty supports the University’s interconnected aims of:

- provision of a learning-centered environment;
- scholarly activity for all faculty;
- advanced research programs;
- accomplished professional programs;
- intercultural and international perspectives;
- provision of a learning-centered environment;
- connections across disciplines and content areas;
- connections among graduate, professional, and undergraduate studies;
- opportunities for collaborative research and scholarly interaction among faculty and between faculty and students;
- exploration and use of new learning methods and technologies, when appropriate;
- assessment of course, programs and services for the purpose of their continuous improvement;
- information literacy and lifelong learning;
- collaboration across institutions and between the campus and the community;
- use of our location in an urban area, a center of international commerce and a center of governance, to offer a distinctive education to our students; and
- participation in partnerships that have a positive impact on community.

2.1 Enhance the Academic Mission [GSU II A]

2.1.1 Students [GSU II Aa]

2.1.1.1 Recruitment [GSU II Aa1]
College Environment:
The number of applicants increased in 2002 and 2001 following a downturn in the economy. A significant yield in 2001 produced a class of 230 students, but since 1995 the College’s entering classes have been generally about 200 with a 25 to 30% part-time ratio. When the law firm scholarship program ended in 1996, the College attracted fewer students with high credentials, but maintained median LSAT scores in the 156-157 range as fewer students with low LSAT scores were admitted. The Atlanta Law School Foundation scholarship program, which began in 1995, provided assistance to needy students with excellent credentials, and the College made the creation of scholarship endowment funds its top fund raising priority. By fall 2002, the College expects to have $300,000 in scholarship endowments, making it possible to award one full scholarship to a student in each year's entering class in addition to non-endowed scholarship funding.

Goals:
1. The composition of the student body of the College of law must reflect the College’s mission to attract and admit a student body (a) whose members possess the intellectual capacity, maturity, moral character and commitment to complete the course of study and become productive members of the legal profession, (b) that reflects the diversity of American society and the local community, and (c) that includes both traditional and non-traditional, full-time and part-time students. In order to accomplish these goals, the College will continue its regional and national recruiting efforts and will expand its pre-admission contacts with interested persons.

2. To achieve the above student body composition, the College will utilize multiple factors in evaluating student applications. These factors will include LSAT score, the applicant’s undergraduate GPA, institution and course of study, graduate study, diversity and other factors revealed in an applicant’s personal statement, recommendations, and evidence bearing on personal character.

3. LSAT scores and an applicant’s undergraduate GPA will be accorded significant weight in the admissions process. This will be reflected in part by a policy of presumptively admitting applicants with an especially high LSAT/GPA index and presumptively denying admissions to those with a very low index.

4. The admissions process will seek to maintain or increase diversity while increasing the quality of incoming students.

5. Legal education should be accessible to members of historically disadvantaged groups.
6. Part of a strong recruitment effort to attract and retain excellent students involves the availability of scholarships. The College will seek to increase scholarship funds. In addition, the College will seek to attract the applicants it wants to admit.

7. In order to be more competitive at attracting students to our program, the College will
attempt to increase the number, value, and benefits of graduate research assistantships.

8. To maintain a comprehensive, vibrant and balanced day-and-evening program, the College is strongly committed to the admission of students who will study law on a part-time basis, as well as to the admission of full-time students.

2.1.1.2 Student Experience [GSU IIaA3]

College Environment:
The College’s mission, as it relates to student affairs, is to provide an overall environment that is conducive to students’ academic, personal, and professional development. Being a law student is extremely challenging. Success for many law students is dependent on their sense of belonging to the College community. The law school’s location on several floors of a multi-story building shared with other colleges presents some challenges in developing a law school community.

Goals:
1. The College strives to create the proper environment for professional and academic development by, among other things, providing ample opportunities for students to pursue educational and career interests. This requires support beyond providing a comprehensive curriculum. It requires adequate funding and encouragement necessary to support student organizations. Support of student organizations involving co-curricular activity – law review, moot court, and the student trial lawyers association – is critical to insure programmatic integrity as well as to allow our students to compete successfully both regionally and nationally. Support of student governance and special interest organizations is essential to a vibrant academic community.

2. The College recognizes that a student must develop and refine skills in analysis and communication in order to succeed in law school and as a lawyer. The College maintains programs to assist all first-year students in understanding and meeting the rigorous demands of the study of law. In addition, the College offers assistance to students who are academically at risk.

3. In order to assist students in their career advancement, the College maintains a career services office that is staffed with knowledgeable professionals who provide accessible information to current students and graduates about career opportunities and counsel students about effective job searches.

4. The College strives to enhance the law school experience by providing a physical environment that is comfortable and secure, that promotes efficient access to information resources, and that maximizes opportunities for faculty-student interaction.

5. The College will maintain an environment that encourages students to develop high standards of professionalism.
2.1.2 Programs [GSU IIAb]

Like the University, the College seeks to build upon programs that have demonstrated quality and are nationally recognized and to direct monies so as to increase the proportion devoted to such programs.

2.1.2.1 Curriculum

Goals:
1. The curricular mission of the College of Law will be to offer students a thorough and contemporary legal education while providing the faculty with opportunities for academic growth.

2. The components of the curriculum of the College will be designed to impart knowledge and training in three areas: substantive law, procedural law, including legal process and philosophy, and legal skills. Each of these three areas of the law is essential to the curricular mission of the College. The fundamental components will be embodied in a required curriculum and in elective courses.

3. Through its curriculum, the College will strive to expose its students to diverse approaches to and philosophies of law and its role in society. Important themes present in the curriculum, however, will include the central role of legal ethics and professionalism, the growing integration of domestic and international issues in the study of law, and the importance of the College’s relationship with the legal and urban community of which it is a part.

4. The required courses will provide students with instruction in the fundamental aspects of law.

5. The elective courses will provide instruction both in traditional “core” topics of legal study as well as more specialized areas. In determining whether to offer specialized elective courses, the following factors will be taken into account: faculty interest and expertise, strong potential for expanding student perspectives and the needs of the marketplace.

6. The presence of international students enhances and broadens law school student experiences. The College will encourage such visitors and seek support for them.

7. Study abroad programs for students enhance their understanding of different cultures and legal systems. The College will continue to develop its Summer Academy in International Commercial Arbitration.

8. Leading-edge technology will be available to faculty and to students for the purpose of
fostering the curricular mission.

9. Quality legal education does not compel a choice between intellectual development and professional skills training in the development of its curriculum. Legal education cannot and should not hold itself separate from the evolving world of law practice. Law gains its meaning from the context in which it is applied; therefore, legal study must reflect the ways in which law is understood, used, and practiced in the real world, whether the focus of the course is academic or professional skills training.

10. The College’s instructional program should be designed to prepare students to function as lawyers in diverse settings.

11. The College’s curriculum should promote interdisciplinary, inter-cultural, and international perspectives and provide options that emphasize an urban focus.

2.1.2.2 New Academic Programs [GSU IIAb1]

University:
The University’s goals include:

1. developing new academic programs based on strategic strengths of the university;
2. developing more joint degree programs including those with national and international universities that will enhance the University’s programs and reputation;
3. committing strongly to developing writing, communication, and information literacy across the curriculum;
4. considering more flexible, fast programs, such as those on-line and that include hands-on experience, research lab, or community based experience; and
5. developing high quality diploma, certificate, and non-degree programs in areas that match our faculty strengths and market niches.

Goals:
1. Advanced programs, including graduate degree programs and joint degree programs, will be offered if they are of sufficient quality to maintain or improve the quality of the College, if sufficient resources are available to support the program, and if there is adequate demand for the program in the marketplace.

2. The College will explore participation in new interdisciplinary programs as they are developed by the University.

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8 A joint degree program in law and urban planning with the Georgia Institute of Technology is a listed example.

9 Previously #6 under “Curriculum” in 1996 Strategic Plan.”
2.1.2.3 Interdisciplinary Programs [GSU IIAb2]

*University:*
The University’s goal is to enhance support for areas that already cut across traditional disciplinary lines “and to advance a multi-disciplinary approach to future complex problems and needs.” Current areas mentioned that potentially engage the College are the legal aspects of entrepreneurship in biotechnology start-up companies; environmental and natural resource development policy; and public school reform. The University’s plan includes five-year goals of strengthening a program in electronic commerce and law reform to accommodate electronic commerce and new technologies and creating a multi-disciplinary urban initiative to address the problems of cities.

With respect to the College specifically, the University’s plan includes a five-year goal for the College to continue to develop programs and curricula that bridge legal theory and practice, serve constituencies in the surrounding metropolitan area, and possess interdisciplinary dimensions. In addition to joint degree programs, the University plan mentions the tax clinic, the state legislative program, the Consortium on Negotiation and Conflict Resolution, the digital signature project, and an e-commerce program as interdisciplinary initiatives.

*College Environment:*
For the College, interdisciplinary programs include joint degree programs and courses open to students from other disciplines or conducted in collaboration with faculty from other disciplines. The College of Law currently sponsors three joint degree programs:

1) the JD/MBA, in conjunction with the Robinson College of Business, in which students can specialize in a field of the student’s choice. Current program areas include: Management, E-Commerce, Computer Information Systems, and Marketing;

2) the JD/MPA in conjunction with the Andrew Young School of Policy Studies in which students can earn the JD Degree and a Masters in Public Administration; and

3) the JD/MA, in conjunction with the Philosophy Department of the College of Arts and Sciences. This newest of the joint degree programs has already achieved national acclaim.

The College of Law offers courses that are designed to allow law students to explore issues with students from related disciplines. Two of these courses are open to students from other Georgia institutions of higher learning (Growth Management Law, with Georgia Tech urban planning
students, and Health Law Seminar with Emory medical students).\textsuperscript{10}

Goals:

1. The College of Law recognizes that the modern legal environment is one in which traditional law practice is continually expanding to include collaborations with professionals and experts in a multitude of disciplines and that practice areas such as health law, intellectual property, general business law, tax, land use, and estate planning require knowledge and exposure that extend beyond the traditional law school curriculum. The College seeks to offer its students opportunities for the well-rounded education that many will need to meet the demands of this multidisciplinary environment. In addition, the College recognizes that not all of its graduates will choose to become practicing lawyers and thus offers opportunities for these students to combine their study of law with a study of related disciplines.

2. The College of Law recognizes that law students’ education in many areas is enhanced greatly by faculty members’ ability to provide them with a multi-disciplinary or cross-disciplinary perspectives. The College encourages teaching and scholarly initiatives that reflect this interdisciplinary focus and encourages interactions with other components of the University as well as collaborations with experts and students in other colleges and universities.

2.1.2.4 Urban and Community Initiatives [GSU IIAb4]

College Environment:
The University’s goal is for selected graduate programs to “reflect our distinctiveness and our stated mission as a research university in an urban setting.” Consistent with this goal, the College has been cultivating and expanding our relationships with the state legislature, Governor’s Office, and the many state and federal agencies as well as county and municipal governments located nearby so our students will have greater access to them through our state legislation program, externships, Tax Clinic, and Legislation Practicum. These programs provide our students both rich educational experiences and opportunities to serve the urban community.

Goals:

1. The College will capitalize on its location by using the metropolitan Atlanta area as a resource to invigorate our teaching, scholarship, and community service.

2. The College of Law’s community related mission will be to have a notable presence through the legal expertise of its faculty, students and graduates, in the geographical, professional, public service, and university communities in which the College operates.

\textsuperscript{10}See also “Urban and community initiatives” (faculty service within University); and “Faculty, Development” (interdisciplinary teaching and scholarship).
3. The College will further develop its relationships with governmental units, the state and local bar associations, and other professional, community, and public service organizations so faculty can participate in and provide legal expertise to these organizations and provide services for the residents of Georgia, especially low-income individuals.

4. The College will actively participate in the activities of Bar associations.

5. The College will strive to integrate itself into the local community by identifying areas in which the strengths of its faculty complement its urban, capital city environment and to develop programs to improve that environment through educational initiatives and research.

6. The College’s library will continue to serve as a major resource for the local legal community through its materials, professional assistance, and access to the collection.

7. The College’s Tax Clinic will continue to provide services to low-income taxpayers.

8. The College will enhance its role and participation in national and international professional and public service organizations by contributing its legal expertise. The faculty will be encouraged to serve on and play leadership roles in committees of professional associations.

9. The College will be a responsible member of the Georgia State University community, participating in University governance, interdisciplinary efforts, community outreach activities, and other efforts to maintain and improve the quality and visibility of the University.

2.1.2.5 Information Technology [GSU IIAb5]

University:
The University believes that today’s information technology is an enabling technology not unlike the development of the printing press. This technology allows for new dissemination mechanisms and new ways for students to engage in inquiry-based learning. It opens up new avenues for faculty collaboration to create more robust teaching products. A new vision of technology is needed to replace the existing approach of moving in a piecemeal fashion forward from the present.

[See Section 2.2.3 Technology of this Strategic Plan]

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College of Law faculty collaborate and serve on Advisory Boards with other centers within the University, such as the Jean Beer Blumenthal Center for Ethics and the William J. Usery Center for Workplace Cooperation and Conflict Resolution. See also “Interdisciplinary Programs.”

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2.1.2.6 International Initiatives [GSU IIAb6]

University:
The goals of the University in this area include being recognized as an institution with a strong
global perspective and a center of international excellence in areas of current international
engagement. The College of Law already enjoys a presence in this arena, with its long-standing
Summer Academy in International Commercial Arbitration and the involvement of the
Consortium on Negotiation and Conflict Resolution with international initiatives.

College Environment:
The College continues to develop curricular offerings that deal with particular comparative and
international law areas, as well as to introduce more global perspectives in courses that have
traditionally been almost exclusively domestic law oriented offerings. In particular, new courses
and faculty publications in international criminal law, environmental law, and human rights law
are to be noted.

The College has offered in the past and wishes to continue to provide the opportunity for law
students from nations previously under the political and legal influence of the former Soviet
Union to come to Atlanta, take academic courses and participate in externships, under the aegis
of a program involving ongoing partnership of the College, the Atlanta Bar, governmental and
private institutions.

Under the title of the International Connection, a program has been offered already twice in the
past five years that has provided funding and sponsorship for law students from Central and
Eastern Europe to attend the College for one semester each, and to obtain special certificates,
indicating successful program participation and conclusion.

Professors from the College have been, and continue to be involved in periodic foreign law
teaching and consultation, especially in countries in the process of development, or where the
legal system is in the process of transition from a planned to a more market-oriented economy
and polity.

Goals:
Regarding its future international initiatives, the College aspires:

1. To broaden and deepen international and comparative law curricular content;

2. To increase the presence of the College on the international scene by seeking to establish
institutional linkages with one or more law faculties in Central and Eastern Europe with
which to participate in faculty and student exchanges or, in any event, to secure stable
funding for foreign student, judge, and lawyer exchange programs with institutional
entities in the formerly Communist European States;
3. To explore the viability of an LLM or at least a certificate program for training foreign lawyers in U.S. law, perhaps in the form of an ongoing International Connection Partnership Program co-supported by Georgia State University, the Atlanta Bar, and interested private sector institutions or foundations;

4. To establish in the College curriculum a foreign enrichment course listing that would provide the opportunity for foreign law professionals to come to Atlanta to teach special subject matter courses to GSU law students for credit, including short courses during the academic term (for as little as one credit-hour each).

2.1.3 Faculty [GSU IIAc]

_University_: The goals of the University include increasing faculty diversity, optimizing ways that faculty contribute to the aligned missions of the College and University, and clustering current or new faculty in areas closely related to newly added chaired professorships.

_College Environment_: The College has approximately 40 full-time, tenure-track faculty positions and four Research, Writing, and Advocacy positions. Unlike many law schools with part-time programs, the College does not rely on adjuncts to provide core curriculum in the evenings. The required litigation course uses adjuncts for its small group instruction, and adjuncts are used for highly specialized courses of variable demand.

As the reputation of the College grows, faculty members have greater career opportunities. A number of law schools continue to seek out the College’s faculty members as visitors and full-time faculty. One faculty member recently accepted a chaired position at another institution, and other faculty members can be expected to receive similar offers. Faculty salaries and research support are lower than those of competing institutions. To stay competitive, the College will need funding for named professorships and chairs.

There has been some faculty turnover since the 1996 Strategic Plan, including one retirement. One position has remained unfilled to allow the College more budgetary flexibility. Although the majority of the faculty are in their 40s and 50s, the College anticipates anywhere from 2-3 positions becoming open for reasons of health or retirement in the next five years. In 1999, the College successfully recruited Professor Julian Juergensmeyer from the University of Florida to hold its Ben F. Johnson, Jr. Chair in Law. In 2002, the College recruited Clark Cunningham from Washington University to hold its Burge Chair in Law and Ethics.

_Goals_: The College has the following broad aspirations with respect to faculty:
In preparing future legal professionals, legal educators should develop and employ excellent teaching skills and should serve as models of professionalism and ethics.

Legal educators should produce scholarship to enhance their teaching and to further the development of law and policy.

Legal educators should engage in service activities to benefit the College, the University, and the community at large.

Faculty members should foster collegiality within the faculty and the profession.

2.1.3.1 Faculty Composition and Recruitment

Goals:
1. The Georgia State University College of Law is committed to a faculty that is:
   - dedicated to teaching excellence and to exploring innovative teaching techniques;
   - productive in both traditional and non-traditional legal scholarship; and
   - devoted to providing extensive community service.

2. The College seeks to retain and recruit as faculty members individuals whose excellence contributes to, and increases the quality and reputation of the College. Faculty should be recruited by way of lateral hires and visitoryships, as well as at the entry level. The creation of chairs of law and endowed faculty positions would assist in the retention and recruitment of experienced law professors.

3. In keeping with its commitments to law and society, the College should seek a diverse faculty to better serve a variety of communities and constituencies.

4. The College is committed to building a faculty that provides a bridge from theory to practice. By way of example, this should include faculty involved with the following:
   a) externship programs;
   b) clinical programs, such as the tax clinic;
   c) legislative, bar association, law reform, and public interest initiatives;
   d) cooperative efforts with experts from other disciplines;
   e) activities of special centers or institutes in Alternative Dispute Resolution, bankruptcy law, and so forth;
   f) the application of new technologies in legal education; and
   g) programs in continuing legal education.

5. The College should have enough full-time faculty to provide sufficient coverage of subject-matter and skills courses in the curriculum that there would not be an inappropriately high ratio of students to faculty relative to the pedagogical needs of the curriculum.
6. Qualified adjunct instructors, including ones from among the College's own graduates, should be sought out to teach courses in specialized subject areas or programs for which their services would be appropriate.

7. The College supports visitorships, such as the Southeastern Bankruptcy Law Institute program, which are a valuable method of introducing both faculty and students to unique and diverse perspectives outside of the permanent faculty.

2.1.3.2 Faculty Development

Goals:

1. The College of Law's mission as it relates to faculty promotion, tenure and post-tenure review is to establish a standard of achievement for its faculty that promotes outstanding performance in the areas of teaching, research, and service.

2. The College considers effective teaching an essential requirement of an individual's continuation and advancement as a faculty member. The College believes that teaching for each faculty member should be in a constant state of self-improvement. To assist the faculty, the College will provide various aids to enhance a faculty member's teaching performance. Teaching will include traditional and nontraditional instructional exercises. A faculty member will be expected to perform at a highly effective level in a classroom setting or in a less traditional instructional environment, such as externship supervision and clinical training. The College is committed to developing useful measurements of quality teaching that will provide faculty members with guidance on improving teaching skills and will serve the faculty in evaluating teaching performance.

3. The College considers the publication of quality legal scholarship an essential requirement of an individual's continuation and advancement as a faculty member. The College will establish publication standards that will provide a faculty member with clear guidance as to the standards against which his or her performance will be judged. The College recognizes that quality scholarship can be published in a variety of fora, in addition to law reviews.

4. The College considers service to be an essential requirement of an individual's continuation and advancement as a faculty member. Community service, as well as service to the College and the University, are important facets of a faculty member's overall performance. Service by tenured professors may comprise a broader component of their activities reviewed than would be the case for untenured professors.

2.2 Support for the Academic Mission [GSU IIB]
2.2.1 Administrative Services [GSU IIbD]

*College Environment:*
Operational, administrative and technology-related changes by the central University can have a significant impact on operations and the administrative staff at the College of Law. A prime example of this impact is the University’s overhaul of its student record keeping system and implementation of Banner, a modular student record system supporting the flow of integrated information throughout the University. This system may have a major affect on operations, staff responsibilities, and resource allocation in the College’s admissions and registrar offices.

2.2.2 Facilities [GSU IIbE]

*Goals:*
1. The College of Law will provide adequate and appropriate space and physical facilities that accommodate the needs of the various constituents of College community, that continue to comply with all requirements for accreditation by the American Bar Association and for membership in the Association of American Law Schools, and that meet all requirements for membership in the Order of the Coif, including:
   
   a. classrooms of various sizes and in sufficient number to accommodate the needs of students in both the full- and part-time programs. Classrooms will be comfortable and quiet, and have appropriate acoustic characteristics. As technology permits and demands, classrooms will be equipped for computer and audio-visual use.
   
   b. space for the library, including shelf space, storage and administrative space for at least 10 years of growth of the collection. Library facilities will include study space for students and researchers, appropriately equipped for computer use.
   
   c. space and facilities for its student organizations, including, but not limited to, the Law Review, the Moot Court program, the Student Trial Lawyers Association, and the Student Bar Association.
   
   d. space and facilities to allow and encourage the students to assemble and interact.
   
   e. space and facilities for the faculty, including private offices for each permanent and visiting member of the faculty, a suitable faculty lounge and library, and areas to accommodate faculty support services.
   
   f. space and facilities for administration.
   
   g. space and facilities for the needs of present and future research and practice
programs.

h. space and facilities for the needs of present and planned clinics, practicums, and other public service activities.

2.2.3 Technology [GSU IIBf]

University:
University technology goals include these steps:

1. Improve technology support;
2. Increase media and technology equipped classrooms;
3. Empower the faculty and staff to use technology tools to improve the quality of the learning environment;
4. Encourage out-of-class electronic connections between faculty and students;
5. "explicate a strategy for development of a selection of hybrid courses;"\textsuperscript{12}
6. Be current in applying computing and information technologies and completing the fiber optic backbone; and
7. Review strategic plans for technology more frequently than a five-year cycle.

Environment:

The technology internal environment:
The demands of changing technologies create a challenge for faculty and staff members to stay up-to-date on new technologies. Faculty members must make a commitment of time to learn and use new technologies, thereby increasing their workload. Because the College gives faculty members a choice on the extent of technology use and because technology proficiency varies among staff and faculty members, training and support must often be tailored on an individual basis. This proficiency differential requires greater staff support and resources than otherwise would be the case.

Adequate staff support, which is in need of ongoing funding, is critical to successful implementation of new and changing technologies. The student technology fee, however, can be used only for the one-time funding of hardware, software, or other technological equipment, creating a vacuum when it comes to staff support for full utilization of the purchased technology. The difficulty in installing technology in the Urban Life building, which was built in the early 1970s, presents another challenge to optimal technology usage at the law school.

The technology competitive environment:
In the College’s immediate competitive environment, the College will continue to monitor what UGA, Emory, and Mercer law schools are doing or planning in this area. The Center for

\textsuperscript{12}A “hybrid” course uses some combination of face-to-face and on-line instruction.
Computer Assisted Legal Instruction (CALI) provides statistics on technology usage by law schools, and the Technology Committee should periodically examine such materials.

The technology industry environment:
In higher education generally, rapid advances in computing and information technologies increasingly allow institutions to shift elements of instruction and other institutional services onto the Internet. Instructional elements include assignments, teaching materials, exams, and the like. Other institutional services include public relations, admissions, registration, student records, employment services, and the like. Law schools are rapidly incorporating new technologies for these various purposes. Some ranking indices recognize technology as a factor. Additionally, there are trends toward distance learning aided by improving technology. Although some law schools may be experimenting with this and one law school (Concord) is attempting to go entirely on-line, current American Bar Association standards limit wholesale adoption of this technology.

The technology macro-environment:
Generally, the trend in personal computing has been moving from productivity toward creativity. Major Operating Systems changes and Internet 2 are in the pipeline. Security and privacy issues are going to become increasingly important and complex creating pressures for new laws and regulations as well as new technologies. In the local and national legal community, the trend toward technology use in law office management, legal research, communications (public relations, client relations, meetings, and dispute resolution), trial practice (document management, investigation, and evidentiary presentations), and court docket management continues. There are numerous technologically savvy practicing attorneys in the Atlanta area. However, upon graduation, many of our students do not have access to the technology they were using in law school.

Goals:
1. The College aspires to be one of the “Best Wired” law schools in the sense of putting technology to the best use in support of the College’s Mission while providing the necessary support to use technology to capacity.

2. The College aspires to integrate technology into all aspects of legal education. To that end, the College is committed to the development and implementation of technology as a tool for teaching, research, service, and the practice of law.

3. Recognizing the commitment by the College to creative teaching techniques, the College seeks to foster the innovative use of technologies in and out of the classroom to aid the faculty and students in the quest for knowledge.

4. The College aspires to encourage the use of existing and emerging technologies as tools for advanced and creative research in law and in many cross-disciplinary areas of scholarship.
5. The College should aspire to integrate technology with people’s needs.

6. The College should aspire to use technology to increase or improve collaboration among students, faculty, staff, other colleges and departments, and the communities we serve.

7. The College is committed to the training of faculty, staff, and students in the use of new technologies.

8. The College should ensure that the proper decision-making mechanisms are in place to make the best technology decisions.

9. The College should aspire to use the technology that it has to its full potential or capacity.

2.2.4 External Relations [GSU IIbG]

Goals of the University include enhancing public relations, fund raising, and graduate support activities, to develop an effective internal and external communications plan, and to increase our national reputation. The College shares these goals and seeks to implement them at the law school, including publicity for faculty expertise and accomplishments.

2.2.5 Law Library

University:
The University’s goal is to continue to build library collections, both paper and electronic, so that the libraries within the university can fulfill their strategic initiatives, including partnering with faculty, departments, and interdisciplinary programs to develop a collection in all formats that support graduate programs of excellence and distinction.

College Environment:
The Law Library is a laboratory for the study of law and a research center for students, faculty, and attorneys. Besides access to traditional materials, the Law Library provides access to computer-assisted legal research, and the Internet.

Goals:
1. The Law Library should be constantly maintained so that it adequately supports the curriculum, faculty research, and programs.

2. The College of Law Library will provide faculty, full and part-time students and staff of the College, and the wider university community, with the information resources and the services that are necessary to support effective instruction, research and service.

Additionally, the College of Law Library will provide resources and service to the legal and government community.
3. The law librarians will develop and maintain a collection that provides the resources to support the law school curriculum, programs, and faculty research. The law librarians will instruct law students in information-seeking skills using new research technologies and computer-assisted legal research techniques. The reference librarians will provide high quality assistance to the faculty and students.

4. The Law Library will administer new technologies in the library’s technical services department, the law school computer lab, the law school training lab, and in its wired carrels and study rooms. All areas will include state of the art equipment.

5. Through cooperative efforts with the other three law school libraries in Georgia, the Law Library will participate in document delivery, staff exchanges, reciprocal borrowing privileges, union catalog, and technology projects. The GALILEO Project (Georgia Library Learning Online) will support sharing resources and cooperative projects among the libraries in the University System.
APPENDIX C1b:

COLLEGE OF LAW
STRATEGIC PLANNING ACTION
STEPS (2001-02)
College of Law
Strategic Planning
Action Steps 2001-02

This document is a list of action steps to promote the goals of the Strategic Plan. Many of these steps will require additional resources. Inclusion of an action step on this list presumes that the step will be accomplished only if the College is able to acquire the requisite resources. In this sense, many of these action steps are more aspirational than mandatory. These action steps are not prioritized.

1   Institutional Identity

The Strategic Planning Committee or an ad hoc committee will engage in a study of comparable law schools in order to develop points of comparison and benchmarks as requested by the University.

1.1  Mission

The Strategic Planning Committee sees no need to revise the Mission Statement; however, more succinct statements could be explored for purposes of marketing and community building.

1.2  The Strategic Planning Process

1. The College will conduct a retreat facilitated by neutral, outside professional facilitators. Actions Steps 1 and 1.3 will be completed prior to the retreat, and guidelines for the retreat will be established in advance.

2. All committees, faculty, and staff should plan their future academic years and gauge their performance in the context of the College’s Strategic Plan. Post-tenure faculty should develop their multi-year plan in light of the College’s strategic plan.

3. The current committee structure should be examined in light of the strategic plan.

1.3  Environmental Changes

Conduct an extensive environmental study, focusing particularly on projections for changes in the environment over the next 5 and 10 year periods.

2   Goals and Priorities

The College will develop priorities.

2.1  Enhance the Academic Mission
2.1.1 Students

Fund and fill a new position to take on the academic and administrative responsibilities for the summer skills program and the academic enrichment program and to assist and foster student life activities. [details are in 2002 Plan for Improvement]

2.1.1.1 Recruitment

1. The College of Law will review its pre-admissions recruitment program to ensure that it is effectively reaching its target audiences and succeeding in attracting a pool of desired applicants. This review will include an assessment of whether any adjustments in the program would require additional resources.

2. The College will review its current post-admissions recruitment efforts directed at admitted applicants with the goal of increasing the percentage of admitted applicants who decide to enroll at the College of Law. This review will include an assessment of whether any adjustments in the program would require additional resources.

3. The College will explore methods of reaching non-traditional students, particularly candidates who may wish to attend part-time and who are not in contact with conventional pre-law programs.

4. To attract and encourage the entry of qualified applicants, the College of Law will work to increase the resource base of student scholarship support.

5. In accordance with the College of Law’s admissions policy, LSAT scores and undergraduate GPA are accorded significant weight in the admissions process, along with non-numerical factors. In order to ensure the appropriate use of these criteria the College of Law will:

5.1 participate in validity studies designed to determine the appropriate weight to assign numerical and other predictors for use in the admissions process; and

5.2 monitor the applicant pool and admissions profiles before and during the admissions process to guarantee an appropriate balance between students admitted on the basis of presumptively predictive indices and those admitted within the discretion of the Admissions committee based on a range of non-numerical factors.

6. The Director of Admissions and the Chair of the Admissions Committee will work to ensure faster data input and availability about the admissions process to control the size of the entering class and, to the extent possible, an appropriate ratio among the various six and nine semester programs.
2.1.1.2 Student Experience

1. To provide its students with further support in their search for career positions and to prepare them for their transition into the legal profession, the College will:

   1.1 encourage student organizations to organize meetings between students and prospective employers that focus on particular substantive areas of practice in both the public and private sector; and

   1.2 encourage student organizations to organize programs on various topics pertinent to the legal profession, such as ethnicity and gender in the legal profession, combining legal practice and parenting, lawyers as solo practitioners, and law office management.

2. To further the development of a secure, comfortable, collegial and friendly environment at the College, the College will seek to:

   2.1 secure the advice of a trained security consultant concerning the design and maintenance of a security system adequate to meet the demands placed upon the College in its current facility;

   2.2 occupy space as available so as to provide adequate, comfortable, appropriately equipped space to support student activities, student organizations, and opportunities for interaction among students and between students and faculty.

3. To encourage and maintain an environment in which student professionalism is both required and nourished, the College will seek to increase faculty involvement in student co-curricular and programmatic activities.

2.1.2 Programs

2.1.2.1 Curriculum

1. During 2002-03, the Curriculum Committee should engage in a full review of the College’s curriculum, building upon the Committee’s 1999-2000 review as appropriate. In response to the faculty’s general concern about the adequacy of the writing skills of incoming students, such review should pay special attention to ways in which the curriculum could be modified to improve student writing skills.

2. Fund a fifth non-tenure track legal writing instructor position. [from 2002 Plan for Improvement]

3. The College will bridge theory and practice in the curriculum by such measures as
3.1 encouraging the inclusion of a skills or drafting component in courses in which such a dimension is appropriate;

3.2 examining the scope of the Externship Program to determine whether it properly reflects student needs and interests; and

3.3 encouraging faculty to make more use of the talents of graduates and members of the local bar to supplement their classroom teaching.

4. To increase the integration of legal ethics and professionalism, and to introduce more of an international dimension into the curriculum

4.1 the College will explore, with the Burge Chair holder, the development of courses that promote professionalism and that combine pedagogy with public involvement and service and identify ways other faculty members can incorporate those subject matters and their various dimensions into their respective courses;

4.2 the College will explore ways faculty can incorporate international and comparative law and their various dimensions into their respective courses;

4.3 the College will explore the feasibility and desirability of adopting a pro bono service requirement or other means of promoting student pro bono activity; and

4.4 the College will develop a program of visiting scholars capable of offering enrichment courses to enhance the preparedness of students at the College for practice in a globalized legal environment.

5. To increase its involvement with the legal and urban community, the College will

5.1 explore the feasibility of developing an additional in-house live-client clinic; and

5.2 develop courses that include a focus on urban issues and problems (such as existing courses in Land Use Development Law and the Seminar on Environmental Justice) as well as courses and programs that integrate the College faculty and students into the surrounding urban community.

2.1.2.2. New Academic Programs

The College will continue to explore the feasibility of a joint degree program with the College of Architecture of the Georgia Institute of Technology that provides for a JD/Masters in City Planning.
2.1.2.3 Interdisciplinary Programs

1. The College will seek to develop interdisciplinary initiatives that reflect its relationship to the urban, capital city environment.

2. As a member of the Georgia State University community, the College will encourage and support interdisciplinary efforts with other units in the University by

2.1 exploring other substantive areas in which collaboration would be mutually beneficial;

2.2 encouraging the development of University centers and consortiums that have an interdisciplinary dimension and that relate to law, such as the Consortium on Negotiation and Conflict Resolution and the William J. Usery Center for Workplace Cooperation and Conflict Resolution; and

2.3 improving the visibility of the joint JD/MBA program in effect between the College of Law and the Robinson College of Business, the Joint JD/MPA (Masters of Public Administration) program between the College of Law and the Andrew Young School of Policy Studies, and the Joint JD/MA program between the College of Law and the Philosophy Department of the College of Arts and Sciences.

2.4 improving the visibility of existing interdisciplinary initiatives that link the College with other institutions such as the collaborations with Emory Medical School in bio-ethics and with Georgia Tech in land use planning and the activities of the Consortium on Negotiation and Conflict Resolution.

3. The College, in considering interdisciplinary dimensions of its curriculum, will support:

3.1 the development of courses within its curriculum that reflect an interdisciplinary dimension;

3.2 efforts by law faculty to collaborate with faculty in other colleges in the University and other institutions of higher learning in teaching and designing courses and course materials with interdisciplinary dimensions that relate to law and are appropriate for study at a post-graduate level;

3.3 proposals to grant law school credit for courses offered by other units of the University or other institutions of higher education if the courses relate to law and are appropriate for study at a graduate level and to offer cross-disciplinary courses in the College that will attract both law students and students from other disciplines; and
3.4 encourage teaching, scholarly, and service partnerships and initiatives that have an interdisciplinary dimension, including collaborations with other units of the University, with faculty at other institutions of higher education, and with professionals in law and related fields.

4. With respect to Joint Degree Programs, the College will

4.1 join with Robinson College of Business and the Andrew Young School of Policy Studies in trying to make any improvements necessary to the respective joint degree programs;

4.2 explore ways to support the newly formed Joint JD/MA program with the Philosophy Department of the College of Arts and Sciences to maintain and enhance the high national ranking the program has already achieved; and

4.3 consider the implementation of other joint programs, including programs with colleges or other universities that offer areas of expertise that are not available within the University.

2.1.2.4 Urban and Community Initiatives

1. The College will seek to develop initiatives that reflect its relationship to its urban, capital city environment.

2. The College will encourage and support efforts by the faculty to contribute their talents and expertise to the local urban community by:

2.1 developing courses and programs that involve faculty and students in the urban environment and engaging in applied scholarship that connects theory and practice;

2.2 assuming leadership roles on the committees of state and local bar associations and other relevant organizations;

2.3 participating in law reform initiatives and other activities involving the processes of state and local government; and

2.4 hosting conferences and meetings on topics pertinent to the local and state community.

3. The College will encourage and support efforts by the faculty to participate in national and international professional and public service organizations by contributing its legal expertise in the following ways:

3.1 assuming leadership roles in these organizations;
3.2 developing new programs and initiatives for these organizations;

3.3 serving on committees of such organizations; and

3.4 hosting conferences and meetings of these organizations or on topics pertinent to these organizations.

4. As a member of the Georgia State University community, the College will support and encourage service on university committees and seek to contribute to university governance by

4.1 recognizing service on a University committee to be as important and valuable as as service on a College of Law committee;

4.2 encouraging members of University committees to serve more than one term to enhance their knowledge, experience, and effectiveness; and

4.3 seeking to host University committee functions in the College’s facilities.

5. The College will seek to develop initiatives that reflect its relationship as a Capital Cities law school. In furtherance of its development of a state law, legislation, and policy program the College will:

5.1 examine possible names for this program that will broaden its recognition;

5.2 establish and maintain a web site for the program;

5.3 examine the strengths and weaknesses of the Legislation Clinic and Practicum program;

5.4 examine whether the Legislation Clinic and Practicum should be expanded;

5.5 examine the feasibility of a legislative drafting clinic or a law revision clinic; and

5.6 examine the feasibility of providing assistance to the Georgia General Assembly through consultation, training, or annual symposia.

6. The College will expand on-going initiatives to find solutions to pressing urban problems created by urban sprawl. In pursuit of this objective, the College will:

6.1 examine the feasibility of adding a certificate program in urban law studies that would require expertise in local land use planning and control law, environmental law, water law, local government law, historic preservation law, and state legislation and administrative law;
6.2 examine the feasibility of developing a center that would concentrate on solving problems stemming from urban sprawl in collaboration with the Georgia State University College of Arts and Sciences (Departments of History and Political Science), the Andrew Young School of Policy Studies, and the Center for Quality Growth and Regional Development of the Georgia Institute of Technology; and

6.3 continue to pursue the joint degree program with the College of Architecture at the Georgia Institute of Technology for a joint JD/Masters degree in City Planning.

7. The College will fund a staff position to support the legislation program and any new initiatives in urban studies. [from 2002 Plan for Improvement]

8. The College will create a joint faculty position with the School of Policy Studies to enhance the research component of the legislation program or any new initiatives in urban studies. [from 2002 Plan for Improvement]

9. The College will support and seek secure funding from the university for the personnel and operating expenses of the tax clinic to ensure its continued service in providing legal tax representation to low income tax payers.

10. The College recognizes that other initiatives not currently in existence may also further advance its relationship to its urban, capital city environment and will review the feasibility of such proposals as they arise.

2.1.2.5 Information Technology

See section 2.2.3

2.1.2.6 International Initiatives [from 2002 Plan for Improvement]

1. The College will seek stable funding for foreign exchange programs involving students, judges and lawyers from Central and Eastern European States.

2. The College will encourage foreign law professor visitorships by seeking to establish one or more foreign enrichment course listings that would provide for more flexible or short-term professorial visitorships than allowed under currently listed semester-long courses.

3. The College will explore the viability of a graduate program for training foreign lawyers or law students in U.S. law.
2.1.3 Faculty

2.1.3.1 Recruitment

1. The College will seek to secure funding for the creation of chairs and endowed faculty positions.

2. The College will encourage semester- and year-long visitorships by highly qualified faculty whose background, experience, disciplinary expertise or professional accomplishments can enrich the College of Law and the comprehensiveness of its programs. [from 2002 Plan for Improvement]

3. The College will seek to promote diversity on its faculty by recruiting highly qualified faculty who, because of their background, experience, disciplinary expertise or professional accomplishments, will offer perspectives and talents that can enhance the College's programs while meeting its curricular needs.

4. The College will seek to promote racial and ethnic diversity on the faculty through attracting applications from members of groups historically under-represented in law schools generally or in the College of Law. Special efforts to attract such applicants will comply with the College's Guidelines on Recruitment and Retention of Ethnic and Minority Faculty.

5. The College will explore innovative ways of assisting promising candidates in the development of their scholarship.

2.1.3.2 Faculty Development

1. In order to help retain faculty, the College will implement a faculty recognition program in cooperation with the University so as to provide incentives and rewards for faculty who excel in teaching and research. [from 2002 Plan of Improvement]

2. The College will urge designation of "eminent scholar" status or obtain other additional sources of funds to better support the Ben F. Johnson Chair. [from 2002 Plan of Improvement]

3. The College of Law will promote teaching effectiveness by the faculty by encouraging:

   3.1 faculty colloquia on teaching;

   3.2 attendance and presentations at seminars and conferences on teaching;

   3.3 dissemination of information on innovative teaching techniques, methods, and approaches, including the use of technology;

   3.4 scholarship of teaching; and
3.5 informal collaboration, mentoring, and support through the Faculty Development Committee, as requested by individual faculty members.

4. The College will promote quality legal scholarship by the faculty by encouraging:

4.1 attendance and presentations at conferences and meetings in the faculty member's areas of scholarship, research, and professional interests;

4.2 opportunities to host such conferences and meetings;

4.3 faculty colloquia by faculty members and outside speakers;

4.4 exchanges of faculty within the University and with other academic institutions;

4.5 visitorships by distinguished faculty in areas of interest to the faculty, including continuation of the visiting Southeastern Bankruptcy Law Institute Professorship;

4.6 development of faculty enrichment programs in areas of overlapping interest among the faculty;

4.7 professional development leaves and course release time for faculty to pursue scholarship, research, and professional interests; and

4.8 informal collaboration with, mentoring by, and support from other faculty members.

5. The College will support the faculty in undertaking the above endeavors in both teaching and scholarship by providing adequate and appropriate funding for:

5.1 teaching, research, and scholarship in the summer term [from 2002 Plan for Improvement];

5.2 graduate research assistants;

5.3 course or committee release time for research or course development;

5.4 outside speakers, visitors, and faculty exchanges;

5.5 travel to, and hosting of, conferences and meetings;

5.6 professional development leaves; and

5.7 other administrative and financial support for enrichment of faculty teaching, research, and scholarship.
6. The faculty will examine steps that could be taken to maximize faculty productivity to take advantage of individual faculty strengths while achieving an appropriate balance of scholarship, teaching, and service in the carrying out of the College's institutional mission.

The College's encouragement of, and support for, service by the faculty is an essential component of Faculty Development. Service takes place in the university, local, state, national, and international communities with which faculty interact. As a result, service action steps are detailed in the action plan for Community Involvement.

2.2 Support for the Academic Mission

2.2.1 Administrative Services

The College will carefully monitor the impact of BANNER upon the operation of the admissions and registrar's office and assess the need for additional resources.

2.2.2 Facilities

1. In the near term, the College will continue to press for additional space in Urban Life, including the former continuing education facilities and the sixth floor. [from 2002 Plan for Improvement]

2. For the longer term, the College will build or adapt a building specifically to meet the College's requirements. [from 2002 Plan for Improvement]

2.2.3 Technology

1. Fund one and one-half staff positions to support faculty in the use of instructional technology. [from 2002 Plan for Improvement]

2. Provide sufficient resources, staff, space, and equipment to equip and train faculty, staff, and students in their use of technology.

3. Support appropriate, innovative, and pedagogically sound uses of technology in teaching in the following ways:

   3.1 support the development of Internet technology for teaching by providing necessary staff support and funding individual faculty efforts in developing and using such technologies; and

   3.2 provide classrooms with audio-visual and other technology for faculty to use in teaching and systemize the support that is provided to assist faculty in using this technology.

4. Support the use by faculty of existing and emerging technologies to do research and scholarship.
5. Explore ways in which being “best wired” can most efficiently enhance the Mission.

6. Explore what the competition is up to in the technology area and ascertain what other law schools with a “wired” reputation are doing.

7. Further develop and enhance the College of Law’s web page to support the needs of external and internal audiences and users.

8. Systematize the support provided to student organizations in their use of technical and web related services. (Technology Operations Plan p. 23)

9. Improve the use of a web-based news and information system, such as the existing Announcement Board, to gather, post and archive all law school announcements that are currently sent via email. (Technology Operations Plan p. 22)

10. Support the needs of the law school’s administrative units by:

   10.1 creating an integrated online information and data management system to assist the admissions office in meeting the needs of applicants (Technology Operations Plan pp. 16-17);

   10.2 increasing the use of interactive media and the web as supplements to the Viewbook in student recruitment efforts (Technology Operations Plans p. 18);

   10.3 further developing the College of Law’s data warehouse and integrating it with that of the central University as the University implements its new BANNER system for student data and records (Technology Operations Plans pp. 17, 22)

   10.4 enhancing existing online services and data management provided by the Career Services Office (Technology Operations Plan p. 37); and

   10.5 assisting the Office of Development in producing online tools and services that would enhance communication with graduates of the law school (Technology Operations Plan p. 24-26).

11. Create a “law office of the future” for providing instruction about law practice.

12. Redesign the existing courtroom or add an additional mock courtroom, emphasizing the “courtroom of the future.”

2.2.4 External Relations

Fund a full-time staff position for public relations and print media management, including additional funds for media distribution. [from 2002 Plan for Improvement]
2.2.5 Law Library

1. To support the research needs of the university and legal community, the Law Library will continue to provide information in various formats to:

1.1 support access to books and electronic information;
1.2 guarantee that the materials are current;
1.3 educate users about the materials available on our web site;
1.4 enhance the depth of the book collection; and
1.5 provide an electronic scanner for microforms collection.
(Library Goals 1,2,3)

2. The College of Law will continue to seek annual budget increases for acquisitions to support growth and to compensate for inflation.
(Library Goals 1,2)

3. The Library will plan and implement the integration of 6,000 sq. ft. of garage space on Collins Street. The new area will be a mixture of shelving, wired carrels, relocated microfiche cabinets, and tables.
(Library Goal 4)

4. The Law Library will offer training in legal research for faculty and students to enable the law school community to keep pace with new technologies and software.
(Library Goals 1,2,3)

5. The Law Library will continue to work with campus police to provide a safe study and work environment.
(Library Goal 1)

6. Continue to enhance the Law Library’s homepage, and its use will be promoted as the doorway for remote access to the Library’s online catalog, GIL.
(Library Goals 2,3)

7. Through the use of student technology funds, the Law Library will continue to establish a regular schedule of equipment replacement for open and training labs and public workstations. We will continue to submit proposals to assure our students have adequate access to technology.
(Library Goal 3)

8. To take advantage of electronic information, the Law Library will
8.1 enhance access to electronic information resources;

8.2 enhance electronic reserves; and

8.3 explore expanding remote e-services available via the Internet, including remote access to databases, online library forms, and research guides. (Library Goal 3)

9. Through the student technology fee, the Law Library will explore opportunities to expand network access and printing services for patrons with personal computing devices (laptop computers). This may include increasing the number of networked study carrels in the Law Library and exploring wireless technologies. (Library Goal 3)

10. The Law Library will explore opportunities to increase computing resources for its patrons who lack personal computing devices. This may include expanding the number of computers in the Law Library computer lab and providing laptop computers and network cards for student circulation. (Library Goal 3)

11. In the near future, the Library will work with other educational and library entities in Georgia to implement universal Borrowing (UB). UB will allow library patrons to request electronically the use of materials from other participating libraries in Georgia and have those materials delivered to the library of their choice. (Library Goal 5)

12. Provide required equipment replacement cycle for librarian/staff computers, thereby allowing librarians and staff to improve their skills and service to library users. (Library Goal 1)

13. The Law Library will enhance access to information resources to:

13.1 enhance bindery system by using an electronic system and notifying our patrons as to which titles are at the bindery;

13.2 implement an electronic invoicing and claiming of materials;

13.3 migrate our cataloging system to a new integrated internet-based system; and

13.4 participate in the Universal Catalog, which is a comprehensive catalog of all public university libraries in Georgia. (Library Goals 3, 5)

14. The Library will pursue plans to enhance and replace student space, including carpets, study areas, computer tables. (Library Goal 4)
15. The library will participate with other educational and library entities in Georgia to continue to upgrade the GALILEO system. (Library Goal 5)

16. During 1999, the Law Library implemented GALILEO Interconnected Libraries (CIL) as our online catalog. We will work on enhancing the different modules. (Library Goal 5)

17. The Law Library will continue to solicit donations from lawyers who use the library and explore other fund raising efforts. (Library Goal 1)

18. Enhance various outreach activities to law graduates and members of the Georgia Legislature by allowing them borrowing privileges. (Library Goal 1)

19. Enhance cooperative resource sharing by reevaluation of our Interlibrary Loan policies in order to provide more efficient service to the law community. (Library Goal 5)

20. Improve service to users by providing a Staff Development Program for library staff and librarians. (Library Goal 1)

21. Increase the acquisitions budget. [from 2002 Plan for Improvement]

22. Increase the number of law librarians. [from 2002 Plan for Improvement]
APPENDIX C1c:

COLLEGE OF LAW
STRATEGIC PLANNING ACTION STEPS (2001-02)
2004-05 COMMITTEE REVISIONS
This document is a list of action steps to promote the goals of the Strategic Plan. Many of these steps will require additional resources. Inclusion of an action step on this list presumes that the step will be accomplished only if the College is able to acquire the requisite resources. In this sense, many of these action steps are more aspirational than mandatory. These action steps are not prioritized.

1 Institutional Identity

The Strategic Planning Committee or an ad hoc committee will engage in a study of comparable law schools in order to develop points of comparison and benchmarks as requested by the University.

1.1 Mission

The Strategic Planning Committee sees no need to revise the Mission Statement; however, more succinct statements could be explored for purposes of marketing and community building. The issue of a more succinct statement was raised with media consultant, Lee Echols, during the 2004-05 study.

1.2 The Strategic Planning Process

1. The College will conduct a retreat facilitated by neutral, outside professional facilitators. Actions Steps 1 and 1.3 will be completed prior to the retreat, and guidelines for the retreat will be established in advance.

2. All committees, faculty, and staff should plan their future academic years and gauge their performance in the context of the College’s Strategic Plan. Post-tenure faculty should develop their multi-year plan in light of the College’s strategic plan.

3. The current committee structure should be examined in light of the strategic plan.

1.3 Environmental Changes

Conduct an extensive environmental study, focusing particularly on projections for changes in the environment over the next 5 and 10 year periods.

2 Goals and Priorities
The College will develop priorities.

2.1 Enhance the Academic Mission

2.1.1 Students

Fund and fill a new position to take on the academic and administrative responsibilities for the summer skills program and the academic enrichment program and to assist and foster student life activities. [details are in 2002 Plan for Improvement] The Committee notes that this step is undergoing modification as the COL experiments with a “dean of students” model under Professor Sobelson.

2.1.1.1 Recruitment

1. The College of Law will review its pre-admissions recruitment program to ensure that it is effectively reaching its target audiences and succeeding in attracting a pool of desired applicants. This review will include an assessment of whether any adjustments in the program would require additional resources. Admissions has completed a unit review.

2. The College will review its current post-admissions recruitment efforts directed at admitted applicants with the goal of increasing the percentage of admitted applicants who decide to enroll at the College of Law. This review will include an assessment of whether any adjustments in the program would require additional resources. Admissions has completed a unit review.

3. The College will explore methods of reaching non-traditional students, particularly candidates who may wish to attend part-time and who are not in contact with conventional pre-law programs.

4. To attract and encourage the entry of qualified applicants, the College of Law will work to increase the resource base of student scholarship support.

5. In accordance with the College of Law’s admissions policy, LSAT scores and undergraduate GPA are accorded significant weight in the admissions process, along with non-numerical factors. In order to ensure the appropriate use of these criteria the College of Law will:

5.1 participate in validity studies designed to determine the appropriate weight to assign numerical and other predictors for use in the admissions process; and

5.2 monitor the applicant pool and admissions profiles before and during the admissions process to guarantee an appropriate balance between students admitted on the basis of presumptively predictive indices and those admitted within the discretion of the Admissions committee based on a range of non-numerical
factors.

6. The Director of Admissions and the Chair of the Admissions Committee will work to ensure faster data input and availability about the admissions process to control the size of the entering class and, to the extent possible, an appropriate ratio among the various six and nine semester programs.

2.1.1.2 Student Experience

1. To provide its students with further support in their search for career positions and to prepare them for their transition into the legal profession, the College will:

1.1 encourage student organizations to organize meetings between students and prospective employers that focus on particular substantive areas of practice in both the public and private sector; and

1.2 encourage student organizations to organize programs on various topics pertinent to the legal profession, such as ethnicity and gender in the legal profession, combining legal practice and parenting, lawyers as solo practitioners, and law office management. The Committee notes that Professor Wiseman has made an effort to get an initiative underway as the “law office of the future.”

2. To further the development of a secure, comfortable, collegial and friendly environment at the College, the College will seek to:

2.1 secure the advice of a trained security consultant concerning the design and maintenance of a security system adequate to meet the demands placed upon the College in its current facility; done

2.2 occupy space as available so as to provide adequate, comfortable, appropriately equipped space to support student activities, student organizations, and opportunities for interaction among students and between students and faculty. The Committee notes that the 6th floor expansion will be completed during the next academic year.

3. To encourage and maintain an environment in which student professionalism is both required and nourished, the College will seek to increase faculty involvement in student co-curricular and programmatic activities. The Committee notes Professor Sobelson’s current efforts in this regard.

2.1.2 Programs
2.1.2.1 Curriculum
The Committee notes that there are numerous curriculum issues in flux, including the expansion of live clinics and related problems with credit caps and whether the proliferation of electives, interdisciplinary programs, clinics for credit, and joint degree programs has an impact on delivery of the core curriculum our students should receive or on enrollment patterns, etc.

1. During 2002-03, the Curriculum Committee should engage in a full review of the College’s curriculum, building upon the Committee’s 1999-2000 review as appropriate. In response to the faculty’s general concern about the adequacy of the writing skills of incoming students, such review should pay special attention to ways in which the curriculum could be modified to improve student writing skills. This task was completed; however, more definitive action steps may need to be developed for writing skills.

2. Fund a fifth non-tenure track legal writing instructor position. [from 2002 Plan for Improvement] Funding request granted for FY06.

3. The College will bridge theory and practice in the curriculum by such measures as

3.1 encouraging the inclusion of a skills or drafting component in courses in which such a dimension is appropriate;

3.2 examining the scope of the Externship Program to determine whether it properly reflects student needs and interests; and [the Committee recommends that the faculty directing externships consider a self-study]

3.3 encouraging faculty to make more use of the talents of graduates and members of the local bar to supplement their classroom teaching.

4. To increase the integration of legal ethics and professionalism, and to introduce more of an international dimension into the curriculum

4.1 the College will explore, with the Burge Chair holder, the development of courses that promote professionalism and that combine pedagogy with public involvement and service and identify ways other faculty members can incorporate those subject matters and their various dimensions into their respective courses;

4.2 the College will explore ways faculty can incorporate international and comparative law and their various dimensions into their respective courses;

4.3 the College will explore the feasibility and desirability of adopting a pro bono service requirement or other means of promoting student pro bono activity; [recognition program now in place] and
4.4 the College will develop a program of visiting scholars capable of offering enrichment courses to enhance the preparedness of students at the College for practice in a globalized legal environment. [the Committee recognizes the many foreign scholars visiting the COL this year]

5. To increase its involvement with the legal and urban community, the College will

5.1 explore the feasibility of developing an additional in-house live-client clinic; [recognizing Professor Cunningham's efforts in this regard] and

5.2 develop courses that include a focus on urban issues and problems (such as existing courses in Land Use Development Law and the Seminar on Environmental Justice) as well as courses and programs that integrate the College faculty and students into the surrounding urban community.

2.1.2.2. New Academic Programs

The College will continue to explore the feasibility of a joint degree program with the College of Architecture of the Georgia Institute of Technology that provides for a JD/Masters in City Planning.

2.1.2.3 Interdisciplinary Programs

1. The College will seek to develop interdisciplinary initiatives that reflect its relationship to the urban, capital city environment.

2. As a member of the Georgia State University community, the College will encourage and support interdisciplinary efforts with other units in the University by

2.1 exploring other substantive areas in which collaboration would be mutually beneficial;

2.2 encouraging the development of University centers and consortiums that have an interdisciplinary dimension and that relate to law, such as the Consortium on Negotiation and Conflict Resolution and the William J. Usery Center for Workplace Cooperation and Conflict Resolution [the Committee recognizes the addition of two new centers based in the COL and removes reference to any specific center]; and

2.3 improving the visibility of the joint JD/MBA program in effect between the College of Law and the Robinson College of Business, the Joint JD/MPA (Masters of Public Administration) program between the College of Law and the
Andrew Young School of Policy Studies, and the Joint JD/MA program between
the College of Law and the Philosophy Department of the College of Arts and
Sciences. [Recognize use of media consultant in FY05]

2.4 improving the visibility of existing interdisciplinary initiatives that link the
College with other institutions such as the collaborations with Emory Medical
School in bio-ethics and with Georgia Tech in land use planning and the activities
of the Consortium on Negotiation and Conflict Resolution.[Recognize use of
media consultant in FY05]

3. The College, in considering interdisciplinary dimensions of its curriculum, will support:

3.1 the development of courses within its curriculum that reflect an interdisciplinary
dimension;

3.2 efforts by law faculty to collaborate with faculty in other colleges in the
University and other institutions of higher learning in teaching and designing
courses and course materials with interdisciplinary dimensions that relate to law
and are appropriate for study at a post-graduate level;

3.3 proposals to grant law school credit for courses offered by other units of the
University or other institutions of higher education if the courses relate to law and
are appropriate for study at a graduate level and to offer cross-disciplinary courses
in the College that will attract both law students and students from other
disciplines; and

3.4 encourage teaching, scholarly, and service partnerships and initiatives that have an
interdisciplinary dimension, including collaborations with other units of the
University, with faculty at other institutions of higher education, and with
professionals in law and related fields.

4. With respect to Joint Degree Programs, the College will

4.1 join with Robinson College of Business and the Andrew Young School of Policy
Studies in trying to make any improvements necessary to the respective joint
degree programs;

4.2 explore ways to support the newly formed Joint JD/MA program with the
Philosophy Department of the College of Arts and Sciences to maintain and
enhance the high national ranking the program has already achieved; [use of
media consultant in FY05] and

4.3 consider the implementation of other joint programs, including programs with
colleges or other universities that offer areas of expertise that are not available within the University.

2.1.2.4 Urban and Community Initiatives

1. The College will seek to develop initiatives that reflect its relationship to its urban, capital city environment.

2. The College will encourage and support efforts by the faculty to contribute their talents and expertise to the local urban community by:

   2.1 developing courses and programs that involve faculty and students in the urban environment and engaging in applied scholarship that connects theory and practice; [the Committee notes the efforts and progress during FY05]

   2.2 assuming leadership roles on the committees of state and local bar associations and other relevant organizations;

   2.3 participating in law reform initiatives and other activities involving the processes of state and local government; and

   2.4 hosting conferences and meetings on topics pertinent to the local and state community.

3. The College will encourage and support efforts by the faculty to participate in national and international professional and public service organizations by contributing its legal expertise in the following ways:

   3.1 assuming leadership roles in these organizations;

   3.2 developing new programs and initiatives for these organizations;

   3.3 serving on committees of such organizations; and

   3.4 hosting conferences and meetings of these organizations or on topics pertinent to these organizations.

4. As a member of the Georgia State University community, the College will support and encourage service on university committees and seek to contribute to university governance by

   4.1 recognizing service on a University committee to be as important and valuable as as service on a College of Law committee;

   4.2 encouraging members of University committees to serve more than one term to
enhance their knowledge, experience, and effectiveness; and

4.3 seeking to host University committee functions in the College’s facilities

5. The College will seek to develop initiatives that reflect its relationship as a Capital Cities law school. In furtherance of its development of a state law, legislation, and policy program the College will:

5.1 examine possible names for this program that will broaden its recognition;

5.2 establish and maintain a web site for the program;

5.3 examine the strengths and weaknesses of the Legislation Clinic and Practicum program;

5.4 examine whether the Legislation Clinic and Practicum should be expanded; [the Committee understands that Professor Kinkoff has issued a report on this]

5.5 examine the feasibility of a legislative drafting clinic or a law revision clinic; and

5.6 examine the feasibility of providing assistance to the Georgia General Assembly through consultation, training, or annual symposia.

6. The College will expand on-going initiatives to find solutions to pressing urban problems created by urban sprawl. In pursuit of this objective, the College will:

6.1 examine the feasibility of adding a certificate program in urban law studies that would require expertise in local land use planning and control law, environmental law, water law, local government law, historic preservation law, and state legislation and administrative law;

6.2 examine the feasibility of developing a center that would concentrate on solving problems stemming from urban sprawl in collaboration with the Georgia State University College of Arts and Sciences (Departments of History and Political Science), the Andrew Young School of Policy Studies, and the Center for Quality Growth and Regional Development of the Georgia Institute of Technology, and done

6.3 continue to pursue the joint degree program with the College of Architecture at the Georgia Institute of Technology for a joint JD/Masters degree in City Planning.

7. The College will fund a staff position to support the legislation program and any new initiatives in urban studies. [from 2002 Plan for Improvement]
8. The College will create a joint faculty position with the School of Policy Studies to enhance the research component of the legislation program or any new initiatives in urban studies. [from 2002 Plan for Improvement]

9. The College will support and seek secure funding from the university for the personnel and operating expenses of the tax clinic to ensure its continued service in providing legal tax representation to low income tax payers. [some progress noted]

10. The College recognizes that other initiatives not currently in existence may also further advance its relationship to its urban, capital city environment and will review the feasibility of such proposals as they arise.

2.1.2.5 Information Technology

See section 2.2.3

2.1.2.6 International Initiatives
[from 2002 Plan for Improvement]

1. The College will seek stable funding for foreign exchange programs involving students, judges and lawyers from Central and Eastern European States.

2. The College will encourage foreign law professor visitorships by seeking to establish one or more foreign enrichment course listings that would provide for more flexible or short-term professorial visitorships than allowed under currently listed semester-long courses.

3. The College will explore the viability of a graduate program for training foreign lawyers or law students in U.S. law.

2.1.3 Faculty
2.1.3.1 Recruitment

1. The College will seek to secure funding for the creation of chairs and endowed faculty positions.

2. The College will encourage semester- and year-long visitorships by highly qualified faculty whose background, experience, disciplinary expertise or professional accomplishments can enrich the College of Law and the comprehensiveness of its programs. [from 2002 Plan for Improvement]
3. The College will seek to promote diversity on its faculty by recruiting highly qualified faculty who, because of their background, experience, disciplinary expertise or professional accomplishments, will offer perspectives and talents that can enhance the College's programs while meeting its curricular needs.

4. The College will seek to promote racial and ethnic diversity on the faculty through attracting applications from members of groups historically under-represented in law schools generally or in the College of Law. Special efforts to attract such applicants will comply with the College's Guidelines on Recruitment and Retention of Ethnic and Minority Faculty.

5. The College will explore innovative ways of assisting promising candidates in the development of their scholarship.

2.1.3.2 Faculty Development

1. In order to help retain faculty, the College will implement a faculty recognition program in cooperation with the University so as to provide incentives and rewards for faculty who excel in teaching and research. [from 2002 Plan of Improvement] [Committee notes the establishment of the Morgan scholarship recognition program]

2. The College will urge designation of "eminent scholar" status or obtain other additional sources of funds to better support the Ben F. Johnson Chair. [from 2002 Plan of Improvement]

3. The College of Law will promote teaching effectiveness by the faculty by encouraging:

   3.1 faculty colloquia on teaching;
   3.2 attendance and presentations at seminars and conferences on teaching;
   3.3 dissemination of information on innovative teaching techniques, methods, and approaches, including the use of technology;
   3.4 scholarship of teaching; and
   3.5 informal collaboration, mentoring, and support through the Faculty Development Committee, as requested by individual faculty members.

4. The College will promote quality legal scholarship by the faculty by encouraging:

   4.1 attendance and presentations at conferences and meetings in the faculty member's areas of scholarship, research, and professional interests;
   4.2 opportunities to host such conferences and meetings;
4.3 faculty colloquia by faculty members and outside speakers;
4.4 exchanges of faculty within the University and with other academic institutions;
4.5 visitorships by distinguished faculty in areas of interest to the faculty, including continuation of the visiting Southeastern Bankruptcy Law Institute Professorship;
4.6 development of faculty enrichment programs in areas of overlapping interest among the faculty;
4.7 professional development leaves and course release time for faculty to pursue scholarship, research, and professional interests; and
4.8 informal collaboration with, mentoring by, and support from other faculty members.

5. The College will support the faculty in undertaking the above endeavors in both teaching and scholarship by providing adequate and appropriate funding for:

5.1 teaching, research, and scholarship in the summer term [from 2002 Plan for Improvement];
5.2 graduate research assistants;
5.3 course or committee release time for research or course development;
5.4 outside speakers, visitors, and faculty exchanges;
5.5 travel to, and hosting of, conferences and meetings;
5.6 professional development leaves; and
5.7 other administrative and financial support for enrichment of faculty teaching, research, and scholarship.

6. The faculty will examine steps that could be taken to maximize faculty productivity to take advantage of individual faculty strengths while achieving an appropriate balance of scholarship, teaching, and service in the carrying out of the College’s institutional mission.

The College’s encouragement of, and support for, service by the faculty is an essential component of Faculty Development. Service takes place in the university, local, state, national, and international communities with which faculty interact. As a result, service action steps are detailed in the action plan for Community Involvement.

2.2 Support for the Academic Mission
2.2.1 Administrative Services
The College will carefully monitor the impact of BANNER upon the operation of the admissions and registrar’s office and assess the need for additional resources.

2.2.2 Facilities

1. In the near term, the College will continue to press for additional space in Urban Life, including the former continuing education facilities and the sixth floor. [from 2002 Plan for Improvement] [Committee notes that this will be accomplished in FY06]

2. For the longer term, the College will build or adapt a building specifically to meet the College’s requirements. [from 2002 Plan for Improvement] [Committee notes that this is now more on the GSU administration radar screen as a joint initiative with the COB]

2.2.3 Technology

1. Fund one and one-half staff positions to support faculty in the use of instructional technology. [from 2002 Plan for Improvement]

2. Provide sufficient resources, staff, space, and equipment to equip and train faculty, staff, and students in their use of technology.

3. Support appropriate, innovative, and pedagogically sound uses of technology in teaching in the following ways:

3.1 support the development of Internet technology for teaching by providing necessary staff support and funding individual faculty efforts in developing and using such technologies; and

3.2 provide classrooms with audio-visual and other technology for faculty to use in teaching and systemize the support that is provided to assist faculty in using this technology.

4. Support the use by faculty of existing and emerging technologies to do research and scholarship.

5. Explore ways in which being “best wired” can most efficiently enhance the Mission.

6. Explore what the competition is up to in the technology area and ascertain what other law schools with a “wired” reputation are doing.

7. Further develop and enhance the College of Law’s web page to support the needs of external and internal audiences and users.

8. Systematize the support provided to student organizations in their use of technical and web related services. (Technology Operations Plan p. 23)
9. Improve the use of a web-based news and information system, such as the existing Announcement Board, to gather, post and archive all law school announcements that are currently sent via email. (Technology Operations Plan p. 22)

10. Support the needs of the law school’s administrative units by:

10.1 creating an integrated online information and data management system to assist the admissions office in meeting the needs of applicants (Technology Operations Plan pp. 16-17);

10.2 increasing the use of interactive media and the web as supplements to the Viewbook in student recruitment efforts (Technology Operations Plans p. 18);

10.3 further developing the College of Law’s data warehouse and integrating it with that of the central University as the University implements its new BANNER system for student data and records (Technology Operations Plans pp. 17, 22)

10.4 enhancing existing online services and data management provided by the Career Services Office (Technology Operations Plan p. 37); and

10.5 assisting the Office of Development in producing online tools and services that would enhance communication with graduates of the law school (Technology Operations Plan p. 24-26).

11. Create a “law office of the future” for providing instruction about law practice.

12. Redesign the existing courtroom or [done] add an additional mock courtroom [in 6th floor plan on line for FY06], emphasizing the “courtroom of the future.”

2.2.4 External Relations

Fund a full-time staff position for public relations and print media management [recruitment underway in FY05], including additional funds for media distribution. [from 2002 Plan for Improvement]

2.2.5 Law Library [Committee defers this section to Professor Johnson for revision]

1. To support the research needs of the university and legal community, the Law Library will continue to provide information in various formats to:

1.1 support access to books and electronic information;

1.2 guarantee that the materials are current;

1.3 educate users about the materials available on our web site;
1.4 enhance the depth of the book collection; and

1.5 provide an electronic scanner for microforms collection.
(Library Goals 1,2,3)

2. The College of Law will continue to seek annual budget increases for acquisitions to support growth and to compensate for inflation.
(Library Goals 1,2)

3. The Library will plan and implement the integration of 6,000 sq. ft. of garage space on Collins Street. The new area will be a mixture of shelving, wired carrels, relocated microfiche cabinets, and tables.
(Library Goal 4)

4. The Law Library will offer training in legal research for faculty and students to enable the law school community to keep pace with new technologies and software.
(Library Goals 1,2,3)

5. The Law Library will continue to work with campus police to provide a safe study and work environment.
(Library Goal 1)

6. Continue to enhance the Law Library’s homepage, and its use will be promoted as the doorway for remote access to the Library’s online catalog, GIL.
(Library Goals 2,3)

7. Through the use of student technology funds, the Law Library will continue to establish a regular schedule of equipment replacement for open and training labs and public workstations. We will continue to submit proposals to assure our students have adequate access to technology.
(Library Goal 3)

8. To take advantage of electronic information, the Law Library will

8.1 enhance access to electronic information resources;

8.2 enhance electronic reserves; and

8.3 explore expanding remote e-services available via the Internet, including remote access to databases, online library forms, and research guides.
(Library Goal 3)

9. Through the student technology fee, the Law Library will explore opportunities to expand network access and printing services for patrons with personal computing devices (laptop...
computers). This may include increasing the number of networked study carrels in the Law Library and exploring wireless technologies. (Library Goal 3)

10. The Law Library will explore opportunities to increase computing resources for its patrons who lack personal computing devices. This may include expanding the number of computers in the Law Library computer lab and providing laptop computers and network cards for student circulation. (Library Goal 3)

11. In the near future, the Library will work with other educational and library entities in Georgia to implement universal Borrowing (UB). UB will allow library patrons to request electronically the use of materials from other participating libraries in Georgia and have those materials delivered to the library of their choice. (Library Goal 5)

12. Provide required equipment replacement cycle for librarian/staff computers, thereby allowing librarians and staff to improve their skills and service to library users. (Library Goal 1)

13. The Law Library will enhance access to information resources to:

13.1 enhance bindery system by using an electronic system and notifying our patrons as to which titles are at the bindery;

13.2 implement an electronic invoicing and claiming of materials;

13.3 migrate our cataloging system to a new integrated internet-based system; and

13.4 participate in the Universal Catalog, which is a comprehensive catalog of all public university libraries in Georgia. (Library Goals 3, 5)

14. The Library will pursue plans to enhance and replace student space, including carpets, study areas, computer tables. (Library Goal 4)

15. The library will participate with other educational and library entities in Georgia to continue to upgrade the GALILEO system. (Library Goal 5)

16. During 1999, the Law Library implemented GALILEO Interconnected Libraries (GIL) as our online catalog. We will work on enhancing the different modules. (Library Goal 5)
17. The Law Library will continue to solicit donations from lawyers who use the library and explore other fund raising efforts.  
   (Library Goal 1)

18. Enhance various outreach activities to law graduates and members of the Georgia Legislature by allowing them borrowing privileges.  
   (Library Goal 1)

19. Enhance cooperative resource sharing by reevaluation of our Interlibrary Loan policies in order to provide more efficient service to the law community.  
   (Library Goal 5)

20. Improve service to users by providing a Staff Development Program for library staff and librarians.  
   (Library Goal 1)

21. Increase the acquisitions budget. [from 2002 Plan for Improvement]

22. Increase the number of law librarians. [from 2002 Plan for Improvement]
APPENDIX D1a:

COLLEGE OF LAW
LEARNING OUTCOMES ASSESSMENT
PLAN
Learning Outcomes Assessment Plan

Juris Doctor
Georgia State University College of Law
May 2004

I. Mission
As part of the University’s mission to become one of the nation’s premiere research universities located in an urban setting, and to provide undergraduate and graduate programs of the highest quality for both traditional and non-traditional students, the College of Law is committed to:

- Providing an excellent, affordable, and distinctive legal education to a diverse student body,
- Promoting scholarship and service that enrich the legal profession and communities we serve, and
- Capitalizing on the unique environment in which we are located.

II. Intended Learning Outcomes for Juris Doctor Degree
Below are the expected learning outcomes for students who complete the J.D. course of study.

Communication: Students will be able to communicate in written and oral forms both to members of the legal profession and the lay community in a manner that is clear, logical, and persuasive.

Legal Research: Students will demonstrate effective use of the tools of legal research (both hard copy and online tools), be able to create an effective research plan for assessing a legal problem, and demonstrate the ability to use appropriate citation form for advocacy and expository legal writing.

Analysis and Critical Thinking: Students will be able to assess complex legal and societal problems by identifying the critical facts, the legal and policy issues, and potential options, solutions, strategies, and policy implications for both law and non-law disciplines.

Knowledge of Legal Doctrine: Students will demonstrate competency in the foundational legal areas of public and private law, such as Contracts, Torts, Property, Civil Procedure, Criminal Law, Constitutional Law, and Evidence, and will demonstrate competency in important advanced areas of the law that can include Business Associations, Tax, Wills, International Law, Commercial Law, Administrative and Regulatory Law, as well as other specialized areas.

Lawyering Skills: Students will demonstrate competency in the skills associated with practicing law such as client interviewing, investigation, counseling, drafting,
negotiation, problem-solving, the conduct of litigation, and advocacy in traditional and non-traditional forums.

**Professionalism and Ethics:** Students will demonstrate competency in understanding the ethical standards of conduct expected of members of the legal profession, be able to recognize ethical dilemmas and resolve them appropriately, and recognize the importance of pro bono service as a component of promoting justice.

**Preparation for Careers and/or more Advanced Legal Study:** Students will be prepared for a career in the legal profession, or in a non-legal area that is nonetheless law related, or for graduate law study.

**III. Assessment Methods**

**Communication**

*First Year Research, Writing, and Advocacy Program:* Students must submit three substantial legal writing products in their first year, a short legal memorandum, a long legal memorandum, and a legal brief. Students also must participate in oral appellate arguments based on these writings. These writing products and oral arguments will demonstrate that students have achieved adequate competency in legal research, proper legal citation, effective, clear and persuasive written communication, and effective and persuasive oral communication. Completion of this program is a requirement for graduation. Students must pass with a grade of 60 in order to satisfy this requirement.

*Upper Level Writing Requirement:* In addition to first year legal writing, students must complete at least one intensive research and writing project prior to graduation. Satisfactory completion of this project will demonstrate that students are able to research and examine a complex legal problem in considerable depth and are able to produce an analytical, well-reasoned, and well written paper that is of near publishable quality. While a grade of 60 is required to pass the course, a grade of 73 is required to satisfy the upper level writing requirement. All students who graduate will meet this requirement.

*Litigation Programs and Moot Court:* Second year law students must successfully pass an intensive course in Litigation in which student demonstrate basic proficiency in client interviewing, drafting, written and oral argument, and conducting a jury trial. In addition, many students go beyond this basic course to participate in external mock trial and appellate advocacy (moot court) competitions against teams from other law schools. All students who graduate will satisfy the Litigation course requirement. Students who enter mock trial and moot court competitions receive numerical scores and feedback about their written and oral performance.

**Legal Research and Writing:**
First Year Research, Writing, and Advocacy Program: See above under Communication.

Upper Level Writing Requirement: See above under Communication.

Externship Program Feedback: Significant number of field placements under our Externship Program gives many students opportunities to conduct research and written legal analysis. Field supervisors provide extensive feedback to our Externship Co-Directors on the performance of these students.

Analysis, Legal Reasoning, and Critical Thinking
Final Examinations: Written final examinations in semester courses will demonstrate that students possess adequate knowledge of core and advance legal doctrine and also demonstrate that they possess adequate skills of problem analysis, issue identification, and legal reasoning. Grading of these exams is on a 100 point numerical basis. Students must achieve a minimum average of 70 in their first year courses and maintain a 73 thereafter. Over 90% of students will meet these minimum standards.

First Year Research, Writing and Advocacy Program: As noted above, students must submit three substantial legal writing products in their first year, a short legal memorandum, a long legal memorandum and a legal brief. These writing products will require students to demonstrate that they can support their positions with effective legal analysis and legal reasoning. Completion of this program is a requirement for graduation. Students must pass with a grade of 60 in order to satisfy this requirement.

Upper Level Writing Requirement: See above under Communication.

Classroom Instruction: Faculty members often use classroom dialogue, sometimes referred to as Socratic dialogue, as a way to assess the extent that students have read the course materials, as well as assess their level of legal reasoning, analysis, critical thinking, and capacity to explore policy implications of different legal outcomes. Some faculty members award class participation points as a way to evaluate student performance in this area.

Student Evaluations: In accordance with University policy, the College of Law asks students to complete evaluations of all courses in which they enroll. Question 12 of the evaluation form asks students to rate “the effect of the course on my analytic and writing skills,” where a score of 1 is excellent and 4 is poor. Faculty members receive a statistical summary of these scores for their classes that compares the rating of a particular course to the law school average.

Knowledge of Legal Doctrine
Final Examinations: See above under Analysis, Legal Reasoning, and Critical Thinking.

Upper Level Writing Requirement: See above under Communication.

Bar Examination: Following graduation, the Georgia Bar examination tests students' competency in numerous legal subject areas, particularly the foundational courses from the first year as well as core electives. The Georgia Office of Bar Admissions provides each Georgia law school with data showing the overall pass rate of their respective test-takers, and the average score per essay question in particular subject areas. This allows us to examine the overall success of our students in comparison to those from other schools, to examine our students' performance in particular subject areas, and to gain a general measure of our student's competency in the foundational subjects that form the first-year law school curriculum as well as some of our core electives. Generally, approximately 85-92% of our students will pass the Georgia Bar Exam the first time.

Lawyering Skills:

Litigation Programs and Moot Court: Second year law students must successfully pass an intensive course in Litigation in which student demonstrate basic proficiency in client interviewing, drafting, written and oral argument, and conducting a jury trial. In addition, many students go beyond this basic course to participate in external mock trial and appellate advocacy (moot court) competitions against teams from other law schools. All students who graduate will satisfy the Litigation course requirement. Students who enter mock trial and moot court competitions receive numerical scores and feedback about their written and oral performance.

Student Practice: Students handle real cases and develop their lawyering skills in connection with field placements under our Externship Program, and in our live-client Tax Clinic under the supervision of supervising attorneys. These supervisors provide extensive feedback to the clinic and externship directors on the performance of these students.

Professionalism and Ethics

Professional Responsibility Course: All students must pass a two credit course in legal ethics, entitled Professional Responsibility, in which they must demonstrate a basic understanding of the ethical standards of conduct expected of members of the legal profession, and be able to recognize ethical dilemmas and resolve them appropriately. All students who graduate will meet this standard.

Multistate Professional Responsibility Examination: In addition to the Bar Exam, to be admitted to practice, students must demonstrate basic competency in the area of legal ethics by passing a nationally administered exam, The Multistate
Professional Responsibility Examination (MPRE). Nearly all of our student pass this exam.

_Pro bono Reporting and Recognition Program:_ This past year the College of Law has adopted but not yet implemented a pro bono reporting and recognition program to encourage law students to engage in public service as an extension of their professional responsibilities and to highlight pro bono service as an important dimension of professionalism.

_Student Practice:_ Students handle real cases and develop their lawyering skills in connection with field placements under our Externship Program, and in our live-client Tax Clinic. Through this student practice, students are exposed to ethical issues that arise in the course of legal representation and discuss these issues with their clinic and field supervisors. These supervisors provide extensive feedback to the clinic and externship directors on the performance of these students.

_Preparation for Careers and/or more Advanced Legal Study_  
_Surveys for Accrediting Bodies:_ As part of the College's 2000 accreditation review by the American Bar Association, the College of Law prepared a self-study that included the results of an extensive survey of students, graduates and members of the bar. The College of Law will conduct future surveys prior to the next accreditation review. Parts of the surveys provide information on the adequacy of our curriculum in preparing students to enter practice.

_Exit Surveys of Graduates:_ The College of Law will develop and conduct exit surveys of graduating students designed to elicit student assessment of the adequacy of the curriculum, the adequacy of their preparation for entry into the legal profession, and their level of satisfaction with their career preparation. The College of Law will repeat this survey to the same constituency one year after graduation.

_Bar Exam:_ See above under Knowledge of Legal Doctrine.

**IV. Implementation Plan**

The associate dean for academic affairs will have overall responsibility for maintaining data collection and reporting and disseminating various assessment results. The Curriculum Committee will be responsible for considering and recommending to the faculty curricular changes in response to assessment findings. Individual faculty members will be responsible for implementing appropriate changes in their respective courses insofar as assessment findings implicate learning outcomes in particular course areas. Specific aspects of the implementation plan include:
Communication and First-Year Legal Writing Assessments: The Legal Writing faculty will meet at the end of each semester to review overall student legal writing performance as reflected by assigned grades and written critiques, and prepare a report highlighting overall student strengths, weaknesses, and trends. Copies of this report will be provided to the associate dean for academic affairs and the chair of the curriculum committee. These annual reports should refer to assessments from prior years so that comparisons can be made over time.

Grade Reports: Annually, the Associate Dean for Academic Affairs and the College of Law Registrar will prepare and disseminate a grades analysis report for all courses, grouped by curricular area and enrollment size, showing mean, median, and low end grade distributions, and trends based on reports from prior years.

Assessment of Attrition and Threshold Academic Requirements: Annually, the Associate Dean for Academic Affairs and the College of Law Registrar will assess data showing the number and percentage of students who have failed to satisfy good standing requirements and either have been placed on probation or excluded from the College of Law. This assessment, which will be disseminated to the faculty, will identify trends based on data from prior years, and examine possible correlations between any changing probation exclusion rates and entering admissions standards.

Bar Exam Results: Annually, the Associate Dean will collect data provided by the Georgia Office of Bar Admissions regarding comparative pass/fail rates, comparative average MBE scores, and, if available, average scores on each substantive essay question, and submit an overall report to the faculty highlighting strengths, weaknesses, and trends in student performance.

Exit Surveys: Exit survey instruments will be developed in consultation with GSU's office of Institutional Research and implemented annually by the Associate Dean for Academic Affairs and the College of Law Office of Career Services. Results will be summarized and disseminated to the faculty.

Surveys for Accrediting Bodies: Survey instruments will be developed in consultation with GSU's office of Institutional Research and implemented by the faculty committee that develops the self study report used for accreditation review. Results will be summarized and disseminated to the faculty.

Externship Program Feedback: Annually, the Co-Directors of the Externship Program will prepare a written report that will summarize the overall feedback received from externship supervisors during the course of the academic year with regard to layering skills development, professionalism, and related areas of importance.
### Assessment of Learning Outcomes: Summary

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<th>Research, Writing &amp; Advocacy</th>
<th>Upper Level Writing</th>
<th>Bar Exam</th>
<th>PR Course</th>
<th>MPRE</th>
<th>Litigation Course</th>
<th>Student-Grad. Surveys</th>
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APPENDIX D1b:

COLLEGE OF LAW
LEARNING OUTCOMES ASSESSMENT
REPORT (2004-05)
GEORGIA STATE UNIVERSITY COLLEGE OF LAW

ANNUAL STUDENT LEARNING OUTCOMES ASSESSMENT REPORT

ACADEMIC YEAR 2004-05

Degree Program: JD

Joint Degree Programs: JD/MBA; JD/MPA; JD/MA in Law and Philosophy; JD/MCRP in Law and Urban Planning; JD/MSHA; JD/MBA/MHA

Number of Graduates from JD Program:

Summer 2004: 8
Fall 2004: 18
Spring 2005: 169

Total 2004-05: 195

Number of Students enrolled in JD Program: 684

Number of Students enrolled in JD/MBA: Six
Number of Students enrolled in JD/MPA: Six
Number of Students enrolled in JD/MA: One
Number of Students enrolled in JD/MCRP: Two

Number of Graduates who earned a Joint Degree: Two - JD/MCRP

Anne Emanuel
Associate Dean for Academic Affairs
September 16, 2005
I. Introduction: College of Law Learning Outcomes Assessment Plan

In 2004, the faculty approved a new Learning Outcomes Assessment Plan. It provides for expected learning outcomes in the following areas: communication skills, legal research, analysis and critical thinking, knowledge of legal doctrine, lawyering skills, professionalism and ethics, and preparation for a legal career or a career in a non-legal area that is related to graduate law study. The Plan then outlines the assessment methods to obtain each of the above outcomes.

The Learning Outcomes Assessment Plan calls for the Associate Dean for Academic Affairs to have overall responsibility for the collection of data and the dissemination of reports on the various assessment results. Although the new Learning Outcomes Assessment Plan assisted in the identification of student learning outcomes and non-academic outcomes, the college also continues to rely upon several traditional benchmarks (some of which are incorporated in the Plan) used in the past that provide valuable information on the effectiveness of instruction and the subsequent success of our students. These include student success in moot court and mock trial competitions, bar passage rates, employment statistics of graduates, placement of graduates in judicial clerkships, and the success of our graduates in obtaining employment and partnerships in prestigious regional and national law firms.

II. Internal & External Assessment Methods

1. Georgia State Bar Examination & the Multistate Professional Responsibility Exam

The assessment method most significant to the program of legal education at the College of Law is the State Bar Examination given by the Office of Bar Admissions, an administrative arm of the Georgia Supreme Court. The Georgia Bar Examination is taken by virtually every graduate of the College of Law. It consists of three sections:

- A. Essay Questions
- B. A Case File/Performance & Analysis Problem
- C. The Multistate Bar Examination (MBE) - a day long Multiple Choice Test

The State Board of Bar Examiners reports overall pass rates, first time taker pass rates, repeat taker pass rates, and average MBE score by College of Law for each Georgia law school. The Board does not report essay grades, or performance problem grades.

Historically, graduates of the College of Law have performed exceptionally well on the State Bar Exam. The data from the last two examinations bear witness to this. Results from the February 2005 Exam were released at the end of May. Overall, 59.9% of those who took the Bar passed; overall, 75.8% of the takers from GSU passed, and this represented the highest overall pass rate among the Georgia law schools.

Overall, 75.2% of first time takers passed; 85.7% of GSU first time takers passed, again the highest rate among the Georgia law schools. Also, the average MBE score for GSU graduates was 143.7, the highest among the Georgia law schools.
The results from the July 2004 Bar were reported in late October, 2004. Overall, 77.5% of those who took the Bar passed; overall, 92.6% of the takers from GSU passed, and this represented the highest pass rate among the Georgia law schools.

Professional Responsibility is a required upper level course. Students who wish to sit for any state Bar must also take and pass the Multistate Professional Responsibility Exam [MPRE], a nationally administered multiple choice exam that tests in the area of Professional Responsibility. Results are not reported to the College of Law, but to our knowledge, only one student in the past five years failed this test, and that student passed upon retaking it.

2. Exit Survey - Placement

Each year, our Career Services office surveys the graduates six months after graduation. CSO waits six months in order to allow the students time to sit for the Bar and obtain their results. Survey figures are reported to the ABA, the NALP, and US News & World Report. Survey participation is excellent – in 2003, 94.19% of the graduates responded; in 2004, 95.85% responded.

Complete survey results for 2003 and 2004 are attached. To summarize the overall picture, in 2003, 88.36% of the respondents reported having obtained full time legal employment; 10.27% reported full time non-legal employment; and 1.37% reported part time legal employment. In 2004 the numbers were all but identical, with a slight increase in full time legal employment – 88.65% reported having obtained full time legal employment; 10.27% reported full time non-legal employment; and .54% reported both part time legal and part time non legal employment.

Another measure of the effectiveness of legal instruction received as a student at Georgia State's College of Law is the success of graduates in achieving partner in prestigious law firms, appointment or election to the bench, and service as legal counsel for major corporations. Georgia State graduates are now partners in Alston & Bird; Arnall, Golden & Gregory; Holland & Knight; Jones, Day, Reavis & Pogue; Kilpatrick & Stockton; Powell, Goldstein, Frazier & Murphy; McKenna Long Aldridge; and others. A number of Georgia State College of Law graduates serve as assistant district attorneys and magistrate judges, and several hold State Court and Superior Court judgeships. Numerous corporate legal offices employ College of Law graduates including AT&T, BellSouth, Cox Enterprises, Equifax, Federal Reserve Bank, Georgia Power, and Georgia-Pacific.

3. LSSSE: Law School Survey of Student Engagement

During the 2004-05 academic year, we participated for the first time in the LSSSE. This survey allows students to record their assessment of the education they receive at the College of Law. The entire report fills a ring binder; it is too extensive to include in this report, but we would highlight a few points.

First, the mean national response rate by College of Law was 57%, with a range from 34% to 73%; our response rate was 58.8%. Second, one of the questions that concludes the Survey asks the students to evaluate their entire educational experience on a scale of 1-4, with 1 equaling
Poor, 2 equaling Fair, 3 equaling Good, and 4 equaling Excellent. Our first year students ranked their educational experience at 3.29, as compared to 3.14 for responding schools of our size, 3.19 for responding public law schools, and 3.20 overall. Our second year students ranked their educational experience at 3.30, as compared to 3.00 for responding schools of our size, 3.09 for responding public law schools, and 3.08 overall. Our third year students ranked their educational experience at 3.36, as compared to 3.06 for responding schools of our size, 3.12 for responding public law schools, and 3.08 overall. Finally, our fourth year law students ranked their educational experience at 2.90, as compared to 2.97 for responding schools of our size, 3.20 for responding public law schools, and 3.15 overall.

When asked if they were starting over, would they would attend the same law school again, the answer was a resounding yes. From first year to fourth, the mean answers were 3.44, 3.39, 3.37, and 3.40, as compared to 3.20, 3.07, 3.01, and 3.12 overall.

4. Probation & Exclusion

Our registrar creates an annual report for the Dean and the Associate Dean for Academic Affairs which contains relevant data about students who are on probation or excluded from the College of Law due to their inadequate grade point average [GPA]. A student must have a 70.0 at the end of the first year of studies to remain in the program, and a 73.0 to be in good standing. If a student is not excluded but has a GPA lower than 73.0, the student has two semesters in which to bring it up to 73.0. Failure to do so results in exclusion.

At the end of the spring semester 2004, eight students were on probation, and eight students were excluded. Of the eight students excluded, five had finished the first year of full time studies, one had finished the first year of part time studies, and two had finished the second year of part time studies – in other words, all were just completing the first year core curriculum.

Likewise, of the eight on probation, six had completed the first year of full time studies, and one each had completed the first year and the second year of part time studies. Again, all were just completing the first year core curriculum. No upper level students were on probation or excluded.

At the end of the spring semester 2005, six students were excluded. Four had completed the first year of full time studies, one had completed the first year of part time studies, and one had completed the third year of part time studies. Seventeen students were on probation. Sixteen had completed the first year of full time studies and one had completed the first year of part time studies; their GPAs ranged from 70.17 to 72.9.

Exclusion is far more likely at the end of the first year full time or the first year part time because we maintain mandatory means in the first year courses [77.5-79.0]. As the competitiveness of each class increases, the relatively greater academic strength of each student is offset to some extent by the greater strength of those they compete against. If a student finishes the first year core curriculum in good standing, that is, with a GPA of at least 70.0, they are very likely to be able to complete the program and graduate. The academic career of the 3L part time student who was excluded this Fall was aberrational.
On the one hand, we hold out great hope that each student who begins our program will complete it and earn a J.D. On the other hand, as a professional school qualifying students to sit for the Bar Examination, it is critical that our program be rigorous and that those who can not or do not attain sufficient mastery of the material be excluded. We believe that the small number of students who do not maintain good standing or who are excluded, and the extremely high percentage of graduates who pass the Bar on their first attempt and who attain full time legal employment within six months of graduation, support a conclusion that the program strikes the right balance – that it competently educates those who are able to handle its rigors, and identifies and excludes those who cannot.

5. Grade Reports

Unlike much other graduate education, legal education proceeds with many classes being taught to large sections of students. The entering classes improve each year, albeit incrementally. The Average LSAT for 2003 was 158.17 and the median LSAT was 158; the Average LSAT for 2004 was 158.65 and the median LSAT was 159. The average GPA for 2003 was 3.32 and the median GPA was 3.31; the average GPA for 2004 was 3.31 and the median GAP was 3.35. Over the past several years, applications have routinely exceeded 3000, and we plan to seat a class of approximately 210. As a result, a large percentage of the class is grouped fairly closely around the mean and median LSAT and GPA.

Because of these factors, in order to ensure fairness in the assessment of students, the College of Law faculty has agreed on mandatory means in first year courses and upper level required courses. Moreover, in order to inform the faculty of their colleagues grading practices, each semester the Registrar prepares a report which groups classes by class size and provides the mean and median grade for each section. The data is provided to the full time faculty but is not otherwise distributed or available. Because of these practices, we do not expect grades to rise, and rising grades are therefore not useful to assess the effectiveness of the program.

6. Student Competition Teams: Trial and Appellate Practice

The success of our Trial Advocacy and Appellate Advocacy [Moot Court] Teams in national competition is another gauge of the success of the program in transmitting advocacy skills. Last year Trial Advocacy teams won the William Daniel National Competition and placed second in the Lone Star Classic National Competition. Moot Court teams won the John J. Gibbons National Criminal Procedure Moot Court Competition and the 2005 Georgia Intrastate Moot Court Competition. Also, a GSU team placed third in the Saul Lefkowitz Southern Regional Moot Court Trademark Competition.

7. Annual Assessment of RWA Program

Because research, writing, and advocacy skills are critical components of legal education, Research, Writing and Advocacy is a first year, two semester, required course, taught by a dedicated faculty. Last year, with only four full time instructors, we also used an adjunct. As of the academic year 2005-06, the College of Law has five full time RWA Instructors, allowing
each instructor an average load of 45 students [taught in three sections]. Each instructor teaches from the same syllabus, which requires the entire group to agree on the sources and problems used. The RWA faculty meets regularly to assess the effectiveness of the program and the materials.

Each year the RWA faculty develops a problem that requires the students to address two distinct substantive or procedural issues in a series of exercises. The problem and the supporting materials that are distributed to the students are reviewed by the Associate Dean for Academic Affairs. First the students write a memo, then an appellate brief, then in teams they participate in a mock appellate argument. RWA instructors, other members of the faculty, and upper level student members of Moot Court participate as judges for the mock appellate arguments; each team of students argues before a panel of three judges. This provides an opportunity for community wide assessment of the effectiveness of the program. In addition, a questionnaire that will assess how confident upper level students who hold summer clerkships are with the research and writing skills obtained in RWA is being developed.

8. Annual Assessment of Externship Program

The College of Law places students in externships at approximately 40 locations per semester. Placements include judges’ chambers, state and federal agencies, and non profit legal organizations. Two faculty members supervise the program/semester. They conduct mid-semester and end of semester interviews with each student in order to evaluate the placement. In addition, the on-site supervisor completes a lengthy evaluation of the student which the supervising faculty member reviews with the student at the exit interview.

If a student does not report sufficient engagement with legal issues as part of their responsibilities, the faculty member contacts the on-site supervisor with a view to remedying the situation. This does occur, at a rate of perhaps one or two sites a year. The supervising faculty member sends each on-site supervisor a mid-semester e-mail asking them to confirm that the student extern’s work is satisfactory; also, each student must have the on-site supervisor sign a form confirming that the student is on track for passing the class and must bring that form to the mid-semester interview.

If an on-site director reports that a student is not fulfilling the responsibilities assigned to the student, the faculty member meets with the on-site director and with the student. If the student's performance does not improve, the student fails. This has occurred, but only once in the last 15 years.

Externship placements allow students to hone analytical and advocacy skills, to put substantive learning to practical use, and to confront professionalism issues under the guidance of an experienced mentor. The constant monitoring of the externship sites and the student externs permits ongoing assessment and adjustment with a view to ensuring a rich educational experience.
APPENDIX D2: SYLLABI FOR ALL APPROVED WRITING COURSES (REQUIRED RESEARCH, WRITING AND ADVOCACY COURSE)
LAW 5070
Research, Writing, & Advocacy I & II
Fall 2005

The Bluebook: A Uniform System of Citation (18th ed) ("Bluebook")

Dickerson, Darby, ALWD Citation Manual ("ALWD") (optional)

Assignments are designated by the week in which they will meet.* class meets for 100 minutes the first six weeks of the semester
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<th>Assignment</th>
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<td>Course Overview</td>
<td>Neumann Chapters 1-7</td>
<td>Discuss course purpose, distribute syllabus &amp; handout on course rules, and discuss course requirements.</td>
<td>Harvey, Woodley, and Woodley: Assignment: Hypothetical cases and statute.</td>
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<tr>
<td></td>
<td>Memo of Law</td>
<td>Teenager case exercise synthesis</td>
<td>Discuss plagiarism.</td>
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<td></td>
<td>Briefing</td>
<td>Case</td>
<td>Brief Costanza v.</td>
<td>Discuss briefing cases.</td>
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<td>Cases</td>
<td>Read Bradshaw</td>
<td>Have them brief Costanza</td>
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<td>Distribute sample memo</td>
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### Handouts

1. Syllabus
2. Rules
3. Costanza v. Seinfeld case brief
4. Sample memo
5. Plagiarism handout

### Web Posting

Optional: Office Hours, City of Philadelphia (I will link it)

**Remind students to brief relevant cases for next week and to use Template posted of RWA web site.**

Optional: Devore v. City of Philadelphia
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>Material to Cover</th>
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<tbody>
<tr>
<td>8/22/05*</td>
<td>Memo of Law – Discussion Section</td>
<td>Neumann Chapters 8, 9, 10, 11, 12, 13</td>
<td>Go over case briefs of cases from closed memo assignment. Discuss purpose of and parts of legal memo. Begin discussion of legal analysis and organization and preparation of the Discussion Section Inform students about Guideline, which will be posted</td>
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<td>Brief Harvey Woodley cases for class discussion</td>
<td>decide and be prepared to discuss best and worst written dog-bite cases review and bring to class “Martha Jacobson Memo with Comments” posted on web site</td>
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<tr>
<td></td>
<td></td>
<td>1. Student Profile 2. Structure of Discussion Section</td>
<td>Guidelines for Preparing Legal Memos Martha Jacobson Memo with Comments</td>
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<td>Handouts</td>
<td>Web Posting</td>
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</table>

<p>| Major Assignment Due |</p>
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<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Material to Cover</th>
<th>Handouts</th>
<th>Web Posting</th>
<th>Major Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>8/29/05*</td>
<td>Memo of Law - Questions Presented, Facts, Brief Answer; Conclusion</td>
<td>Neumann Chapters 15, 17, 18, 19, Appendix A &amp; B Questions Presented Exercise posted on web page</td>
<td>Discussion continues on writing of Discussion, Facts, Brief Answer and Conclusion portion of a memo In-class exercises on Questions Presented, exercises from Neumann. Synthesize lawful presence Remind students their first assignment is due next Tuesday and to bring an extra copy to class.</td>
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<tr>
<td>9/05/05*</td>
<td>Self-Edit Memo; Legal Research</td>
<td>Neumann Chapter 14, 16 including exercise on page 161 bring extra copy of your Harvey Woodley Memo to class bring to class Part I of Open Memo assignment posted to RWA web page</td>
<td>Begin class with instructions on how to self-edit memos; have students self-edit their Harvey Woodley memo Begin discussion of legal research; do research exercise on IIED claim. Discuss Hierarchy of Authority and do exercise from Neumann on Hierarchy of Authority. Students will be given the first issue of the two issue open memo problem; <strong>Inform students they have a research log due the week of 9/19 and an outline due 9/26.</strong></td>
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<tr>
<td>9/12/05*</td>
<td>Case Synthesis</td>
<td>Synthesis Exercise posted to RWA web page</td>
<td>Synthesis exercise and cases posted on RWA website</td>
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</tbody>
</table>

**Exercise on Questions Presented**

**Instructions for self-editing memos**

**Part I of Open Memo assignment**

**Harvey Woodley Memo due 9/6/05**

**Trespass Synthesis and chart (if using for exercise)**
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
<th>Notes</th>
<th>Research Assignment</th>
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</thead>
</table>
| 9/19/05* | Review Harvey Woodley Memo  
Closed memo returned to students  
Discuss common problems in closed memos  
Have students self-edit sample Harvey Woodley memo  
Review Rule Application Handout  
Optional: Distribute “good” examples from Harvey memos  
Discussion continues on researching and writing of legal memoranda.  
Inform students of how you will post Harvey Woodley sentences for next week’s class.  
**Remind students that next week we go back to the original schedule (50-minute classes)** | Woodley memo key (if using)  
Sample Woodley memo  
Rule Application Handout | Research log on Part I of Open Assignment |

| 9/26/05  | Clear Writing  
Neumann, exercises on page 248-249  
Edit Harvey Woodley sentences posted on web based on your Prof.’s instructions  
Woodley Sentences exercise  
Neumann exercises  
Distribute Grammar Test inform students to turn in Grammar Test Answers by 6:00 p.m Monday Oct. 3 | Harvey Woodley sentences exercise | Outline of Discussion section of Part I of long open memo |
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>Material to Cover</th>
<th>Handouts</th>
<th>Web Posting</th>
<th>Major Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>10/3/05</td>
<td>Citation</td>
<td>Turn-in Grammar Test Answers by 6:00 p.m. 10/03 Neumann Chapter 20, Bluebook – pages 3-18, Inside back Cover, Rules 4, 5, 6, 10, 11 Citation Exercises posted on RWA web page</td>
<td>Discuss Bluebook and need for proper citation Citation exercises using Bluebook. Optional: Discuss ALWD Manual. Students to use Bluebook format from now on. Go over citation exercises. Return Part I outlines; Optional - discuss common problems (I have notes to strike this) Return Grammar test, key, etc,</td>
<td>Grammer test answers and explanation</td>
<td>Citation Exercises</td>
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<tr>
<td>10/10/05</td>
<td>Research Strategies Discuss Part II of Open Memo Problem Legal Analysis</td>
<td>Bring to Class Part II of Open Memo Assignment posted to RWA web page</td>
<td>Discuss Part II of open memo assignment Discussion of Legal Analysis and synthesis continued using optional exercises Inform students how and when you will post conference sign-up Inform students Legal Analysis test will be posted on RWA web page My notes indicate we need something here or to split this week with citation from last week</td>
<td>Answers to Citation Exercises Part II of Open Memo Assignment</td>
<td>Part II of Open Memo Assignment Part I Open Memo due 10/10/05</td>
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<tr>
<td>Week of</td>
<td>Topic</td>
<td>Assignment</td>
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<td>Handouts</td>
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<tr>
<td>10/17/05</td>
<td>Legal Analysis</td>
<td>Re-read Chapter 10 before completing Legal Analysis Test</td>
<td>Review Legal Analysis Test&lt;br&gt;Rule Explanation Exercise I have notes to defer this until next week because we spent considerable time on ADA??&lt;br&gt;Answer questions on long open memo assignment&lt;br&gt;Post conference schedule</td>
<td>Answers to Legal Analysis Test&lt;br&gt;Distribute chapter from Legal Writing and Analysis, Linda Edwards (we may put in 3rd floor boxes)</td>
<td>Legal Analysis Test&lt;br&gt;Rule Explanation Exercise</td>
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<tr>
<td>10/24/05</td>
<td>Review Part I of Open Memo</td>
<td>Linda Edwards, Legal Writing and Analysis, (Aspen 2003)&lt;br&gt;Bring to class a copy of “sample student memo;” be prepared to identify and discuss section of the paradigm</td>
<td>Short Part I of open memo returned to students. Go over short open memo.&lt;br&gt;Answer questions and continue discussion on researching and legal issues involved in Part II of open memo assignment.&lt;br&gt;Rule Explanation Exercise&lt;br&gt;Give Jennifer poor examples from memos to compile as one handout</td>
<td>Short memo key (if using)</td>
<td>Sample student memo&lt;br&gt;Rule Explanation Exercise</td>
<td>Research log on Part II of Open Assignment</td>
</tr>
<tr>
<td>Week of</td>
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<td>Handouts</td>
<td>Web Posting</td>
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</table>
| 11/01/04| Case Analysis & Application      | Brief Case posted on RWA web page; identify ways case is analogous to your facts and how it is distinguishable; identify policies behind each | Discussion of assigned case and its application to facts of case for Part I of open memo problem  
Optional: go over examples in class of insufficient rule proof, rule application, synthesized rules, parentheticals, etc.  
Answer questions on long open memo assignment |                                                                                     | Case from Part I of open memo problem                                           |                              |
| 11/08/04| Class Time TBA; Individual Conferences |                                                                                         |                                                                                   |                                   | Parts I and II Open Memo drafts due per Prof.'s instructions |                              |
| 11/15/04| No Tuesday Classes; Thursday classes will meet this week in lieu of next week. Individual Conferences continue |                                                                                         | FOR THURSDAY STUDENTS: Answer questions about the long open memo problem.  
Announce when the open brief problem will be available to students [date will be before end of exams].  
Assign students the tasks of reading the problem over the semester break & any other initial thinking/planning/researching the instructor deems appropriate.  
Inform students to check RWA web page for first assignment of next semester  
Remind students that final open memo is due 11/28/05 |                                                                                     |                                   | Parts I and II Open Memo drafts due per Prof's instructions |                              |
<table>
<thead>
<tr>
<th>Week of</th>
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<th>Assignment Due</th>
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<tbody>
<tr>
<td>11/21/05</td>
<td>Discussion of Open Memo Assignment</td>
<td>Prepare Questions on “where you are stuck” on the Open memo</td>
<td>Answer questions about the long open memo problem.</td>
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<td>Announce when the open brief problem will be available to students [date will be before end of exams].</td>
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<td>Assign students the tasks of reading the problem over the semester break &amp; any other initial thinking/planning/researching the instructor deems appropriate.</td>
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<td>Inform students to check RWA web page for first assignment of next semester</td>
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<td>Emphasize that students will need to start working on appellate brief writing as soon as they return from the semester break.</td>
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<td>Remind students that final open memo is due 11/28/05</td>
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<tr>
<td>11/28/05</td>
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<td>Parts I and II Open Memo due 11/28/05</td>
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Professor will inform you of any variation in class meeting times.

RV A meets in small section once a week; you must attend the section in which you are registered. Classes necessary, classes are designated by the week in which they will meet.

This course syllabus identifies the General Reading Assignments. Your RV A Professor may assign additional materials and class exercises. This course syllabus provides a General Plan for the course; deletions may be necessary. RV A meets in small section once a week; you must attend the section in which you are registered.

ASSIGNMENTS:

Several objective and persuasive legal documents.

DESCRIPTION:

Research, Writing, and Advocacy ("RV A") is a first year required course that introduces students to the practical aspect of the law. In RV A, students develop and apply their analytical and research skills by drafting practical legal documents.

COURSE:

Dickerson, Daryl, ALWD Citation Manual ("ALWD") (optional)
The Bluebook: A Uniform System of Citation (17th ed) ("Bluebook")
"Nemzway, Jennifer, "Research, Writing, and Legal Reasoning: Structure, Strategy, and Style" (5th ed, 2005)

TEXTS:

Spring 2006
Research, Writing, & Advocacy II
LAW 5070

<table>
<thead>
<tr>
<th>Week of Topic</th>
<th>Assignment</th>
<th>Material to Cover</th>
<th>Handouts</th>
<th>Web Posting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23/06*</td>
<td>Appellate Brief - Statement of the Case and Questions Presented. You Play the Judge Exercise.</td>
<td>Beazley Chapters 9, 2, 3, 10, Brief Writing Exercise on the Case; Discuss Persuasive questions presented and assign Harvey Woodley questions presented; Discuss Summary of Argument; Persuasive Writing Techniques;</td>
<td>Harvey Woodley Statement of Facts; Drafting the Questions Presented. You Play the Judge Exercise;</td>
<td>Neumann Chapters 24, Brief and go over brief writing exercise on Harvey Woodley Argument; Continue discussing Argument section of the brief.</td>
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<tr>
<td>1/16/06*</td>
<td>Appellate Brief - the Statement of the Case and Point and CounterPoint. Brief Writing Exercise on the Case and Heads</td>
<td>Beazley Chapters 2, 5, 6, 9, 4; Argument Brief Writing Exercise on Harvey Woodley Statement of the Case.</td>
<td>Harvey Woodley Statement of Argument.</td>
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<tr>
<td>Due Assignment</td>
<td>Week Position</td>
<td>Handouts</td>
<td>Material to Cover</td>
<td>Assignment</td>
<td>Topic</td>
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<td>Tutorials, Posts, and Per</td>
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<td>On briefs</td>
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<td>Brief drafting</td>
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<td>Excerises on Point Headings, Questions Presented; Persuasive Writing Techniques, Rebutting Arguments</td>
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<td>7 &amp; 12; Chapters, Beatsy Chapters</td>
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<tr>
<td>Pages Limited to 4 - Issue Persuasive and Severe Briefs</td>
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<td>Persuasive Writing Techniques, Questions Presented; Exercise on Brief Writing</td>
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<tr>
<td>Brief Writing Exercise on Harvey Woody</td>
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<td>Persuasive Writing Techniques, Questions Presented; Exercise on Brief Writing Chapter 26; 1.1; Norman Beatsy Chapters</td>
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<td>Appellate</td>
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<tr>
<td>Date</td>
<td>3/13/06</td>
<td>3/15/06</td>
<td>3/16/06</td>
<td>3/17/06</td>
<td>3/18/06</td>
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<tr>
<td><strong>3/13/06</strong></td>
<td>Oral Argument Demos</td>
<td>RWA Professors to demonstrate an oral argument; time and place TBA.</td>
<td>Meet Court to discuss case time and place TBA.</td>
<td>Oral Argument</td>
<td>Spring Break</td>
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<tr>
<td><strong>3/15/06</strong></td>
<td>Brief draft due</td>
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<td><strong>2/27/06</strong></td>
<td>Oral Advocacy</td>
<td>Neumann Chapter 30, logistics.</td>
<td>Discuss oral argument both purpose and RWA Rules:</td>
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<td><strong>3/15/06</strong></td>
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<tr>
<td>Due Assignment</td>
<td>Web Posting</td>
<td>Handouts</td>
<td>Material to Cover</td>
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<td>90/03/9</td>
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</table>

Note: The table includes assignments due on various dates, with corresponding Web postings, handouts, and topics covered.
LAW 5070  
Research, Writing & Advocacy I  
Fall 2006

TEXTS:  

The *Bluebook: A Uniform System of Citation* (18th ed.) ("Bluebook")

COURSE DESCRIPTION:  
Research, Writing, and Advocacy ("RWA") is a first-year required course that introduces students to practical aspects of the law. In RWA, students develop and apply their analytical and research skills by drafting several objective and persuasive legal documents.

ASSIGNMENTS:  
This course syllabus identifies the general reading assignments and requirements. Your RWA Professor may assign additional materials and class exercises.

CLASS TIMES:  
RWA meets in small sections once a week; you must attend the section in which you are registered. Classes meet for 50 minutes, except for the first 6 weeks of the semester. Your RWA Professor will inform you of any variation in class meeting times.

* Class meets for 1 hour and 40 minutes for the first 6 weeks of the semester; thus, Tuesday morning classes meet from 8:40 a.m.-10:20 a.m., Tuesday afternoon classes meet from 1:00 p.m.-2:40 p.m., Thursday afternoon classes meet from 2:30 p.m.-4:10 p.m., and Thursday evening classes meet from 7:00 p.m.-8:40 p.m. Beginning the week of September 25, 2006, Tuesday morning classes meet from 9:30 a.m.-10:20 a.m., Tuesday afternoon classes will meet from 1:00 p.m.-1:50 p.m., Thursday afternoon classes will meet from 2:30 p.m.-3:20 p.m., and Thursday evening classes will meet from 7:00 p.m.-7:50 p.m.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>TWEN Posting(^1)</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/14/06*</td>
<td>Course Overview</td>
<td>Neumann Chapters 1 - 7;(^2)</td>
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<td></td>
<td>Memorandum of Law</td>
<td>Brief <strong>Costanza v. Seinfeld</strong> on page 47 of Neumann;</td>
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<td>Briefing cases</td>
<td>Read <strong>Bradshaw v. Unity Marine Corp., Inc.</strong>, 147 F. Supp. 2d 668 (S.D. Tex. 2001);</td>
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<td>Read and be prepared to discuss Teenager Case Synthesis Exercise.</td>
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<tr>
<td>8/21/06*</td>
<td>Memorandum of Law – Discussion Section</td>
<td>Neumann Chapters 8, 9, 10, 11, 12, 13;(^2)</td>
<td>Harvey Woodley Memo Assignment (Hypothetical with cases and statute)</td>
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<td>Harvey Woodley case briefs</td>
<td>Brief Harvey Woodley cases for class discussion; decide and be prepared to discuss best and worst written dog-bite case;</td>
<td>Case Brief Template</td>
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<td>Review and bring to class “Martha Jacobson Memo with Comments” posted on RWA web site.</td>
<td>Guidelines for Preparing Legal Memos</td>
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</tr>
<tr>
<td>8/28/06*</td>
<td>Memorandum of Law – Questions Presented, Facts, Brief Answer, Conclusion</td>
<td>Neumann Chapters 15, 17, 18, 19;(^2) Appendix A &amp; B; Questions Presented Exercise posted on RWA web site.</td>
<td>Martha Jacobson Memo with Comments</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) All materials listed in the TWEN Posting column will be posted to the TWEN RWA Home Page (2006-2007) Course Page at [www.lawschool.westlaw.com](http://www.lawschool.westlaw.com).

\(^2\) You should not complete the Exercises in the Neumann reading assignments unless otherwise directed on this Syllabus or by your RWA Professor.
<table>
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<tr>
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<tbody>
<tr>
<td>9/04/06*</td>
<td>Self-Edit Memo</td>
<td>Neumann Chapters 14, 16,(^2) including exercise on page 161;</td>
<td>Part I of Open Memo Assignment</td>
<td>Harvey Woodley Memo due 9/05/06</td>
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<tr>
<td></td>
<td>Legal Research</td>
<td>Bring extra copy of Harvey Woodley Memo to class;</td>
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<td></td>
<td>Discuss Part I of Open Memo Assignment</td>
<td>Bring to class Part I of Open Memo Assignment posted on RWA web site.</td>
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<tr>
<td>9/11/06*</td>
<td>Case Synthesis</td>
<td>Trespass Synthesis Exercise posted to RWA web site.</td>
<td>Trespass Synthesis Exercise</td>
<td></td>
</tr>
<tr>
<td>9/18/06*</td>
<td>Review Harvey Woodley Memo</td>
<td>Re-read Chapter 10 before completing Legal Analysis Test posted on RWA web site.</td>
<td>Legal Analysis Test</td>
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<tr>
<td></td>
<td>Legal Analysis</td>
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<tr>
<td>9/25/06</td>
<td>Clear Writing</td>
<td>Harvey Woodley Clear Writing Exercise; Outline of Discussion Section of Part I of Open Memo.</td>
<td>Harvey Woodley Clear Writing Exercise</td>
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<tr>
<td>10/02/06</td>
<td>Citation</td>
<td>Neumann Chapter 20,(^2)</td>
<td>Citation Exercises</td>
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<tr>
<td></td>
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<td>Bluebook – Bluepages B1-B6.1.2, B.6.2, B11-B12;</td>
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<td></td>
<td></td>
<td>Rules 1, 4, 5, 6, 10, 11, 12; Review inside Back Cover and Tables 1, 6, 7, and 8, to understand their significance;</td>
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<tr>
<td></td>
<td></td>
<td>Citation Exercises posted on RWA web site.</td>
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</tbody>
</table>

\(^1\) All materials listed in the TWEN Posting column will be posted to the TWEN RWA Home Page (2006-2007) Course Page at www.lawschool.westlaw.com.

\(^2\) You should not complete the Exercises in the Neumann reading assignments unless otherwise directed on this Syllabus or by your RWA Professor.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>TWEN Posting¹</th>
<th>Major Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/09/06</td>
<td>Citation, continued</td>
<td>Bring to class Part II of Open Memo Assignment posted to RWA web site.</td>
<td>Part II of Open Memo Assignment</td>
<td>Part I Open Memo due 10/09/06</td>
</tr>
<tr>
<td></td>
<td>Research Strategies</td>
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<tr>
<td></td>
<td>Discussion of Open Memo Assignment</td>
<td></td>
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<tr>
<td>10/16/06</td>
<td>Rule Explanation</td>
<td>Rule Explanation Exercise posted on RWA web site.</td>
<td>Rule Explanation Exercise</td>
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<tr>
<td>10/30/06</td>
<td>Case Analysis &amp; Case Application</td>
<td>Brief case posted on RWA web page; identify ways case is analogous to your facts and how it is distinguishable; identify supporting policies.</td>
<td>Case from Part I of Open Memo Assignment</td>
<td></td>
</tr>
<tr>
<td>11/06/06</td>
<td>No Class – individual conferences</td>
<td></td>
<td></td>
<td>Parts I and II Open Memo drafts due per Professor's instruction</td>
</tr>
<tr>
<td>11/13/06</td>
<td>Discussion of Open Memo Assignment</td>
<td>All day classes will meet on Thursday at 2:30 p.m. Rooms TBA. Evening classes meet at regularly scheduled time.</td>
<td>Parts I and II Open Memo drafts due per Professor's instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual conferences continue</td>
<td>Prepare questions on “where you are stuck” on the Open Memo.</td>
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</tr>
<tr>
<td>11/20/06</td>
<td>No class – extended office hours</td>
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<td>Parts I and II Open Memo due 11/27/06</td>
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<tr>
<td>11/27/06</td>
<td>No class</td>
<td></td>
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</tr>
</tbody>
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¹ All materials listed in the TWEN Posting column will be posted to the TWEN RWA Home Page (2006-2007) Course Page at www.lawschool.westlaw.com.
RWA Oral Argument Tentative Schedule

Students in RWA will participate in oral arguments during the spring semester. Because participation in the arguments is mandatory, you should be aware of the tentative dates on which arguments may be scheduled.

The spring Syllabus will identify the specific dates of the RWA oral arguments. The specific time and place of your individual arguments will be posted on Monday, February 12, 2007.

Please note that some arguments will be scheduled on Friday evenings and Saturday mornings and both day and evening students may be scheduled to argue at these times. However, no student enrolled in an evening section of RWA will be scheduled to argue during the weekday and no arguments will conflict with any first year course offered during the day. Arguments are likely to be scheduled for Thursday evening, which will conflict with the evening Torts.

At the beginning of the spring semester you will have the opportunity to submit in writing the times you are unable to argue. These reasons are primarily limited to work, religious, and law school class scheduling conflicts.

**Preliminary Competition:** You must participate in two oral arguments -- one the week of March 19, 2007 and the other the week of March 26, 2007.

**Elimination Competition:** Sixteen students will advance into the Elimination Competition. The likely days, dates, and times for the Elimination Competition are:

- **Thursday, April 5, 2007**  
  6:00-8:00 p.m.  
  Quarter-final rounds  
  Judges are outside attorneys

- **Saturday, April 7, 2007**  
  9:00 a.m.-1:00 p.m.  
  Semi-final rounds  
  Judges are College of Law faculty members

- **Thursday, April 12, 2007**  
  6:00-8:00 p.m. (all students are expected to attend)  
  Final round  
  Judges are “real” judges from various courts

**Because the preliminary rounds and the elimination competition of the oral arguments are mandatory, you should clear any conflicts for the entire week and not make any plans that conflict with those weeks.**
LAW 5070
Research, Writing, & Advocacy II
Spring 2006

TEXTS:
("Neumann")Beazley, Mary Beth, A Practical Guide to Appellate Advocacy (2002)("Beazley")
The Bluebook: A Uniform System of Citation (17th ed.) ("Bluebook")
Dickerson, Darby, ALWD Citation Manual ("ALWD") (optional)

COURSE DESCRIPTION:
Research, Writing, and Advocacy ("RWA") is a first year required course that introduces students to the practical aspect of the law. In RWA, students develop and apply their analytical and research skills by drafting several objective and persuasive legal documents.

ASSIGNMENTS:
This course syllabus identifies the general reading assignments. Your RWA Professor may assign additional materials and class exercises. This course syllabus provides a general plan for the course; deviations may be necessary. Classes are designated by the week in which they will meet.

CLASS TIMES:
RWA meets in small section once a week; you must attend the section in which you are registered. Classes meet for 50 minutes, except for the first 3 weeks of the semester and the week of 02/28/05. Your RWA Professor will inform you of any variation in class meeting times.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>Material to Cover</th>
<th>Handouts</th>
<th>Web Posting</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1/09/06* | Semester Overview; Appellate Brief Writing – the Argument | Neumann Chapters 24, 31; Beazley Chapter 1, 4 & 8; Read Record | Discussion of the appellate process, the function and elements of the brief, and standard of review; Review “Semester Overview”; assign sides; “Ice Breaker” Exercise; Begin discussing the argument section of the brief; Assign brief-writing exercise using Harvey Woodley -- students should outline the arguments and authorities to be presented as if Harvey Woodley were appealing the grant of Androcles’ motion for s.j. and denial of Harvey’s motion for s.j. on the provocation issue; Alert students that brief format is found in Appendix C in Beazley – distribute hard copy. We will be using the first two briefs of Minnesota v. Carter;  
Announce that class for the next two weeks will be extended;  
Announce that brief conferences will be held weeks of 2/13/06 and 2/20/06;  
Announce that due date for draft is 1/30/06. | Carter brief; Martha Jacobson briefs; Drafting the Contentions/Point Headings | Sample Student Briefs from previous years  
Color Coded Beazely Brief  
Semester Overview |
<table>
<thead>
<tr>
<th>Week of Topic</th>
<th>Assignment</th>
<th>Material to Cover</th>
<th>Handouts</th>
<th>Web Posting</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1/16/06*</td>
<td>Appellate Brief – The Argument and Point of the Case</td>
<td>Neumann Chapters 24; Beazley Chapters 2, 5, 6, 9, 10; Brief writing on the Argument Heads</td>
<td>Harvey Woodley Argument</td>
<td>Persuasive Writing Techniques; Discuss persuasive fact statements and assign students Harvey Woodley Statement of Case.</td>
<td>You Play the Judge Exercise</td>
</tr>
<tr>
<td>1/23/06*</td>
<td>Appellate Brief – The Statement of the Case and Questions Presented</td>
<td>Beazley Chapters 2, 5, 6, 9, 10; Brief Writing on the Exercise of the Statement of the Case;</td>
<td>Harvey Woodley Statement of Facts; Drafting the Questions Presented</td>
<td>Brief writing exercise on Harvey Woodley Statement of Case; Discuss persuasive questions presented and assign Harvey Woodley questions presented;</td>
<td>You Play the Judge Exercise; Remind students that we return to 50 minute classes next week.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Material to Cover</td>
<td>Handouts</td>
<td>Web Posting</td>
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<tr>
<td>1/30/06</td>
<td>Appellate Brief – Questions Presented and Persuasive Writing Techniques</td>
<td>Beazley Chapter 11; Neumann Chapter 26; Brief Writing Exercise on Questions Presented</td>
<td>Brief writing exercise on Harvey Woodley Questions Presented; Persuasive Writing Techniques.</td>
<td>Harvey Woodley Questions Presented; Persuasive Writing Techniques</td>
<td>Brief draft of “severe and pervasive” issue - limited to 4 pages</td>
</tr>
<tr>
<td>2/06/06</td>
<td>Appellate Brief – Review</td>
<td>Beazley Chapters 7 &amp; 12; Exercises on Point Headings, Questions Presented, Persuasive Techniques, Rebutting Arguments</td>
<td>Exercises on Point Headings, Questions Presented, Persuasive Techniques, Rebutting Arguments</td>
<td>Exercises on Point Headings; Questions Presented; Persuasive Techniques; Rebutting Arguments</td>
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<tr>
<td>2/13/06</td>
<td>Office conferences on briefs</td>
<td>No reading assignment; no class</td>
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<tr>
<td>Week of</td>
<td>Topic</td>
<td>Assignment</td>
<td>Material to Cover</td>
<td>Handouts</td>
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</table>

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<tr>
<th>Date</th>
<th>Office conferences on briefs</th>
<th>Brief drafts due per Profs</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/21/06</td>
<td>No reading assignment; no class</td>
<td>Discuss oral argument, both purpose and logistics.</td>
<td></td>
</tr>
<tr>
<td>2/27/06*</td>
<td>Oral Advocacy, Neumann Chapter 30; Beazley Chapter 13</td>
<td>RWA Rules; Moot Court Information: The Argument of An Appeal (Davis); Appellate Practice Seminar - Ten Good Ways to Lose at Oral Argument</td>
<td></td>
</tr>
<tr>
<td>3/06/06</td>
<td>Spring Break</td>
<td>No class</td>
<td></td>
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<tr>
<td>3/13/06</td>
<td>Oral Argument Demos</td>
<td>Moot Court will demonstrate an oral argument in lieu of class; time and place TBA.</td>
<td>RWA Professors to conduct demonstration arguments, times and places TBA</td>
</tr>
<tr>
<td>Week of</td>
<td>Topic</td>
<td>Material to cover</td>
<td>Assignment</td>
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<tr>
<td>3/20/06</td>
<td>Oral</td>
<td>Argument Preliminary Competition - On-Brief Round</td>
<td>Argument - TBA</td>
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<tr>
<td>3/27/06</td>
<td>Oral</td>
<td>Argument Preliminary Competition - Off-Brief Round</td>
<td>Argument - TBA</td>
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<tr>
<td>4/03/06</td>
<td>Oral</td>
<td>Argument Elimination Competition</td>
<td>Argument - TBA</td>
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<tr>
<td>4/10/06</td>
<td>Oral</td>
<td>Argument Elimination Competition</td>
<td>Argument - TBA</td>
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**Note:** The table is not fully populated with all necessary details.
LAW 5070
Research, Writing & Advocacy I
Fall 2007

TEXTS:
The Bluebook: A Uniform System of Citation (18th ed.) ("Bluebook")

COURSE DESCRIPTION:
Research, Writing, and Advocacy ("RWA") is a first-year required course that introduces students to practical aspects of the law. In RWA, students develop and apply their analytical and research skills by drafting several objective and persuasive legal documents.

ASSIGNMENTS:
This course syllabus identifies the general reading assignments and requirements. Your RWA Professor may assign additional materials and class exercises.

CLASS TIMES:
RWA meets in small sections once a week; you must attend the section in which you are registered. Classes meet for 50 minutes, except for the first 6 weeks of the semester. Your RWA Professor will inform you of any variation in class meeting times.

* Class meets for 1 hour and 40 minutes for the first 6 weeks of the semester; thus, Tuesday morning classes meet from 8:40 a.m. - 10:20 a.m., Tuesday afternoon classes meet from 1:15 p.m. - 2:55 p.m., the Thursday afternoon class meets from 2:30 p.m. - 4:10 p.m., and Thursday evening classes meet from 7:00 p.m. - 8:40 p.m. Beginning the week of September 24, 2007, Tuesday morning classes will meet from 9:30 a.m. - 10:20 a.m., Tuesday afternoon classes will meet from 1:15 p.m. - 2:05 p.m., the Thursday afternoon class will meet from 2:30 p.m. - 3:20 p.m., and Thursday evening classes will meet from 7:00 p.m. - 7:50 p.m.
# LAW 5070
Research, Writing & Advocacy I  
Fall 2007  
Syllabus

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>TWEN Posting</th>
<th>Major Assignments Due</th>
</tr>
</thead>
</table>
| 8/13/07*  | Course Overview                            | Neumann Chapters 1 - 7;²  
Brief Costanza v. Seinfeld on page 47 of Neumann;  
Read Bradshaw v. Unity Marine Corp., Inc., 147 F. Supp. 2d 668 (S.D. Tex. 2001);  
Read and be prepared to discuss Teenager Case Synthesis Exercise;  
Complete and be prepared to discuss CALI Plagiarism Exercise. |              |                       |
| 8/20/07*  | Memorandum of Law – Discussion Section     | Neumann Chapters 8 - 13;²  
Brief Harvey Woodley cases for class discussion; decide and be prepared to discuss best and worst written dog-bite case;  
Review and bring to class “Martha Jacobson Memo with Comments” posted on RWA TWEN site. |              |                       |

1 All materials listed in the TWEN Posting column will be posted to the TWEN RWA Home Page (2007-2008) at www.lawschool.westlaw.com.
2 You should not complete the Exercises in the Neumann reading assignments unless otherwise directed on this Syllabus or by your RWA Professor.
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</table>
| 8/27/07* | Memorandum of Law – Questions Presented, Facts, Brief Answer, Conclusion | Neumann Chapters 15, 17, 18, 19;
Appendix A & B;
Questions Presented Exercise posted to RWA TWEN site;
Synthesize Lawful Presence element of Harvey Woodley Assignment. | Exercise on Questions Presented |                      |
| 9/03/07* | Self-Edit Harvey Woodley Memo Legal Research Discussion of First Open Memo Assignment | Neumann Chapters 14, 16;
including exercise on page 161;
Bring extra copy of Harvey Woodley Memo to class;
Bring to class First Open Memo Assignment posted to RWA TWEN site. | First Open Memo Assignment | Harvey Woodley Memo due 9/04/07 |
| 9/10/07* | Citation                                   | Neumann Chapter 20;
Bluebook – Bluepages B1-B6.1.2, B.6.2, B11-B12; Rules 1, 4, 5, 6, 10, 11, 12; Review inside Back Cover and Tables 1, 6, 7, and 8, to understand their significance;
Citation Exercises posted to RWA TWEN site. | Citation Exercises |                      |

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1 All materials listed in the TWEN Posting column will be posted to the TWEN RWA Home Page (2007-2008) at [www.lawschool.westlaw.com](http://www.lawschool.westlaw.com).

2 You should not complete the Exercises in the Neumann reading assignments unless otherwise directed on this Syllabus or by your RWA Professor.
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<th>Assignment</th>
<th>TWEN Posting¹</th>
<th>Major Assignments Due</th>
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<tbody>
<tr>
<td>9/17/07*</td>
<td>Review Harvey Woodley Memo</td>
<td>Re-read Chapter 10 before completing Legal Analysis Test posted to RWA web site.</td>
<td>Legal Analysis Test</td>
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<tr>
<td></td>
<td>Legal Analysis</td>
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</tr>
<tr>
<td>9/24/07</td>
<td>Clear Writing</td>
<td>Harvey Woodley Clear Writing Exercise; Outline of Discussion Section of First Open Memo Assignment.</td>
<td>Harvey Woodley Clear Writing Exercise</td>
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<tr>
<td>10/01/07</td>
<td>Case Synthesis</td>
<td>Trespass Synthesis Exercise posted to RWA TWEN site.</td>
<td>Trespass Synthesis Exercise</td>
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<tr>
<td>10/08/07</td>
<td>Research Strategies</td>
<td>Trespass Synthesis Exercise, continued; Bring to class Second Open Memo Assignment posted to RWA TWEN site.</td>
<td>Second Open Memo Assignment</td>
<td>First Open Memo due 10/08/07</td>
</tr>
<tr>
<td></td>
<td>Discussion of Second Open Memo Assignment</td>
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</tr>
<tr>
<td>10/15/07</td>
<td>Rule Application</td>
<td>Rule Application Exercise posted to RWA TWEN site.</td>
<td>Rule Application Exercise</td>
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<td>10/29/07</td>
<td>Case Analysis &amp; Case Application</td>
<td>Brief case posted on RWA TWEN site; identify ways case is analogous to your facts and how it is distinguishable; identify supporting policies.</td>
<td>Case from First Open Memo Assignment</td>
<td></td>
</tr>
<tr>
<td>11/05/07</td>
<td>No Class – Individual Conferences</td>
<td></td>
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</tr>
<tr>
<td>11/12/07</td>
<td>Discussion of Open Memo Assignment</td>
<td>All day classes will meet on Thursday at 2:30 p.m. Rooms TBA. Evening classes meet at regularly scheduled time. Prepare questions on “where you are stuck” on the Open Memo.</td>
<td>Rewrite of First Open Memo and Draft of Second Open Memo due per Prof’s instruction</td>
<td></td>
</tr>
<tr>
<td>11/19/07</td>
<td>No class – extended office hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/26/07</td>
<td>No class</td>
<td></td>
<td>Final Open Memos due 11/26/07</td>
<td></td>
</tr>
</tbody>
</table>

¹ All materials listed in the TWEN Posting column will be posted to the TWEN RWA Home Page (2007-2008) at www.lawschool.westlaw.com.
RWA Oral Argument Tentative Schedule

Students in RWA will participate in oral arguments during the spring semester. Because participation in the arguments is mandatory, you should be aware of the tentative dates on which arguments may be scheduled.

The spring Syllabus will identify the specific dates of the RWA oral arguments. The specific time and place of your individual arguments will be posted on Monday, February 11, 2008.

Please note that some arguments will be scheduled on Friday evenings and Saturday mornings and both day and evening students may be scheduled to argue at these times. However, no student enrolled in an evening section of RWA will be scheduled to argue during the weekday and no arguments will conflict with any first year course offered during the day. Arguments are likely to be scheduled for Thursday evening, which will conflict with the evening Torts.

At the beginning of the spring semester you will have the opportunity to submit in writing the times you are unable to argue. These reasons are primarily limited to work, religious, and law school class scheduling conflicts.

**Preliminary Competition:** You must participate in two oral arguments -- one the week of March 17, 2008 and the other the week of March 24, 2008.

**Elimination Competition:** Sixteen students will advance into the Elimination Competition. The likely days, dates, and times for the Elimination Competition are:

- **Thursday, April 3, 2008** 6:00-8:00 p.m. Quarter-final rounds Judges are outside attorneys
- **Saturday, April 5, 2008** 9:00 a.m.-1:00 p.m. Semi-final rounds Judges are College of Law faculty members
- **Thursday, April 10, 2008** 6:00-8:00 p.m. Final round Judges are “real” judges from various courts (all students are expected to attend)

Because the preliminary rounds and the elimination competition of the oral arguments are mandatory, you should clear any conflicts for the entire week and not make any plans that conflict with those weeks.
LAW 5071
Research, Writing & Advocacy II
Spring 2008


Beazley, Mary Beth, A Practical Guide to Appellate Advocacy (2d ed. 2006)("Beazley")

The Bluebook: A Uniform System of Citation (18th ed.)("Bluebook")

COURSE DESCRIPTION: Research, Writing and Advocacy ("RWA") is a first-year required course that introduces students to the practical aspect of the law. In RWA, students develop and apply their analytical and research skills by drafting several objective and persuasive legal documents.

ASSIGNMENTS: This course syllabus identifies the general reading assignments. Your RWA Professor may assign additional materials and class exercises. This course syllabus provides a general plan for the course; deviations may be necessary. Classes are designated by the week in which they will meet.

CLASS TIMES: Classes meet for 50 minutes, except for the first 3 weeks of the semester and the week of 2/25/08. Your RWA Professor will inform you of any variation in class meeting times.
**Syllabus**  
**Research, Writing & Advocacy II**  
**Spring 2008**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>TWEN Posting</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1/07/08</td>
<td>Semester Overview; Appellate Brief Writing – the Statement of the Case and the Argument</td>
<td>Neumann Chapters 24 and 31 Beazley Chapters 1, 2.1-2.3, 4, 8; Read the “Record.”</td>
<td>Sample Student Briefs; Color-coded Carter Brief; Spring Semester Overview</td>
<td></td>
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<tr>
<td>1/14/08</td>
<td>Appellate Brief – the Argument, Point Headings, and Statement of the Case</td>
<td>Neumann Chapter 29; Beazley Chapters 5, 6, 9.2; Draft Statement of the Case for Tortelli v. Dunder-Macon, Inc.</td>
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</tr>
<tr>
<td>1/21/08</td>
<td>Appellate Brief – the Argument, Point Headings, Summary of the Argument, and Questions Presented</td>
<td>Neumann Chapter 25; Beazley Chapters 9.1, 9.3, 9.4. “You Play the Judge” Exercise; Draft Point Headings on “unwelcome” element for Tortelli v. Dunder-Macon, Inc.</td>
<td>“You Play the Judge” Exercise</td>
<td></td>
</tr>
<tr>
<td>1/28/08</td>
<td>Appellate Brief – Persuasive Writing Techniques; Using Authority Persuasively</td>
<td>Neumann Chapter 30; Beazley Chapters 10, 11. Read or reread case posted on RWA TWEN site; identify ways case may be used to support your argument and how to distinguish case; consider both factual and policy-based arguments.</td>
<td>Brief Self-Edit Sheet Case on “unwelcome” element</td>
<td>Mandatory: Argument section of “unwelcome” element – limited to 3 pages; Optional: Point Headings outline of other issues – limited to 1 page. Both due 1/28/08</td>
</tr>
<tr>
<td>2/04/08</td>
<td>Appellate Brief – Review</td>
<td>Beazley Chapters 7, 12. Brief Writing Exercise (posted on RWA TWEN Page)</td>
<td>Brief Writing Exercise</td>
<td></td>
</tr>
</tbody>
</table>

---

1 Class meets for 1 hour and 40 minutes for the first 3 weeks of the semester; thus, Tuesday morning classes meet from 8:40 a.m. – 10:20 a.m., Tuesday afternoon classes meet from 1:15 p.m. – 2:55 p.m., the Thursday afternoon class meets from 2:45 p.m. – 4:25 p.m., and Thursday evening classes meet from 6:00 p.m. – 7:40 p.m.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
<th>TWEN Posting</th>
<th>Assignments Due</th>
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<tr>
<td>2/11/08</td>
<td>Individual Office Conference</td>
<td>No reading assignment; no class</td>
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<td>Brief drafts due per Professor’s instructions</td>
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<tr>
<td>2/18/08</td>
<td>Individual Office Conference</td>
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<tr>
<td>2/25/08</td>
<td>Oral Advocacy</td>
<td>Neumann Chapter 34; Beazley Chapters 13, 14.5-14.7.</td>
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<tr>
<td>3/03/08</td>
<td>Spring Break</td>
<td>No class</td>
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</tr>
<tr>
<td>3/10/08</td>
<td>Oral Argument Demonstrations</td>
<td>Moot Court will demonstrate an oral argument in lieu of class; time and place TBA. RWA Professors to conduct demonstration practice arguments; times and places TBA.</td>
<td></td>
<td>Appellate Brief due 3/10/08</td>
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<tr>
<td>3/17/08</td>
<td>Oral Argument-Preliminary Competition On-Brief Round</td>
<td>Arguments in lieu of class; times and places TBA.</td>
<td></td>
<td></td>
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<tr>
<td>3/24/08</td>
<td>Oral Argument – Preliminary Competition Off-Brief Round</td>
<td>Arguments in lieu of class; times and places TBA.</td>
<td></td>
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</tr>
<tr>
<td>3/31/08</td>
<td>Oral Argument – Elimination Competition</td>
<td>Arguments in lieu of class; times and places TBA.</td>
<td></td>
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</tr>
<tr>
<td>4/07/08</td>
<td>Oral Argument – Final Round</td>
<td>Final Round – Thursday, April 10, 2008. Room TBA; a 6:00 p.m. start time is anticipated but the final round may begin later depending on the judges’ schedules.</td>
<td></td>
<td>Mandatory Attendance</td>
</tr>
</tbody>
</table>

2 Class meets for 1 hour and 40 minutes.
RWA SPRING SEMESTER

1. Appellate Brief

The major assignment scheduled for the spring semester will be an appellate brief, arguing a legal position based on the claim you researched for the open memorandum. You will be given a record of what happened in the trial court. The class will be divided, with half of you representing the Appellant and half of you representing the Appellee.

2. Oral Arguments

a. Overview

Spring semester will conclude with the oral argument competition. In the competition, you will present orally the arguments you made in your appellate brief. You will pair up with a partner and each of you will argue the issues raised in the brief. The competition will consist of two graded preliminary rounds in which all RWA students will participate. Each round you and your partner will present your arguments to a three-judge panel consisting of one RWA Professor and two Moot Court members. You will be scored individually and only the RWA Professors’ scores will count as your RWA “Oral Argument Grade.” The Moot Court members’ scores will be factored in with the RWA Professors’ scores to determine which students advance into an elimination competition. The top eight oralists on each issue participate in an elimination competition that culminates in a final round from which a top oralist is selected.

To receive a passing grade in the preliminary competition, you need not “win” your round, but you must present your case in a professional and acceptable manner that shows thought and preparation with respect to both the material presented and the manner of presentation.

Participation in the preliminary rounds, and the elimination competition, if applicable, is mandatory. Take note of the dates below and plan your schedule accordingly. There will be no “make-up” arguments held.

b. Preliminary Competition

The preliminary competition will be held the weeks of March 17 and March 24. Please note that some arguments will be scheduled on Friday evenings and Saturday mornings and both day and evening students may be scheduled to argue at these times. No student enrolled in an evening section of RWA will be scheduled to argue during the weekday and no argument will conflict with any first year course offered during the day. Arguments are likely to be scheduled for Thursday evening, which will conflict with the evening Civil Procedure II class. You will argue on the same day and at the same time each week.
c. **Elimination Competition Tentative Schedule (16 Competitors)**

The eight students with the top scores on each issue will advance into the elimination competition. Each student will be paired with a student arguing the opposite issue. Students advance individually through the competition. The likely days, dates and times for the elimination competition are:

**Quarter-Final and Semi-Final Rounds:** Quarter-final rounds will be held on Thursday, April 3, 2008 at 6:30 p.m. The semi-final rounds will be held on Saturday, April 5, 2008, beginning at 9:00 a.m.

**Final Round:** The final round will be held on Thursday, April 10, 2008 at 6:00 p.m. Attendance is mandatory for all students.

d. **Scheduling Conflicts**

Because the oral arguments are mandatory, you should clear any conflicts for those weeks. As noted above, no argument will be scheduled to conflict with any first year day class and no student in an evening section of RWA will be scheduled to argue before 6:00 p.m. on Thursday or Friday or on any evening Contracts, Property, or Criminal Law is offered.

As noted above, arguments will be scheduled on Thursday evenings. If you are in the Thursday evening Civil Procedure II class, you must provide written notice of the conflict to Professor Chiovaco to ensure that you are not scheduled to argue at that time.

Other conflicts, such as work and religious reasons, must be provided in writing to Professor Chiovaco by Friday, February 1, 2008. All conflicts should be sent to Professor Chiovaco at jchiovaco@gsu.edu.

As we get closer to the competition, you will be advised of the exact date and time of your arguments.

3. **Jury or Bailiff Duty**

Another requirement for receiving a grade in RWA is participation as a juror in a trial for the Litigation classes or as a bailiff in the RWA oral argument competition. Sign-ups for each will be available during the spring semester.
APPENDIX D3: DEGREE REQUIREMENTS
(FROM COLLEGE OF LAW BULLETIN)
OUTLINE OF THE 90-HOUR CURRICULUM

Full-time Program
NOTE: THE COURSE OF STUDY OUTLINED FOR FULL-TIME STUDENTS IS MANDATORY DURING THE FIRST YEAR

FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Contracts I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Property I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Torts I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Civil Procedure I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research, Writing and Advocacy I</td>
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<td>2</td>
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<td>Civil Procedure II</td>
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<td>Criminal Law</td>
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SECOND YEAR*

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<td>3</td>
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<tr>
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THIRD YEAR

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<td>14</td>
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</table>

TOTAL: 90 HOURS

* Unless provided otherwise, students are required to take Evidence, Litigation and Professional Responsibility in the same year.

Part-time Program**

NOTE: THE COURSE OF STUDY OUTLINED FOR PART-TIME STUDENTS IS MANDATORY DURING THE FIRST AND SECOND YEAR, EXCEPT THAT CONSTITUTIONAL LAW MAY BE TAKEN IN THE SUMMER BETWEEN THE FIRST AND SECOND YEAR.

FIRST YEAR

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<td>Property I</td>
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</tr>
<tr>
<td>Property II</td>
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</tr>
<tr>
<td>Criminal Law</td>
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## SECOND YEAR

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<td>Civil Procedure I</td>
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<td>Constitutional Law</td>
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## THIRD YEAR*

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## FOURTH YEAR

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**TOTAL: 90 HOURS**

* Unless provided otherwise, students are required to take Evidence, Litigation and Professional Responsibility in the same year.

** Part-time students may accelerate graduation by taking more summer courses, or may delay graduation by taking fewer or no summer courses. Although this program is typical, it should be noted that there are a variety of ways to reach the 90-hour total required for graduation.

**NOTE:** Except as provided otherwise, the courses that full-time students are required to take in their first year are prerequisites to ALL elective courses.

This rule applies to ALL students including part-time students during their first two years of study. Part-time students may, however, take certain specially designated electives in the summer term between their first and second year and during their second year. The courses part-time students may take prior to completing the required first year courses are:

- Administrative Law
- Advanced Legal Research
- Corporations
- Criminal Procedure I
- Federal Taxation
- Land Use
- Legislation
- Local Government Law
- Natural Resources Law
- Real Estate Transactions
- Sales
- Security Interests and Liens
- Unincorporated Business Associations
- Water Rights

Part-time second year students who have taken Constitutional Law I or Criminal Procedure I may take the continuation semester of those courses.

International Law may be taken by those part-time second year students who have taken Constitutional Law I.

Rising part-time first year students may take Professional Responsibility and Constitutional Law.

Rising full-time second year students may take Professional Responsibility.
Description of Required Courses

The faculty of the College of Law reserves the right to change the nature of any course offering in any fashion that it judges proper at any time, including the right to establish new required courses, to change current required courses to electives, and the decision as to when and how often any course described below is offered.

NOTE: Course credit hours are shown in parentheses immediately following the course title.

Required Courses, First Year

Law 5000. Civil Procedure I. (3) An introduction to the basic concepts of the law of civil procedure as a foundation for advanced study in both civil procedure and other areas of substantive law. It provides the student with an overview of procedure in a civil action and examines in detail the traditional bases of in personam, in rem, and quasi in rem jurisdiction of state and federal courts; the constitutional mandate of due process as it relates to notice of actions and the opportunity to be heard in them; federal question and diversity jurisdiction in the federal courts; venue of actions; modern systems of pleading and their historical antecedents, including the complaint, the answer, challenges to the pleadings, amendments, and the joinder of claims and parties.

Law 5001. Civil Procedure II. (3) This course builds upon the foundation established in Civil Procedure I and exposes the student to the discovery process, the pretrial order and the trial of cases in civil matters, including jury selection and considerations bearing on non-jury trials; the scope and order of trial and the presentation of evidence; opening and closing arguments and instructions to the jury; and attacks on verdicts and judgements. The course concludes with a consideration of the fundamental principles of appellate review and the binding effect of decisions (res judicata, collateral estoppel, and the law of the case).

Law 5010. Contracts I. (3) and Law 5011. Contracts II. (3) A two-semester examination of the law of contractual obligations covering the formation and interpretation of contracts, legal limitations on the bargaining process, claims and defenses related to breach of contract, and remedies for breach.

Law 5020. Criminal Law. (3) An examination of the common law origins and modern day codification of the criminal law and defenses thereto.

Law 5030. Legal Bibliography. (1) Instruction in effective legal research skills through lecture and research exercises including the use of library materials, computerized legal research systems, LEXIS and WESTLAW.

Law 5050. Property I. (3) and Law 5051. Property II. (3) An introductory investigation of the validity of concepts underlying the Anglo-American system of property. The capacity of the system to accommodate public needs and private desires for allocation and use of land is studied through intensive examination of the doctrine of estates, private restrictions on land use, public controls of land use and modern landlord-tenant relations.

Law 5060. and Torts I. (3) and Law 5061. Torts II. (3) This is a comprehensive, two-semester course that considers the legal principles underlying the law of civil obligations.

Law 5060. Torts I. (3) This semester we consider the theories and policies underlying liability based on intent, negligence and strict liability. The focus is on intentional interference with persons and property, strict liability for abnormally dangerous activities, and negligence: duty, standards of care, proof of breach, factual and proximate causation, and affirmative defenses.

Law 5061. Torts II. (3) This semester we complete our study of negligence liability. The basic theories and policies underlying tort law are then applied to actions in products liability, nuisance, defamation, misrepresentation, and invasion of privacy.

Law 5070 and Law 5071 Research, Writing and Advocacy I and II. A sequence of courses dealing with legal research, legal analysis, legal problem solving, and appellate advocacy. Legal research and writing skills are emphasized.

Law 5070. Research, Writing and Advocacy I. (2) This course introduces the use of the legal memorandum as a format for analyzing and discussing legal issues. Each student produces several short papers based on assigned cases and a substantial research memorandum of law dealing with an assigned problem.

Law 5071. Research, Writing and Advocacy II. (1) This course examines the basic techniques of written and oral appellate advocacy including the appropriate structure of the appellate brief, formulation of issues, and analysis. Each student is required to prepare a written brief and to participate in a "Moot Court" oral argument.

Required Courses, Second Year

Law 6000. Constitutional Law I: Federalism. (3) A study of the nature and distribution of federal power and of state-federal relationships, including judicial review, the Commerce Clause and state
regulation of commerce, the Tenth Amendment, separation of powers, and the taxing, spending and appropriations powers.

**Law 6010. Evidence. (4)** Explores the rules for fact finding in the judicial process, with particular emphasis on the federal rules of evidence. Topics covered include judicial notice, real and demonstrative evidence, relevance, authentication, competence and examination of witnesses, impeachment, expert testimony, hearsay, privileges and burdens of proof.

**Law 6020. Professional Responsibility. (2)** Examines the rules and problems unique to the practice of law. Concentration is on confidentiality, conflicts of interest, advertising, and solicitation, and the ethics of the adversary system. Particular emphasis is placed on the Code of Professional Responsibility and Model Rules of Professional Conduct.

**Law 6030. Litigation Workshop. (3)** Prerequisite: Law 6010. Law 6020 must be taken concurrently. This course is designed to provide students with the knowledge and skills necessary to handle competently and ethically a case from initial client interview through trial. Students will study the law of pretrial and trial procedure. The examination of each of the stages of litigation will combine discussions of theory with written and performance simulations, so that students will obtain experience in using the skills and tactics litigators use. The course will culminate with the participation by each student in a mock trial.
APPENDIX D4: SEE TABLE D-1
APPENDIX D5: SUMMARY RESULTS OF SURVEYS
Table 1

University (22 departments) N = 690 (response rate = 84.7 percent)
N = 36 (response rate = 73.5 percent)

October 2007
Faculty Survey: Findings Report
College of Law
Academic Program Review
**Table 2**

### Teaching and Research

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<th>Availability of Research Support</th>
<th>Percent</th>
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### Quality of Curriculum and Programming

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</tr>
<tr>
<td>Strongly Don't Agree</td>
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During the last two years, have you refereed or served as a reviewer for one or more articles submitted to Journal(s)?

<table>
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<tr>
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<th>%</th>
<th>N</th>
<th>%</th>
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<td>Any other editorial boards</td>
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</table>

Have you ever been the editor of any journals or served on any editorial boards in your field?

Table 4

![Graph 14](image)

![Graph 15](image)
Table 7

<table>
<thead>
<tr>
<th></th>
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Graph 24

Supplemental Questions Provided by the College of Law
Table 8

| Does the College of Law have enough faculty to support the coursework? |
|------------------|--|---|
| Yes              | % | N |
| No               | % | N |

| Does the College of Law teach the courses during the summer? |
|------------------|--|---|
| Yes              | % | N |
| No               | % | N |

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Graph 27

Graph 26
The following statements are in response to the comment section in the online questionnaire.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

GENERAL COMMENTS
Faculty is adequate to meet our teaching needs. But if we had more faculty, we could decrease teaching loads so we had more time for scholarship.

With regard to faculty productivity, the College seems to overvalue being quoted in the popular media, and to undervalue scholarship that is recognized as such by the wider community of legal academics. The College's compensation structure unfairly rewards faculty time-in-service, to the detriment of scholarship. The College's development efforts are skewed toward physical assets and student aid, and away from endowing chairs for its faculty. The College is in the process of relaxing the standard for promotion to full professor, while at the same time establishing no further rank that full professors might aspire to.

The College of Law needs to section more courses in order to enhance the quality of the pedagogical experience offer to our students. A small section in the first year would be ideal. We do not have enough faculty members to do this at present.

The College needs more faculty to cover core areas such as tax, criminal law, corporate law, and intellectual property.

Dean Kaminshine is doing a fine job of encouraging everyone to live up to their potential -- faculty, students, donors, staff, etc. We're lucky to have him.

The current dean is a wonderful leader - he is someone who can help people achieve their full potential. We are very lucky to have him!

The concept of scholarship at the College of Law is a joke. The current (new) Dean has only written TWO full-length law review articles since 1980. Despite this dismal publishing record, he was promoted to Full Professor in 2005 and chosen to be Dean. (He was an insider acting as interim Dean.) Those faculty who are productive in terms of publishing and presenting should be rewarded for their efforts. The College of Law is more like 'law high school' than a law school at a research university.

too many of the faculty teach courses with low enrollments. The college of law would do better to assign these professors to teach clinical or skill courses.

I am concerned about the lack of racial/ethnic diversity among both the students and faculty.

What are your reasons for not teaching courses during the summer?
Willing to but have not had the opportunity to do so.

Research/Travel/Age

Conduct research & write articles and books instead.

prioritizing research
Not enough time during the regular academic year to write, research.

I need a break and the summer comes right on top of the spring semester.

Summer is the only time available for sustained scholarly research and writing. I choose to do my research and writing then. Also, I have taught in the summer in the past, and I find teaching year round leaves me tired and less energized when fall comes.

Publishing expectations

Research

Research

Need the time for research and field work

Time better spent in research and writing

It is time I need to do research and writing. During the year, I spend almost all my time on committee work, other service activities and teaching that I have no time to do research and writing. If I had a year without a writing project percolating, I would teach a summer course.

Regarding the last question, I teach on average every other summer. The other summers are reserved for research. At the College of Law, every faculty member has the same teaching load, regardless of scholarly productivity. Whether one writes three or four articles or book chapters per year, or one article every five, ten, or fifteen years, the load is the same. Productive professors should have lighter loads during the academic year.

Prefer to use time for research and professional activities.

I don’t need the money that much. The money is too little to bother with.

I prefer to use the summer months for research.
APPENDIX D6: STUDENT ADVISEMENT PROCEDURES
Student Advisement Procedures in the College of Law

Advisement of our students begins with Orientation the week before classes formally begin for first year students. Each Orientation, about 20 faculty members attend Orientation events and meet formally and informally with students to answer their questions about classes, studying, exams, and law school life.

At the end of Orientation, each student is assigned to a faculty member, who is tasked with serving as that student's academic advisor for the student's entire law school career. Since we have a relatively small student body and faculty, this results in each faculty member having about five new advisees each year. During the course of the first year, faculty typically meet with their advisees as a group once or twice a semester. Individual meetings with student advisees are also common. After the first year, students are expected to meet with their advisors on an as-needed basis. At the same time, students are encouraged to consult with other faculty members as well as they develop interests in particular course areas and develop relationships with the faculty who teach them.

Students who find themselves in academic jeopardy are also advised and counseled by the Associate Dean of Academic Affairs. At the end of each semester, the Registrar of the College of Law provides the Associate Dean with a list of every student's grade point average. Any student whose average puts him or her on probation is contacted by the Associate Dean and called in for an appointment. During the initial appointment, the Associate Dean advises the student about: (i) the rules about probation and exclusion; (ii) what courses the student should take in the ensuing semester(s); and (iii) the steps he or she should take to increase the chances of succeeding in law school.

All students in the College are provided with numerous other opportunities to access valuable academic advice. The College holds regular forums in which faculty members, graduates and Career Services speakers describe what courses students should take to pursue their desired fields of specialization. Written materials about such matters are also regularly published. In addition, first year full-time and first and second year part-time students are invited to attend our Academic Enrichment tutoring programs, in which highly successful upperclass students serve as tutors for at least two required course. The tutors are carefully selected by the professors and Admissions personnel, and regularly meet with the professors whose classes they tutor.
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**DEPARTMENTAL OFFERINGS BY FISCAL YEAR, COURSE LEVEL, NUMBER OF SECTIONS, NUMBER OF STUDENTS AND AVERAGE NUMBER OF STUDENTS**

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**Table E-1**
Mean Standardized Graduate Admission Test Scores* and GPAs for AY 2004-2006
College of Law

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**Table E-2**
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<th># of Accepted</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>3610</td>
<td>577</td>
<td>15.9%</td>
</tr>
<tr>
<td>2005-06</td>
<td>3308</td>
<td>585</td>
<td>17.6%</td>
</tr>
<tr>
<td>2006-07</td>
<td>2910</td>
<td>613</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

* The test for law school admissions is the Law School Admission Test (LSAT)
APPENDIX F3: CURRENT CURRICULUM VITAE FOR ALL FULL-TIME FACULTY MEMBERS
## Directory

<table>
<thead>
<tr>
<th>Listing: Faculty</th>
<th>Deans</th>
<th>Current Faculty</th>
<th>Adjunct Faculty</th>
<th>Directory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blasi, Ronald W.</td>
<td></td>
<td>Professor of Law &amp; Director of Tax Clinic</td>
<td></td>
<td>(404) 413-9172</td>
</tr>
<tr>
<td>Bliss, Lisa Radtke</td>
<td></td>
<td>Assistant Clinical Professor and Co-Associate Director of HeLP Clinic</td>
<td></td>
<td>(404) 413-9131</td>
</tr>
<tr>
<td>Brannon, Pamela C.</td>
<td></td>
<td>Reference/Electronic Services Librarian</td>
<td></td>
<td>(404) 413-9128</td>
</tr>
<tr>
<td>Bross, James L.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9189</td>
</tr>
<tr>
<td>Budnitz, Mark E.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9155</td>
</tr>
<tr>
<td>Caley, Sylvia B.</td>
<td></td>
<td>Assistant Clinical Professor and Co-Associate Director of HeLP Clinic</td>
<td></td>
<td>(404) 413-9132</td>
</tr>
<tr>
<td>Carey, George J.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9159</td>
</tr>
<tr>
<td>Chiovaro, Jennifer G.</td>
<td></td>
<td>Instructor of Law</td>
<td></td>
<td>(404) 413-9150</td>
</tr>
<tr>
<td>Covey, Russell D.</td>
<td></td>
<td>Associate Professor</td>
<td></td>
<td>(404) 413-9182</td>
</tr>
<tr>
<td>Crawford, Colin</td>
<td></td>
<td>Associate Professor of Law</td>
<td></td>
<td>(404) 413-9158</td>
</tr>
<tr>
<td>Cui, Qian</td>
<td></td>
<td>Catalog Librarian</td>
<td></td>
<td>(404) 413-9121</td>
</tr>
<tr>
<td>Cunningham, Clark D.</td>
<td></td>
<td>W. Lee Burge Professor of Law &amp; Ethics</td>
<td></td>
<td>(404) 413-9168</td>
</tr>
<tr>
<td>Curcio, Andrea A.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9157</td>
</tr>
<tr>
<td>Davis, Michael T.</td>
<td></td>
<td>Reference Librarian</td>
<td></td>
<td>(404) 413-9124</td>
</tr>
<tr>
<td>Edmundson, William A.</td>
<td></td>
<td>Professor of Law and Professor of Philosophy</td>
<td></td>
<td>(404) 413-9167</td>
</tr>
<tr>
<td>Emanuel, Anne S.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9190</td>
</tr>
<tr>
<td>Girth, Marjorie L.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9196</td>
</tr>
<tr>
<td>Gregory, William A.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9174</td>
</tr>
<tr>
<td>Griffith, Janice C.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9179</td>
</tr>
<tr>
<td>Hartfield, Bernadette</td>
<td></td>
<td>Associate Professor of Law</td>
<td></td>
<td>(404) 413-9180</td>
</tr>
<tr>
<td>Hensel, Wendy F.</td>
<td></td>
<td>Associate Professor of Law</td>
<td></td>
<td>(404) 413-9148</td>
</tr>
<tr>
<td>Hogue, L. Lynn</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9176</td>
</tr>
<tr>
<td>Holloway, Trina</td>
<td></td>
<td>Acquisitions/Serials Librarian</td>
<td></td>
<td>(404) 413-9122</td>
</tr>
<tr>
<td>Johnson, Nancy P.</td>
<td></td>
<td>Law Librarian and Professor of Law</td>
<td></td>
<td>(404) 413-9140</td>
</tr>
<tr>
<td>Jones, Gregory Todd</td>
<td></td>
<td>Faculty Research Fellow &amp; Director of Research, CNCR</td>
<td></td>
<td>(404) 413-9055</td>
</tr>
<tr>
<td>Juergensmeyer, Julian C.</td>
<td></td>
<td>Professor of Law and Ben F. Johnson Jr., Chair in Law</td>
<td></td>
<td>(404) 413-9197</td>
</tr>
<tr>
<td>Kadish, Mark J.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9194</td>
</tr>
<tr>
<td>Kaminshine, Steven J.</td>
<td></td>
<td>Dean and Professor of Law</td>
<td></td>
<td>(404) 413-9035</td>
</tr>
<tr>
<td>Kanan, Trisha Kathleen</td>
<td></td>
<td>Instructor of Law</td>
<td></td>
<td>(404) 413-9151</td>
</tr>
<tr>
<td>Kerew, Kendall Lynn</td>
<td></td>
<td>Instructor of Law</td>
<td></td>
<td>(404) 413-9153</td>
</tr>
<tr>
<td>Kinkopf, Neil J.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9192</td>
</tr>
<tr>
<td>Knowles, Marjorie F.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9181</td>
</tr>
<tr>
<td>Landau, Michael B.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9184</td>
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<tr>
<td>Lanier, E. R.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9185</td>
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<tr>
<td>Lombardo, Paul A.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9187</td>
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<tr>
<td>Manion, Terrance K.</td>
<td></td>
<td>Director of Information Technology</td>
<td></td>
<td>(404) 413-9108</td>
</tr>
<tr>
<td>Marvin, Charles A.</td>
<td></td>
<td>Professor of Law</td>
<td></td>
<td>(404) 413-9186</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Phone</td>
<td></td>
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<tr>
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<tr>
<td>Mattingly, Basil H.</td>
<td>Associate Professor of Law</td>
<td>(404) 413-9170</td>
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<tr>
<td>Milich, Paul S.</td>
<td>Professor of Law</td>
<td>(404) 413-9177</td>
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<tr>
<td>Prigge, Bill</td>
<td>Assistant Dean for Administration and Finance</td>
<td>(404) 413-9060</td>
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<tr>
<td>Radford, Mary F.</td>
<td>Professor of Law</td>
<td>(404) 413-9188</td>
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<tr>
<td>Salto, Natsu Taylor</td>
<td>Professor of Law</td>
<td>(404) 413-9156</td>
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<tr>
<td>Scott, Charity</td>
<td>Professor of Law &amp; Director for the Center for Law, Health &amp; Society</td>
<td>(404) 413-9183</td>
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<td>Segall, Eric J.</td>
<td>Professor of Law</td>
<td>(404) 413-9161</td>
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<tr>
<td>Slovensky, Heather Kern</td>
<td>Instructor of Law</td>
<td>(404) 413-9152</td>
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<tr>
<td>Sobelso, Roy M.</td>
<td>Associate Dean for Academic Affairs and Professor of Law</td>
<td>(404) 413-9047</td>
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<tr>
<td>Stephens, Cornel A.</td>
<td>Associate Professor of Law</td>
<td>(404) 413-9198</td>
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<tr>
<td>Taylor, B. Ellen</td>
<td>Associate Professor of Law</td>
<td>(404) 413-9193</td>
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<tr>
<td>Timmons, Kelly Cahill</td>
<td>Associate Dean for Student Affairs and Associate Professor of Law</td>
<td>(404) 413-9195</td>
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<tr>
<td>Todres, Jonathan</td>
<td>Associate Professor</td>
<td>(404) 413-9165</td>
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<td>Vath, Margaret Hughes</td>
<td>Instructor of Law</td>
<td>(404) 413-9154</td>
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<tr>
<td>Washington, Tanya Monique</td>
<td>Associate Professor</td>
<td>(404) 413-9160</td>
<td></td>
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<tr>
<td>Wheeler, Ronald E.</td>
<td>Associate Director for Public Services</td>
<td>(404) 413-9142</td>
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<tr>
<td>Williams, Jack F.</td>
<td>Professor of Law</td>
<td>(404) 413-9149</td>
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<td>Wiseman, Patrick</td>
<td>Professor of Law</td>
<td>(404) 413-9163</td>
<td></td>
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<tr>
<td>Wolf, Leslie E.</td>
<td>Associate Professor</td>
<td>(404) 413-9164</td>
<td></td>
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<tr>
<td>Yarn, Douglas H.</td>
<td>Professor of Law and Director, Consortium on Negotiation and Conflict Resolution</td>
<td>(404) 413-9147</td>
<td></td>
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</tr>
</tbody>
</table>
CURRICULUM VITAE

PROFESSOR RONALD W. BLASI

ADDRESS
College of Law
Georgia State University
Post Office Box 4037
Atlanta, Georgia 30302-4037
(404) 651-2072; Fax: (404) 651-1167; e-mail: rblas@gsu.edu

EDUCATION

New York University Graduate School of Law.
LL.M. (Taxation), June 1975.

St. John's University School of Law. J.D., 1971.

Syracuse University. B.S., 1968.

New York University Graduate School of Business Administration.
APC (Accounting), June 1981.


Professional Certifications:
- New York State Bar, 1972
- Georgia Bar, 2004
- Certified Management Accountant, 1982

PROFESSIONAL EXPERIENCE

Professor of Law, College of Law,
Georgia State University, August 1989 to present.

Acting Associate Provost for Faculty Relations,
Georgia State University, October 1993 to November 1994.

Acting Dean, College of Law,

Associate Dean, College of Law,
Georgia State University, January 1991 to July 1991.

Associate Professor of Law, College of Law,
Georgia State University, September 1986 to July 1989.
Associate Professor of Taxation, School of Management,
RONALD W. BLASI


Director of Accounting Programs, School of Management, State University of New York at Buffalo, September 1985 to July 1986.

Vice President, Chemical Bank (merged into J.P. Morgan Chase); responsible for federal, state and local corporate tax research, audits and planning, June 1974 to July 1981.

Associate, Casey, Tyre, Wallace & Bannerman. (merged into Finley, Kumble, Wagner, Heine, Underberg, Manley & Casey); specializing in federal income and estate tax litigation, June 1972 to June 1974.

Tax attorney, Citibank, N.A., Tax Department, February 1971 to June 1972.

HONORS AND AWARDS

Law School Tax Scholarship, St. John's University.

Beta Gamma Sigma, National Honorary Business Scholastic Society.

Beta Alpha Psi, National Scholastic Accounting Society.

Tax Freedom Fighter Award, U.S. Senate.

PUBLICATIONS

Articles, Monographs, and Books


Proceedings, Other Publications, and Seminars

"Bank Tax Course," sponsored by Executive Enterprises, 1986 - present

American Bar Association, Tax Section, Committee on Banking and Savings Institutions, presentations at various Committee meetings, 1989 - present.


"The Reform of the American Banking System," Institute for German and International Saving Associations, University of Maintz, Germany, June 1991


"Deregulation of Thrifts in the U.S.; Deregulation of Banking in the E.C. --- Parallels for Disaster," Institute for German and International Saving Associations, June 1990.

"The European Monetary System," Southern Center for International Studies, November 1989


"The Sleeping Giant -- Credit Union Growth in the U.S.,” 1992 Annual Meeting of Georgia Community Bankers Association
RONALD W. BLASI

Several courses on special topics on banking presented to private firms each year.

PROFESSIONAL ACTIVITIES

Partial List of Consulting Assignments


Various other firms, 1981-present.

Other Professional Activities

Chair, Commercial Bank Subcommittee, Committee on Banking and Savings Associations, Tax Section, American Bar Association, 1989-present.

Member, American Bar Association Section Officers' Committee, Pro Bono Project, 1997-2001.

Member, Board of Advisors, Taxation of Financial Institutions, 1987-present.

Member, Committee on Government Submission, American Bar Association, Tax Section, 1987-present.


Chair, Committee on Banking and Savings Institutions, American Bar Association, Tax Section, June 1985-June 1987.

Vice-Chairman, Committee on Banking and Savings Institutions, American Bar Association, Tax Section, June 1983-June 1985.

Member, 1983 Lybrand's Award Committee, National Association of Accountants.

Co-Chairman of Federal Taxation Committee, Committee of Banking Institutions on Taxation (CBIT), New York City, 1980-1981.
Committee on Banking and Savings Institutions, American Bar Association, Tax Section. Appointed to Task Force responsible for drafting legislative proposal on interstate taxation of depositories, 1980.


UNIVERSITY SERVICE

Founder and Director, Tax Clinic, College of Law, Georgia State University, 1992 - present.

Faculty Advisor, JD/MBA Program, College of Law, Georgia State University, 1986-present.

Chair, Strategic Planning Committee, College of Law, Georgia State University, 2002

Chair, Faculty Recruitment Committee, College of Law, Georgia State University, 2001, 1998.

Chair, Faculty Honor Code Committee, College of Law, Georgia State University, 1994 - 1997.

Chair, Ad Committee on Strategic Planning and Capital Needs, College of Law, Georgia State University, 1994 - 1996.


Chair, ABA Accreditation Committee, College of Law, Georgia State University, 1992-1993.


Member, Dean Search Committee, College of Law, Georgia State University, 1991.

Member, Presidential Faculty Advisory Committee, Georgia State University, 1990.

Member, Faculty Senate Committee on Faculty Affairs and Committee on Programs and Continuing Education, Georgia State University, 1990.

Founder and Director, Graduate Tax Certificate Program, State University of New York at Buffalo, School of Management, January 1985 to July 1986.

Assistant Director, Bank Management Institute, State University of New York at Buffalo, January 1983 to July 1985.

ADMISSIONS

New York State Appellate Division, State Bar of Georgia, United States Tax Court, U.S. District Court (S.D.N.Y.), U.S. Court of Appeals (2d Cir.).

COURSES TAUGHT

Financial Institutions: Banking Law, Financial Institutions Law

European Law: European Community Law, EC Business Transactions, EC Financial Institutions Law
RESUME

JAMES L. BROSS
109 Swanton Hill Ct.
Decatur, Ga. 30030

(404) 658-2089 (office)
Email: jbross@gsu.edu

Educational History

LL.M. in Community Law and Litigation Program
University of Pennsylvania (1971)

J.D., Catholic University School of Law (1969)

A.B. in English, Catholic University (1966)

Teaching Experience

Professor of Law, Georgia State University College of Law, 1982-present (tenured, 1984)

Associate Professor of Law, IIT/Chicago Kent College of Law, 1977-1981

Professor of Law, Lewis and Clark College of Law, 1971-77 (tenured, 1975)

Honors

Winner, George I. Sparks Award, Georgia State University.

Courses Taught

Property, Land Use Planning Law, Law and Language/Legal Process,
Natural Resources Law, Real Estate Transactions, Water Rights,
Drafting for Land Use Law, Wills & Trusts, Local Government Law,
Housing & Urban Development Law, Criminal Procedure, Legal
Writing, Future Interests, and Jurisprudence.

Major Administrative Responsibilities

Organized and directed Conference on Georgia Water Law and Policy
(January, 2004); Chair Admissions Committee at Georgia State,
1982-1990, Fall/1996, 1998-present; Chair, Promotion & Tenure
Grant Programs Directed
   Neighborhood Law Institute, 1974-77; Neighborhood Land Use Project, 1973-74.

Professional Organizations

Other Professional Employment
   Staff Attorney, Defender Association of Philadelphia (1969-71)
   Staff Attorney, Community Legal Services of Philadelphia (1969-71)

Publications

Books
   CASES AND MATERIALS ON PROPERTY, Volumes I and II and III
   (Looseleaf, Annually updated editions since 1974)

Reports
   Current Developments - Real Property, Published bi-monthly in PROBATE & PROPERTY:
      Vol. 1: #6, 19-22;
      Vol. 2: #1, 43-46; #2, 22-25; #3, 46-49; #4, 21-24; #5, 46-49; #6, 22-25.
      Vol. 3: #1, 46-49; #2, 54-57; #3, 46-49; #4, 54-57; #5, 61-64; #6, 46-49.
      Vol. 4: #1, 54-57; #2, 53-56; #3, 59-62; #4, 55-58; #5, 59-62; #6, 54-57.
      Vol. 5: #1, 61-64; #2, 53-55; #3, 57-59; #4, 11-13; #5, 62-64; #6, 52-54.
      Vol. 6: #1, 17-19; #2, 62-64; #3, 51-53; #4, 49-51; #5, 12-14.

   REPORT: LEGISLATIVE OPTIONS IN ZONING PROCEDURE for the Georgia State Legislature (1983)

Articles
   Smart Growth in Georgia: Micro-Smart and Macro-Stupid, 35 WAKE FOR. L. REV. 609 (2000).

   Judicial Review of Georgia Zoning: Cyclones and Doldrums in the Windmills of the Mind, 2 GA.ST.L.REV. 97 (1986), with Altman and Bolster
Statewide Building Codes: Firm Ceilings, Hard Floors or Shaky Foundations For Local Construction and Rehabilitation Standards, 1 GA.ST.L.REV. 9 (1985)


Circling the Squares of Euclidean Zoning: Zoning Predestination and Planning Free Will, 6 ENVIRONMENTAL LAW 97 (1975)

Book Review, 5 ENVIRONMENTAL LAW 193 (1975)

Law Reform Man Meets the Slumlord: New Remedies and Old Buildings, 3 URBAN LAWYER 609 (1971)

Comment, Tenants' Remedies in the District of Columbia, 18 CATHOLIC UNIVERSITY LAW REVIEW 80 (1968)

Chapters


Nuisance and Trespass in LAND USE (Oregon Bar CLE, 1976), with A. Levinson

Artists' Property Rights in LAW AND THE VISUAL ARTS (DuBoff, ed., 1974)

Conference Presentations


Senior Citizens and the Fair Housing Act Amendments: A Full Retirement Plan or Assisted Living for Single-Family Zoning (March, 1998: Rocky Mountain Land Use Institute)

Editorships


*Neighborhood Land Use Handbook* (Neighborhood Law Institute, 1974)

**Legislation**

Advisor/Reviewer/Draftsman, Model State Water Code, American Society of Civil Engineers (1992-99).

Drafts, Georgia Zoning Procedure Act (Adopted, 1985) and subsequent land use amendments (1986)

Sign Control Ordinance for Oak Park, Illinois (Adopted, 1983)

Housing Maintenance Standards for Hammond, Indiana (Adopted, 1982)


Zoning Procedure Amendments for State of Oregon (Adopted, 1975)

Amendments to Residential Landlord-Tenant Relations Act of Oregon (1975)

Draft High-Rise Impact Review Procedure for City of Portland, Oregon (1973)

Sections of Residential Landlord-Tenant Relations Act of Oregon (Adopted, 1973)
CURRICULUM VITAE

MARK E. BUDNITZ

EDUCATION

1966      B.A., Dartmouth College
1969      J.D., Harvard Law School

EMPLOYMENT

1988 - present       Professor of Law (Full Prof. since 1993)
                      Georgia State University College of Law
1984 - 88             Chief, Branch of Reorganization, Atlanta Regional Office,
                      Securities and Exchange Commission
1979 - 84             Emory University School of Law
                      Associate Professor, 1979-84
                      Adjunct Professor, 1984-88
1975 - 79             Executive Director, National Consumer Law Center, Inc.
1973 - 75             Supervising Attorney and Instructor, Civil Clinical
                      Program, Boston University School of Law
1973 - 75             Staff Attorney, Greater Boston Legal Services
1971 - 73             Litigation Coordinator and General Counsel, National
                      Consumer Law Center, Inc.
1969 - 71             Staff Attorney, Community Legal Assistance Office,
                      Cambridge, Massachusetts

PROFESSIONAL AFFILIATIONS AND COMMUNITY SERVICE

Member, American Law Institute, 2000-present

Board of Directors, National Consumer Law Center, 2002-present

Member, Board of Directors, Atlanta Legal Aid Society, 1990 - present
   Executive Committee, 1994 - 1996, Audit Committee, 2005-present
Member, Board of Directors, Americans For Fair Lending, 2006-present

Georgia Electronic Commerce Association, Privacy Committee, 2001 - present

American Bar Association, Business Law Section
  Co-Chair, Task Force on Consumer Involvement, UCC Committee, 1995-2003
  Co-Chair, Working Group on Consumer Protection, Cyberspace Law Committee,
   1998-2003
  Awarded Fellowship by Consumer Financial Services Committee, 1989-1994

Georgia Department of Human Resources Electronic Benefit Transfer Client Advocate
  Advisory Council, 1994 - 97

Chair, Board of Directors, Consumer Law Center of the South, 1996-2001

Editorial Board, Consumer Financial Services Law Report, 1998-present

Business Law Section, State Bar of Georgia, 1993 - present

BAR ADMISSIONS

Georgia (active) and Massachusetts (retired)
  Federal District Courts of Georgia and Massachusetts

AWARDS

1998 Writing Competition Award, American College of Consumer Finance Services
  Lawyers

Patricia T. Morgan Award for Outstanding Faculty Scholarship

SUBJECTS TAUGHT AT GSU COLLEGE OF LAW

  Electronic Commerce
  Sales
  Commercial Paper & Payment Systems
  Consumer Protection

PUBLICATIONS

  Books

    (2005); and Supplements.


Fair Credit Reporting Act, with Will Ogburn (1st ed. 1971).

Articles


"Consumer Privacy in Electronic Commerce: As the Millennium Approached, Minnesota Attacked, Regulators Refrained, and Congress Compromised," 14 Notre Dame Journal of


**SELECTED PROFESSIONAL ACTIVITIES**

2006  Presenter, "UCC Articles 1,23,4, and 4A and Secured Lending Transactions, Business Law Section, State Bar of Georgia

2006  Presenter, "Payment Systems, Legal Update," The Past, Present and Future of Consumer Law, University of Houston Law Center

2005  Presenter, "The Need for Uniformity in Payment Systems," faculty colloquium at Mercer School of Law

2005  Presenter, Payment System Developments, Consumer Litigation Conference, Minneapolis, MN

2004  Presenter, "Consumer Payment Systems Update," Int'l Conference for Law Professors, University of Houston Law Center


5
2004 Presenter, "Payday Lending on the Internet," Payday Lending Regulatory Summit, Conference of State Bank Supervisors and the National Association of Consumer Credit Administrators

2004 Led Workshop on the Need for Uniformity in Consumer Payment Systems Law, Philadelphia Federal Reserve Bank

2003 Presenter, “No Access to Lawyers or Courts: A Significant Cause of Poverty,” at The Atlanta Conference on Poverty


2002 Panelist, “Consumer Protection,” Appleseed Foundation, Southern Regional Meeting


2002 Speaker, "Electronic Payments-Does No Paper Mean No Protection?" at the National Consumer Rights Litigation Conference

2001 Panelist, “What Price Privacy?” the Annual Fisher Memorial Program of the Conference on Consumer Finance Law


2001 Panelist, “Hot Topics in Consumer Arbitration,” ABA Annual Meeting


2000 Panelist, “The Proper Role For Stakeholders in Developing and Implementing ADR Mechanisms,” Workshop on Alternative Dispute Resolution for Consumers in the Online Marketplace, sponsored by the
FTC & the Dept. of Commerce


2000 Moderator and panelist, “Consumer ADR in the Borderless Online Marketplace,” ABA Annual Meeting

2000 Panelist, “Consumer Perspectives on Retail Payments,” 2000 Retail Payments Systems Conference sponsored by the Food Marketing Institute


1999 Speaker, “Consumer Privacy Issues and Developments” Electronic Funds Transfer Association Meeting

1999 Speaker, “Consumer Arbitration and Truth in Lending Class Actions,” Consumer Credit Committee, Federal Reserve Board’s Consumer Advisory Council


1998 Panelist on Consumer Arbitration at ABA Annual Meeting
1998  Presenter on Consumer Privacy at South Carolina Law Review symposium on Internet Commerce

1997  Panelist, Symposium on The Future of Electronic Cash, American University, Washington College of Law, April, 1997


1997  Testified at hearing conducted by the Federal Interagency Consumer Electronic Payments Task Force, presenting proposed Model Stored Value Card Protection Act

1997  Testified at hearing conducted by Federal Reserve Board on reform of Truth in Lending Act

1995  Lecturer, consumer protection in the United States, three day seminar for delegation from Anti-Monopoly Ministry, Republic of Belarus


1995  Panelist, Consumer Arbitration, American Bar Association, Annual Meeting
RESUME OF GEORGE CAREY

George Carey
Professor of Law
College of Law
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2091

Experience:

College of Law, Georgia State University, Atlanta, Georgia, 1983-present. Professor of Law. Interim Associate Dean, August, 1985-September 1986. Teach federal taxation, including taxation of international transactions, business planning, accounting for lawyers, etc.


School of Law, Saint Louis University, Spring 1981. Visiting Professor. Taught federal taxation, estate planning.

School of Law, University of North Carolina, 1980-81. Taught federal taxation part-time, in addition to faculty position at North Carolina Central.

School of Law, University of San Diego, Summer 1980. Taught federal taxation.

School of Law, University of Dayton, 1975-76. Associate Professor. Taught federal taxation, administrative law, torts.

School of Law, University of Alabama, 1974-75. Assistant Professor. Taught federal taxation, international tax, estate planning.
School of Law, Loyola University (New Orleans), 1972-73. Assistant Professor. Taught federal taxation, corporations, property.


Education:
LL.M., Harvard, 1974. A- grade average. Worked as research assistant to Professor Stanley Surrey, and did major work for degree, including 250 page thesis on DISC, under his supervision.

J.D., Catholic University, 1969. Associate Editor, Catholic University Law Review. Class standing top 10%.

B.A., University of Houston, 1965. History and English majors.

Bar Admissions:
Admitted District of Columbia 1969; admitted U.S. Supreme Court, Claims Court, Tax Court, etc.

Publications:


Recent Developments in Federal Taxation, 1979-82. Portions of recent development articles prepared for Committee on Foreign Tax Problems and Committee on Affiliated and Related Corporations, ABA Section of Taxation, and included in annual articles published in the
Tax Lawyer.

Report and Draft revisions of regulations under Section 482 of the Internal Revenue Code, 1982. Prepared for a special subcommittee of the Committee on Affiliated and Related Corporations, ABA Section of Taxation, intended to serve as the basis of a legislative recommendation of the ABA Section of Taxation.

Report and Draft proposed revisions of tax regulations on foreign earned income, to conform regulations to case law developments, 1981. Prepared for Committee on Foreign Tax Problems, Section of Taxation, ABA.


Various other short pieces. These include a summary of some provisions of the Tax Reform Act of 1984 published in the newsletter of the Atlanta law librarians; a few short articles on tax and farming published in the Progressive Farmer; a study of farmers estate plans in Alabama undertaken jointly with faculty of Auburn University ("Farm Estate Planning in Alabama," Bulletin 446,
March, 1975, Agricultural Experiment Station, Auburn University); several book reviews for the American Law Library Journal on books about legal history, international trade, and tax; a review of the Tax Notes Microfiche Service for the American Bar Association Journal, etc.
JENNIFER CHIOVARO
Curriculum Vitae

EMPLOYMENT

Georgia State University, College of Law, Atlanta, Georgia
Law Instructor - Research, Writing, and Advocacy
1990 - present
Director - 2000 – present

Fulton County Daily Report, Atlanta, Georgia
Digester - part time: digest state and federal appellate decisions for Opinions Section; edit federal digests and civil jury verdicts
1989 -1990

Powell, Goldstein, Frazer & Murphy, Atlanta, Georgia
Litigation Associate: general litigation responsibilities for insurance defense in areas of products liability, medical malpractice and aviation law
1987 - 1988

Judge Ralph Hicks, Fulton County Superior Court, Atlanta, Georgia
Law Clerk: researched legal issues, prepared jury charges and drafted orders and judgments
1985 - 1987

Goals for DeKalb: Task Force on Crime, Decatur, Georgia
Research Assistant: researched legal issues, prepared sub-committee reports and drafted final recommendations which were submitted to the DeKalb County Commission and the Georgia General Assembly:
1982 - 1983

BAR ADMISSIONS

Georgia Court of Appeals, Georgia Supreme Court, U.S. District Court for the Northern District of Georgia, and the 11th Circuit Court of Appeals.

EDUCATION

Georgia State University College of Law, Atlanta, Georgia
J.D. June 1985. Magna Cum Laude, 3rd in class

Georgia State University
Conducted Crime Victimization Study of DeKalb County, Georgia

PROFESSIONAL ACTIVITIES

Certified Arbitrator - Fulton County Arbitration Program
Certified Mediator - Neighborhood Justice Center
Voices for Children: advocacy group monitoring legislation affecting education
Children's Legal Advocacy Coalition
Association of Legal Writing Directors
Legal Writing Institute
King & Spalding's University Program for new associates
Fulton County Indigent Defense Committee, 1989 - 1990
Curriculum Vitae for

COLIN CRAWFORD
(404) 651-2058
crcrawford@gsu.edu

TEACHING EXPERIENCE

Associate Professor, GEORGIA STATE UNIVERSITY COLLEGE OF LAW, Atlanta; teaching Administrative Law and Environmental Law courses

- Strategic Planning Committee, 2003-2004
- Faculty Development Committee, 2003-2004

Associate Professor, THOMAS JEFFERSON SCHOOL OF LAW, San Diego, California; teaching Property, Environmental, International Environmental, Land Use and Local Government Law courses

- recipient of student body’s “Golden Apple” award for four out of six academic years (for distinguished teaching)
- Faculty Chair, 1998-2000
- Faculty Bar Mentor, 1999-2001 (4 to 6 additional classroom hours/week & significant grading responsibilities)
- Admissions Committee, 1997-2000
- Faculty Coach, State Bar of California Environmental Negotiations Competition, 2000-2002 (second-place team, 2002)

Assistant Professor of Writing and Instructor of Law, BROOKLYN LAW SCHOOL, Brooklyn, New York -- August 1992 to July 1997 -- taught Writing, Property, Environmental and International Environmental law; Sparer Public Interest Law Committee, 1993-1997

Teaching Fellow in History & Political Philosophy & Resident Tutor in Law, Lowell House, HARVARD COLLEGE, Cambridge, Massachusetts -- September 1986 through June 1988; Summer Session Faculty, PHILLIPS ACADEMY, Andover, Massachusetts -- Summers 1980 through 1985 -- taught economics and social history courses.
TEACHING INTERESTS


LEGAL WORK EXPERIENCE


RELATED EXPERIENCE & ACTIVITIES

Immigration Museum of New Americans, San Diego, CA - June 2001 to April 2003
Consultant to the Founder of a new museum to celebrate the contributions to American life of mostly Latin American and Asian immigrants to the United States in the post-World War II period.

Special Counsel to children's advocacy group on various issues, including community development and pediatric and family HIV/AIDS care issues, with successful settlement of lawsuit seeking change of New York State law regarding newborn HIV testing.

Senior Researcher for comparative reports on environmental practices of Fortune 500 companies by the Corporate Environmental Data Clearinghouse; advisor to the Campaign for Cleaner Corporations, which worked with a national not-for-profit network to press for increased corporate environmental responsibility.

Other not-for-profit involvements include focused projects for INFORM, Inc., the environmental education group, and research on Central European agriculture for the Rockefeller Brothers Fund. Spent summer 1986 working on a Harvard Human Rights fellowship for Voluntary Health Association of India, New Delhi, India on a salt-iodization campaign.
EDUCATION


PUBLICATIONS

Books


Chapters in Books

Sources and Structure of Contemporary Environmental Law, in UNESCO ENCYCLOPEDIA OF LIFE SUPPORT SYSTEMS 6.31 (Aaron Schwabach, ed., forthcoming 2003)


Articles in Law Reviews


Necessity Makes the Frog Jump: Land Use Planning and Urban Agriculture in Cuba, 16 Tulane Env. L.J. 733 (2003)(invited conference essay)


Changing Positions and Entrenched Polemics: A Brief History of The Association to


Analyzing Environmental Justice Evidence: A Suggestion for Professor Been, 12 J. LAND USE & ENVTL. L. 103 (1996)


Shorter Works

Tuberculosis Vaccine Can Cause False Positive Skin Test Results, Border Reflections, Issue 34, Feb./Mar. 2002


Exploring the Link Between Environmental Poisons and Cancer (reviewing Sandra Steingraber, Living Downstream), Chicago Tribune, July 20, 1997, at 7C.


Assessing Danger Posed by a Destructive, Water-Borne Microbe (reviewing Rodney Barker, And the Waters Turned to Blood), Chicago Tribune, April 20, 1997, at 5C.


The Campaign to Iodize Salt, MANUSHI (Indian Consumer Magazine), Nov. 1986.

SELECTED PRESENTATIONS, PROFESSIONAL AFFILIATIONS AND DISTINCTIONS


- Participant, Environmental Law and Sustainable Development in 21st Century Cuba, Havana, Cuba, August 2002 (recipient of travel stipend from Tulane Institute of Environmental Law and Policy)


• Fellow, Law and Society Association Summer Institute, July 1999

• Member, Society of American Law Teachers

• Member, New York Bar (inactive)

**LANGUAGES**

Spanish, French, currently studying Portuguese
ANDREA A. CURCIO
CURRICULUM VITAE
October, 2002

EDUCATION:

J.D.  The University of North Carolina (high honors), 1988.
B.A.  Colgate University (cum laude), 1981.

ACADEMIC HONORS:

Law School Class Rank 2/209
Order of the Coif
North Carolina Law Review, staff
American Jurisprudence Book Award Recipient (highest grade in class): Business
Associations, Civil Procedure I and II, Constitutional Law, Contracts II, Criminal Law,
Dispute Resolution, Labor Law, Property II, and Torts I and II.
Walter J. Clark Award (academic excellence)
Hunton and Williams Scholarship (academic excellence)

TEACHING HONORS:

Fall, 1999, Georgia State University’s nominee for the Regents’ Teaching Excellence
Award
Summer 1998, 1999, Selected by graduating students to be member of Hooding Team

EMPLOYMENT:

Academic

Georgia State University College of Law, Atlanta GA, 1994 - 1997, Assistant Professor
1997- present, Associate Professor

Courses taught:

Civil Procedure I - Fall 1994, 1995
Civil Procedure II - Spring 1995 - Spring 2001
Evidence - Fall 1996 - Fall 2002
Co-Director of Externship Program - Spring 1995 - present
Pre-Trial Litigation - Summer, 1999

Legal

Beskind, Rudolf and Maher, P.A., Chapel Hill, NC, 1988 to 1993 (litigation attorney); 1986-1988 (law clerk).Handled all aspects of cases from initial interview through trial and appeal.


Other


PUBLICATIONS:

A Better Bar: How and Why the Existing Bar Exam Should Change, 81 Neb. L. Rev. 363 (Fall, 2002)


Adams v. Corr-Train, N.L.T.A., Fall 2002 (with Young)

Using Case Files to Test Student Learning, Center for Teaching and Learning Newsletter, (Spring 2002)


Courtroom Visits as a Way to Learn Evidence, The Law Teacher, Fall 2000

Rule 412 Laid Bare: A Procedural Rule That Cannot Adequately Protect Sexual


PRESENTATIONS:

Scholarship of Teaching and Learning Panel, Georgia State University’s 4th Annual Teaching and Learning EXPO, (March, 2002)

Invited presentation and paper for the Institute for Law Teaching’s Eighth Annual Conference, Assessment, Feedback and Evaluation (July, 2001)


PROFESSIONAL/COMMUNITY SERVICE:

Reporter, Georgia Supreme Court Commission on Equality (Fall 2001- present)

Advisory Board Member, Center for Teaching and Learning, Georgia State University (Fall 2002 - present)

Associate, Center for Teaching and Learning, Georgia State University (Fall 1999 - Spring 2002)

Chair, Curriculum Committee, Georgia State University College of Law (Fall 2002 - present)

Dean’s Evaluation Committee, Georgia State University College of Law (Spring 2002)

Chair, Faculty Development Committee, Georgia State University College of Law (Fall 2000 - Spring 2002)

Chair, Faculty Academic Enrichment Committee, Georgia State University College of Law (Fall 1995- Spring 2000)

Emory Trial Techniques Program, volunteer faculty (Summer 2001)

Presentation to University of North Carolina faculty on “Developing a Successful Externship Program” (Spring, 1998)


Volunteer, “Hands On Atlanta” (Spring 1997 - Spring 2000)

Member, Awards Committee (Fall 1995-present); Externship Committee (Fall 1997- present); and various other faculty committees, Georgia University State College of Law (1995- present)


Chair, Dan Pollitt Fellowship Foundation, University of North Carolina Law School, (1992 to 1994).

University of North Carolina Trial Advocacy class, volunteer faculty for intensive weekend session (Winter 1996 and 1995)

N.I.T.A. Southeastern Regional Program, volunteer teacher in week long trial advocacy clinic (Summer, 1995 and 1994)
Continuing Legal Education manuscript, Direct & Cross Examination of Orthopaedic Experts, 1994 EXPERT WITNESS CLE MANUAL (with Kirby) (N.C. Bar Assoc., Raleigh, NC) (Summer, 1994)


BAR ADMISSIONS:

State of North Carolina; Fourth Circuit Court of Appeals; Western District of North Carolina; Middle District of North Carolina; Eastern District of North Carolina
ANNE S. EMANUEL
Professor of Law
Georgia State University College of Law
P.O. Box 4037
Atlanta, GA 30302-4037
(404) 413-9190/aemanuel@gsu.edu

PROFESSIONAL ACTIVITIES:
Member, UMIFA Committee, Fiduciary Law Section,
State Bar of Georgia, 2007
Board of Directors, Georgia Center for Law in the
Public Interest, 1993-2007
Chair, ABA Death Penalty Assessment Team - Georgia, 2004-06
Member, ABA Criminal Justice Delegation to China, Oct. 8 - 20, 2006
Advisory Opinion Board, State Bar of Georgia, 1993-2006
Board of Directors, Atlanta Bar Association, 1995-96
Board of Directors, Federal Defender Program, Inc.
Northern District of Georgia, 1989-1993
Reporter, Trust Law Revision Committee

PUBLICATIONS:
Chair, Evaluating Fairness and Accuracy in State Death Penalty Systems: The
Georgia Death Penalty Assessment Report (AMERICAN BAR ASSOCIATION
DEATH PENALTY MORATORIUM IMPLEMENTATION PROJECT ASSESSMENTS
PROJECT 2006).


Forming the Historic Fifth Circuit: The Eisenhower Years, 6 TEXAS FORUM ON CIVIL LIBERTIES AND CIVIL
RIGHTS 233 (Winter 2002)

Turning the Tide in the Civil Rights Revolution:
Elbert Tuttle and the Desegregation of the University of Georgia, 5 MICHIGAN
JOURNAL OF LAW AND RACE 1 (FALL 1999)

Lynching and the Law in Georgia circa 1931: A Chapter in the Legal Career
of Judge Elbert Tuttle, 5 WILLIAM & MARY BILL OF RIGHTS JOURNAL 215
(1996)

Spendthrift Trusts: It's Time to Codify the Compromise, 72 NEB. LAW
REVIEW 179 (1993). Reprinted in Walston-Dunham, Beth, PRACTICAL LEGAL
RESEARCH (West 1994). Excerpt reprinted in Ritchie, Alford & Effland's
CASES AND MATERIALS ON ESTATES AND TRUSTS (Foundation Press, 1998).
Excerpt reprinted in Tentative Draft 2, RESTATEMENT III, TRUSTS, pp. 445-49
(1999).


*Recent Developments in Fiduciary Law*, Included in the *Proceedings of the 36th Annual Estate Planning Institute*, ICLE of Georgia, February 1991


*The Concurrent Sentence Doctrine Dies a Quiet Death -- Or are the Reports Greatly Exaggerated?* 16 FSU L.Rev. 269 (1988)

Executive Committee: *An Analysis of Alternatives to Incarceration in Georgia* - LEAA Grant Project, 1975


**OCCASIONAL PIECES:**


Biographical Sketch of Judge Tuttle


*Judge Tuttle Honored by ACLU*. Georgia Civil Liberties (Fall 1996)

**PRESENTATIONS, TESTIMONY, & WORKSHOPS:**

*Racism & the Criminal Justice System: Twenty Years after McCleskey v. Kemp - Progress or Paralysis?* NACDL/SCHR Symposium. GSU College of Law, Oct. 4, 2007

*Public Law Litigation and Enforcement: Comparative Perspectives*
Center for the Comparative Study of Metropolitan Growth, GSU College of Law, September 7, 2007.

Remarks on Judge Tuttle. Courtroom Dedication; Sutherland, Asbill & Brennan; Dec. 1, 2007.


Thurgood Marshall's Coming! Atlanta Bar Association CLE Panel Member. April 2&3, 2004


A Piece of 11th Circuit History: Judge Tuttle, Staff Attorneys, U.S. Court of Appeals for the Eleventh Circuit, September 23, 2003

Making a Difference: Judge Tuttle, Law Faculty Colloquia, Indiana University, Bloomington, October 9, 2003

Estate Planning Legislation Being Proposed or Considered in Georgia, To Include Rule Against Perpetuities and Principal and Income Act. Fiduciary Law Institute, ICLE, St. Simons, Ga., July 13, 2000

Gleanings from a Desk Drawer: Work in Progress, A Biography of Judge Elbert Tuttle. Faculty Colloquium, GSU College of Law. April 2, 1997

Testimony on City of Atlanta Charter Review Commission Recommendations, Joint Fulton County/City of Atlanta Delegation, Legislative Office Building, February 2, 1996

The True Meaning of the Second Amendment Southern Action Conference Against Gun Violence Decatur, Georgia January 1996

Spendthrift or Spendrift: An Overview of the New Trust Code, Georgia Bankers Association Trust Winter Seminar, Athens, Georgia, February 1992

University Speech Codes and Academic Freedom, Respondent, Emory University Women's Studies/NAS Symposium, September 1991
Recent Developments in Fiduciary Law, 36th Annual Estate Planning Institute, ICLE, Athens, Georgia, February 23, 1991
The Proposed Revision of the Georgia Trust Code, Fiduciary Law Institute, ICLE, St. Simon's, Georgia, July 21, 1990

Lecture on an independent judiciary to Ugandan Delegation (travelling under the auspices of the USIA and the Columbia University Department of Human Rights, GSU College of Law) March 15, 1990.


Chair, Panel on Legal Issues in Business Management, Give Women Credit, Conference sponsored by Women in World Banking, August 26, 1990, GSU

Lecture on the Civil Rights Revolution in the Courts and Federalism to Indonesian Legal experts (traveling under the auspices of the USIA and the Columbia University Department of Human Rights, GSU College of Law) Nov. 1988.

AWARDS: Professor of the Year - 1999-2000 - GSU College of Law
Governor's Award for Outstanding Service in State Government - 1985
Authors' Court, State Bar of Georgia Award - Best Professional Article - 1988

EMPLOYMENT: 1986 - present - Member of the Faculty, GSU College of Law
2004-06 - Associate Dean for Academic Affairs, GSU College of Law

1984 - 1986 Georgia Supreme Court Liaison to the Councils of Trial Court Judges with Respect to Uniform Rules

1978 - 1986 Law Assistant, Chief Justice Harold Hill
Georgia Supreme Court

1982 Adjunct Professor of Law, Emory University

1976 - 1978 Associate, Huie, Brown & Ide

1975 - 1976 Law Clerk, Judge Elbert P. Tuttle
U. S. Court of Appeals for the 5th Circuit

EDUCATION: Emory University School of Law - J.D. with distinction, 1975
Old Dominion University - June, 1966 - August, 1967 - B.A.
Trinity College - September, 1963 - March 1966
LAW SCHOOL
HONORS AND ACTIVITIES: Editor-in-Chief, Emory Law Journal, 1974-75
American Jurisprudence Awards for Contracts, Property Law, Commercial Law and Federal Practice and Procedure
Order of the Coif
Wall Street Journal Student Achievement Award, 1975
Phi Delta Phi Graduate of the Year Nominee for Province V, 1975

COMMUNITY ACTIVITIES: National Black Arts Festival
Diversity Task Force Committee - 1995 - 1996
Steering Committee, "Holy Smoke," CAM Annual Fundraiser, 1991-93
Board of Directors, Fernbank PTA, 1985 - 1992
Member and Spokesperson, Atlanta Regional Commission Task Force on Gun Control (1990)
Steering Committee - Fernbank Park Project, 1988

ADMISSIONS: Fulton County Superior Court, October 7, 1975
Georgia Court of Appeals, January 7, 1976
Georgia Supreme Court, January 7, 1976
Northern District of Georgia, January 15, 1976
Fifth Circuit Court of Appeals, January 15, 1976
Eleventh Circuit Court of Appeals, October 1, 1981
United States Supreme Court, January 11, 1993
MARGORIE L. GIRTH

Curriculum Vita - September 15, 2004

Office Address:

Georgia State University
College of Law
P.O. Box 4037
Atlanta, Georgia 30302-4037
(404) 651-4916
(404) 651-2092 (FAX)
E-mail: mgirth@gsu.edu

Degrees: A.B. 1959, Mount Holyoke College
         LL.B. 1962, Harvard University
         (Ames Prize as member of winning moot court team)

Professional Employment Record

Georgia State University College of Law
Professor, 1992--.

Law School, State University of New York at Buffalo
Professor, 1979-91.
Associate Professor, 1971-79.

Research Associate, Governmental Studies Program, The Brookings Institution,

Private Practice of law in Trenton, N.J., 1963-65. Major emphasis was on bankruptcy
issues, representing debtors in consumer alternatives and business reorganization.

Visiting Professor, University of Warsaw (Poland) Law School’s Center for American Law,
Ethics and Professionalism component of the Certificate Program titled Introduction
to American Law, May 26 – June 6, 2003

Visiting Scholar, Emory University Law School, Fall Semester, 1996; Visiting Southeastern
Bankruptcy Law Institute Professor, Emory University Law School, Spring Semester 1991

Visiting Professor, University of Virginia School of Law, 1979-80.
Professional Employment Record, cont’d.

Arbitrator, American Arbitration Association’s Commercial Law Panel, 1997 –.


Consultant on bankruptcy issues generally and on financial problems of local governments, 1976--.

Treasurer and Custodian of School Funds, Monroe Township, Middlesex County, New Jersey, June 1963 - December 1964; Attorney for Board of Health of same municipality, January - September, 1965.

Publications

Books

Bankruptcy Options for the Consumer Debtor (Practising Law Institute, New York, 1981).


Major Reports

Contributor, Let Justice Be Done: Equally, Fairly, and Impartially, Georgia Supreme Court Commission on Racial and Ethnic Bias in the Court System, 1995


Consultant to ABT Associates, Inc., which prepared An Evaluation of the U.S. Trustee Pilot Program for Bankruptcy Administration (307 pp., Cambridge, 1983) and a later Update (with Documentation), 96 pp., Cambridge, 1985, pursuant to a contract with the U.S. Justice Department.

**Articles**


**Videos**

Member of Commission’s advisory and script editing subcommittee for “Georgia Bailiffs: Diplomats in a Multicultural Society,” a training video distributed in 2002 by the Georgia Supreme Court’s Commission on Equality for the purpose of sensitizing bailiffs to issues resulting from the state’s increasingly diverse ethnic populations.

Advisor and script editor for “Let Justice Be Done,” a training video distributed by the Georgia Supreme Court’s Commission on Equality in 1998 and consisting of eight vignettes designed to illustrate situations that might be perceived to reflect racial or ethnic bias within Georgia’s court system.

**Teaching Materials**
“Introduction to The American Legal Profession’s Approach to Professional Responsibility Issues,” for the University of Florida’s Levin College of Law’s Center for American Law Studies, Poland’s Warsaw University, Faculty of Law and Administration, May 26 – June 6, 2003

With Jack Sammons, Continuing Legal Education materials for the Georgia ICLE session on “The Lawyer as Advocate and Architect of Future Conduct”, May 12, 2000.

Continuing Legal Education materials, entitled “Consumer Update”, published by the American Bankruptcy Institute in the materials for its Southeastern Regional Bankruptcy Workshop, August, 1999

Teaching materials for the video titled “Let Justice Be Done”, Georgia Supreme Court’s Commission on Equality, 1998 (with M. Moore)

Miscellaneous


Commentator in conference proceedings, Economic Aspects of Personal Bankruptcy: Research Needs. (Credit Research Center, Purdue University, 1987).


Testimony and written submissions prepared at the request of Congressional committees on proposed amendments to the 1978 Bankruptcy Code. For example, see Personal Bankruptcy, Oversight Hearings before the Subcommittee on Monopolies and Commercial Law of the Committee on the Judiciary, U.S. House of Representatives, 97th Cong., 1st and 2d Sessions, Serial No. 116, pp. 7 et seq. (GPO, 1984).


Book Reviews

F. Raymond Marks, Robert Paul Hallauer and Richard R. Clifton, The Shreveport Plan: An

**Media Interviews**

Interviews with journalists for Atlanta’s Fox TV, the Atlanta Journal Constitution, the Fulton County Daily Report and the Buffalo Business Chronicle, and radio appearances on the subjects of business reorganizations (such as It’s About Time and Kmart) and the factors contributing to the overall levels of consumer and business bankruptcy filings: 1992 – – ; weekly legal commentator (WKBW-TV-Buffalo) concerning bankruptcy reform, credit access, the delivery of legal services, and women’s legal problems (1978-79).

**Courses Taught (S) = Seminar**

- Bankruptcy Reorganization
- Basic Bankruptcy
- Professional Responsibility
- Contracts
- Gender-Based Discrimination (S)
- Security Interests and Liens

**Invited Presentations [selected]**


**Invited Presentations [selected] cont’d.**

Producer, with Prof. Jack Sammons, “Acting for Your Client: The Lawyer as Advocate and Architect of Future Conduct,” State Bar of Georgia’s Continuing Education Program

Presenter, with Prof. Jack Sammons, "The Lawyer as Advocate and Architect of Future Conduct," State Bar of Georgia's Mentor Training for the Transition into Practice Project, Atlanta, November 5, 1999 and January 12, 2000

Panelist, "Women and Their Money: Procuring It, Preserving It and Passing It Along", Sisters in Law Centennial Conference, University at Buffalo Law School, October 22, 1999

"Consumer Update", American Bankruptcy Institute Southeastern Regional Workshop, August 5-7, 1999

Discussion facilitator, "Let Justice Be Done" video, Atlanta Bar Association, Judicial Section, May 29, 1998


Lecture: "A Comparative Look at Bankruptcy Procedures" with Prof. Walter Buchegger, Johannes Kepler Universitat, Linz, Austria, May 21, 1997

Panelist - "Breaking Through The Glass Ceiling", Seven College Alumnae Clubs of Western New York, Buffalo, March 15, 1997

"Looking at Female Lawyers in the 1990's", Women Lawyers of Western New York and the Western New York Chapter of the Women's Bar Association, Buffalo, March 13, 1997


Videotape segment, "Lawyers and the Justice System", Sandy Springs Bar Association, March, 1996; presented at a Symposium with the same title, Kennesaw State University, June 14, 1996.

Closing remarks at The American Jewish Committee's conference on Constitutional Challenges in a Decade of Change, Atlanta, January 24, 1996

Invited Presentations [selected] cont'd.

"Educating Tomorrow's Lawyers," SCORE (Service Corps of Retired Executives Association), Atlanta Chapter, August 10, 1995; Buckhead Kiwanis Club, October 19, 1992


Invited discussion leader on "Maintaining Quality in a Period of Recession" at the American Bar Association's Conference on the Law School and the University, March, 1993.


"Ethical Issues in Empirical Research," University of Georgia Faculty Workshop, April, 1991; SUNY at Buffalo Faculty Workshop, November, 1991.


"Has the Time Come to Abolish Chapter 13?," 25th Anniversary Seminar, National Association of Chapter 13 Trustees, Baltimore, August, 1990.

Invited Presentations [selected] cont’d


Commentator, Panel on Research on Delivery of Legal Services, Law and Society Association's Conference on a Decade's Progress in Research, SUNY at Buffalo, June, 1975.


**Invited Presentations [selected] cont'd**


"Implications of Ratifying the Equal Rights Amendment," Dartmouth College,


Professional Memberships, Fellowships, and Awards


Elected Member, American Law Institute, 1997—.
Consultative Group of the Transnational Insolvency Project: 1997–00.
Consultative Group for the R.S. 3rd of Restitution: 2001—

Fellow, Lawyers’ Foundation of Georgia, 2000 –.

Member of the American and New York State Bar Associations, and the Georgia Association of Women Lawyers; Associate Member of the State Bar of Georgia and the Atlanta Bar Association.

Phi Kappa Phi, Faculty Member, GSU Chapter, 1994 –.

Fellowships

Fellowship to attend the Annual Convention of the National Conference of Bankruptcy Judges, Boston, MA, October, 2000.

Fellowship to attend the Annual Convention of the National Conference of Bankruptcy Judges, Philadelphia, Pa., October, 1997.

Scholarship to attend Debtor Education Think Tank, New York Law School, June 5, 1997.


Fellowships cont’d

Southwestern Legal Foundation, Tuition Fellowship to attend the Symposium on Private Investments Abroad, June, 1989.

Baldy Fellowship in Law and Social Policy, State University of New York at
MARJORIE L. GIRTH

Buffalo, Summer, 1975.

Fellowship, Summer Economics Institute for Law Professors, located at the University of Rochester, 1974.

Honors and Awards

Award for Pioneering Achievements, Committee on Women in the Courts and the Local and Specialty Bar Associations of New York State's Eighth Judicial District, February 25, 2000

Stonewall Bar Association of Georgia, 1998 Award for Conspicuous Assistance to the Gay and Lesbian Community


1991, YWCA of Buffalo and Erie County, Volunteer of the Year Award (as member of the Public Policy Committee)

Outstanding Faculty Award, SUNY at Buffalo Law School, 1991; 1984; 1981.

Centennial Award for Professional Achievement, Alumnae Association of Mount Holyoke College, November 1972.


Professional Service [selected]

Invited Interviewee, Administrative Office of the U.S. Courts' Evaluative Survey of the need for additional Bankruptcy Judgeships in the Northern District of Georgia – April, 2002

Member, Georgia Supreme Court's Commission on Access & Fairness in the Courts, 2004
Member, Georgia Supreme Court's Commission on Racial and Ethnic Bias in the Court System, 1993-95.

Georgia Division of Public Health Member, Task Force on Sexual Assault Against Women, 1995-96.

Institute of Continuing Judicial Education of Georgia and Institute of Continuing Legal Education of Georgia Trustee, 1992--96.

American Bar Association, Business Law Section, Council Member, 1985-89; Consumer Bankruptcy Committee, 1978 – 2000; Chair, 1983-86.

Association of American Law Schools
Committee on Professional Development, 2002 –
AALS Reporter, Accreditation Site Evaluation Team for:
The Northern Illinois University College of Law, 2003
The University of Alabama School of Law, 1999
The University of Nebraska College of Law, 1997
The Indiana University School of Law at Indianapolis, 1996.

Committee on Nominations, 1996.
Committee on Academic Freedom and Tenure, 1987-90.
Chair, Creditors' Rights Section, 1982; Chair-elect, 1981.
Committee on a Second Contracts Reader, 1973-75.
Committee on Women in Legal Education, 1972-74.

Coalition for Consumer Bankruptcy Debtor Education
Board of Directors Member, 1998 – 2004; Member of predecessor Debtor Education Think Tank, 1997-98


Professional Service [selected], cont’d

Lawyers’ Committee for Civil Rights Under Law, Atlanta Steering Committee, 1996--.

State Bar of Georgia, Committee on Standards of the Profession, 1996 --.

Georgia Consortium for Financial Literacy, 1999 –.
Visiting Legal Educator, West Virginia University's College of Law Visiting Committee, 1994-95.

Co-leader, Delegation of female American attorneys to the USSR (Moscow, Kiev, Baku, Leningrad), May 1988, under the auspices of the American Bar Association and the Association of Soviet Lawyers.


Erie County Bar Association, Commercial and Bankruptcy Law Committee, 1973-78; 1982-91.

Merit Screening Committee for the Bankruptcy Judges of the Western District of New York, 1985-86, appointed by the Second Circuit's Chief Judge.

Merit Screening Committee for Bankruptcy Judge John Creahan of the Western District of New York, appointed by Second Circuit's Chief Judge, 1983.

Lecturer for the Atlanta Bar Association, the Decatur-DeKalb Bar Association, 1988 National Bankruptcy Judges Conference, the New York State Bar Association, the Bankruptcy Institute, the Judge Advocate General's School, and the Practising Law Institute on issues affecting consumer bankruptcies.


Evaluator of research proposals, National Science Foundation, 1978-91; American Bar Foundation, 1985-91.

Professional Service [selected], cont’d,

Trustee, Law and Society Association, 1976-77.

Community Service [selected]

Board of Trustees, Unitarian-Universalist Congregation of Atlanta, 1999 – 2003; Long Range Planning Committee, 2003; Trustee, Buffalo Unitarian-Universalist Church, 1981-84; Secretary, 1983-84; Buffalo congregation’s Financial Canvass Co-Chair, 1988.

Board of Directors, ACLU of Georgia, 1995 – 01.

Atlanta Women’s Foundation
Grantmaking Committee for the Challenging Violence Against Women Project: 2000

Director, Feminist Women’s Health Center, Atlanta, 1993-94.


Chair, Erie County (N.Y.) Task Force on the Status of Women, 1985-87.

Board of Directors, Neighborhood Legal Services, Inc. of Buffalo, 1980-82.

Member, Commission on Peace, Justice, and Human Rights, International Association for Religious Freedom, Frankfurt, W. Germany 1976-79. (The U.S. affiliate of the IARF is the Unitarian-Universalist Association).

Board of Directors, YWCA of Buffalo and Erie County, 1972-76; Chair, Finance Committee 1975-76; Public Policy Committee, 1989-91.

Mount Holyoke Club of Western New York, President, 1974-75; Vice President, 1973-74; Corresponding Secretary, 1972-73.


Community Service [selected], cont’d.

Volunteer adviser on matters of community concern, such as the development of Buffalo’s downtown theater district.

University System of Georgia Service

University System Task Force on Faculty and Staff Development (appointed by Chancellor Portch), 1995-96.
Search Advisory Committee for the Chancellor of the System (appointed by the Board of Regents), 1993-94.

**Georgia State University Service**

Member, Universities’ Consortium Task Force for Outreach to Atlanta, 1999 – 01.

Member, Neighborhood Collaborative, Deans’ Advisory Council, 1999 – 01.

Member, Search Committee for the Athletics Director (appointed by President Patton) 1999.


Member, Task Force on the Atlanta Project (appointed by Provost Henry) 1999

Member, Task Force to Review the Student Government Association (appointed by President Patton) 1998; Advisor re Proposed Amendments 2000

Member, University Senate Committee on Athletics, 1999 – 01.

Member, NCAA Self-Study Steering Committee and Chair, Equity Subcommittee (appointed by President Patton), 1996-1998.

Chair, Ad Hoc Committee on the Reorganization of the Division of Learning Support Programs (appointed by Provost Ronald J. Henry), 1995.

Board of Trustees, Athletics Association, 1994-96.
Chair, By-Laws Revision Committee, 1994-95

Marketing Program Advisory Committee (appointed by President Patton), 1994.

**Georgia State University Service cont’d**

Search Committee, GSU Provost and Vice-President for Academic Affairs (appointed by GSU President Patton), 1993-94.

Advisory Committee to the President, Performance Review for Provost and Vice-President for Academic Affairs (appointed by GSU President Carl V. Patton), 1993.

Search Committee, GSU Vice-President for Financial Affairs (appointed by Provost Thomas J. LaBelle), 1992-93.
Georgia State University College of Law Committee Service

Chair, Awards Committee, 2004 – 05; Member, Spring, 2004 and 2000 – December, 2002.

Member, Scholarships Committee, 2004 – 05; Spring, 2004; 2001 – 02; 1999 – 00.

Faculty Development Committee, Fall, 2002.


Member, Dean’s Advisory Committee, 1999 – 01.

Honor Code Committee, 1997–00.

Co-Chair, Promotion and Tenure Committee (elected): January, 1997 – December, 1998

Student Affairs Committee, 1998 – 99.

Library Committee, 1997 – 98

Strategic Planning Committee - Spring, 1997

University at Buffalo Service

President's Review Board (on promotion and tenure cases; appointed by U/B President Sample) 1987-90.

Advisory Board, WBFO (appointed by U/B President), 1986-89.

University at Buffalo Service, cont’d.

U/B Conference in the Disciplines Peer Review Committee, 1984-85.

U/B Center Planning Grant Peer Review Committee, 1984-85.

U/B Planning Committee, Women's Forum, 1982-84.

U/B Faculty Senate, Committee on Teaching Quality, 1982-84; Committee on Academic Freedom and Responsibility, 1974-76.

U/B Coordinating Council, President's Undergraduate Honors Program, 1981-83;

U/B Chairperson, University-Wide Committee to Review the Women's Studies Program's Proposal for a B.A., 1981-82.

U/B Faculty Senate Committee on Academic Freedom and Responsibility, 1974-76.

Coordinating Committee for the Buffalo Center, SUNY International Women's Year Observance in 1975 (appointed by U/B President).

President's Committee on the Recruitment and Promotion of Women, (appointed by U/B President Ketter), 1974-75.

U/B Search Committee, Provost for Faculty of Social Sciences & Administration, 1973-74.

U/B Coordinating Committee, Women's Council of SUNY at Buffalo, 1972-74.

University at Buffalo Law School Committee Service

U/B Academic Standards and Standing Committee, Chairperson, Fall, 1991; 1986-87.

U/B Faculty-Student Relations Board, Chairperson, 1989-90, 1984-85, 1974-75; Member, Fall 1990, 1988-89, 1977-78.

U/B Grievance Committee (elected) 1988-89.

U/B Committee on Discrimination and Sexual Harassment, 1988-89.


University at Buffalo Law School Committee Service cont’d


U/B Faculty Senate Representative (elected), 1973-75; 1980-81; 1982-84.

U/B Committee on Committees (elected), 1974-75; 1976-77; 1978-79.
NAME: William A. Gregory

ADDRESS: Georgia State University
         College of Law
         P.O. Box 4037
         Atlanta, GA 30302-4037

TELEPHONE: (404) 651-2054
           (404) 651-2092 FAX
           E-mail: wgregory@gsu.edu

EDUCATION: Case Western Reserve University
            Cleveland, Ohio
            B.A. 1965 (history) (cum laude)

            Georgia State University
            Atlanta, Georgia
            B.A. 1989 (German)

            University of Michigan
            Ann Arbor, Michigan
            M.A. 1966 (history)

            Harvard Law School
            Cambridge, Massachusetts
            J.D. 1969

EMPLOYMENT:

Law Teaching:

Fall 1983 to present: Professor of Law
         Georgia State University College of Law

1979-1983: Professor of Law
         Southern Illinois University School of Law

1978-79: Associate Professor of Law
         Southern Illinois University School of Law

1977-78: Associate Professor of Law
University of Tulsa College of Law

1976-77: Paul E. Casseb Visiting Professor
         St. Mary’s University School of Law
         (on leave of absence from Tulsa)

1973-76 Assistant, then Associate Professor
         of Law; University of Tulsa College of Law

Law Practice:

1971-73 Attorney, Pacific Lighting Corporation, Los Angeles, CA.
         Staff attorney in a corporate law department
         (primarily general corporate and securities); also a federal
         administrative proceeding before the S.E.C. involving the Public
         Utility Holding Company Act of 1935.

1969-71
         Private Practice
         Los Angeles, California

         Law practice with a small Los Angeles
         firm (general business and corporate law) (securities and mergers
         and acquisitions)

SUBJECTS TAUGHT:
         Agency & Partnership
         Corporations
         Corporate Finance
         Securities Regulation
         Basic Business Bankruptcy
         Consumer Bankruptcy

BAR ADMISSION:
         California (1970)
         Georgia (1991)

PUBLICATIONS:

Books:
         Gregory & Hurst, Cases on Unincorporated Business Associations,
         including Agency, Partnership, And Limited Liability Companies, 2d
         Edition (West Group, 2002)
Hurst & Gregory, Cases and Materials on Corporations
(Anderson Publishing Company, 1999)

Articles: Securities Arbitration: A Need for Continued Reform,

"Marital Property in Illinois: The Complexities Wrought by the Presumption of Gift, Transmutation, and Commingling,"
1982 So. Ill. U.L.J. 159

Portion of Symposium on Revised Limited Partnership Act, 9 St. Mary's L.J. (1978)

"Stock Transfer Restrictions in Close Corporations", 1978 So. Ill.L.J. 477

"Hugo Black's Congressional Investigation of Lobbying and the Public Utility Holding Company Act: A Historical View of the Power Trust, New Deal Politics, and Regulatory Propaganda," (with Strickland)
29 Okla. L.Rev. 543 (1976)

"The Admissions Process at the University of Tulsa College of Law: An Update" (with Landman) 10 Tulsa L.J. 571 (1975)


"Legislation to Preserve and Control Open Space Land," 6 Harv. J. Legis. 57 (1968)
statute (with Child and Van Wyck) comment
(solely my work)
JANICE C. GRIFFITH
Professor of Law

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Georgia State University College of Law
P.O. Box 4037
Atlanta, Georgia 30302-4037
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E-mail: jgriffith@gsu.edu

Degrees

University of Chicago Law School, J.D., 1965
Colby College, A.B., 1962

Employment History

Dean, 1996-2004
Professor of Law, 1996-present
Georgia State University College of Law, Atlanta, Georgia

Professor of Law, 1982-1996
Associate Professor of Law, 1979-1982
Quinnipiac University School of Law, Hamden, Connecticut
(Successor in 1992 to the University of Bridgeport School of Law)

Chief of Fiscal and Securities Division, 1976-1979
Office of the Corporation Counsel, City of New York

General Counsel and Assistant Administrator, 1974-1976
Housing and Development Administration, City of New York

Associate, 1968-1974
Hawkins, Delafield & Wood, 67 Wall Street, New York, New York

Attorney, 1965-1968
United States Department of Housing and Urban Development,
New York Regional Office

Law Teaching

Principal Current Teaching Areas: State and Local Government Law; Legislation;
Advanced Local Government Law; Environmental Law

Previous Courses Taught: Local Government and Finance Law; Land Use Planning;
Constitutional Law; Advanced Constitutional Law (Federalism); Administrative Law;
Property Law; Real Estate Transactions; Legal Research and Writing; Appellate Advocacy

Higher Education Administration
Dean, Georgia State University College of Law, 1996-2004

General Duties
Served as chief executive officer of the College. Provided academic and administrative leadership to achieve College and University comprehensive goals in the areas of teaching, research, and service. Administered a staff of 59 support personnel and worked with the faculty to effectuate these goals.

Solicited and realized private and public funding for the College. Worked with the faculty, administrative support staff, University personnel, College graduates, and Board of Visitors to attain this funding.

Served as a medium of communication with the faculty, officers of the University, the administrative staff, and the students for all official business.

Provided outreach to the College's graduates and to the legal and business communities. Informed external constituencies of the College's needs and accomplishments deserving support.

Recommended the appointment, reappointment, dismissal, and promotion of administrative officers and faculty. Appointed the chair and members of faculty committees as specified in the College's Bylaws.

Public Resource Administration and Improvements
College of Law's state-funded budget increased from $5,777,792 to $9,142,156. Oversaw the administration of College financial resources. Prepared an annual College budget. Received budgetary input from College Faculty Advisory Committee and staff. Supervised staff administration of the budget. No budget overruns occurred.

Fund Raising: Gift Achievements
College's endowment increased from $431,893 to $5,606,874
19 endowments established, 12 of which were scholarship endowments
Two endowed faculty chairs established
Law & Ethics Symposium endowment established (gift to settle lawsuit)
Tax Clinic endowment established
Other endowments created: Law Library Fund; Student Trial Lawyers Association and Moot Court Fund; Ben F. Johnson, Jr. Public Service Award Fund.
Non-endowed gifts received: $1,071,638 - Atlanta Law School Foundation Scholarship Program; $122,395 – Courtroom renovation; $15,000 – Bell South Scholarships (2002 – 2005).
American Bar Association Accreditation Committees viewed achievements as notable

Fund Raising: Annual Giving Achievements
Increased total annual giving from $190,184 per annum to $545,756 per annum
Increased alumni annual giving from $32,000 per annum to $233,000 per annum
Increased annual leadership gifts ($1,000 + or $500 for graduates of 5 years or less,
judges, teachers, or government officials) from 12 to 54. American Bar Association Accreditation Committee viewed achievements as notable.

**Fund Raising: Planned Gifts**
Established a planned giving program in 2002-2003

**Fund Raising: Class Gifts**
Established the first class gift from graduating students in 2002

**Communications:**
**Vision:** Communicated a vision for the College that centered on the pursuit of excellence and the need to prepare students to work in a world rapidly transforming through new modes of commerce and technology. Advocated programs to provide opportunities for skills training, interdisciplinary research, pro bono service, and exposure to international perspectives. Further highlighted the importance of community-service partnerships in which the College shared its legal expertise and found solutions to state and metropolitan problems. Stressed the College’s role as an intellectual hub for the dissemination of knowledge about critical legal and policy issues of a regional, national, and international scope. Aspired as well for the College to be a national leader in some specialized areas of legal study and a visionary in technology use.

Communicated the above vision in issues of the Law Letter, a publication for graduates, students, faculty, staff, and friends of the College.

**Publication Improvements:**
Improved the format of the Law Letter in 1997 and added a third issue per annum. Improved the design and content of the View Book mailed to applicants.

**Curriculum Projects**
Recruitment of two national scholars to fill two new endowed chairs
Two new centers established: Center for the Comparative Study of Metropolitan Growth and the Center for Law, Health, and Society.
Interdisciplinary initiatives and programs expanded:
  - College approved a joint J.D./M.A. degree program in Philosophy, a joint degree program in Law and Health Administration, and a joint J.D./M.A. degree program in City and Regional Planning with the Georgia Institute of Technology.
Legislation Clinic and Practicum established in Fall 2001. Students conducted research on topics under consideration by the Georgia General Assembly and completed a written legal analysis of the topics researched for use in the next legislative session.
Criminal Justice Clinic established in collaboration with the Georgia Justice Project Curriculum expanded in the areas of Health Law, Intellectual Property, Environmental Law, and Land Use Planning and Growth Management.
Conflict resolution program launched for several Atlanta public schools in 1998
Extensive review of the curriculum from 2002-2004
Adopted a policy to recognize the pro bono accomplishments of students in 2003

**International Programs**
Summer Academy in International Commercial Arbitration in Linz, Austria
Program revised in 2000-2001 by Professor E. R. Lanier to further students' understanding of international commercial arbitration as a dispute resolution mechanism. Students visit arbitral courts in Budapest, Munich, Prague, Vienna, Venice, and Warsaw.

International Connection: Raised funds to enable foreign students to study at the College.

Program developed for foreign law professors to teach comparative environmental law at the College.

Assessment and Accreditation
Developed a Learning Outcomes Assessment Plan, which was adopted in 2004
College completed a Self Study for accreditation review in 2000
Successful College re-accreditation in 2000

Enhanced Reputation of the College of Law
College ranked 89 among law schools by the U.S. and News & World Report (2004). It was the youngest law school ranked in the top 100 law schools in 2004.
College ranked among “Best Schools for Your Money” by the National Jurist magazine (2004).
Applications grew from 1946 in 2001 to 3644 in 2003
Graduates achieved consistently high bar passage rates on the Georgia Bar exam
94% of 2003 graduates received employment within 6 months after graduation
Increased percentage of law graduates who received employment in large law firms: 1% in 1996 to 23% in 2001.
Consistent success of student mock trial and moot court teams in national competitions

Institutional Development
Faculty: Increased the number of professional development leaves; increased supplemental research award funds for research assistants; created a Faculty Development Committee in 1996; recruited 8 tenure-track faculty members from 1996 to 2004.

Academic Symposia: increased the number of academic symposia per academic year from two in 1996-1997 to six in 2003-2004.

Development Office: developed a strong institutional development office with increased funding. Recruited a Director of Development.

Increased Staffing: added administrative support to Development, Career Services, and Admissions Offices. Hired a Director of Administrative Services possessing a degree in computer information systems in 1999-2000 with responsibilities for computer support services.

Board of Visitors: expanded the role of the Board from “ambassadors to the community” to participants in fund raising.

Diversity
Established a program for Georgia State law students to mentor Morehouse and Spelman college students who expressed an interest in a legal career.
Implemented recruitment efforts to attract and admit a diverse student body:
Invited pre-law advisors at historically black colleges to visit the College
Invited minority applicants to attend a “day in the life of the law school” program
Hosted events for high school students enrolled in magnet law programs

Strategic Planning
Worked with the faculty to develop strategic plans and goals and to formulate policies and programs to effectuate strategic initiatives.
Faculty adopted Strategic Action Steps in 1998, which were largely completed by 2002
Faculty adopted a new Strategic Plan and Action Steps in 2002.

Technology Improvements and Awards
Developed and effectuated a plan to integrate technology use in all aspects of academic and academic support endeavors.
Completed technology upgrades to all classrooms, computer labs, computer training labs, the courtroom, and the Law Library.
Added smart podiums in 2002 to enhance classroom instruction with the use of technology in a user friendly environment and added “symposium” technology in 2004 that enables users to project on a whiteboard what they handwritten with a stylus on a computer screen.
Ranked the 11th “most wired” law school in the United States by the National Jurist Magazine in 2001, up from a ranking in 1998 as 20th “most wired” law school.
Received first place award in 2004 for “Smart Classroom Quick Reference Guide” from the Association for Computing Machinery’s Division on University Computing

Web Site Design and Improvement
Developed College’s Web site into a tool for imparting information

Facilities Improvements
Remodeled the law school’s courtroom in 1999-2000
Added five new classrooms
Expanded the Law Library by 7668 square feet in 2002-2003
Completed plans in 2003-2004 to add an additional 9000 square feet of College space for use as classrooms, a second courtroom, a student lounge, faculty offices, and a clinic.

University of Bridgeport, Bridgeport, Connecticut
Presidential Fellow, 1986-1987
Administrative Position on Staff of President (half-time)

Completed special assignments for the President. Participated in discussions at staff meetings and at monthly Cabinet meetings of the President, the President’s Executive Assistant, and the Vice Presidents to set University policy. Worked with the Director of Development and the President in making cultivation and ask calls to corporate executives; reported on insights following these fund raising calls; followed up on donor concerns and facilitated donors’ and prospects’ involvement with the University.
Directed the creation and development of a University pedestrian mall by the closure of
streets and developed a campus plan for the development, financing, and leasing of the University’s real estate assets.

Professional Fellowships and Certification

Yale Law School
Visiting Scholar, Fall 1987

Admitted to practice law: New York and Connecticut

The Ohio State University, Columbus, Ohio
Professional Development Program in Higher Education Leadership

Prepares senior faculty and administrators to become skilled in the leadership of institutional change. It is the only national, long-term professional development program in higher education that provides on-the-job training as well as a didactic component.

Mentored by President E. Gordon Gee and Provosts Frederick E. Hutchinson and Joan Huber, Office of Academic Affairs (OAA). Completed OAA assignments and participated in meetings of the Provost and Associate Provosts.

Provided assistance in the development and drafting of University-wide space allocation guidelines and the University’s mission statement. Served as an OAA representative on the Committee for Space and Facilities Planning, the Task Force for Science and Mathematics Education, the Undergraduate Recruitment Implementation Steering Committee, and the Academic Computing Implementation Task Force.

Consulted with deans and staff members of the Colleges of Law, Humanities, and Optometry as to administrative initiatives, fund raising, budgetary practices, the allocation of resources, affirmative action, admissions practices, alumni relations, placement practices, clinical training, program review, development of personnel, and the delivery of services to students.

University Service
Georgia State University

Center for the Comparative Study of Metropolitan Growth
Coordinator, State and Local Government Relations, 2004-present

Member, 1996-2004, of key committees in the University’s governance:
Deans’ Group (advisory council to the Provost), Administrative Council (advisory board to the President on all administrative policies), Committee on Academic Programs and Continuing Education (approves all academic programs), Senate Budget Committee (recommends budget allocation priorities), and Faculty Senate

Administrative Group for the University’s Strategic Plan (adopted on April 19, 2000)
Member, 1999-2000

University Senate Subcommittee on Strategic Planning
Member, Fall 2000-Spring 2003

**W. J. Usery Center for the Workplace Advisory Board**
Member, 1997-2004

**School of Policy Studies Dean Search Committee**
Co-Chair, 1997-1998

**External Environment Committee**
Member, 1996-1997

**Member of Law School Committees, 2004-2007**
Curriculum, Technology, Ben F. Johnson, Jr. Public Service Award Committee, Twenty-fifth Anniversary Planning Committee

**Ex-Officio Member of Law School Committees, 1996-2004**

**University Service**
Quinnipiac University

**Chair of Law School Committees, 1980-1996**
Technology, Strategic Planning/Building, Faculty Planning Session, Placement, Faculty Evaluation and Development, Legal Writing and Research, Faculty Promotion, Law Review, Moot Court Competition

**Chair of Law School Dean Search Committee, 1985-1986 (elected by faculty)**

**Member of Law School Committees, 1979-1996**
Executive Committee (elected by faculty to work with the Dean in the administration of the Law School), Long-Range Planning, Building, Curriculum, Discipline, Judicial Clerkship, Library

**Initiatives**

**Technology Committee, 1994-1996**
Directed faculty and staff planning for the application of technology in the new law school building; determined hardware and software needs; hired technology staff; formulated long-range planning strategies to integrate technology into law school communication systems and the curriculum.

**Strategic Planning/Law School Building, 1993-1994**
Worked with faculty, staff, and architects to design the Law School building and to ascertain technology needs; coordinated completion of Law School Self Study.

**Strategic Planning, 1992-1993**
Directed joint faculty, support staff, library staff, and student teams to develop Law School goals and the strategies to achieve them; conducted focusing
sessions with faculty, support staff, librarians, alumni, and students to gather data.

**Legal Writing Program**, 1986-1987
Designed and implemented a program to improve legal writing and research skills of second and third-year law students with other members of the Legal Writing and Research Committee; this program was incorporated into the Law School's curriculum.

**Executive Committee**, 1985-1986
Directed selected Law School affairs and established policy with other members of the Executive Committee following the resignation of the Dean in 1985.

**Placement**, 1982-1983
Started a program for the placement of Law School students in judicial clerkships at the federal district and the state and federal appellate court levels with other members of the Judicial Clerkship Committee.

**Public Administration**

**Office of the Corporation Counsel, City of New York**
**Chief of Fiscal and Securities Division**, 1976-1979
Administered staff of six lawyers and support personnel to represent the City in legal matters involving municipal finance.

Negotiated with representatives of the State, United States Department of the Treasury, financial institutions, and pension funds to create and implement a four-year financial plan to restore municipal solvency; prepared enabling legislation and financing agreements to effectuate this fiscal recovery plan that enabled the City to reenter the municipal bond market in November 1978.

Counseled City agencies on compliance with financial disclosure requirements, mandated budgetary practices, statutes governing the issuance of bonds, applicable funding statutes, affirmative action requirements, and fair housing requirements. Defended actions challenging City's financial operations, administration of public employment programs, and employment practices.

**Housing and Development Administration, City of New York**
**General Counsel and Assistant Administrator**, 1974-1976
Administered staff of approximately twenty lawyers and support personnel to provide legal advice and services to the Administration, which administered the City's publicly assisted housing and community development programs.

Handled legal matters generated by Administration activities which included City mortgage loans to finance the new construction of, or the rehabilitation of, publicly assisted housing; urban renewal activities; community development under the federal Housing and Community Development Act of 1974; grant of tax exemption and tax
abatement to induce the private sector construction and rehabilitation of housing; housing code enforcement; and the rent regulation of multiple dwellings.

Designed and implemented a tax exemption and tax abatement program known as J-51 to stimulate the rehabilitation of New York City's existing housing stock; J-51 helped to revitalize the City's depressed real estate market in the mid-1970s.

Assisted the Administrator to formulate housing policy.

Served on task forces to improve the delivery of Administration services and functions.

Trained lawyers and support staff.

Negotiated and consulted with public officials, city and state legislators, contractors, bankers, attorneys, managing agents of housing companies, and tenant groups.

Testified before the New York City Council.

Addressed Bar Associations, housing industry executives, and public interest groups on behalf of the Administration.

**Law Practice**

**Hawkins, Delafield & Wood,** 67 Wall Street, New York, New York  
**Associate,** 1968-1974

Acted as bond counsel to local governments and state public authorities. Prepared statutes, legal opinions, contracts, leases, deeds, opinions of title, and other documents attendant to the sale and issuance of municipal bonds.

Conducted litigation, prepared briefs, and appeared before state appellate courts.

Successfully litigated the position of the Idaho Health Facilities Authority in *Board of County Commissioners of Twin Falls County v. Idaho Health Facilities Authority,* 96 Idaho 498, 531 P.2d 588 (1975).

Successfully litigated the position of the Maine State Housing Authority in *Maine State Housing Authority v. Depositors Trust Co.,* 278 A.2d 699 (Me. 1971).

**United States Department of Housing and Urban Development, New York Regional Office**  
**Attorney,** 1965-1968

Advised HUD officials, Municipal Housing and Urban Redevelopment Authorities, and financial institutions on the various legal aspects of the federally financed low-rent housing and urban renewal programs. Prepared legal documents in connection with low-rent housing and urban renewal programs.
Professional Service

Quality Growth Legal & Technical Committee, Atlanta, Georgia, Member, 2004-2006

Committee created at the recommendation of the Metropolitan Atlanta Chamber of Commerce Quality Growth Task Force. Committee granted the mission to identify and clarify legal and technical issues that impede quality development in the metropolitan Atlanta region.

Participated in the Committee’s project to examine how the region can achieve development that makes more efficient use of existing and planned infrastructure. Studied the use of “conservation subdivisions” in nine counties and completed a comparative analysis of existing practices. Prepared a report that made recommendations to improve the effectiveness of this type of residential land subdivision, which achieves greater preservation of green space than conventional subdivisions. Supervised two graduate research students who provided research on various aspects of the Committee’s project.

Joint Commission on the Financing of Legal Education, Association of American Law Schools and American Bar Association, Section of Legal Education and Admissions to the Bar
Member, 1997-1999

Association of American Law Schools

  Section on State and Local Government Law
  Chair, 2006-2007
  Chair-Elect, 2005-2006
  Secretary, 2004-2005
  Treasurer, 2003-2004
  Member of Executive Committee, 2002-2007
  Chair, 1992-1994
  First Vice Chair, 1990-1992

  Seminar for New Law School Deans
  Member, 1999-2002

  Workshop for New Law Teachers
  Chair, Planning Committee, 1997-1998
  Member 1997-1999

  Committee on Libraries
  Member, 1994-1997

  Women Deans’ Databank Advisory Council
  Member, 2006-present

American Bar Association
Section of State and Local Government Law
Immediate Past Chair, 1997-1998
Chair, 1996-1997
Chair-Elect, 1995-1996
Vice-Chair, 1994-1995
Secretary, 1993-1994
Executive Committee Member, 1987-1998
Communications Director, 1990-1993
Budget Officer, 1987-1990

Publications Oversight Board
Member, 2006-present

Section Liaison to Association of American Law Schools
2002-present

Section Liaison to Coordinating Committee on Legal Technology
Member, 2000-present

Section Liaison to American Bar Association's Technology Council
Member, 1996-2000

Urban Environment Committee
Chair, 1985-1987
Vice-Chair, 1983-1985

Section of Legal Education and Admissions to the Bar
Member, American Bar Association Site Visit Team for the University of Nebraska College of Law, March 7-10, 2004

Institute of Continuing Judicial Education of Georgia
Member, 1996-2004

Long Range Planning Committee
Member, 1999-2000

Institute of Continuing Legal Education in Georgia
Member, 1996-2004

State Bar Center Committee
Member, 2000-2001

State Bar of Georgia

Multidisciplinary Practice Committee
Member, 1999-2001

Standards of the Profession Committee
Member, 1998-2004
Mentees Recruitment & Selection Subcommittee
Member, 1998-2004

Connecticut Bar Association

Municipal Law and Governmental Services Committee
Chair, 1990-1991
Vice-Chair, 1988-1990
Secretary, 1986-1988
Member, 1982-1996

Association of the Bar of the City of New York
Committee on Housing
Member, 1974-1976

Public Service
Consultant

Federalism Committee, International Municipal Lawyers Association
1995-1996

Conferred with Committee members regularly to develop strategies to obtain favorable court rulings on federalism issues.

Marquette University, January - March, 1995

Testified on behalf of the University at a Milwaukee Planning Commission meeting held to consider the University’s proposal to close five blocks of Wisconsin Avenue to create a green-space pedestrian mall. Gave newspaper and television interviews as the University’s special consultant on the creation of green space to improve campus quality; advised the University as to possible strategies to obtain City approval for the mall.

Connecticut Advisory Commission on Intergovernmental Relations
1986-1987


Participated in the Commission’s workshop to evaluate municipal powers and to explore greater intergovernmental cooperation.


Advised this eighteen-member Commission, which was created by Connecticut’s General Assembly to study all relevant statutes relating to municipalities.

Attended bi-monthly meetings in which the Commission focused on philosophical
alternative approaches to determine how the statutes should reflect the relationships between the state and its municipalities.

Assisted in the preparation of reports to the General Assembly and attended public hearings.

Drafted legislation, which was enacted into law, (1) to clarify and strengthen the powers granted to municipalities to enable them to organize and structure their governments in a manner best suited to meet local needs, and (2) to simplify existing procedures for the revision of home rule charters.

Public Service

Member

Colby College, Waterville, Maine

Board of Overseers, 2005-present
Member, Overseers Visiting Committee, Chemistry Department,
March 12-14, 2007
Chair, Overseers Visiting Committee, Religious Studies Department,
October 30-November 1, 2005

Fund Raising
Member, Class of 1962 Gift Committee, 2002-present
Member, Reunion Committee (2001-2002 and 2006-2007)

Grant Park Conservancy, Atlanta, Georgia
Board of Directors, 2004-2005


Worked with Task Force members, City officials, and City staff to propose charter revisions for submission to the electorate that would restructure City departments and processes as well as streamline managerial operations so as to promote economic development.


Voting member of this Stratford governmental body that regulates Town coastal development and waterways.

Legal Advisory Committee to Regional Open Space Program, Regional Plan Association, New York, New York, 1986-1988

Surveyed techniques and strategies in use in New York, New Jersey, and Connecticut to preserve open space. Assisted in the preparation of a table encompassed in the Association’s publication, entitled Open Space Imperative #3, which outlined, explained, and reported on the advantages and disadvantages of each technique.

Member of non-profit community organization, the mission of which is to conserve the Great Meadows Marsh (Stewart B. McKinney Federal Wildlife Preserve) in Stratford, Connecticut. Developed strategies to protect the Marsh; testified at public hearings against proposals to develop the Marsh; submitted letters to newspaper editors expressing the organization's views.

Selected Honors, Awards, and Fellowships

H.R. 343, Georgia House of Representatives
"A Resolution Commending Dean Janice C. Griffith, February 24, 2005"

Gifts made to the College of Law in honor of Janice Griffith
From: Tom Guzzo, a graduate of the College, in 2004
The Mark and Evelyn Trammell Foundation, in 2004 (in honor of Janice Griffith’s tenure as Dean)
The Honorable Dorothy Toth Beasley, in 2004
Paula Lawton-Bevington, in 2004

Fellow, American Bar Foundation, 2006-present
Fellow, Lawyers Foundation of Georgia, 1999-present
Fellow, Jefferson Fordham Society (American Bar Association), 1998-present

Certificate of Distinction, 1987
For service as Chair of the Urban Environment Committee of the American Bar Association’s Section of Urban, State and Local Government Law

Charles J. Bonaparte Public Service Award, 1977

Designated an Outstanding Young Woman of America, 1971

National Honor Scholar, University of Chicago Law School, 1962-1965

Edward Lampert History Prize, Colby College, 1962
Awarded to a senior distinguished by excellence in history and government.

Distinction in Major (Government), Colby College, 1962

Honors in Comprehensive Examination in Government, Colby College, 1962

Publications

Books:

Daniel R. Mandelker et al., STATE AND LOCAL GOVERNMENT IN A FEDERAL SYSTEM (LexisNexis, 6th ed. 2006)
Daniel R. Mandelker et al., TEACHER'S MANUAL, STATE AND LOCAL GOVERNMENT IN A FEDERAL SYSTEM (LexisNexis, 6th ed. 2006)


Articles:

"Special Tax Districts To Finance Residential Infrastructure," ____ The Urban Lawyer ____ (Fall 2007) (forthcoming)


"Regional Governance Reconsidered," 21 Journal of Law and Politics 505 (University of Virginia, Fall 2005)

"The Dean's Role as a Member of the University's Central Administration," 35 The University of Toledo Law Review 79 (2003)


"The Dean's Role in Managing Technology in Law Schools," 33 The University of Toledo Law Review 67 (2001)


"New York v. United States: Has the Tenth Amendment Been Resuscitated?," 16 Urban, State and Local Law Newsletter 1 (No. 4, Summer 1993)
"Local Government Contracts: Escaping from the Governmental/Proprietary Maze," 75 Iowa Law Review 277 (1990)


"San Francisco's Downtown Development Plan—Blueprint for the 1990's?," 18 The Urban Lawyer 1063 (1986) (with Joseph Z. Fleming, but written entirely by Janice C. Griffith)


"Moral Obligation Bonds: Illusion or Security?," 8 The Urban Lawyer 54 (1976)

**Attorney Work Product**


**Presentations** (2001- present) (information about previous presentations will be provided upon request)

"Infrastructure Development Districts: Privatization to Spur Residential Development"
Section of State and Local Government Law, American Bar Association, Spring Meeting
San Juan, Puerto Rico, May 19, 2007
Speaker

"Does our Federal Constitutional Structure Imperil the Command and Control Needed to Respond to a Major Disaster?"
Panel on "Hurricane Katrina – The Continuing Struggle"
The Working in the Public Interest Law Conference
University of Georgia School of Law
Athens, Georgia, March 31, 2007
Speaker and moderator

"The Katrina Workshop: Redeveloping a Region after a Mega Disaster"
Association of American Law Schools Annual Meeting
A Joint Program of the Sections on Property Law, Real Estate Transactions, State and Local Government Law, and Co-sponsored by the Section on Minority Groups
Washington, D.C., January 3, 2007
Moderator
"Planning, Redevelopment and the New Regionalism in the Wake of Hurricane Katrina"
Third Annual Meeting of the Center on Property, Citizenship, and Social Entrepreneurism, Syracuse University College of Law
Washington, D.C., November 11, 2006
Speaker

"From Practice to Theory: Legal and Strategic Concerns in Redevelopment"
A Public Symposium on "What Kind of Metropolitan Areas Do We Want? Challenges, Promises and Pitfalls in Redevelopment." Sponsored by Georgia State University Law Review and the Center for the Comparative Study of Metropolitan Growth at the Georgia State University College of Law, February 3, 2006
Moderator

"Recent Developments in Open Space and Greenway Preservation"
Section of State and Local Government law, American Bar Association, Spring Meeting
Anchorage, Alaska, June 2, 2005
Speaker

"State and Local Government Outsourcing in the United States: Public Sector Challenges and Constraints"
Center for International Legal Studies Conference on "Global Business: Outsourcing, Crossborder Employment, Immigration, Foreign Investment and Offshore Financial Services"
Kitzbühel, Austria, March 16, 2005
Speaker

"Regional Governance: Has Its Time Come"
Panel on "The Regional Solution"
University of Virginia School of Law Symposium on "Democracy in Action? The Law and Politics of Local Governance", sponsored by the Journal of Law & Politics
January 29, 2005
Speaker and panelist

"National Laws in Arbitration"
Georgia State University College of Law Summer Academy in International Commercial Arbitration
Linz, Austria, May 29, 2003
Speaker

"Globalization and Legal Education"
Georgia State University College of Law Summer Academy in International Commercial Arbitration
Linz, Austria, May 27, 2003
Speaker

"The Urban Environment: Economic, Political and Social Forces at Play"
Sponsored by the University of Cincinnati Department of Economics and the University of Cincinnati College of Law,
Cincinnati, Ohio, March 10, 2003
Speaker

"Personal Qualities that Lead to Success in the Practice of Law, Factors to Consider in Evaluating Law Schools, and Current Trends in Legal Education"
Southern Association of Pre-Law Advisors Conference, Annual Meeting,
Emory University
Atlanta, Georgia, November 15, 2002
Speaker

"Trends in Legal Education and Women in the Legal Profession"
Atlanta Law School Fellows Annual Luncheon
Atlanta, Georgia, April 18, 2002
Speaker

"Instilling Professionalism in Law Students from Start to Finish: Bar and Academy Partnerships"
National Conference of Bar Presidents, Annual Meeting
August 2001
Speaker and Panelist

"Working with Senior Staff"
American Bar Association
Seminar for New Law School Deans, June 8, 2001
Speaker

"Managing Technology"
American Bar Association
Moderator and Speaker

"Smart Governance for Smart Growth: Will It Happen?"
Symposium on "Spr’al Come On In"
Sponsored by Georgia State University Law Review and Andrew Young School of Policy Studies, February 1, 2001
Speaker

"Commentary on Proposals to Standardize State and Local Sales Taxes, Tax Incentives for Business, and New Revenues Generated from State and Locally Initiated Mass Tort Litigation"
Annual Meeting Program on "New Developments in State and Local Tax: E-Commerce, Tax Incentives for Business, and Litigation-Generated Revenues"
Section on State and Local Government Law
Association of American Law Schools
January 5, 2001
Speaker

(Rev. 09-18-07)
CURRICULUM VITAE

Bernadette Weston Hartfield

Education:
J.D. (1977) University of California, Berkeley (Boalt Hall), Editor-in-Chief, Black Law Journal
B.A. (Magna cum laude, Economics 1971) Spelman College
Mount Holyoke College (1967-69)

Bar Membership:
Admitted to the California Bar (1977) (Inactive)

Employment:
Associate Professor, Georgia State University College of Law (1989-Present), Assistant Professor (1984-89). Courses: Family Law, Family Law Seminar, Juvenile Justice, Juvenile Law, Law and the Elderly, Education Law

Associate Professor (Part-time), Political Science, Spelman College, Atlanta, GA (1991-92)

Director, Legal Education Opportunity Program and Adjunct Professor (from 1981), University of California, Hastings College of the Law, San Francisco, California (1980-1984)

Adjunct Professor (part-time), University of San Francisco (1982-84)

Staff Attorney, Legal Aid Society of Alameda County, Oakland, California (1979-1980)

Associate, Crosby, Heafey, Roach and May, Oakland, California (1977-79)

Technical Writer/Editor, Lawrence Livermore Laboratory, Livermore, California (1973-74)

Management Associate, Citizens and Southern National Bank, Atlanta, Georgia (1971-72)

Publications:

Articles


Book Chapter


Continuing Legal Education Chapters

"Parent-Child Visitation Rights in Jail or Prison, ICLE (2001)"


"Overview: Child Custody in Georgia," Center for Continuing Legal Education, Georgia State University (1986).

Other
"Marriage and Children" in 1995 Update to 2nd ed.: An Introduction to Law in Georgia, (textbook for use in Georgia schools).

"Marriage and Children" in 1989 Update: An Introduction to Law in Georgia.

Recent Presentations:

ICJE Presentation, Case Law Updates: Delinquency and Deprivation, Council of Juvenile Court Judges, Fall Meeting, November 4, 2002.

CLE Presentation, Juvenile Law, Gwinnett County Juvenile Court, September 26, 2002.


CLE Presentation, "Juvenile Law," Truancy Intervention Project, Fulton County, October 2000 (presented semiannually) and Gwinnett County Juvenile Court, February 1999.


Keynote Speaker, Southern Association of Pre-Law Advisers, October 1, 1999, Fort Lauderdale, Florida.

Workshop, "Responding Effectively to Incidents of Bias on Campus," Ethnic Crossroads Conference, April 4, 1996.


Selected Professional Activities:


Law School Admission Council, Chair, Minority Affairs Committee (2000-Present), Board of Trustees (1999 - Present), Services and Programs Committee (1995 -1997), Finance and Legal Affairs Committee (1993 - 1995)

Fulton County Juvenile Court, Blue Ribbon Commission (2000-Present)

State Bar of Georgia Commission on Family Courts (1994 - Present)

Advisory Board, Georgia CASA (Court Appointed Special Advocates) (1990 - Present)

Member, Juvenile Court Task Force, Atlanta Bar Association (1992 - 1995)

Member, State Task Force on Child Abuse (1991-94)

Committee to Redraft Domestic Relations Laws, Family Law Section of Georgia Bar (1990)

Certified Mediator, Justice Center of Atlanta

Consultant to the Family Law Section of the State Bar of Georgia on Equitable Division of Property (1987-88).
Bar Review Lecturer, Family Law, BRI (1987-89)

Selected Affiliations:
American Bar Association (Family Law Section), Georgia Association of Black Women Attorneys, Society of American Law Teachers.

Selected Community Service:
Board of Directors, Families First (1994 - Present; currently vice-chair).

Volunteer, ACHOR Center for Homeless Women and Children and Project Open Hand through Jack and Jill, Inc.

Higher Education Ministry, Ben Hill United Methodist Church

Volunteer, Mays High School.

Halpern Enterprises
Scholarship Selection Committee (Mays and Douglass High Schools
WENDY F. HENSEL
Georgia State University College of Law
433 Urban Life Building
Atlanta, GA 30302
(404) 651-1933
whensel@gsu.edu

EDUCATION

HARVARD LAW SCHOOL, Cambridge, Massachusetts
J.D. cum laude, 1995

Activities/Honors: Appointed to Board of Student Advisors
INTERNATIONAL LAW JOURNAL, staff

MICHIGAN STATE UNIVERSITY, East Lansing, Michigan
B.A. with highest honors, American Public Affairs, 1992

National Honors: Harry S. Truman Scholarship Recipient
Named One of the Top Ten College Women for Academic
Achievement in the Areas of Politics and National Affairs in a

Academic Honors: Phi Beta Kappa
Phi Kappa Phi (awarded to top 7.5% of college juniors)
Vice-President, Mortar Board Honor Society (selected on basis of
academic achievement and service)

TEACHING EXPERIENCE

GEORGIA STATE UNIVERSITY COLLEGE OF LAW, Atlanta, Georgia
Associate Professor, August 2006-present.
Assistant Professor, August 2003-July 2006.
Visiting Professor, August 2002 - July 2003.
Instructor, Research, Writing & Advocacy, August 1999 - May 2002.

HARVARD LAW SCHOOL, Cambridge, Massachusetts
Teaching Assistant, Legal Research and Writing, Ames Moot Court, August 1993-
March 1994.

PUBLICATIONS

Identifying Disabilities in the Profession: The Challenge of Intangible Impairments, 69
UNIVERSITY OF PITTSBURGH LAW REVIEW ______ (forthcoming 2008).


RESEARCH & TEACHING INTERESTS

Disability Law; Employment Law; Health Law; Tort Law

PRESENTATIONS

Disability and Identity Under the IDEA; John Marshall Law School; Atlanta, Georgia; March 28, 2007.

Sharing the Short Bus: Challenges to IDEA Eligibility; The Center for Research on Atypical Learning and Development; Georgia State University; Atlanta, Georgia; February 16, 2007.


Getting the Right IDEA: An Overview of the Individuals with Disabilities Education Act; Children’s Healthcare of Atlanta; Atlanta, Georgia; September & October 2006.

Rethinking Wrongful Life from a Therapeutic Jurisprudence Approach; Southeastern Association of American Law Schools Conference; Hilton Head, North Carolina; August 2004.

The Disabling Impact of Wrongful Birth and Wrongful Life; The Center for Research on Atypical Development and Learning; Georgia State University; Atlanta, Georgia; April 2004.
LEGAL EXPERIENCE

ALSTON & BIRD LLP, Atlanta, Georgia
Engaged in practice focusing on labor and employment counseling and litigation matters
for national client base; developed and revised contracts and workplace policies; handled
all aspects of litigation, arbitration and alternative dispute resolution proceedings.

U.S. DISTRICT JUDGE ORINDA D. EVANS, Atlanta, Georgia
Law Clerk, August 1995 to July 1996.
Assisted with the disposition of civil and criminal matters pending before the court,
including trials and hearings; engaged in extensive legal research and writing; drafted
memoranda and judicial opinions.

UNITED STATES SUPREME COURT, Washington, D.C.
Intern to the Administrative Assistant to the Chief Justice, August 1991 to December
Coordinated efforts to assist newly emerging Eastern European judicial systems;
developed and implemented court administrative policies; assisted with the investiture of
Justice Clarence Thomas.

UNIVERSITY SERVICE

Member, University Committee on Disabled Access to Campus, Georgia State
University, Summer 2007-present.

Elected Member, Center for Research on Atypical Development and Learning, Georgia
State University, Fall 2005-present.

Member, University Committee on Web Accessibility, Georgia State University, Spring

COLLEGE OF LAW SERVICE

Member, Faculty Development Committee, Fall 2004-present.

Member, Dean’s Advisory Committee, Spring 2007.

Member, Faculty Recruitment Committee, Fall 2005-Spring 2007.

Member, Curriculum Committee, Fall 2003-Spring 2004.

Member, Technology Committee, Fall 2003-Spring 2004.
COMMUNITY SERVICE

Executive Committee, Disability Law Section, the Association of American Law Schools; January 2006 - present.

Board of Directors, Coralwood Foundation; Atlanta, Georgia; 2006-present.

Co-Chair, Advocates for Students with Disabilities Committee; Young Lawyer’s Division, State Bar of Georgia; 2004-present (co-chair beginning summer 2007).

Consultant, Georgia Hospital Association. Assisted the GHA in developing and administering a state-wide voluntary compliance program for hospitals under the Americans with Disabilities Act and Title VII. 1998-99.
NANCY P. JOHNSON
njohnson@gsu.edu

LAW LIBRARY EXPERIENCE

Georgia State University College of Law Library
Law Librarian/Professor of Law
7/86-present

Responsible for the overall management of the library, including the supervision of six librarians and twelve support staff, budget administration, collection development, automated services, computer assisted legal research, short-term and long-range planning, space planning, and fund raising.

Georgia State University College of Law Library
Reference Librarian and Associate Professor of the University Library
8/82-6/86

Responsibilities included reference service, interlibrary loan, WESTLAW AND LEXIS instruction, collection development, government documents, liaison to faculty research, and video-microform operations.

University of Illinois Law Library
Assistant Law Librarian and Associate Professor of Library
12/76-7/82

Provided legal reference service, supervised document division, and aided in LEXIS computer searches.

University of Chicago Law Library
Assistant Reference/Documents Librarian
8/74-11/76

Provided legal reference service and supervised document division.
TEACHING EXPERIENCE

GSU College of Law, Legal Bibliography, 1983-present.

GSU College of Law, Advanced Legal Research Seminar, 1988-present.

Visiting Instructor, University of Washington Graduate School of Library Science, Law Library Management, June 1999.

Adjunct Instructor, Clark Atlanta University Graduate School of Library and Information Studies, Law Librarianship, 1989-present.

Continuing Legal Education, Legal Research for the Legal Secretary and Paralegal, various years, ALLA Legal Research Course for Paralegals, 1994-95.


EDUCATION

J.D. Georgia State University College of Law, 1986

M.L.S. University of Illinois Graduate School of Library Science, 1972


PUBLICATIONS

Books:


CALI Lesson:


Articles:


Depository Library Council to the Public Printer, 64 Illinois Libraries 1012 (October 1982).


Chapter:

Book Reviews:

Editorial Board Member:

Research Grants:
U.S. Dept. of Education, successfully funded for the Consortium of Southeastern Law Libraries to support fax document delivery among law school libraries; Georgia State University Research Grants; and University of Illinois Research Board Grants.

ADVISORY COUNCILS/INSPECTION TEAMS

WESTLAW Library Educators Advisory Board, 2000-
WESTLAW KeyCite Advisory Board, 1997-99
WESTLAW Academic Advisory Board, 1992-94.

PROFESSIONAL ASSOCIATIONS

Leadership Offices Held:

American Association of Law Libraries, 1974-present.
Chair, Special Committee for Graduate Education for Law Librarianship, 2002.
Chair, AALL Economic Study Advisory Committee on Law Book Prices, 2000-01.
Member, Executive Board, 1996-99
SIS Council Chair, 1993-94.
Chair, Academic Law Libraries Special Interest Section, 1992-93.
Co-Director, CONELL, 1988-1989.
Chairperson, Grants Subcommittee, 1985-88.
Chairperson, Awards Committee, 1983-84.
Assistant Editor, AALL Newsletter, 1983-87.
Chairperson, Government Documents Special Interest Section, 1978-79.

Southeast Law Library Association, 1984-present.
Chair Scholarship Committee, 2000-01.
Co-Chair, SEAAALL Local Planning Committee, 2000-01

President, 1990-91.

**Selected Papers Presented At National Meetings:**

- Law Library Education, July 2000
- Education for Law Librarianship in the New Millennium, April, 1997
- Ethics in Law Librarianship, March, 1993
- Finding Federal Information, 1991
- Moving Up From Within, June, 1990
- Creative State Legislative Histories, June, 1988
- Close Encounters - A Dialogue with Experts, June, 1984
- In Search of Elusive Administrative Decisions, June, 1982

**FACULTY ACTIVITIES**

**Georgia State University:**

- University Senate, 1992-93.
- Credit Union Board of Directors, 1986-1990.
- College of Law Faculty Committees: Academic Enrichment, Accreditation, Admissions, Curriculum, Faculty Advisor, Honor Court, Library, Self-Study, Space, Student Affairs, Technology, and Tenth and Twentieth Anniversary.
JULIAN CONRAD JUERGENSMEYER

College of Law
Georgia State University
P.O. Box 4037
Atlanta, GA 30302-4037
Phone: (404) 651-2437
Fax: (404) 651-2092
E-Mail: JJuergensmeyer@gsu.edu

PRESENT POSITION:

Professor of Law and Ben F. Johnson Jr. Chair in Law. Georgia State University College of Law. Adjunct Professor of City and Regional Planning, Georgia Institute of Technology. Emeritus Professor of Law, Emeritus Gerald A. Sohn Research Scholar, and Emeritus Affiliate Professor of Urban and Regional Planning, University of Florida.

TEACHING AREAS:

Land Use Planning and Control Law, Environmental Law, International and Comparative Environmental Law, Growth Management Law, Property Law, Agricultural Law, Comparative Law.

ADMINISTRATIVE ACTIVITIES:

Resident Director, University of Florida - Escuela Libre de Derecho Summer Law Program, Mexico City, 1973; Director of the Cuban American Lawyers Program, 1973-76; Director, Cambridge Warsaw International Trade Law Program, 1973 to 1986; Co-Director of the Center for Agricultural Law, 1981-87; Director of Growth Management Studies, 1985-93; Co-Director of the Center for American Law Studies, Warsaw University, Warsaw Poland (1997-1999); Director of the University of Florida’s LL.M. Program in Comparative Law, 1998 - 2000.

EDUCATIONAL BACKGROUND:

College: Duke University 1955-59

Degree: A.B. summa cum laude with honors in political science

Honors: Phi Beta Kappa, Phi Eta Sigma, Omicron Delta Kappa, Tau Kappa Alpha, Pi Sigma Alpha, Duke Regional Scholar.

GRADUATE STUDIES:

I. Institut des Etudes Politiques, University of Bordeaux (France) 1959 - 60

Degree: Certificat des Etudes Politiques

Honors: Fulbright Scholar
II. The Hague Academy of International Law (Netherlands) Attended, Summer 1962.

**Law School:** Duke University School of Law 1960 - 63

**Degree:** J.D. with honors

**Honors:** Order of the Coif; Editorial Board of DUKE LAW JOURNAL; Associate Editor of CURRENT THOUGHT ON PEACE AND WAR; Research Assistant for Professor F. Hodge O'Neal

**Post J.D.:**

I. Short Course on Water Law, University of Wyoming School of Law, Summer 1966 (Dean Trelease, Professors Beuscher and Meyers).

II. International Legal Center Research Fellowship at Faculte de Droit, Universite' d'Aix-Marseille, Aix-en-Provence (France, Second semester 1967-68).

III. International Faculty for the Teaching of Comparative Law of Strasbourg (France), Cycle I, 1968, Diplome avec mention bien et felicitations du jury; Cycle II 1969.

IV. International Legal Center - Research grant for study of East African Water Law, Summer 1972.

**Practice of Law:**

Admitted to Ohio Bar, 1963 (currently inactive status); Associate, Squire, Sanders & Dempsey, Cleveland, Ohio 1963 - 65; Member Ohio Bar Association; Admitted to practice before U.S. District Court for Northern District of Ohio; Of Counsel, Burke, Bosselman & Weaver (Chicago, IL) 1983-85.

**Law Teaching:**

I. Assistant Professor of Law, Indiana University School of Law, Bloomington, Indiana 1965-68; Member Indiana Trust Code Commission; Commission Member for Monroe Reservoir Condemnation Hearings, U.S. Federal District Court for S.D. of Indiana; Member, Water Resources Research Committee.

II. Visiting Faculty member, (under International Legal Center auspices) Faculty of Law, Haile Sellassie I University, Addis Ababa, Ethiopia, 1968-69.

III. Visiting Associate Professor, College of Law, University of Florida, 1969-70.

IV. Associate Professor of Law, Tulane University 1970-72 (teaching environmental law, civil law property, common law property, agency and African law). Special Lecturer in Law, Louisiana State University (teaching environmental law). Visiting Associate Professor of Law, Louisiana State University, 1972.

VI. Visiting Professor, University of San Diego's Institute on International & Comparative Law, Paris, Summer 1982.

VII. Visiting Professor of Law, University of Limoges (France) 1987, 1988, 1989.

VIII. Lecturer on Environmental law at the Fondation Universitaire Luxembourgeoise of Arlon, Belgium, 1986, '87 & '88.

IX. Visiting Professor of Law, Duke University, Spring 1989.

X. Visiting Professor of Law, University of California, Hastings College of the Law. 1992-93.

XI. Visiting Professor of Law, University of Warsaw (Poland), Spring semester, 1994.

XII. Visiting Professor of Law, University of British Columbia, Spring semester, 1995.


XV. Professor, University of Florida & University of Montpellier Summer Program, Summer 1997.

Special Honors

Dedication of Volume 51, Number 5 of the UNIVERSITY OF FLORIDA LAW REVIEW (1999)

Professional, Consulting and Lecturing Activities:


2) Consultant to various local governments in Florida and other states and federal agencies on land use control law.

3) Consultant to various attorneys for land developers on land use control law.
4) CLE lectures for Florida attorneys on Zoning, Planning, and Real Property Law.

5) Lecturer on American Environmental Law, Center of Comparative Environmental Law, University of Strasbourg (France), 1980-1983.

6) Lectures on American Land Use Control and Environmental Law at various Polish Legal Institutions under auspices of the Institute of State and Law of the Polish Academy of Sciences, 1980.

7) Lectures and/or symposium presentations in Canada, Mexico, El Salvador, Guatemala, Brazil, Argentina, Ethiopia, Kenya, Uganda, Tanzania, United Kingdom, France, Finland, Sweden, Germany, Poland, USSR, Ukraine, Belgium, Spain, and Denmark.

8) Lecturer for Planning Workshops on Impact Fees, Georgia Institute of Technology, 1988-93.

9) Consultant on Polish Legal Reforms, Center for Governmental Responsibility, 1990-97.

10) Special Lecturer, University of the Ukraine, Kiev, Ukraine, USSR, 1989 and 1991.

11) Vice President and Member of the Board of Directors of Centre International De Droit Compare de l'Environnement [International Center of Comparative Environmental Law] of Limoges, France.

12) Board of Advisors of the Journal of Agricultural Taxation & Law, Warren, Gorham & Lamont.

13) President (USA) and member of the Board of Directors of the North American Society of Environmental and Land Use Control Law.

14) Impact Fee Study Committee. Institute of Traffic Engineers.

15) U.S. Correspondent for the LAND MANAGEMENT AND ENVIRONMENTAL LAW REPORT (England).

16) Chair of the Publications Committee of the American Agricultural Law Association.

17) Member, International Council of Environmental Law (Bonn, Germany).


19) Member and Lecturer for AICP Examination, American Planning Association

20) Panel of Arbitrators of the International Court of Arbitration, Warsaw, Poland

PUBLICATIONS:

1) "The Lawless Case (European Court of Human Rights)" 1963 DUKE L.J. 249.

2) "The Waiver of Sovereign Immunity" 1962 DUKE L. J. 582.


5) "Review of Norman F. Dacey's How to Avoid Probate," 52 KENTUCKY LAW JOURNAL No. 2 (1967).


8) "Control of Air Pollution through the Assertion of Private Rights," 1967 DUKE LAW JOURNAL 1126.

9) "Air Pollution Control in Indiana in 1968," VALPARAISO LAW REVIEW 296 (1968) [with Anita Morse].


15) LEGAL ASPECTS OF ENVIRONMENTAL PRESERVATION AND CONTROL 1971 [with Harry Laughran].


17) "Legal Aspects of Environment Control in Mexico," 12 NATURAL RESOURCES JOURNAL 580 (1972) (with E. Blizzard).


22) WATER LAW AND WATER RESOURCES IN EASTERN AFRICA, 1975 (with James Wadley).


27) "Above All, Without Preconceived Ideas," No. 6 (274) POLAND ILLUSTRATED MAGAZINE 14 (June 1977).


30) COURSE MATERIALS ON EAST-WEST TRADE LAW (with A. Burzynski) (1978).

31) PARLIAMENTARY AND EXTRA-ADMINISTRATIVE FORM OF PROTECTION OF CITIZENS' RIGHTS (1979) [edited, with A. Burzynski].


33) "Drafting Impact Fees to Alleviate Florida's Pre-platted Lands Dilemma," FLORIDA ENVIRONMENTAL AND URBAN ISSUES (1980).


35) Review of Pelham: State Land-Use Planning and Regulation, 32 UNIV. OF FLA. LAW
REVIEW 379 (1980).

36) FLORIDA RESIDENTIAL LEASES (Harrison Co., 1981) [with P. Schneider]. (Supplemented through 1988.)


41) ESSENTIAL PRINCIPLES OF REAL PROPERTY LAW (1982).


49) PERSPECTIVES ON FLORIDA'S GROWTH MANAGEMENT ACT OF 1985 [Lincoln Institute of Land Policy Monograph 86-5 1986] [edited with John M. DeGrove].


67) "Environmental Protection in Post-Socialist Eastern Europe: The Polish Example," 14 Hastings Int. L. Jr. 831 (Summer 1991) [with Michal Kulesza, and Ewa Gmurzynska].


69) REAL PROPERTY: QUICK REVIEW SERIES (1993, Sum and Substance).


76) “Perspectives Concerning the Use of Environmental Mitigation Fees as Incentives in Environmental Protection” Part I: 7 ENVIRONMENTAL LIABILITY 27 (April 1999) ; Part II: 7 ENVIRONMENTAL LIABILITY 71 (June 1999) [with Nicholas and Basse].


78) “Market Based Approaches to Environmental Preservation” [with Nicholas], CONFERENCE PROCEEDINGS OF THE FIFTH NORDIC RESEARCH CONFERENCE ON THE MODERNISATION OF SOCIETY (Aarhus University 2001).


KENDALL L. KEREW  
Georgia State University College of Law  
P.O. Box 4037, 140 Decatur Street  
Atlanta, Georgia 30302  
(404) 651-2098  
kkerew@gsu.edu

TEACHING EXPERIENCE

Georgia State University College of Law, Atlanta, Georgia  
Instructor of Law, August 2005 – present

Teach three sections of Research, Writing & Advocacy I & II, a course for first-year law students focused on the introduction and development of legal analysis, objective and persuasive legal writing, and oral advocacy skills; meet with individual students to help further develop writing skills in the context of a work in progress; provide career advice and recommendation letters to first-year law students; and serve as a first-year faculty advisor.

PROFESSIONAL EXPERIENCE

Georgia Attorney General’s Office, Atlanta, Georgia  
Assistant Attorney General, 2000 – 2005

Represented state agencies in employment, education, and election matters; argued before the Eleventh Circuit Court of Appeals, federal district court, and superior courts; appeared on behalf of state agencies in administrative hearings; drafted summary judgment, appellate, and other briefs; conducted witness interviews and depositions; supplied guidance on drafting agency rules; and provided legal advice.

King & Spalding, Atlanta, Georgia  
Associate, 1998 – 2000; Summer Associate, 1997

Represented and assisted management in employment-related matters, particularly with respect to defending discrimination charges and lawsuits; drafted summary judgment and other briefs; conducted witness interviews; and provided guidance on employment discrimination issues. Caseload included defense of a high-profile race discrimination class action lawsuit, a multi-plaintiff sexual harassment case, and other individual plaintiff discrimination lawsuits.

EDUCATION

Vanderbilt University School of Law, Nashville, Tennessee  
J.D. 1998

VANDERBILT JOURNAL OF TRANSNATIONAL LAW, Executive Symposium Editor;  
Junius L. Allison Legal Aid Award; Posner Foundation Pro Bono Student Award;  
Legal Aid Society, Executive Director; and Research Assistant, Professor Donald Hall.
Emory University, Atlanta, Georgia
B.A. 1995; English and Anthropology

Phi Beta Kappa; Lambda Alpha, National Anthropology Honor Society; and Sigma Tau Delta, National English Honor Society.

PUBLICATIONS

NEIL KINKOPF
1027 Euclid Avenue
Atlanta, GA 30307
(404)523-2127

Georgia State University
140 Decatur Street
Atlanta, GA 30302
(404)413-9192

Current Position

Professor, Georgia State University College of Law
Assistant Professor (1999-2002); Associate Professor (2002-2007); Professor since 2007
Areas of teaching and scholarly interest: Civil Procedure, Constitutional Law, Legislation, and Criminal Law
Recipient: Patricia T. Morgan Award for Outstanding Faculty Scholarship (2007)

Academic Experience

Senior Fellow, Duke University School of Law (1998 - 1999)
Taught: Constitutional Law II (the law of separation of powers)
Additional responsibilities: assisted in establishing the Duke University Program in Public Law; planned and published inaugural symposium

Visiting Assistant Professor, Case Western Reserve University School of Law (1997 - 1998)
Courses taught: Criminal Law, Civil Procedure, and Legislation

Professional Experience

Counsel to Senator Joseph R. Biden, Jr., United States Senate (December 1998 - February 1999)
Was retained for the impeachment trial of President Clinton; rendered advice on constitutional and other legal issues for the Senator and the Democratic Caucus

Special Assistant, Office of Legal Counsel
United States Department of Justice, Washington, DC (July 1993 - May 1997)
Advised and drafted legal memoranda for various components of the Executive Office of the President and other federal agencies on issues of administrative law, contract law, employment and labor law, environmental law, federal jurisdiction, legislation and statutory interpretation, election law, constitutional law, and criminal law; drafted opinions resolving disputes between federal agencies; assisted in formulating the position of the United States in significant litigation before the Supreme Court of the United States and the federal courts of appeals and assisted in brief writing and preparation for oral argument; reviewed Executive Orders, Presidential Proclamations, and Attorney General Orders for form and legality; reviewed pending legislation for constitutional validity and, with respect to enrolled bills, advised on need for presidential interpretive direction.

Special Consultant, Office of the Counsel to the President
Coordinated vetting process for Secretary of Housing and Urban Development and Secretary of Transportation; interviewed “finalists” for these positions; supervised staff of attorneys who conducted an exhaustive review of public record information regarding potential nominees for these positions;
drafted reports for the President and the Counsel to the President summarizing this research and analyzing the strengths and weaknesses of each candidate.

**Attorney-Advisor to the Attorney General**
United States Department of Justice, Washington, DC (March 1993 - July 1993)
Assisted in all aspects of the confirmation process for all Department of Justice nominees; prepared briefing materials; participated in mock hearings; responded to information and document requests of the Senate Judiciary Committee.

**United States Court of Appeals for the Sixth Circuit,** Okemos, MI (September 1991 - August 1992)
Law Clerk to Judge Richard F. Suhrheinrich

**Special Assistant to the Attorney General-Designate**
Assisted in all aspects of the confirmation process for Attorneys General-Designate Janet Reno and Zoe Baird; wrote briefing memoranda and edited and maintained the briefing book that the Attorneys General-Designate used to prepare for their confirmation hearings; participated in mock hearings.

Coordinated crime and drug policy and rural development policy; drafted campaign's position paper on rural development; wrote briefing memoranda to then-Governor Clinton on topics such as airline regulation and rural development; supervised successful lawsuit against St. Louis Board of Elections.

Summer Associate

**Administrative Assistant to the Mayor of Everett, MA** (June 1987 - July 1988)
Formulated and implemented environmental policy and housing policy; oversaw Zoning Board of Appeals and Conservation Commission.

**Education**

**Case Western Reserve University School of Law,** Cleveland, OH
Editor in Chief, CASE WESTERN RESERVE LAW REVIEW (Volume 41)
* magna cum laude *
Order of the Coif
Merit Scholar (three-year, full tuition scholarship)
American Jurisprudence Awards in criminal law, property, and mass media law
Chief Justice, Student Honor Court
Board of Governors, Student Public Interest Law Fellowships

**Boston College,** Chestnut Hill, MA
Majors:  Economics and Political Science
Awards:  *summa cum laude; Phi Beta Kappa;* William J. Kenealy Award (annual award for "academic excellence and social concern"); Commonwealth of Massachusetts Certificate of
Merit (presented by Governor Dukakis for volunteer efforts on behalf of The Fund for the Homeless)

**Publications and Presentations**

**Works in Progress**

*The State Secrets Problem: Can Congress Fix It?,* TEMPLE L. REV. (Forthcoming 2007) (invited submission and presentation for law review symposium)

*Signing Statements and Statutory Interpretation in the Bush Administration, Wm. & Mary Bill RTS. J.* (forthcoming 2007) (invited submission and presentation for Bill of Rights Institute symposium)

**Publications in Academic Journals**


*Signing Statements and the President’s Authority to Refuse to Enforce the Law, 1 ADVANCE 5 (2007)*

*Inherent Power and Constitutional Structure, 37 PRES. STUDS. Q. 37 (2007)*

*Putting Separation of Powers into Practice: Reflections on Senator Schumer’s Essay, 1 HARV. L. & POL’Y REV. 41 (2007)* (with Patricia Wald)

*The Statutory Commander in Chief, 81 IND. L.J. 1169 (2006)* (lead article for law review symposium)

*Restoring the Progressive Vision of the Constitution, 1 HARV. L. & POL’Y REV. 1 (Summer 2006)* (online publication only)

*Principles to Guide the Office of Legal Counsel, 81 IND. L.J. 1348 (2006)* (originally released Dec. 21, 2004) (numerous co-authors)


*Deliberative Democracy and Campaign Finance Reform, 65 L & CONTEMP. PROBS. 151 (2002)*

*The Progressive Dilemma, 75 NOTRE DAME L. REV. 1493 (2000)*

*Foreword: The Constitution under Clinton, 63 L. & CONTEMP. PROBS. 1 (2000)*

*The Scope of “High Crimes and Misdemeanors” after the Impeachment of President Clinton, 63 L. & CONTEMP. PROBS. 201 (2000)*


Other Publications


Untangling the Debate on Signing Statements, posted on several blogs including the Georgetown Law Center Faculty Blog at http://gulcfac.typepad.com/georgetown_university_law/ (co-authored July 31, 2006)

Signing Statements and the President’s Authority to Refuse to Enforce the Law, White Paper for the American Constitution Society, published online at http://acslaw.org/files/Kinkopf-Signing%20Statements%20and%20President’s%20Authority.pdf (June 2006)

Statutory Interpretation of Presidential Power: The Case of Domestic Surveillance, JURIST (March 6, 2006)

What Are the Limits of Presidential Power, Debate Club against John Yoo, LEGAL AFFAIRS (Nov. 30, 2005)(on-line only)

Furious George, LEGAL AFFAIRS, at 28 (Sept./Oct. 2005)


A Perdue Victory Would Eliminate a Safeguard against Abuse of Power, FULTON COUNTY DAILY REPORT 6 (Apr. 8, 2003)

The Case for a Permanent Independent Counsel, THE WALL STREET JOURNAL A26 (Mar. 30, 1999)


Delegation, Immigration, and Property Rights, published in Program Materials for the 8th Annual United States Supreme Court Update (September 2001) (Georgia ICLE)
Congressional Testimony

Panelist, “The Constitution as Surge Protector: Escalation in Iraq, the Congress and the Constitution,” briefing for members, staff, and media (January 19, 2007)


Witness before the United States House of Representatives Committee on Rules, Subcommittee on Legislative and Budget Process, hearing on “The Impact of Executive Orders on the Legislative Process: Executive Lawmaking?” (October 27, 1999).

Witness before the United States House of Representatives Committee on the Judiciary, Subcommittee on the Constitution, hearing on “Congress, the Courts and the Constitution” (January 29, 1998) (regarding the role of Congress in constitutional interpretation)

Other Presentations


Presentation, Signing Statements and the President’s Authority to Refuse to Enforce the Law, Orlando Lawyer’s Chapter of the American Constitution Society (January 2008)

Panelist, Legislation and Interpretation during the War on Terror, Section on Legislation, Annual Convention of the Association of American Law Schools (January 2008)

Presentation, Signing Statements and the President’s Authority to Refuse to Enforce the Law, Kentucky Lawyer’s Chapter of the American Constitution Society (December 6, 2007)

Panelist, Temple Political and Civil Rights Law Review Symposium (October 2007)

Presentation, Executive Privilege, Presentation, Presidential Power Controversies, Annual Supreme Court Update, Georgia State Bar Association (October 2007)

Panelist, Gonzales v. Carhart, John Marshall Law School (September 17, 2007)

Panelist, The Future of the Justice Department, Emory Law School (September 10, 2007)


Debate on Congressional Authority to Regulate the Conduct of War, William and Mary College of Law (April 2007)

Presentation, Symposium on Presidential Power, Temple University School of Law (March 2007)

Presentation, Symposium of Presidential Signing Statements, William and Mary College of Law, Bill of Rights Institute (February 2007)

Presentation, Presidential Power and Presidential Signing Statements, North Carolina Bar Association Continuing Legal Education Program (February 2007)

Moderator, “Incident at Airport X” (examining legal issues and authorities surrounding emergency quarantine), Centers for Disease Control and Prevention (January 2007)

Presentation, The Legality of the NSA Domestic Surveillance Program, University of Miami School of Law (October 10, 2006)

Presentation, Presidential Power Controversies, Annual Supreme Court Update, Georgia State Bar Association (October 5, 2006)

Panelist, “Domestic Surveillance and the Rule of Law” program at the national convention of the American Constitution Society (June 17, 2006)

Panelist, “Assertions of Executive Power since 9/11” program sponsored by the Atlanta lawyers chapter of the American Constitution Society and the Georgia Civil Liberties Union (May 15, 2006)


Presentation, “Presidential Power, the PATRIOT Act, and Domestic Surveillance,” University of Mississippi (April 17, 2006)

Presentation, “Signing Statements and the President’s Power to Refuse to Enforce the Law,” Northwestern University School of Law (March 31, 2006)


Faculty presentation at Indiana University (Bloomington) School of Law on a forthcoming article entitled "The Statutory Commander in Chief" (February 17, 2006)

Presentation, "The Imperial Presidency and the Unitary Executive" to the ACLU of Indiana and IU chapter of the American Constitution Society (February 16, 2006)

Debate on the Legality of the Bush Administration’s Domestic Surveillance Program, Emory Law School (February 9, 2006)
Moderator, Panel Discussion on Judicial Independence in Georgia, Annual Georgia Bar and Media Conference (January 28, 2006)

Panelist, The Nomination of Judge Alito to the Supreme Court, American Constitution Society (January 3, 2006)

Lead Presentation, Symposium on War, Terrorism, and Torture: Limits on the Commander in Chief Power, Indiana University Bloomington Law School (October 7, 2005)


Moderator, Panel Discussion on Indecency and Government Regulation, Annual Georgia Bar and Media Conference (February 2005)

Presenter, Panel on the Applicability of International Law to Constitutional Interpretation of Presidential Power, University of Chicago Law School Conference on Law and Terrorism (October 2004)

Discussant, Hollywood Goes to Washington, panel discussion of “The War Room” for the GSU Ethics program (October 2004)

Moderator, Panel Discussion of Laws Constraining the Use of Torture by U.S. Personnel, Duke University School of Law (September 2004)

Panelist, Judicial Independence, Annual Convention of the American Bar Association (August 2004)(co-sponsored by the Alliance for Justice)

Panelist, Law and Religion, Annual Georgia Bar and Media Conference (February 2004)

Presentation, Campaign Finance Reform Panel, annual conference of Southeastern Association of American Law Schools (July 2003)

Debate on Publicly Funded Vouchers for Parochial Schools, sponsored by the Federalist Society, Georgia State University College of Law Chapter (February 2003)

Moderator, The President's Authority over Foreign Affairs (January 2003)(planned and moderated symposium to be published in the GA. ST. L. REV. on recent book by Prof. H. Jefferson Powell)

Panelist, The Future of Federalism (January 2003)(ABA-sponsored panel reviewing recent federalism cases of the Rehnquist Court and previewing coming controversies attended by over 2,000 lawyers)
Commentator, The Progressive Constitution, symposium sponsored by Duke University School of Law, Program in Public Law (December 2002)

Organizer and Moderator, United States Supreme Court Update, day-long seminar sponsored by the Institute of Continuing Legal Education in Georgia (September 2002)

Commentator, The Law of Politics, symposium sponsored by Duke University School of Law, Program in Public Law (October 2001)

Presentation, United States Supreme Court Update, seminar sponsored by the Institute of Continuing Legal Education in Georgia (September 2001)

Presentation, The Electoral College: History and Reform, seminar sponsored by regional adult learning service (May 2001)

Panelist, The Constitution in Exile, symposium sponsored by Duke University School of Law, Program in Public Law (October 2000)


Panelist, “Assessing the Clinton Presidency,” Case Western Reserve University Political Science Department Distinguished Speakers Program (April 1998)

Presentation, “The Constitutionality of the Line Item Veto Act,” Case Western Reserve University Faculty Colloquium (September 1997)


Representative Professional Service and Pro Bono Work

Co-Chair, Federalism and Separation of Powers Working Group, American Constitution Society

Member, Board of Directors, Common Cause of Georgia

Member, Board of Directors, American Civil Liberties Union of Georgia

Member, Board of Directors, American Civil Liberties Foundation of Georgia

Consultant, Washington State Dept. of Social and Health Services v. Keffeler, 123 S. Ct. 1017 (2003)(advised and helped draft briefs in the Supreme Court of the United States for respondent)

Consultant, Bush v. Gore, 531 U.S. 98 (2000) (advised respondent, Vice President Albert Gore, on briefs in the Supreme Court of the United States)
Consultant, Perdue v. Baker, (drafted two briefs for amici curiae in constitutional dispute between Governor and Attorney General over which officer controls the state’s litigation authority)

GSU College of Law Service

Founder and Director, Center on State Law, Legislation, and Policy (AY1999-2005). This project was initiated to realize the College of Law’s goal of exploiting the academic potential of its location in the state capital. I developed a number of innovative programs to create linkages with state government, particularly devising and managing our Legislation Practicum, which combines for enrolled students a serious academic experience, including authoring a major written work of legal analysis sufficient to satisfy the writing requirement, and a practical externship experience, working with lawyers and legal organizations that have a significant involvement in the legislative process.

Faculty Advisor, Georgia State University Law Review (AY 2001-present)

Faculty Advisor, Catholic Students Association (AY 2003-present)

Faculty Advisor, American Constitution Society, GSU chapter (AY 2004-present)
MARJORIE FINE KNOWLES

Office

College of Law
Georgia State University
University Plaza
Atlanta, Georgia 30303-3092
(404) 651-2081

EDUCATION

Legal

Harvard Law School, Cambridge, MA, LL.B., 1965
Honors - Cum Laude; Joseph H. Beale Prize
Class Standing - 63 in class of 494
   Research Assistant: Prof. Paul Bator, Harvard Law School;
   Prof. Robert G. McCloskey, Harvard Government Department
   Course Assistant: Prof. Robert G. McCloskey; Prof. Arthur Sutherland

Graduate

Radcliffe Graduate School, Cambridge, MA 1960-62
Candidate for the Ph.D. in Government (residence requirements completed)
Fellowship for two years
   Research Assistant: Prof. Robert G. McCloskey
   Course Assistant: Prof. Reinhold Neibuhr, Government Department,
   Harvard University

College

Smith College, Northhampton, MA, A.B., 1960
Honors - Magna Cum Laude; Dawes Prize in Government; Phi Beta Kappa.
EMPLOYMENT

July 1991 - Present
Professor of Law, College of Law
Georgia State University, Atlanta, GA
Teaching areas: Corporations, Corporate Governance, Conflict of Laws.

August 1986 - July 1991
Dean and Professor of Law, College of Law
Georgia State University, Atlanta, GA
Served as second Dean of this new law school of 600 students, founded in 1981. Spearheaded a $5 million renovation and expansion project that led to final accreditation by the ABA in 1990. Recruited additional faculty members and raised $100,000 in scholarship contributions.

August 1972 - August 1986
School of Law, University of Alabama
Tuscaloosa, AL
Professor of Law, August 1975 - August 1986;
Associate Dean, August 1982 - August 1984;
Associate Professor, August 1972 - August 1975. (On leave of absence 1978-1980). Chair,
Women's Intercollegiate Athletic Sports Committee;
University Group on Research on Women;
Committee on Equal Opportunity; Advisory Committee on Women Studies; Intercollegiate
Athletic Committee; numerous Law School committees.

May 1979 - May 1980
Inspector General, Department of Labor
Washington, DC
As the Department's first statutory Inspector General, organized an office with a staff ceiling of 487 and a budget of approximately $35 million.
The Office had responsibility for preventing and detecting fraud, abuse and waste in all Department of Labor programs, and for operating the Department's Organized Crime and Racketeering Program.

January 1978 - May 1979
Assistant General Counsel, Inspector General Div.
Department of Health, Education, and Welfare
Washington, DC
Established a division of the Office of General Counsel to provide legal services for the first Office of Inspector General, and served as legal advisor to the Inspector General.

1976 - 1977
American Council on Education Fellow in Academic Administration - Program Associate in the Office of the President, University of Alabama
Administrative duties included design and development of a comprehensive foundation program for the University, working with other offices on campus to increase sponsored research and assisting in the administration of the Women's Intercollegiate Athletics program.

1970 - 1972
Executive Director, Joint Foundation Support
New York, NY
Provided professional and administrative services for a group of foundations that focused primarily on projects designed to foster equality of opportunity for rural and urban poor people.

1967 - 1970
Assistant District Attorney, Office of the District Attorney for New York County, Frank S. Hogan, New York, NY

1966 - 1967
Assistant United States Attorney, Office of the United States Attorney for the Southern District of New York, Robert M. Morgenthau, New York, NY

1965 - 1966
Law Clerk for the Honorable Edward C. McLean, United States District Judge, Southern District of New York, New York, NY
PUBLICATIONS

"A More Nuanced View of the Director's Role," 26 Directors and Boards 136 (Fall 2001)

"Share-Owner Affairs at The Coca-Cola Company" with Jason Yost, 7 Corporate Governance Advisor 16 (May/June 1999)


"Feminism Reclaimed," 13 Mortar Board Forum 1 (1983)


"The United States Supreme Court Announces New Test for State Court in Rem and Quasi in Rem Jurisdiction" 38 Alabama Lawyer 483 (Oct. 1977)


"Foundation Grants to Women's Groups," Women's Studies Newsletter (Fall, 1973)


COLLOQUIA


CONSULTING
The Ford Foundation

1994 - 1995
California Public Employees' Retirement System

1991
The Brookings Institution

1977
The Police Foundation; John D. Rockefeller, III

1974
The Rockefeller Foundation

1973
The Ottinger Foundation

PUBLIC SERVICE AND OTHER PROFESSIONAL ACTIVITIES

1983 - Present
Member, Board of Trustees, Teachers Insurance and Annuity Association (TIAA); 1983-2002
Member, Board of Trustees, College Retirement Equities Fund (CREF), New York, NY. Co-Chair,
Committees on Corporate Governance and Social Responsibility, Member, Executive Committee.
Also have served on the Audit, Finance
and Nominating and Personnel Committees.

2001 - Present
Member, Court-Appointed Task Force to Monitor Implementation of the Settlement in the Coca-Cola
Race Discrimination Suit, Atlanta, GA

1999 - Present
Board of Directors, Center for Working Capital, Washington, DC

2000 - Present
Board of Advisors, International Center for Corporate Governance and Accountability, Washington, DC

1993 - 1999
Board of Directors, Atlanta Women's Foundation, Atlanta, GA, formerly Advisory Board, Atlanta
Women's Fund, Atlanta, GA

1998 - 2000
Member, Emerging Issues Committee, State Bar of Georgia, Atlanta, GA
RESUME
MARJORIE F. KNOWLES
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1993 - Present

Executive Committee, Vote Choice,
Atlanta, GA

1997

Chair, Committee of Selection of the Rhodes
Scholarships, District IV (Alabama, Arkansas,
Florida, Georgia, Louisiana, Mississippi, Tennessee)

1994 - 2000

Visiting Committee, Harvard Law School

1996 - 1999

Committee on Academic Freedom and Tenure,
Association of American Law Schools
Chair, 1998-1999

1996

Atlanta Bar Commission on the State of the Profession

1974 - 1999

Southern Regional Council, Atlanta, GA

1990 - 1999

National Advisory Council, Center for Women
Policy Studies, Washington, DC

1988 - 1991

Board of Directors, Research Atlanta, Atlanta, GA

1987 - 1994

Board of Directors, International
Women's Health Coalition, New York, NY,
Chair, 1989 - 1994

1990 - 1994

Chair, Georgia Committee of Selection for the
Rhodes Scholarship

1987 - 1993

ALI-ABA Committee on Continuing
Professional Education (American Law
Institute/American Bar Association)

1988 - 1992

City of Atlanta Board of Ethics

1986 - 1992

Chair, Budget, Finance and Investment Advisory
Committee, Ms. Foundation for Women,
New York, NY

1989 - 1991

Georgia Commission on Gender Bias
in the Judicial System
RESUME
MARJORIE F. KNOWLES
PAGE 7

1989 - 1991  Curriculum Committee, Section on Legal Education and Admissions to the Bar, American Bar Association

1988-1991  Georgia State Bar Task Force on the Involvement of Women and Minorities in the Profession

1988-1991  Board of Directors, Georgia Appellate Practice & Educational Resource Center

1988  Standing Committee on Professionalism, State Bar of Georgia (Sub-Committee on Law Schools)

1989  Gate City Bar Steering Committee, Atlanta, GA

1989 - 1990  ABA/AALS/LSAC Joint Minority Clearinghouse Task Force


1987 - 1988  Chair, New Deans Workshop Committee
             Section of Legal Education and Admissions to the Bar, American Bar Association

1985 - 1986  Nominating Committee, Section of Legal Education and Admission to the Bar, American Bar Association

1975 - 1986  Board of Directors, Ms. Foundation for Women, New York, NY

1981 - 1984  Committee on Academic Freedom and Tenure, Association of American Law Schools


1981 - 1983  Board of Directors, Spouse Abuse Network, Tuscaloosa, AL
RESUME
MARJORIE F. KNOWLES
PAGE 8

1981 - 1982 National Commission on Higher Education Issues,
American Council on Education, Washington, DC

1980 - 1981 Board of Directors, Women's Legal Defense Fund,
Washington, DC

1978 - 1980 Steering Committee, Washington Women's Network,
Washington, DC

1976 - 1978 Advisory Board, National Women's Political Caucus,
Washington, DC

1973 - 1979 Board of Directors, Women's Action Alliance, New
York, NY

1977 Alabama Committee on the Observance of
International Women's Year

1976 - 1977 Chair, Advisory Committee, Women's Rights Project,
American Civil Liberties Union, New York, NY

1976 - 1977 Committee of Selection of Alabama Rhodes Scholar

1976 - 1977 Equal Rights for Women in Education Task Force,
Education Commission of the States, Denver, CO

1977 Steering Committee of the National

1973-1975 Conference on Women and the Law

1974 Consultant, Equal Rights Amendment Project,
California Commission on the Status of Women

AWARDS AND HONORS

1999 YWCA of Greater Atlanta Academy of Women
Achievers
1976 Rockefeller Foundation/Aspen Institute Fellow

1976 Commentator on Education for Leadership, International Conference on Educating Women for the Future in Industrial-Technological Societies, Bellagio, Italy

1975 One of Ten Outstanding Young Women of America, Board of Advisors for Outstanding Young Women of America, Washington, DC

Who's Who in the South and Southwest, 29th ed.
Michael B. Landau
Professor of Law
Georgia State University
College of Law
140 Decatur St.
Atlanta, GA 30303

Telephone: + 404.651.2084
Fax: + 404.651.2092
E-mail: mlandau@gsu.edu
ml@professorlandau.com

Current Title & Affiliation:
1993 - present
Georgia State University
College of Law, Atlanta, GA
Professor of Law (1999–present)
Associate Professor (1993–1999) (tenure granted in 1998)
Founder & Director, Intellectual Property Law Program
GSU Intellectual Property Advisory Committee
Faculty Advisor, Georgia State University Law Review (1997-2001)

Courses:
Advanced Intellectual Property Seminar
Antitrust
Art & Entertainment Law
Computers and the Law Seminar
Computer Law (Survey)
Copyrights
Intellectual Property Survey
International Intellectual Property Seminar
Patents
Torts I
Torts II
Trademarks & Unfair Competition

Supervisory Academic Work:
Supervised Students' Independent Research Projects in Copyright Law, Patent Law,
Trademark Law and Torts (see pages 19–21)

2005 – present
Georgia State University
College of Arts & Sciences
Department of Communication - Graduate Faculty, Senior Lecturer
Digital Arts Entertainment Laboratory (“DEAL”)
Courses: Copyright Law for the New Media (Ph.D. Seminar)

University of Helsinki, Helsinki, Finland
Faculty of Law, Intellectual Property Rights University Center
Fulbright Scholar & Lecturer
PhD Dissertation Committee - Mikko Huuskonen
Aug. – Dec. 2005  Swedish School of Economics and Business Administration, Helsinki, Finland
Department of Commercial Law
Fulbright Scholar and Lecturer
Advanced Intellectual Property (LLM Course)
IP Law in Context: Methodological and Theoretical Foundations (PhD Seminar)

Feb. 2005  Warsaw University Law School, Warsaw, Poland
Institute for American Law Studies
Visiting Professor of Intellectual Property

Jan.-May 2002  Louisiana State University, Baton Rouge, LA
Visiting Professor

July – Aug. 2000  University of Amsterdam, Amsterdam, The Netherlands
Institute for Information Law
Visiting Scholar and Lecturer

Aug – Dec. 1998  University of Georgia Law School, Athens, GA
Visiting Professor of Law

May-June (1994-1997, 1999)  Johannes Kepler University of Linz, Linz, Austria
Institute for Civil Procedure
Comparative Dispute Resolution Program
Visiting Lecturer

1992-1993  The Pennsylvania State University,
Dickinson School of Law, Carlisle, PA
Visiting Professor of Law

Professional Experience:
Law Firm: Associate

1988-1990  Cravath, Swaine & Moore, NY, NY
Associate, Litigation Dept.

1990-1992  Skadden, Arps, Slate, Meagher & Flom, NY, NY
Associate, Intellectual Property Dept.

Law Firm: Summer Associate

June-Aug. 1987  Weil, Gotshal & Manges, NY, NY
Summer associate

May-June 1987  Ballard, Spahr, Andrews & Ingersoll, Philadelphia, PA
Summer Associate

Summer 1986  Hoyle, Morris & Kerr, Philadelphia, PA
Summer associate
Education:

University of Pennsylvania Law School – J.D. 1988
Moot Court: Moot Court - Cardozo/BMI Entertainment and Communications Law Competition
Awards: ASCAP Nathan Burkan Memorial Copyright Award - 1988
Research Assistant for Prof. G. Francione (Patents)
Institute for Law & Economics
Entertainment & Sports Law Society
Contributing Editor - Penn Law Forum

Pennsylvania State University, B.A. (Economics) 1975 (with distinction)
Teaching Assistant – Dept. of History (Dr. A. Goldschmidt)
Omicon Delta Epsilon (Economics Honor Society)
Phi Kappa Phi (National Honor Society)

Additional Education

2000 University of Amsterdam Law School
Eggen Institute for Post-Graduate Legal Education, Amsterdam, The Netherlands
Certificate in International Copyright Law

1996 Institute de Français, Villefranche-Sur-Mer, France
Certificate in French Language (Intermediate II Level)

1994 Johannes Kepler University of Linz, Linz, Austria
Certificate in Transnational Dispute Resolution

1977 University of Pennsylvania, Annenberg School of Communications
Graduate Studies in Communications.

Editorial Boards:

Committee Memberships:
National
Copyright Society of the USA (Southeast Chapter), Board of Advisors (2000 – 2005)

Georgia State University College of Law:
Dean’s Advisory Committee (1997-2004)
Continuing Education/Long Distance Committee (Chair)(2000-2001)
Curriculum Committee (1996-2006)
Faculty Development Committee (2000 – 2006)
Educational and Information Technology Committee (1994, 1998-2001)
Faculty Recruitment Committee (1994-97)
Student Affairs Committee (1994-96)

**Georgia State University:**
President’s Society (2005 – 2006)
Committee to Evaluate the Provost (2002 – 2003)
University Senate (1998 through 2001)
Advisory Committee to Vice President for Research and Intellectual Property (2001-2002)
Graduate Council – Academic Programs and Continuing Education Subcommittee ("APACE") (1997-99)
Library Advisory Committee (1998 - 2001)
Planning & Development Committee (1998 through 2001)
Teaching & Learning With Technology Subcommittee (1998-2001)
University Admissions and Standards Committee (2000–2001)

**Publications**

**Books:**

2004 - 2006 SUPPLEMENTS TO LINDEY ON ENTERTAINMENT, PUBLISHING & THE ARTS (3D ED.)


1992 - 2005 SUPPLEMENTS TO LINDEY ON ENTERTAINMENT, PUBLISHING & THE ARTS (2D ED.)

Robert Fremlin & Michael Landau, ENTERTAINMENT LAW (THOMSON-WEST 2006)


Charles McManis, Michael Landau, et al, WEST’S FEDERAL ADMINISTRATIVE PRACTICE MANUAL (3D. ED)

2000 – 2005 ANNUAL SUPPLEMENTS TO WEST’S FEDERAL ADMINISTRATIVE PRACTICE MANUAL


**Book Chapters:**


*The Digital Millennium Copyright Act : Protection for Creative Content or Tool for Restraining Trade*, in Niklas Brunn, INTELLECTUAL PROPERTY BEYOND RIGHTS (SYOS HELSINKI 2005)
Questions and Answers About the Napster Case (Chapter 16) in
John Fodor, UNDERSTANDING COMPUTER ETHICS (Pearson Education UK 2004)
(Paperback version UK) (Hardcover Version - Prentice Hall 2003)


Copyright, The First Amendment, and the Right of Publicity: The Expansion of "Transformative Use." In
LEGAL PROBLEMS OF MUSEUM ADMINISTRATION (ALI-ABA 2003)

The DMCA and Access Rights (Chapter 8)
in Askew & Jacobs, 2002 WILEY INTELLECTUAL PROPERTY LAW UPDATE (Aspen 2002)

Digital Downloads, Copy Codes, and Other New Developments in U.S. Copyright Law,
in Hugh Hansen, INTERNATIONAL INTELLECTUAL PROPERTY LAW & POLICY (VOLUME 7) (Juris 2002)

Electronic Rights, "Revisions," and Copyright Law (Chapter 10)
in Askew & Jacobs, 2001 WILEY INTELLECTUAL PROPERTY LAW UPDATE (Aspen 2001)

It's Yours, It's Mine, It's Ours?: Problems With Recent Determinations of Joint Work (Chapter 3)

Copyright, Sound Recordings, and Musical Compositions (Chapter 10)


Articles: Full-Length Articles in Academic and Peer-Reviewed Journals
Dastar Corp. v. Twentieth Century Fox Corp: The Need for Stronger Protection for Attribution Rights in the United States,
60 N.Y.U. ANNUAL SURVEY OF AMERICAN LAW 273 (2005)

Copyrights, Moral Rights, and the End of the Right of Attribution Rights Under U. S. Trademark Law,
19 INTERNATIONAL REVIEW OF LAW, COMPUTERS & TECHNOLOGY 39 (2005)(UK)**

94 TRADEMARK REPORTER 944 (2004) (w/ J. Dillon).**

Digital Downloads, Access Codes, and United States Copyright Law,
16 INTERNATIONAL REVIEW OF LAW, COMPUTERS & TECHNOLOGY 149 (July 2002)(UK)**
(reprinted IN 758 PLI/PAT 405 (Practising Law Institute 2003))

Silencing Content Providers: They're Coming From Everywhere And Under Every Theory.
17 INTERNATIONAL REVIEW OF LAW, COMPUTERS & TECHNOLOGY 285 (November 2003)(UK)**

Has the DMCA Really Created a New Exclusive Right of Access: Attempting to Achieve a Balance Between Balancing
Users' and Content Providers' Rights?,
48 JNL. COPYRIGHT SOCIETY 401 (Fall 2001)**

** Peer-reviewed

The Case for a Specialized Copyright Court: Eliminating the Jurisdictional Advantage, 21 Hastings Communications & Entertainment Law Jnl. 717 (1999)(w/ D. Biederman)


Reconciling Qualitex with Two Pesos : Ambiguity and Inconsistency From the Supreme Court, 3 U.C.L.A. Entertainment Law Rev. 219 (1996)


The Use of Genetic Testing by Employers and Insurance Companies 3 Dickinson Jnl. of Environmental Law 105 (1994) (Symposium Issue)


Articles in Professional and Trade Publications and Magazines


The Importance of Electronic Rights Revisited, ABA Intellectual Property and Internet Law Section Newsletter 3 (Winter 2001) (updated reprint of online article from GigaLaw.com)


For Now, States Have Immunity
Vol.14, No.4 NATIONAL LAW JOURNAL 23 (Oct. 7, 1991) (co-authored with C. Huttner)

The Patentability of Animals: Multicellular Vertebrate Mammals as Patentable Subject Matter
4 ABA ANIMAL LAW REPORT 2 (March 1991)

The Standing of Licensees to Prosecute in Trademark and Unfair Competition Lawsuits
2 JNL. OF PROPRIETARY RIGHTS 16 (Nov. 1990) (co-authored with S. Reiss)

First-to-File or First-to-Invent: The Unique Policy of the United States in Determining Priority of Patent Ownership,
43 VIRGINIA LAW WEEKLY 1 (Nov. 11, 1990)

The Growing Trend Toward Limiting the Capacity to Protect Compilations
Vol.12, No. 50 NATIONAL LAW JOURNAL 24 (Aug. 20, 1990) (Co-authored with K. Plevan)

Articles: On-Line
Constitutional Impediments to Protecting the Live Musical Performance Right
in the United States. IPRInfo (12/2005).

The Digital Millennium Copyright Act: Protection for Creative Content or A Tool Unfair Competition
IPRINFO.COM(October 2004) INTELLECTUAL PROPERTY RIGHTS UNIVERSITY CENTER, HELSINKI, FINLAND
http://www.iprinfo.com/tiedostot/folder_14/8tanQaJB.pdf

Roundtable Discussion: Pop-Up Ads and the Law
GigiLAW.COM — LEGAL INFORMATION FOR INTERNET PROFESSIONALS (March 2004)

Why Grokster Does Not Infringe Copyright and Napster Does.
GigiLAW.COM — LEGAL INFORMATION FOR INTERNET PROFESSIONALS (Aug. 2003)

Jurisdiction and Choice of Law in Internet Defamation Cases
GigiLAW.COM — LEGAL INFORMATION FOR INTERNET PROFESSIONALS (July 2003)

The First Amendment and “Virtual Child Pornography,”
GigiLAW.COM — LEGAL INFORMATION FOR INTERNET PROFESSIONALS (July 2002)

The DMCA’s Chilling Effect on Encryption Research
GIGALAW.COM — LEGAL INFORMATION FOR INTERNET PROFESSIONALS (September 2001).

The Importance of Electronic Rights Revisited
GIGALAW.COM — LEGAL INFORMATION FOR INTERNET PROFESSIONALS (August 2001)

Interview: Michael Landau on Copyright (discussing NYT v Tasini)
WEBREFERENCE.COM - THE WEBMASTER'S REFERENCE SOURCE (June 28, 2001)
http://www.webreference.com/new/010628.html

Questions and Answers About the Napster Case.
GIGALAW.COM – LEGAL INFORMATION FOR INTERNET PROFESSIONALS (May 2001)

"Statutory Damages" in Copyright Law and the MP3.com Case.
GIGALAW.COM – LEGAL INFORMATION FOR INTERNET PROFESSIONALS (October 2000)

Trademark Law and Hi-Tech Product Design
GIGALAW.COM – LEGAL INFORMATION FOR INTERNET PROFESSIONALS (July 2000)

Ownership Issues in Copyright Law
GIGALAW.COM – LEGAL INFORMATION FOR INTERNET PROFESSIONALS (April 2000)

The Importance of Obtaining "Electronic Publishing Rights",
GIGALAW.COM – LEGAL INFORMATION FOR INTERNET PROFESSIONALS (January 2000)

Published Transcripts of Copyright Roundtable Discussions

(with J. Beck, G. Kirsch)

(with J. Dillon, D. Isenberg, M. Hobbs, J. Kuester.)

Video :

CD-ROM and Computer Diskettes:
LINDEY ENTERTAINMENT LAW FORMS ON CD-ROM (WEST 200-2006).


Personal Jurisdiction on the Internet: Does World Wide Volkswagen Ride on the Information Superhighway?
ABA INTELLECTUAL PROPERTY LAW SECTION WORKING PAPERS ON CD (BNA 1998).
Conferences, Symposia, and Guest Lectureships

November 2-6, 2006  State Bar of Georgia  
Annual Intellectual Property Institute  
Cancun, Mexico  
*New Developments in Copyright Law*

October 17, 2006  State Bar of Georgia  
Technology Law Institute, Atlanta, GA  
*New Technologies, New Markets, New Legal Issues*

October 6, 2006  University of Pittsburgh Law School, Pittsburgh, PA  
6th Annual Intellectual Property Conference  
*Intellectual Property and The End of Exclusivity*

August 11, 2006  University of California, Berkeley, CA  
Boalt Hall Law School  
6th Annual Intellectual Property Scholars Conference  
*What's the Use?: Commerce, The Lanham Act, and Internet Keyword Advertising*

May 19, 2006  State Bar of Georgia Entertainment Law Institute  
King Plow Art Center, Atlanta, GA  
*New Developments in Copyright Law.*

May 13, 2006  University of Helsinki, Helsinki, FI  
IPR University Center  
*Copyright, Mass Use, and Exclusivity*

April 13, 2006  Georgia State University  
"Hot Topics in Intellectual Property Law"  
*Digital Content Distribution: The Importance of Contract*

April 6, 2006  Michigan State University, East Lansing, MI  
The International Intellectual Property Regime Complex Conference  
*Constitutional Challenges to the Anti-bootlegging Statutes*

March 6, 2006  52nd Annual Fulbright Kommission Berlin Seminar, Berlin, Germany  
The International Harmonization of Copyright Law

March 4, 2006  Fulbright Academy of Science & Technology Annual Meeting, Berlin, Germany  
*Liability, Licenses, or Levies: Comparative Approaches to the Media File Sharing Problem*

January 25, 2006  Michigan State University, East Lansing Michigan  
"Intellectual Property Scholars' Roundtable"  
*Copyright and the Creative Process: Reexamining the Copyright Clause from A Different Perspective.*

December 12, 2005  The London School of Economics, London, UK  
Department of Law – Guest Lecturer  

November 15, 2005  The Fulbright Center, Helsinki, Finland  
Fulbright Board of Directors and Alumni Meeting
Harmonization of US Intellectual Property Law with EU Law

November 11, 2005
Stockholm University, Stockholm, Sweden
“Intellectual Property in Transition Conference”
Should TRIPS Be Amended to Account for Users’ Rights

November 4, 2005
University of Turku, Turku, Finland
Department of Law – Guest Lecturer
Fair Use and File Sharing

October 22, 2005
University of Turku, Turku, Finland
Department of North American Studies “American Voices” Seminar
Politics, Populations, and Regional Differences in the United States: “Melting Pot”
“Patchwork Quilt,” or “Pepperoni Pizza.”

October 6, 2005
Open Source Software Seminar
University of Helsinki, Helsinki, Finland

Sept. 6, 2005
IPR University Center Peer-to-Peer File Sharing Conference
SAS Radisson Royal Hotel, Helsinki, Finland
Analysis of the U.S. Supreme Court’s MGM v. Grokster Decision.

Sept. 5, 2005
University of Edinburgh, Edinburgh, Scotland
International Privacy Law Conference

August 11, 2005
Benjamin Cardozo School of Law - Yeshiva University,
5th Annual Intellectual Property Scholars’ Conference
Copyright and the First Amendment: The Need for Reasonable Royalties to Balance Users’
and Owners’ Rights.

June 27, 2005
University of Cambridge, Cambridge, UK
UK Intellectual Property Teachers’ Conference
Personal Copying, File Sharing, and US Copyright Law: Is Sony v. Universal Studios Still
Applicable in the Digital Age?

June 4, 2005
Law and Society Association Annual Meeting
J.W. Marriott, Las Vegas, NV
Copyright and New Technologies: Balancing Property Rights with Access to Information
and Innovation

April 9, 2005
Danish Entertainment Law Society, Copenhagen, Denmark
Legal Issues for the Film Industry: Licensing and Merchandising Conference
Keynote Speaker: The Right of Publicity, Merchandising, and Trademark Law: Different
Markets, Different Territories, Different Laws

March 11-12, 2005
American Society of Law, Culture, and Humanities
University of Texas, Austin Texas
The Use of Reasonable Royalties and Attribution Rights to Promote the Progress of Science
and the Useful Arts and Maintain Cultural Heritage

February 18, 2005
University of Warsaw, Warsaw, Poland
Institute of American Law
Hot Topics in U.S. Intellectual Property Law
January 12, 2005
Fulton County Daily Report
Intellectual Property Roundtable – Moderator and Panelist
Unresolved Ownership and Termination Issues in Copyright Law

December 7, 2004
State Bar of Georgia
Intellectual Property Section CLE
Internet Pop-Up Ads and Trademark Law

November 15, 2004
Southeastern Entertainment & Sports Law Institute
(Sponsored by the Bars of FLA, GA, and TENN)
Cabo San Lucas, MEXICO
New Developments in Copyright Law – 2004

November 14, 2004
State Bar of Georgia, Intellectual Property Section
Annual Intellectual Property Institute
Technology and Intellectual Property: New Uses or New Abuses?

November 3, 2004
Law Seminars International Annual Trademark Seminar
Georgian Terrace Hotel, Atlanta, GA
New Developments in Trademark Litigation - 2004

October 25, 2004
Copyright and Competition Symposium
IPR Rights University Center,
University of Helsinki, Helsinki, Finland
Technological Tie-Ins: The Use of the Anticircumvention Provisions of the DMCA to Circumvent U.S. Antitrust Law

October 26, 2004
Intellectual Property Beyond Rights Conference
Hanassari, The Swedish-Finnish Cultural Center, Helsinki Finland
Intellectual Property Rights and Digitization

October 11, 2004
Fulton County Daily Report, Atlanta GA
Intellectual Property Roundtable
The Future of Peer-to-Peer File Sharing

September 16, 2004
Society of Legal Scholars Annual Conference
University of Sheffield, UK
Moral Rights, Plagiarism, and the Supreme Court

August 3, 2004
4th Annual Intellectual Property Scholars Conference
DePaul Univ. Law School, Chicago, IL
(also sponsored by Univ. Cal. at Berkeley and Cardozo Law School)
Moral Rights, Copyrights, and Attribution Rights.

May 27, 2004
Law and Society Ass'n Annual Meeting
Renaissance Hotel, Chicago, IL
Are Copyright and Trademark Protection Mutually Exclusive?

March 25, 2004
University of Durham, Durham, UK
British and Irish Law, Education, and Technology Ass'n Annual Meeting
Dastar v 20th Century Fox: Has the United States Supreme Court Granted a License to Plagiarize?

February 27, 2004
Goizueta Graduate School of Business
Emory University, Atlanta, GA
February 26, 2004
Emory University School of Law
Guest Lecturer, Entertainment Law
Are Copyright and Trademark Protection Mutually Exclusive?

February 26, 2004
World Research Group Trademark Seminar
Optimizing Trademark Protection and Positioning Seminar
Georgia Terrace Hotel, Atlanta, GA
Is Trademark Protection as Strong as it Used to Be?

February 21, 2004
Michigan State University
College of Law, East Lansing MI
Intellectual Property and Communications Law Conference
The Supreme Court and the Lanham Act.

February 4, 2004
State Bar of Georgia Intellectual Property Section
Copyright Seminar
Offices of the State Bar of Georgia, Atlanta, GA
The Most Important Copyright Cases of 2003

January 23, 2004
Fulton County Daily Report
Intellectual Property Roundtable
Fulton County Daily Report, Atlanta, GA
Trademark Law and the Internet: Pop-Ups, Banner Ads, and Cybersquatting

December 8, 2003
Law Seminars International
Trademarks: Transactions and Litigation Seminar
Renaissance Atlanta Downtown Hotel, Atlanta, GA
Recent Developments in Trademark Litigation

November 14, 2003
Southern Regional Sports & Entertainment Law Conference
State Bars of Georgia, Florida, and Tennessee
Ritz Carlton Rose Hall
Montego Bay, Jamaica
New Developments in Copyright Law

November 15, 2003
State Bar of Georgia
Intellectual Property Section’s Annual IP Institute
Trends in Intellectual Property and Technology

October 18, 2003
Tulane Law School, New Orleans, LA
2003 Tulane Intellectual Property Colloquium
The Supreme Court and the Lanham Act: Now You See It, Now You Don’t!

October 9, 2003
Practicing Law Institute (PLI)
Understanding Basic Copyright Law 2003
Crowne Plaza Ravinia, Atlanta, GA
Copyright and Digital Music Downloading

May 28, 2003
State Bar of Georgia
Intellectual Property Law Section Spring Copyright CLE
Atlanta, GA
Copyright Renewal, Termination, and Derivative Works
April 21, 2003  
Emory University School of Public Health, Atlanta, GA  
Masters in Clinical Research Program: Ethics and Medicine Seminar  
*Patent Inventorship and Ownership Issues for Academics*

April 15, 2003  
18th Annual British & Irish Law, Education, and Technology Association Conference  
("BILETA") "Controlling Information in the Online Environment"  
University of London, Institute of Computer and Communications Law,  
Center for Commercial Law Studies, Queen Mary College, LONDON, UK  
*Silencing Content Providers: They're Coming From Everywhere and Under Every Theory*

March 28, 2003  
Smithsonian Institution/ American Bar Association Conference on  
Legal Issues in Museum Administration  
Astor Crown Plaza Hotel  
New Orleans, LA  
*The Expansion of Transformative Use: First Amendment, Copyright, and Right of Publicity Issues for Museums*

February 20, 2003  
Emory University Law School, Atlanta, GA  
Guest Lecturer – Entertainment Law  
*The Distinction Between Agents, Managers, and Attorneys*

Oct. – Nov. 2002  
Turner Broadcasting Systems, Atlanta, GA  
Six-Week Advanced Copyright Law Seminar

September 18, 2002  
George Washington University, Washington, DC  
Judicial Conference on Court Reform  
Sponsored by the U.S.P.T.O., George Washington Univ., and the IIP.  
*The Need for a Specialized Copyright Court.*

May 1, 2002  
Emory University, Atlanta, GA  
Rollins School of Public Health  
*Intellectual Property Protection for the Health Sciences*

April 5, 2002  
Fordham University School of Law  
10th Annual International Intellectual Property Conference  
*Copyright and the First Amendment: Conflict or Peaceful Co-Existence*

October 13, 2001  
Georgia Lawyers for the Arts  
"Atlanta Celebrates Photography"  
*Copyright Issues for Photographers*

September 19, 2001  
Georgia State University  
College of Education - Guest Lecturer  
*Copyright Issues for Distance Learning*

April 27, 2001  
Fordham University Law School, NY, NY  
9th Annual International Intellectual Property Conference  
*New Developments in U.S. Copyright Law*

April 9, 2001  
University of Edinburgh, Edinburgh, Scotland, UK  
British and Irish Law, Education & Technology Assn. (BILETA)

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1 TBS General Counsel's Office hired me to teach their in-house legal staff an Advanced Copyright Law Course.
2001 Intellectual Property and Technology Conference
_Digital Music Downloads and US Copyright Law._

March 29, 2001
Emory University College of Law
Guest Lecturer – Entertainment Law
_Digital Music Downloads after Napster._

March 9, 2001
Ohio State University, Columbus OH
2nd Annual Intellectual Property Conference
_Has the DMCA Created a New Exclusive Right of Access?_

February 23, 2001
Emory University Law School, Atlanta, GA
GVLA “Art Law for the New Millennium” Symposium
_Digital Distribution and Copyright Law_

January 12, 2001
State Bar of Georgia
Annual Entertainment Law Seminar
Swisshotel, Atlanta, GA
_Digital Distribution and Copyright Law_

November 10, 2000
Georgetown University Law School, Washington, DC
Copyright and the First Amendment Symposium (WALA)
_The Conflict Between Transformative Uses and Derivative Works_

October 21, 2000
Atlanta Center for Contemporary Art, Atlanta, GA
2000 Photography and the Law Seminar
_Copyright Issues for Photographers_

October 6, 2000
Emory University
Goizueta School of Business
Trends in Intellectual Property Seminar
_Digital Distribution and Copyright Law_

August 11, 2000
University of Amsterdam, Amsterdam, The Netherlands
Institute for Information Law
_Patenting Software and Methods of Doing Business._

July 28, 2000
University of Amsterdam, Amsterdam, The Netherlands
Amsterdam Law School
_The Microsoft Case: Government Intervention or Abuse of Market Power?_

July 5, 2000
University of Maastricht, Maastricht, The Netherlands
Seminar in Global Competition Law
_The Microsoft Case: Balancing Copyright and Antitrust_

April 13, 2000
Georgia Volunteer Lawyers for the Arts Seminar
North Fulton Cultural Center, Roswell, GA
_Copyright and Trademark Issues for Artists_

March 30, 2000
Emory Law School
Entertainment Law- Guest Lecturer
_Music and Sound Recordings_

March 21, 2000
Vanderbilt Law School, Nashville, TN
Vanderbilt Cyberspace Law Symposium
*The Internet and Copyright: Do Content Providers Have Protection?*

**February 3, 2000**

Association of Computing Machinery Seminar ("ACM")
Georgia State University, Atlanta, GA
*Intellectual Property and Antitrust Issues for the New Millennium*

**November 19, 1999**

Georgetown University Law Center, Washington, DC
Globalization and Technology Seminar
*Merger Mania: Antitrust and Copyrights Concerns Related to Concentration of Media Ownership*

**November 14, 1999**

Georgia State University
Graduate School of Business - Guest Lecturer
LGLS 8389A - Legal & Policy Issues in Electronic Commerce
*Copyright and Trademark Issues for E-Commerce*

**November 5, 1999**

State Bar of Georgia
Annual Intellectual Property Conference
Brasstown Valley Inn, GA
*New Developments in Copyright Law*

**October 28, 1999**

Southeastern Regional Entertainment & Sports Law Conference
State Bars of Georgia, Florida & Tennessee
Curaçao Marriott, Curaçao
*Trademark Issues in Cyberspace*

**April 6, 1999**

Georgia Volunteer Lawyers for the Arts
Seminar on Copyright Law and the Theatre
14th Street Playhouse, Atlanta, GA
*Ownership Issues for Playwrights and Actors.*

**March 18, 1999**

Emory Law School
Entertainment Law - Guest Lecturer
*Music and Sound Recordings*

**February 20, 1999**

Copyright Society of the U.S.A.
Annual Mid-Winter Meeting
Four Seasons Hotel, Atlanta, GA
*The Thinning of Copyright: Fabric Designs*

**November 20, 1998**

American Society for Theatre Research
THEATRE, PERFORMANCE, AND THE RULE OF LAW SEMINAR
OMNI Shoreham Hotel
Washington, D.C.
*Copyright Law and Performance*

**September 24, 1998**

Georgia Volunteer Lawyers for the Arts
Atlanta College of Art, Atlanta, GA
*Copyright and Trademark Basics for Artists*

**June 4, 1998**

Johannes Kepler University of Linz, Austria
*International Patent Arbitration*
May 6, 1998
WXIA Television (Channel 11)
Local Evening News (6:00 PM broadcast)
_Invasion of Privacy_

March 30, 1998
American Bar Association (ABA)
Section on Intellectual Property Law Annual Meeting
Omni Shoreham Hotel, Washington, D.C.
_Internet Jurisdiction: Does World Wide Volkswagen Ride on the Information Superhighway?_

February 17, 1998
Atlanta College of Art
Principles of Gallery Management - Guest Lecturer
_Copyright and Trademark Basics for Artists and Galleries_

November 23, 1997
Southern Economic Association 67th Annual Conference
Intellectual Property Rights and Economic Progress
Atlanta Hilton, Atlanta, GA
_The Impact of Intellectual Property Rights on the Internet_

November 4, 1997
9th Annual Southeastern Entertainment & Sports Law Seminar
State Bars of Georgia, Florida & Tennessee
Laguna Cliffs Hilton, Dana Point, CA
_New Developments in Copyright Law_

September 25, 1997
FRDA Intellectual Property Conference
Ritz Carlton Buckhead, Atlanta, GA
_The Impact of Intellectual Property Rights on the Internet_

September 19, 1997
ICLE of Georgia -- State Bar of Georgia
12th Annual Computer Law Institute, Colony Square, Atlanta, GA
_Personal Jurisdiction on the Internet Does World Wide Volkswagen Ride on the Information Superhighway?_

September 12, 1997
_Everything Internet: The Next Frontier in Legal Practice_
Marriott Hotel, Nashville, TN
_The Impact of Internet Domain Name Disputes_

September 8, 1997
Atlanta Public Television (WPBA - 30)
The Layman's Lawyer
_The Rights of Privacy and Publicity_

April 4, 1997
State Bar of Georgia Entertainment & Sports Law Section
ENTERTAINMENT LAW FOR THE NEXT MILLENNIUM:
LEGAL ISSUES IN NEW TECHNOLOGY (CLE)
Grand Hyatt Hotel, Atlanta, GA
_The Impact of Internet Domain Name Disputes_

March 11, 1997
Atlanta College of Art
Principles of Gallery Management - Guest Lecturer
_Copyright and Trademark Basics for Gallery Owners_

February 25, 1997
Georgia State University College of Business
Entrepreneurship & New Venture Management - Guest Lecturer
_The Impact of Intellectual Property Protection for Start-Up Businesses_
January 25, 1997
Atlanta Lawyers for the Arts
NEXUS Center for Contemporary Arts
Copyright Basics for Artists, Authors, and Photographers

Nov. 14, 1996
8th Annual Southern Regional Entertainment & Sports Law Seminar
San Juan, Puerto Rico
Advanced Copyright Breakout Session:
Interesting and/or Complicated Copyright Cases of 1996.

May 28, 1996
Johannes Kepler University of Linz, Austria
Guest Lecturer
Intellectual Property Implications of the GATT
International Intellectual Property Alternative Dispute Resolution

February 21, 1996
State Bar of Georgia
Section on Entertainment & Sports Law
Winter Meeting, Occidental Grand Hotel, Atlanta
Phonorecords, Musical Compositions, and Publication under the
Copyright Act: The Immediate Need to Resolve an Age-Old Controversy.

August 11, 1995
Georgia Institute for Continuing Legal Education Conference
Annual Intellectual Property Law Institute
St. Simons Island, GA
Protection for Color as a Trademark after the Supreme Court's

June 4, 1995
Johannes Kepler University of Linz, Austria
Guest Lecturer
Intellectual Property Implications of the GATT
International Intellectual Property Alternative Dispute Resolution

June 2, 1994
Johannes Kepler University of Linz, Austria
Guest Lecturer
International Intellectual Property Alternative Dispute Resolution

April 15-16, 1994
Dickinson School of Law Symposium:
Genetic Engineering: Prescription For Perfection or Roadmap for Disaster.
Use of Genetic Testing by Employers and Insurance Companies
Legal Issues Related to Genetic Patents and Genetic Engineering

April 7, 1994
Georgia State University Symposium:
Lawyers and the Legal Profession in Cinema: Has Hollywood or Society Changed?
Moderator and Panelist

March 10, 1994
State Bar of Georgia - Patent and Trademark Section Meeting
Colony Square Hotel, Atlanta.
Trademark and Trade Dress Protection for Color: Another Grey
Area in the Law.

January 25, 1994
Georgia State University College of Arts & Sciences
Law & Literature – Guest Lecturer
Copyright Law, Hypertext, and the New Technologies: Is
Copyright Obsolete?
April 8, 1991  New York University Law School  
Panelist: *Careers in Publishing Law*

*Litigating Patent Cases: Looking at the Jury and the Federal Circuit*

**Moot Court Judge:**

Southern Competition  
Moot Court Judge

November 15, 1997  Emory Law School, Judge - Trial Practice Program

March 15-16, 1992  Yeshiva Univ. Benjamin Cardozo Law School, NY, NY  

**Bar Admissions:**
- New York State (1989)  
- Court of Appeals for the Federal Circuit (1989)  

**Community Service**

*Atlanta Contemporary Art Center ("The Contemporary")*
- Executive Committee (1997-2003)  
- Treasurer (1998-2001)  
- Chair, Finance Committee (1998-2001)

*Southern Entertainment and Art Law Center*
- Board of Directors (2000-2001)

*Atlanta Lawyers for the Arts*
- Board of Directors (1996 - 1999)  
- Seminar Lecturer

*Georgia Volunteer Lawyers for the Arts (GLA)*
- Board of Directors (1998-2005)  
- Seminar Lecturer

*Metropolitan Museum of Art, NY, NY*
- Pro-Bono Consultant to Associate General Counsel on Copyright Matters

**Professional Associations:**
- American Association of University Professors  
- American Bar Association
American Civil Liberties Union
American Intellectual Property Lawyers Association
American Society of Composers, Authors, and Publishers (ASCAP)
American Society of Writers on Legal Subjects (Scribes)
Association for Law and Economics
Association for Teaching and Research in Intellectual Property (ATRIP)
Association Littéraire et Artistique Internationale (ALAI)
Association of American Law Schools
Association of Internet Researchers
British and Irish Law, Education, and Technology Ass’n (BILETA)
British Institute of International and Comparative Law
Copyright Society of the USA
Fulbright Association
Fulbright Academy of Science & Technology
International Association of Jazz Educators
International Bar Association
Law and Society Association
Music Teachers National Association (MTNA)
New York State Bar Association
Society for Advanced Legal Studies
Society of Legal Scholars
State Bar of Georgia (Associate Member)

Biographical Listings:
Who’s Who in the World
Who’s Who in America
Who’s Who in American Law
Who’s Who in Entertainment
Who’s Who in American Education
Who’s Who in Industry and Finance
Who’s Who in the South and Southwest

Independent Research Projects Supervised at Georgia State Univ. College of Law:
I often work closely with students supervising Independent Research Projects. I meet with them on a regular basis to discuss the progress of their work, and give comments on drafts in various stages of development. I believe that this one-to-one contact, resulting in an in-depth paper is an extremely valuable experience.

Spring 2005
“Infringement in Massively Multi-Player Online Games “MMO” Characters”
by Josh Traub

“Trademark Protection In Emerging Markets”
by Creighton Frommer

“Likelihood of Confusion: When Tax Meets Trademarks”
by Russell Tim

Spring 2004
“Dastar, the Public Domain, and Credit”
by Dawn Jones

Fall 2003
“The Anticircumvention Provisions of the DMCA and Product Monopolization”  
by Heather Schaeffer

Fall 2001  
“The Right of Publicity” by Kathryn Semansky

Fall 2000  
“The Need for a Federal Right of Publicity Law” by Kim Jacobson

Fall 1998  
“Is There a Proper Foundation for Genomic Based Patents? : The USPTO Giveth and the Courts Taketh Away.”  
by Suzy Strickland

Spring 1998  
“The Effect of Internet Technology on the Motion Picture Industry”  
by Mary Rinaldi

“Increasing the Effectiveness of Products Liability Law Through the Imposition of Criminal Liability for Corporate Malfeasance Against Consumers”  
by David Harris

“Caching In, Cashing Out: The Conflict of Web Caching and Copyright”  
by David Kerven

Spring 1997  
“The Doctrine of Equivalents after the Supreme Court’s Hilton-Davis Decision”  
by Camilla Williams

“From Graver Tank to Hilton-Davis : The Supreme Court Continues to Endorse the Doctrine of Equivalents in Patent Law”  
by Paul Knowleton

“Trends in Biotechnology Patents”  
by Judy Jarecki-Black

“Copyright and Defamation Liability of BBS and On-Line Service Providers”  
by Michael Arnold

Spring 1996  
“And Now, the West of the Story: New Pages in the Saga to Undo West Publishing Co. v. Mead Data Central”  
by Douglas Isenberg.

“Biotechnology Patents”  
by Dinh X. Nguyen

Spring 1995  
“Antitrust Relief For Health Care Providers”  
by Loretta Patrick

Fall 1994  
“The Trademark Licensor’s Dilemma: Facing Liability for the Licensee’s Products”
by Colin Flannery

"Statutory Equivalents of Claim Elements Expressed in Means-Plus-Function Terms"
by James A. Witherspoon (patents)

"Modern Application of the Doctrine of Equivalents"
by Gregory S. Smith

Spring 1994
"Reverse Engineering for Interoperability: A Comparative Analysis of U.S. Cases, the U.S. Semiconductor Act, the Berne Convention, and the European Community Software Directive"
by Rebecca Stone

"Intellectual Property Protection in Mexico"
by Jeanne Lonergan

Fall 1993
"Current Trends in the Tests for Determining the Copyrightability of Nonliteral Aspects of a Computer Program"
by Sandra Cuttler

"Patent & Copyright Protection for Computer Programs: A Historical Perspective"
by Scott M. Frank

"PIRACY! : Navigating the Seven Seas of Intellectual Property Rights in pre-1972 Sound Recordings"
by Michael Olsen

Additional Employment Experience:

1968-2006
Self-Employed Musician and Music Teacher, NY, PA., and GA
Played in various rock and blues bands throughout New York and Pennsylvania
Also gave private lessons in rock, blues, and jazz guitar technique. Financed entire undergraduate education from earnings as a musician and guitar teacher.

1981-1985
New York Singing Telegrams, Inc.
Balloons-To-Go
President and Founder
President and founder of one of New York's first Singing Telegram and Helium-balloon delivery services. Company provided both small clusters of balloons for individuals, and also very large arrangements of decorative balloons for corporate promotions, as well as singing telegrams delivered by performers in various costumes. Personal responsibilities included all major administrative and creative activities, including songwriting, advertising writing, public relations, budgeting, etc. Corporate clients included Citibank, IBM, NBC, ABC, Studio 54, Columbia University, The City of New York, and the Circle Line.
(Sold company to a competitor while I was in law school. The company is still in business)

1979-1981
The Singing Telegram Company, Inc., NY, NY.
Manager and creative director. Responsible for the day to day operation of a small independently owned singing telegram company. Wrote songs, wrote advertisements, designed brochures and flyers. Also responsible for auditioning and hiring the singers who deliver and perform the singing telegrams.

1978 - 1979
Western Onion Singing Telegrams, Philadelphia, PA
Manager of Operations and Promotions for the Mid-Atlantic Area for this San Francisco based singing telegram company. Western Onion was the first company to revive singing telegrams since the end of World War II. Appeared on the Mike Douglas Show, Mid-Day Live, and the NBC Nightly News.

June – July 1977
Camp Nagila, Idetown, Pennsylvania
Music Director

March - July 1976
The Bicentennial Wagon Train
Bass Player and Singer in National Bicentennial Musical Production Sponsored by the Commonwealth of Pennsylvania. Crossed the country performing every night in a different city. Last performance was on July 4, 1976 at the Bicentennial Celebration at Valley Forge, PA, attended by President Gerald Ford.
E. R. LANIER

Professor of Law
College of Law
Georgia State University

GENERAL

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College of Law
Georgia State University
University Plaza
Atlanta, Georgia 30303-3092

Telephone: (404) 651-2085
Fax: 404 651 2092

Home Address:
Jordan-Lanier House
267 College Street
Monticello, Georgia 31064

Telephone: 706 468 0129
Fax: 706 468 0129

EDUCATION

Preparatory St. John's Franciscan Seminary 1962
Montour Falls, New York

A.B. University of North Carolina (Chapel Hill) 1965
History

M.S. Georgia State University 1984
(Thesis: A Comparative Legal Analysis of Dillon's Rule: English Origins,
American Applications, and German Alternatives)

LL.M. University of Georgia 2004
(Thesis: Historical Aspects of State Arbitration Policy: Georgia, 1732-
2004)

M.A. Georgia College & State University 2004
(Thesis: Secular Courts and Georgia Churches: Historical Aspects of the
Evolution of a State Policy of Deference to Ecclesiastical Government)

J.D. Emory University 1968

Other: Certificate in International Law with First Class Honors, City of London
College, August, 1968

Honors Graduate, Naval Justice School, Newport, Rhode Island, February,
1968
Advanced Course in Modern German Law, Deutscher Akademischer Austauschdienst, London School of Economics and Political Science, July, 1977

PROFESSIONAL EXPERIENCE

1968-1973: Associate, Gambrell, Russell, Killorin, Wade & Forbes (Atlanta, Georgia)

(U.S. Marine Corps Reserve, 1963-1992; Colonel, USMCR and Court-Martial Judge)

1973-1977: Partner, Lanier, Freeman, Elliott & Price (Atlanta, Georgia)

1977-Present: Georgia State University
   Assistant Professor of Legal Studies (1977-1982)
   Associate Professor of Law (1982-1985)
   Professor of Law (1985-Present)
      Teaching Fields: International Commercial Arbitration, International Litigation, Civil Procedure, Remedies, Georgia Practice and Procedure, Public International Law, Comparative Law
   Interim Dean, College of Law (1985-1986)
   Acting Associate Dean for Development (1986-1987)
   Director, German-American Comparative Business Law Program (1984-1990)
   Director, Austrian-American Comparative Dispute Resolution Program (1994-2000)
   Director, Summer Academy in International Commercial Arbitration (2000-present)
   University of Bielefeld, Germany: Visiting Professor (1978-1979)
   Ecole Superieure de Commerce de Paris, France: Visiting Professor (1983)
   University of Linz, Austria: Visiting Professor (annually, 1992-1999)
   University of Warsaw, Poland: Visiting Professor, Fall, 2001
   University of Warsaw, Poland: Visiting Professor, Spring, 2004

1996 Outstanding Professor of the Year, Georgia State University College of Law

“Excellence in International Education Award,” Georgia State University, November 2002

Commercial Arbitrator [Federal Arbitral Centre, Vienna; Croatian Arbitration Court, Zagreb]
SELECTED PUBLICATIONS


Host-Country Councils: Concept and Legal Aspects, in LEGAL PROBLEMS OF CODES OF CONDUCT FOR MULTINATIONAL ENTERPRISES, with Karl P. Sauvant.

FOREIGN INVESTMENT IN GEORGIA: A BUSINESS REFERENCE GUIDE, Georgia State University Business Publishing Division, 1982, Editor.


Empresas Transnacionales E Interaccion de los Estados los Consejos de Países Receptores, with Karl P. Sauvant, in DERECHO COMPARADO, REVISTA DE LA ASOCIACION ARGENTINA DE DERECHO COMPARADO, Buenos Aires, Argentina, August, 1982.


AN OVERVIEW OF TRADE AND INVESTMENT REGULATIONS FOR THE FAR EAST: JAPAN, SOUTH KOREA, HONG KONG, TAIWAN, SINGAPORE (Atlanta: Georgia World Congress Institute), E. R. Lanier et al., Editors (1985).


Solange, Farewell: The Federal German Constitutional Court and the Recognition of the Court of Justice of the European Communities as Lawful Judge, 11 BOSTON COLLEGE INTERNATIONAL AND COMPARATIVE LAW REVIEW 1 (1988).


Forward into the Past: Georgia's 'New' Statutory Tort of Abusive Litigation, 6 GEORGIA STATE UNIVERSITY LAW REVIEW 337 (1989)

The Public Policy Defense to the Enforcement of Foreign Arbitral Awards under the New York Convention, in FESTSCHRIFT FÜR RUDOLF STRASSER (Manz Verlag, Vienna, 1993)


Georgia’s New Reciprocity Admissions Rule: A Short History and Brief Introduction, GEORGIA BAR JOURNAL, Volume 8, No. 4 (2003), at 26.

Griffin Bell, in NEW GEORGIA ENCYCLOPEDIA (University of Georgia, 2003), at <http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/GovernmentPolitics/Politics/PoliticsAllFigures&id=h-1027>


Bert Lance, in NEW GEORGIA ENCYCLOPEDIA (University of Georgia, 2003), at <http://www.georgiaencyclopedia.org/nge/Article.jsp?path=/GovernmentPolitics/Politics/PoliticsAllFigures&id=h-1386>


Forthcoming, Fall 2004, Business Law in Georgia, in NEW GEORGIA ENCYCLOPEDIA (University of Georgia, 2004), at <http://www.georgiaencyclopedia.org/nge/>
CURRICULUM VITAE

CHARLES A. MARVIN

EMPLOYMENT HISTORY

1985 - present  GEORGIA STATE UNIVERSITY
Atlanta, Georgia
Professor of Law

Teach administrative, comparative, constitutional, international trade, mass communications and regulated industries law

Associate Dean for Academic Affairs (1987-89)
Co-Director, European Law Summer Program (1990)
Director, Academic Enrichment Program (1994-96)

College of Law Liaison (ongoing each year) with
A. GSU School of Policy Studies on implementing
   The J.D.-M.P.A. joint degree program
B. American Bar Association Central and Eastern
   European Law Initiative to promote the exchange of faculty and students between
   GSU and law faculties in formerly communist countries (to date, Bulgaria and Croatia)
C. Georgia Center for Advanced Telecommunications
   Technology on changes in the telecommunications industry and the legal regulation thereof in Georgia (also occasional seminar organizer and panelist)

Current University Service
Member of the GSU Senate (2000-)
APACE International Education Subcommittee
Cultural Diversity Committee
Faculty Affairs Committee
Library Advisory Committee

Charles A. Marvin
Curriculum Vitae

Study Abroad Advisory Group
Cote d'Ivoire Project Coordinating Committee
1983 - 1985
DEPARTMENT OF JUSTICE
GOVERNMENT OF CANADA
Ottawa, Ontario
Director, Administrative Law Project

Director of research for phase two of Canadian federal regulatory reform

1980 - 1983
VILLANOVA UNIVERSITY
Villanova, Pennsylvania
Professor of Law

Taught administrative, comparative and international law, jurisprudence and torts law

1977 - 1980
LAW REFORM COMMISSION OF CANADA
Ottawa, Ontario
Coordinator, Administrative Law Project

Coordinator of research for phase one of Canadian federal regulatory reform

1976 - 1977
UNIVERSITY OF MANITOBA
Winnipeg, Manitoba
Associate Professor of Law

Taught international and comparative, and intellectual property law

1973 - 1976
DEPARTMENT OF JUSTICE
GOVERNMENT OF CANADA
Ottawa, Ontario
Legal Advisor

Constitutional, Administrative and International Law Section.

1971 - 1973
LAVAL UNIVERSITY
Quebec City, Quebec
Assistant Professor of Law

Taught antitrust and intellectual property law, philosophy of law and introduction to the common law, lecturing in French
1970 - 1971
UNIVERSITY OF KENT AT CANTERBURY
Canterbury, England
Lecturer in Law
Taught contract and tort law, and tutored in constitutional and administrative law

1970 (Jan.-June)
EUROPEAN ECONOMIC COMMUNITY
DG-IV Competition Division
Inspections Directorate (antitrust)
Brussels, Belgium
Legal Intern
Prepared memoranda of legal opinion and research papers on EEC antitrust law under articles 85 and 86 of the Treaty of Rome. Helped prepare brief in the historic Continental Can case on abuse of a dominant position

1960 - 1961
IRAN-AMERICA SOCIETY
Tehran, Iran
English Instructor
Taught five sections of Adult Education English Language classes to Iranians

CONSULTING EXPERIENCE
United States Information Agency Lecturer and Consultant, Cote d' Ivoire, March, 1998

Charles A. Marvin
Curriculum Vitae

Consultant for accreditation of Regent University School of Law Summer Program in Strasbourg, France. Fall, 1997

Legal Education Consultant for Bulgarian law faculties. May-June, 1993


External consultant to Department of Justice, Government of Canada on federal ombudsman proposal. 1976-1977

External consultant to U.S. Department of Justice, Antitrust Division on OPEC and the Oil Industry. 1974

Member of Advisory Committee on amending the Canadian Combines Investigation Act. 1972


**ADDITIONAL EXPERIENCE**

Fulbright Senior Specialist in comparative administrative law and legal theory, Riga Graduate School of Law, Riga, Latvia, 2002-2003.

Fulbright Professor in comparative constitutional and administrative law. Riga Graduate School of Law, Riga, Latvia. 2000-01; part-time renewal for 2001-2002,


Charles A. Marvin
Curriculum Vitae

Visiting Professor in comparative administrative law, Paisii Hilendarski University Faculty of Law, Plovdiv, Bulgaria. May-June, 1993.

Sessional Lecturer in comparative law, administrative law and torts (in French), University of Ottawa, Faculty of Law (Common Law Section), Ottawa, Ontario (1977-1979; 1983-1985)

Sessional Lecturer in administrative law and international law, Carleton University, Department of Law, Ottawa, Ontario (1973 to 1976; 1983 to 1985)

Visiting Lecturer, Memorial University of Newfoundland, Department of Philosophy, St. John's, Newfoundland (Summer, 1971)

Student Research Assistant for Professor Kenneth Culp Davis on preparing updates for administrative law treatise. 1968

Summer Intern in Politico-Military Affairs, Department of State. 1964

EDUCATION

UNIVERSITY OF CHICAGO LAW SCHOOL
Chicago, Illinois

1968-1970 Degree: Masters in Comparative Law (included studies at Catholic University of Louvain)

1965-1968 Degree: Juris Doctor

UNIVERSITY OF TOULOUSE
Toulouse, France

1964-1965 Certificate in Jurisprudence. Enrolled in special program course sequence entitled "The history of European legal, economic and political theory from the Renaissance to the Age of Napoleon".

Charles A. Marvin
Curriculum Vitae

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UNIVERSITY OF KANSAS
Lawrence, Kansas

1961-1964 Degree: B.A. (cum laude and Phi Beta Kappa)
Major in political science and minor in French language, including summer language program in Paris (1962)

NON-DEGREE PROGRAMS

GOETHE INSTITUTE
Brannenburg-Degerndorf, Germany

German language certification. Summer, 1969

GRANTS AND AWARDS

Fulbright Senior Specialist Grant to Riga Graduate School of Law, Riga, Latvia, March, May-June, 2003.


United States Information Agency Grant as visiting lecturer in Cote d'Ivoire, March 1-8, 1998
United States Information Agency Grant to be Consultant on Legal Education in Bulgaria. May-June, 1993

Ford Foundation Comparative Law Scholarship. 1968-1970

University of Chicago National Honor Scholarship. 1965-1968

Fulbright Scholarship to France. 1964-1965

Summerfield (State of Kansas) Scholarship. 1961-1964

Charles A. Marvin
Curriculum Vitae

HONORARY ASSOCIATIONS

Delta Sigma Rho
Omicron Delta Kappa
Phi Beta Delta
Phi Beta Kappa
Pi Sigma Alpha

Forensic Honor Society
Leadership Honor Society
International Scholars Honor Society
Academic Honor Society
Political Science Honor Society

AFFILIATIONS

American Bar Association:
Section on Administrative Law and Regulatory Practice
Committees on International and Comparative Administrative Law, and Separation of Powers
Section on Intellectual Property Law
Committee 404 on International Technology Transfer
Chair, Subcommittee on EC85 Block Licencing (1990-95);
Committee 405 on International Trade Commission
Section on International Law and Practice
Co-Chair, Committee on Central and Eastern European Law (2001-)
Committees on Canadian Law, International Communications, Privatization, and Newly Independent States of the Former Soviet Union
Communications Law Forum

American Foreign Law Association
American Society of International Law
   International Economic Law Interest Group

Canadian Bar Association
   Administrative Law Section

Canadian Council on International Law (Treasurer, 1978-80)

Chicago Bar Association

European Community Studies Association

Charles A. Marvin
Curriculum Vitae

Illinois Bar Association
   Administrative Law Section
   International and Immigration Law Section

International Association of Constitutional Law (U.S.Branch)

International Bar Association
   Section on Business Law
   Committees on Alternative Dispute Resolution and
   International Litigation, Communications Law,
   International Sales and Related Transactions, and
   the Academics' Forum

International Commission of Jurists (Canadian Branch)

International Law Association - American Branch
   International Trade Law Committee

National Association of Administrative Law Judges

PROFESSIONAL STATUS

Member of Bar. State of Illinois (since 1969)

Member of Bar. U.S. Court of International Trade
   (since 1981)

REFERENCES
   Available upon request
PUBLICATIONS

BOOKS


MONOGRAPHS AND REPORTS


Analysis of President Lukaschenko’s Draft Amendments to the Constitution of Belarus (contributor with others). ABA-CEELI. 18 October 1996.
Curriculum Vitae


ARTICLES, ESSAYS AND COMMENTS


Charles A. Marvin

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Curriculum Vitae

CONFERENCES PUBLICATIONS

Subordinate Legislation and the Regulation-Making Process
Tribunal Procedures and Legislation
Law Reform Commission of Canada
Third Seminar for Members of Administrative Tribunals
10-12 March 1980 (pp. 145-148)

Access to Information
Law Reform Commission of Canada
Second Seminar for Members of Administrative Tribunals
19-22 March 1979 (pp. 107-112)

La reforme du controle judiciaire de l'administration-
la Cour Federale - Premier Colloque Quebecois sur la
Justice Administrative. Universite Laval, Quebec
3 June 1978

CLE PUBLICATIONS

Customs Law Practice in the Port of Philadelphia.
Villanova University
23 October 1982

BOOK REVIEWS

New Dimensions in International Trade Law: A Canadian

Le droit international des affaires. Jean Schapira.

The Justification of the Law. Clarence Morris.

The Theory of Imperfect competition: A Radical
Revue economique de Louvain (Summer, 1970).

Charles A. Marvin
Curriculum Vitae

SELECTED CONFERENCE PRESENTATIONS

Are Central Panels of Administrative Law Judges
the Answer? ABA Annual Conference, Administrative
Law and Regulatory Practice Section Meeting.
Atlanta, Georgia. 7 August 1999

Gallatin's Consideration for the U.S. Vice Presidency.
International Conference on Nationality, Citizenship and Eligibility for Political Office. Abidjan, Cote d'Ivoire. 26 January 1999


The Law Professor as Circuit Rider. Panel on Legal Education's Future: 10th Anniversary Regent University Faculty of Law Conference, Virginia Beach, Virginia, 4 October 1996.


Regulatory Law Enforcement Issues under the new Georgia Telecommunications Act. GCATT Workshop, Atlanta, GA. 29 June 1995.

Charles A. Marvin
Curriculum Vitae


History and Jurisprudential Consequences of Administra-


International Law Defenses for Civil Resistance against Nuclear Armament. SANE/Nuclear Freeze Annual Conference. Atlanta, GA. 9 December 1988.


Charles A. Marvin
PROFESSIONAL EXPERIENCE

Georgia State University
College of Law
Atlanta, GA 30302

Courses: Property, Real Estate Transactions, Security Interests and Liens, Commercial Leasing Seminar

Hughes & Luce
Dallas, TX

Associate Professor of Law
August 1993 - Present

Represented clients in real estate sales and acquisitions, secured lending, and bankruptcy litigation matters.

Johnson & Swanson
Dallas, TX

Associate
Nov. 1987 - August 1993

Represented clients in real estate and bankruptcy matters.

EDUCATION

University of Kentucky — College of Law
Lexington, KY
Juris Doctor with High Honors: December 1986

Honors and Activities: Order of the Coif
Kentucky Law Journal

Western Kentucky University
Bowling Green, KY
B.S., 1979
PUBLICATIONS

Articles:

Forum Over Substance: Order From Chaos in Regulatory Takings Jurisprudence, forthcoming, Willamette L. Rev.)


Professional:

Foreclosure Hypotheticals: Professional Representation? (ICLE, State Bar of Georgia 2001)

How is it Done in the the Other 49 States? (ICLE, State Bar of Georgia, 2000)

Legal Issues and Neighborhood Strategies Associated with Residential Redevelopment (ICLE as co-sponsor with the Real Property Law Section, State Bar of Georgia, 1996)

Insolvency Issues Generated By The Application of Fraudulent Transfer Law To Intercorporate Guaranties (ABA Section of Business Law, 1992).

Presentations:

Panelist, AALS Agricultural Committee (San francisco, January 2001)

Lecturer, Real Property Foreclosure, ICLE (Atlanta, April 2000)

Lecturer, Rights of Disabled Students in Academic Settings Under The ADA, Emory University (Atlanta, GA, October--1998)

Lecturer, The Three R's: Redevelopment, Rehabilitation, Renovation , ICLE Residential Real Estate Practice (Atlanta, GA, repeated in Savannah, GA -- March 1996)

Lecturer, Intercorporate Guaranties, American Bar Association Business Bankruptcy Committee Section Meeting (Orlando, FL -- April 1992)
UNIVERSITY SERVICE

University Senate, Admissions and Standards Committee

University Senate, Bylaws Committee

Member, Athletic Department Risk Management Committee 1995-1997

COLLEGE OF LAW SERVICE

• Outstanding Professor of the Year 1998-1999
• Internal Advisor to Students 1993-Present
• Organized and Implemented Exam Skills Taking Session for Students 1995-Present
• Member, Faculty-Staff Campaign
• Member, Academic Enrichment Committee 1996-2000
• Chair, Academic Enrichment Committee 2000-Present
• Member, Honor Code Committee 1997-2001
• Member, Dean’s Advisory Committee 1994-1995
• Mentor, Academic Enrichment Program 1998-Present
• Member, Student Affairs Committee 1995-2000
• Member, Continuing Education Committee 1995-1998, 2001-2002
• Instructor, Summer Skills Session, GSU
• Member, Student Grade Appeal Committee
• Member, Grade Appeal Committee
• Judge, RWA Moot Court Elimination Competition
• Judge, Bankruptcy Taxation Seminar
• Member, Hearing Panel on Honor Code Complaint
• Member, Student Honor Code Hearing 1996-1997, 1998-1999
• Member, Library Committee 1994-1996
• Directed Independent Studies in Security Interest and Liens
• Member, Ad Hoc Committee on RWA 1994-1995
• Member, Scholarships Committee  
  2000-2001
• Member, Lectures and Speakers  
  2001-2002

**PROFESSIONAL SERVICE**

• Newsletter Committee, Real Property Section of the State Bar of Georgia  
  1999-2002
• Member, Advisory Board for Attorney’s Title Guaranty Fund, Inc.  
  (Title Insurance Fund established by a resolution of the Real Property Section of the State Bar of Georgia).  
  1998-Present
• Member, Georgia LRE Consortium  
  1998-2002
• Member, AALS Real Property Law Section  
  1997-Present
• Member, AALS Creditors’ and Debtors’ Rights Section  
  1997-Present
• Member, American Trial Lawyers Association  
  1999-2000
• Member, American Bankruptcy Institute  
  1997-2000
• Member, American Bankruptcy Institute Subcommittee on Real Estate  
  1997-2000
• Consultant to the Office of the Governor Concerning Debtor/Creditor Issues  
  1997-2000
• Speaker at ICLE and ABA functions  
  1992-Present

**COMMUNITY SERVICE**

• President, Cambridge Park Civic Association  
  1999-2000
• Director, Silver Lake Civic Association  
  1999-2000
• Sustaining Member, Covenant House  
  1989-Present
• Consultant for Cambridge Park Civic Association  
  1997-1999
• Host, French Foreign Exchange Student  
  Summer 1998
• Baseball Umpire, Murphy Candler Little League  
  1995-1997
• Neighborhood Chairman, American Kidney Foundation  
  1993-1994

**BAR AFFILIATIONS**
- Affiliate Member, State Bar of Georgia
- Real Property Law Section, State Bar of Georgia
- United States Court of Appeals, Fifth Circuit
- State Bar of Texas
PAUL S. MILICH

(E-mail) milich@comcast.net

EMPLOYMENT

1983 - Present:
Professor of Law, Georgia State University, College of Law, Atlanta, Georgia.
- teaching: Evidence, Contracts, Legal History, Advanced Evidence, Trial Advocacy
- voted "Most Outstanding Professor" 1987
- Chair, Curriculum Committee, 1987-89, 1998-00
- Chair, Faculty Recruitment Comm., 1989-91
- Associate Dean for Academic Affairs, 1990-91
- Chair, Honor Code Committee, 1987-89, 2003-05

Fall 1994:
Visiting Professor of Law, University of North Carolina, Chapel Hill

1980-83:
Associate with REED, McCLURE, Seattle, Washington, emphasis in commercial and tort litigation, appellate practice.

1975-77:

Member:
Washington State Bar Association, 1980
U.S. District Court, (W.D. Wash.) 1980
U.S. Ct. of Appeals, Ninth Circuit, 1982

EDUCATION

Legal:
Georgetown University Law Center, Washington, D.C. J.D., cum laude, May, 1980
law review: THE TAX LAWYER, lead articles editor;
congressional internship: Hon. Charles Whalen (Ohio)

Graduate:
University of Colorado, Boulder
1974-77, PhD Program in Philosophy
Teaching Fellowships: 1975-77
(Outstanding Teacher Award, Spring 1977)

Undergraduate:
University of California, San Diego
B.A., cum laude, philosophy, June 1974
University of Heidelberg, Germany 1972-73
PUBLICATIONS

GEORGIA RULES OF EVIDENCE, 2d ed. (Thomson/West 2002).


TRIAL PRACTICE: EXERCISES IN WITNESS EXAMINATION AND THE RULES OF EVIDENCE, (Thomson/West 2005)


"Racially Discriminatory Schools and the IRS," 33 TAX LAWYER 571 (Winter 1980).

CURRENT PROFESSIONAL ACTIVITIES

Secretary/Treasurer, Bleckley American Inn of Court, Atlanta (since 1990)

Member, American Arbitration Association, Panel of Arbitrators (since 1986). Trained mediator.

Lecturer, Institute of Continuing Judicial Education, University of Georgia, Athens, Ga. (since 1989)

Official Reporter - Georgia State Bar Association, Evidence Study Committee (since 2003)

Frequent lecturer for the Institute of Continuing Legal Education of Georgia, National Practice Institute, Prosecuting Attorneys Council of Georgia, and various other legal education and bar related groups.
MARY F. RADFORD
Georgia State University College of Law
P.O. Box 4037
Atlanta, GA 30302-4037
404/651-2088
mradford@gsu.edu

EMPLOYMENT EXPERIENCE

8/84 - present

PROFESSOR, GEORGIA STATE UNIVERSITY COLLEGE OF LAW
Assistant Professor, 1984-87; Associate Professor, 1987-90; Tenured, 1986
Subject Areas: Wills, Trusts & Estates; Estate Planning; Employment
Discrimination; Law & the Elderly; Estate & Gift Tax; Women & the Law;
Employee Benefits

Additional Teaching Experience:
University of Tennessee School of Law: Gratuitous Transfers (Summer, 1998)
University of Georgia Law School: Estate & Gift Tax (Fall, 2002); Trusts &
Estates I (Spring, 1997)
Emory University School of Law: Property, Feminist Legal Theory
(Spring 1994)
GSU College of Business Administration: Executive MBA Program, 1986-88

Teaching Awards: Voted "Professor of the Year" by GSU College of Law
Hooding Team by Classes of 1995-2002; nominated for Distinguished Professor
Award (GSU Honors Program, 1994) and Alumni Distinguished Professor (GSU
Foundation, 1989).

9/90 - 9/91

JUDICIAL FELLOW, SUPREME COURT OF THE UNITED STATES
One-year fellowship in the office of the Administrative Assistant to the Chief
Justice of the United States. Duties included research and speech-writing for the
Chief Justice; briefing foreign dignitaries on the Supreme Court and the federal
court system; assisting the Legal Counsel and the Court Curator in research
activities; general administrative activities related to the operation of the Court;
and presentations for C-Span. Appointed by the Chief Justice to serve as
Reporter for the four-judge Ad Hoc Committee to Study the Relationship
between the Administrative Office of the U.S. Courts and the Federal Judicial
Center.

7/81 - 7/84

ASSOCIATE ATTORNEY, HANSELL & POST
Atlanta, Georgia
Practice Areas: Corporate Law; Estate Planning; General Tax Law; Employee
Benefits
TEACHER: French and English
Atlanta, Georgia
St. Pius X High School (1976-78); St. Joseph High School (1974-76)

EDUCATION:

1978-81
EMORY UNIVERSITY SCHOOL OF LAW
Atlanta, Georgia
J.D., with distinction; Class Rank - top 5%

Activities & Honors: Articles Editor, EMORY LAW JOURNAL;
Order of the Coif; American Jurisprudence Awards in Criminal Law; Civil
Procedure; Securities Law

1975-78
GEORGIA STATE UNIVERSITY COLLEGE OF EDUCATION
Atlanta, Georgia
Completed graduate education courses required for state teaching certification in
secondary education

1970-74
NEWCOMB COLLEGE OF TULANE UNIVERSITY
New Orleans, Louisiana
B.A., summa cum laude (French and Philosophy)

Honors: Phi Beta Kappa; Phi Beta Tau; French Government Award for
Excellence in French; General Electric Scholarship; Dean's List - all semesters

AWARDS:

National College of Probate Judges 2002 Treat Award for Excellence

Nominated for American Bar Association's Margaret Brent Women Lawyers
of Achievement Award by Georgia Association for Women Lawyers (1993)

PUBLICATIONS:

Books, Book Chapters, & Monographs:

REDFEARN: WILLS AND ADMINISTRATION IN GEORGIA (6th ed.), 2 Vols. (The Harrison Company:

Affirmative Action in American Employment Law: Past, Present & Future, Chapter 12 in AGOCS,
CAROL, ED., WORKPLACE EQUALITY: AN INTERNATIONAL PERSPECTIVE ON LEGISLATION, POLICY

INDUSTRIAL RELATIONS RESEARCH ASSOCIATION 50TH ANNIVERSARY VOLUME

BROWN'S GEORGIA PLEADING, PRACTICE AND LEGAL FORMS-ANNOTATED, VOL. 10 (TITLE 53: WILLS, TRUSTS AND ADMINISTRATION OF ESTATES) (Harrison Co.: 1999 Revision)

PARENTAL LEAVE: JUDICIAL AND LEGISLATIVE TRENDS; CURRENT PRACTICES IN THE WORKPLACE (International Foundation of Employee Benefit Plans - Report 87-3, June, 1987)

Exclusion and Exemption in Bankruptcy of Debtors' Interests in ERISA-Qualified Retirement Plans, in NORTON, BANKRUPTCY LAW AND PRACTICE: MONOGRAPHS (Callaghan, January, 1987)

Articles:
Wills, Trusts and Administration of Estates (2001-2002 Developments), 54 MERCER LAW REVIEW 583 (Fall, 2002)

Is the Use of Mediation Appropriate in Adult Guardianship Cases? 31 STETSON LAW REVIEW 611 (Spring 2002)

Wills, Trusts and Administration of Estates (2000-2001 Developments), 53 MERCER LAW REVIEW 499 (Fall, 2001)

The Inheritance Rights of Women under Jewish and Islamic Law, 23 BOSTON COLLEGE INTERNATIONAL AND COMPARATIVE LAW JOURNAL 135 (Spring, 2000)

An Introduction to the Uses of Mediation and Other Forms of Dispute Resolution in Probate, Trust, & Guardianship Matters, 34 ABA REAL PROPERTY, PROBATE & TRUST JOURNAL 601 (Winter, 2000)

Wills, Trusts and Administration of Estates (1999-2000 Developments), 52 MERCER LAW REVIEW 481 (Fall, 2000)

Wills, Trusts and Administration of Estates (1998-99 Developments), 51 MERCER LAW REVIEW 527 (Fall, 1999)

Georgia's New Probate Code, 13 GEORGIA STATE UNIVERSITY LAW REVIEW 605 (April, 1997) (with F. Skip Sugarman)

By Invitation Only: The Burden of Proving Welcomeness in Sexual Harassment Cases, 72 NORTH CAROLINA LAW REVIEW 499 (March, 1994)

The Case Against the Georgia Mortmain Statute, 8 GEORGIA STATE UNIVERSITY LAW REVIEW 313 (April, 1992)

Implied Exceptions to the ERISA Prohibitions Against the Forfeiture and Alienation of Retirement Plan Interests, 1990 UTAH LAW REVIEW 685

Sex Stereotyping and the Promotion of Women to Positions of Power, 41 THE HASTINGS LAW
JOURNAL 471 (March, 1990)

*Wimberly and Beyond: Analyzing the Refusal to Award Unemployment Compensation to Women Who Terminate Prior Employment Due to Pregnancy*, 63 N.Y.U. LAW REVIEW 101 (June, 1988)


*Georgia Inheritance Rights of Children Born Out of Wedlock*, 23 GEORGIA STATE BAR JOURNAL 28 (August, 1986)

Student Casenote on *Caban v. Mohammed*, 29 EMORY LAW JOURNAL 833 (Summer 1980)

**Other publications:**

JUDGES' MEDIA MANUAL (with Hon. Richard E. Burke), published in the proceedings of the National College of Probate Judges Fall Conference, November 1999

Propst, Floyd, HANDBOOK FOR GEORGIA PROBATE JUDGES (2d ed. - 1997) (1997 revisions to chapter 2-12)

GEORGIA PROBATE COURT BENCHBOOK, 3d ed. (with Hon. Floyd E. Propst) (1999)

Bar Review Outlines and Lecture Hypotheticals:

**Alabama:** Wills and Administration of Estates; Trusts & Future Interests

**Florida:** Wills and Administration of Estates; Trusts

**Georgia:** Wills and Administration of Estates; Trusts; Estate & Gift Taxation; Property

**Indiana:** Wills and Administration of Estates; Trusts

**North Carolina:** Wills and Administration of Estates; Trusts

**Tennessee:** Wills and Administration of Estates

**ACADEMIC SERVICE:**

College of Law Service:

Strategic Planning Committee (2000-present)

Faculty Recruitment Committee (2001-present; Chair: 1998-99; 1987-89)

Dean's Advisory Committee (2000-02; 1996-98; 1986-90)

Chair, Student Affairs Committee (1999-2001)

Faculty Advisor: GEORGIA STATE UNIVERSITY LAW REVIEW (1995-1997)

Co-Chair, Promotion and Tenure Committee (1995-96; 1992-94)

Coordinator, Faculty Colloquia on Teaching Techniques, 1994

Chair, Curriculum Committee (1991-92)

Chair, Development Committee (1988-90)
Dean Search Committee (1985-86)
Committee on Minority Recruitment & Retention (1985-86)
Chair, Placement Committee (1984-85)
Faculty Advisor: Association of Women Law Students (1984-present)

University Service:

Steering Committee, Committee on Advancement of Women (2001-present)
Presidential Scholars Committee (1999-2001)
Chair, Task Force on Faculty Women's Concerns (1991-1993)
Editorial Board, Georgia State University Business Press (1993-1995)
Search Committee for Chair of Risk, Management & Insurance Department, College of Business (1993-1994)
Steering Committee, Presidential Inauguration (1992-1993)
Chair, Logistics Committee, Presidential Inauguration Commission (1989-90)
Chair, University Self-Study Committee on Student Development Services (1986-88)
Phi Beta Kappa Faculty Group (President, 1987-88; Secretary-Treasurer, 1986-87)
Board of Regents of the University System of Georgia Committee on Cooperative Organizations (1987-88)

PROFESSIONAL ACTIVITIES AND COMMUNITY SERVICE

Law Reform:

Guardianship Code Revision Committee, State Bar of Georgia (1997 - present)
   Reporter and principal drafter for major re-write of Georgia’s Guardianship/Conservatorship Statutes
State Bar of Georgia Ad Hoc Committee to Establish Guidelines for Guardians ad Litem (1998-2000)
National College of Probate Judges Advisory Committee on Interstate Guardianships (1997-98)
Non-Profit Corporation Code Revision Committee, State Bar of Georgia (1989-90)
Fiduciary Section of State Bar of Georgia: Legislation Committee (1986-90)
Consultant, Marital Property Rights and Divorce Projects, Georgia League of Women Voters (1986-89)

Professional Affiliations:

Academic Fellow, American College of Trust & Estate Counsel (1995-present)
   Co-Chair, Legal Education Committee
   Member, ElderLaw Committee
Executive Committee, Section on Donative Transfers, Association of American Law Schools (2001-present)
Association of American Law Schools, Committee on Sections and the Annual Meeting (1995-99)
Atlanta Estate Planning Council (1995-present)
Executive Committee of the Board of Directors, Georgia Appellate Practice and Educational Resource Center (April 1992 - present)
Officer-at-Large, Georgia Association for Women Lawyers (May, 1993 - May, 1994)
Professional Activities & Service:

*Pro bono* representation of Georgia death row inmate in his post-conviction appeals process (October, 1987 - present)
Co-Coordinator (with Hon. Marion Guess) of project to create informational and instructional brochures for *pro se* parties in the Probate Court of Dekalb County, GA (May, 2000-present)
State Reporter, ABA Section of Real Property Probate, and Trust Law (1996-present)
Lecturer, BRG/PMBR, BAR-BRI Bar Review Courses (June, 1987 - present)
Senior Consultant, Diversity Consultants, Inc. (1991-93)
Professor-in-Residence, Arnall, Golden & Gregory Summer Clerkship Program (Summers, 1989, 1990)
Consultant, Ford Foundation (May-July, 1989)
Coordinator, Hansell & Post Associates' Writing Program (March, 1988 - September, 1989)
Teacher, Wills and Trusts Course, Bank South, N.A. (1987)
Screening Committee Member, Atlanta Public School System Search for Instructional Coordinator of Therell High School Center in Law and Government (January, 1986)

RECENT CONFERENCE PRESENTATIONS:

“Use of Mediation in Adult Guardianship Cases,” National Guardianship Association Annual Conference, St. Louis, Mo. (October, 2002)

“Reform of Georgia Guardianship Law,” ICLE Guardianship Seminar (December, 2002); Savannah Estate Planning Council (October, 2002); ICLE Advanced Guardianship Seminar (Sept. 2002), Gwinnett County Guardianship Seminar (Sept. 2002); Fiduciary Law Institute (July, 2002), Atlanta Bar Association Estate Planning Section (March, 2002)

“Recent Developments in Georgia Fiduciary Law,” Fiduciary Law Institute, St. Simon’s Island, Ga. (July, 2002)

“Update on Georgia Guardianship Law,” Cobb County Bar Association Elder Law Seminar (Atlanta, November, 2001)


Panelist, “My Children Don’t Fight” - The Use of Mediation and Family Planning in Estate Planning,” 20th Annual Attorney/Trust Officer Liaison Conference, West Palm Beach, Fla. (June, 2001)

“Planning for Incapacity: Crafting Financial Powers of Attorney to Avoid Fraud,” (with Faryl Moss) ICLE Elder Law Seminar, Atlanta, Ga. (February, 2001)
“Proposed Revisions to Georgia Guardianship Law,” Atlanta Bar Association Elder Law Section, Atlanta, Ga. (January 2001)

“Update on Discrimination Law,” Employment Discrimination ICLE Seminar, Atlanta, Ga. (January, 2001)

“Update on Georgia Probate Law,” Update on Georgia Law ICLE Seminar, Atlanta, Ga. (December, 2000)


“Women in the New Millennium,” Naval Air Station-Atlanta (March, 2000)

“Proposed Revisions to Georgia’s Guardianship Code,” Gwinnett County Estate Planning Council (May, 2000), Augusta Estate Planning Council (April, 2000), Atlanta Bar Association Estate Planning Section (April, 2000), Cobb County Bar Association (January, 2000)


“Legal Perspectives on Sexual Harassment,” Georgia State University Interdisciplinary Seminar (April, 1999)

Seminars on Georgia’s New Probate Code (Albany, Atlanta, Augusta, Brunswick, Columbus, Cordele, Gainesville, Lawrenceville, Macon, Marietta, Savannah, Vidalia) (1996-98); Cherokee Area Estate Planning Council (1997); Macon Estate Planning Council (1996); Fiduciary Law Institute (1996); Decatur-Dekalb Estate Planning Council (1996)


NATSU TAYLOR SAITO

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Education
Yale Law School, New Haven, Connecticut, J.D. 1987
Georgia State University, Atlanta, Georgia, M.Ed. 1982
Swarthmore College, Swarthmore, Pennsylvania, B.A. 1977
Phi Beta Kappa, High Honors

Employment
1994-present Georgia State University College of Law, Atlanta, Georgia
Professor (2001- present; on leave 2004-2005)
Associate Professor (1997-2001); Assistant Professor (1994-1997)
Associate Professor, Department of Ethnic Studies
Summer 1999 Instituto Tecnologico Autonomo de Mexico, Mexico City, Mexico
Visiting Professor
Spring 1994 Emory University School of Law, Atlanta, Georgia
Adjunct Professor, Pretrial Litigation
1991-1994 Troutman Sanders, Atlanta, Georgia; Associate
1989-1990 Powell, Goldstein, Frazer & Murphy, Atlanta, Georgia; Associate
1985-1989 Arnall Golden & Gregory, Atlanta, Georgia; Associate
1982-1983 Atlanta Board of Education, Atlanta, Georgia; Adult Education Teacher
1980-1982 Horizons School, Atlanta, Georgia; Middle & High School Teacher
1977-1980 South DeKalb Community Center, Decatur, Georgia; Community Organizer

Bar Memberships and Affiliations
Admitted: Georgia (1987)
United States District Court, Northern District of Georgia
United States Court of Appeals for the Eleventh Circuit
State Bar of Georgia
American Bar Association
National Asian Pacific American Bar Association

Professional and Community Involvement
2000-present Human Rights Research Fund, Co-Director
2000-2001; 2004-present Society of American Law Teachers, Board of Directors
2006 - Chair, Academic Freedom Committee
2004-2005 Color of Justice (Denver, Colorado), Board of Directors
2003-2005 Center for Democratic Renewal, Board of Directors
2003-2005 Conference of Asian Pacific American Law Professors, Board of Directors
1993-2003 National Asian Pacific American Bar Association of Georgia (founding president)
1997-2003 State Bar of Georgia, Access to Justice Committee
1999-2003 American Civil Liberties of Georgia, Legal Committee
2000-2003 Metro Atlanta Task Force for the Homeless, Board of Directors
2001-2002 Leonard Peltier Defense Committee, Board of Directors
2001 Reporter for Public Hearings, Georgia Supreme Court’s Commission on Equality and
Commission on Public Trust and Confidence
1998-2000 Carter Center Consortium on the Rule of Law and Human Rights
1998-1999 American Society of International Law, 1999 Annual Conference Program Committee
(human rights panels)
1996-1997 State Bar of Georgia, Court Futures Committee
1994-1996 State Bar of Georgia, Committee on the Involvement of
Women & Minorities in the Profession
1994-1995 Georgia Supreme Court Commission on Racial and Ethnic Bias in the Courts
1994-1998 Paideia School, Board of Trustees; Co-chair of Diversity Task Force
1993-1995 Spelman College Japanese Studies Program, Advisory Committee
1993-1994 Atlanta Regional Commission, Vision 20/20 Diversity Initiating Committee
1992-1994 Community Center of South Decatur, Board of Directors
1992 Clinton-Gore Transition Team (Health, Education and Labor)

Awards & Grants:
Honorary Member, Phi Beta Delta Honor Society for International Scholars (2003)
Trailblazer Award for SE Region, National Asian Pacific American Bar Association (2000)
Wardlaw Foundation (2000-2006)
Civil Liberties Public Education Fund Grant (1997-98)

Publications
Forthcoming book
From Chinese Exclusion to Guantánamo Bay: Plenary Power and the Prerogative State
(University Press of Colorado, forthcoming fall 2006)

Law review and journal articles; book chapters
Where is the Border? National Security, Immigration Policy and the “Alienating” of the Citizenry,
Iowa Journal of Race, Gender and Justice (2006) (forthcoming)

Returning to First Principles: International Human Rights as U.S. Constitutionalism, 1Florida


Beyond the Citizen/ Alien Dichotomy: Liberty, Security and the Exercise of Plenary Power, 14
Temple Political & Civil Rights Law Review 389 (Spring 2005)

Interpreting the “Non-Alien Other”: The Illusory Protections of Citizenship, 68 Law & Contemporary
Problems 173 (Spring 2005).


The Symbolism and Substance of Redress and Reconstruction, Third World Legal Studies 2000-2003 161 (Valparaiso University School of Law)


Justice Held Hostage: U.S. Disregard for International Law in the WWII Internment of Japanese


Other publications


"Like a Disembodied Shade": The Colonized Other in Legal Limbo, PrisonVision, UC Berkeley Internet Journal (2005).

Professional Activities and Presentations

Professional activities


Thomas Tang National Moot Court Competition 2006, 2004, drafted problems and bench briefs

Law Professors Program Chair, National Asian Pacific American Bar Association National Convention, November 2002

Advisor, Enemy Alien Files Exhibition (sponsored by the Japanese Peruvian Oral History Project), 2001-2002

Reporter for hearings conducted throughout state by Georgia Supreme Court’s Commission on Equality and Commission on Public Trust and Confidence, Spring 2001

Kato v. United States, amicus brief on international law regarding redress for Japanese Latin American internment, United States Supreme Court, July 2001 (primary author)
Shima v. United States, amicus brief on international law regarding redress for Japanese Latin American internment, 9th Circuit Court of Appeals, November 2000 (primary author)

Reparations in Theory and Practice: The Japanese American Internment, taught one week of seminar on Reparations in Theory and Practice, University of Wisconsin Law School, Madison, Wisconsin, November 2000

Invited lectures
Does the Patriot Act Make Us More Secure? Law and Democracy in Post 9/11 America, lecture, Auburn University, Auburn, Alabama, October, 2005


Immigrants in the United States: Putting Recent Developments in Context, Keynote Speaker, Phi Beta Delta Honor Society for International Society, Georgia State University, Atlanta, April 2003

This "Nation of Immigrants": War on Terror in the Land of the Free, lecture, University of Colorado-Boulder, March 2003

"Liberty v. Security": The USA PATRIOT Act and the Suppression of Political Dissent, lecture, University of Colorado - Boulder, November 2002

Civil Liberties, Human Rights and the U.S. War on Terrorism, lecture at Appalachian State University, Boone, North Carolina, February 2002

Beyond Reparations, James Thomas Lecture, Yale Law School, New Haven, Connecticut, April 2001

"I May Not Get There with You": Will Dr. King's Vision of Justice Make It into the 21st Century with Us? Martin Luther King, Jr. Day Convocation, MaryGrove College, Detroit, Michigan, January 2000

Presentations
USA PATRIOTS: Responding to Racial Injustice and New Waves of Political Repression, panel presentation, Race and the New Millenium Conference, University of Connecticut, Hartford, March 2006

Rolling Back the Clock: "Good Old Boys" Reassert Control of Government, Media and the Academy, panel presentation, University of Colorado at Boulder, February 2006

Society of American Law Teachers Robert Cover Workshop on Academic Freedom, panel presentation, AALS Annual Convention, Washington, D.C., January 2006

The Patriot Act and Civil Rights, panel presentation, Santa Clara University School of Law, Santa Clara, California, October 2005

Race, Diversity, and the Importance of Indigenous Issues, workshop presentation, Iliff School of Theology, Denver, Colorado, September 2005

COINTELPRO and the USA PATRIOT Acts, I and II, presentation to Congressional Black Caucus panel, Washington, D.C., September 2005

Interning the "Non-Alien" Other, panel presentation, Conference, Judgments Judged and Wrongs Remembered: Examining the Japanese American Civil Liberties Cases of WWII on their 60th Anniversary, Japanese American National Museum, Los Angeles, California, November 2004


Columbus’ Legacy and Immigration in the U.S. Today, Transform Columbus Day presentation, University of Colorado-Boulder, October 2004

Preserving the Rule of Law in the War on Terror, panel presentation, Conference of Asian Pacific American Law Faculty, Michigan State University, Lansing, September 2004

Terrorism and the Repression of Political Dissent, workshop presentation, Under the Volcano, Vancouver, B.C., August 2004

The USA PATRIOT Act and the Rule of Law, panel presentation at Yale Law School, “Human Rights v. the USA PATRIOT Act” forum, New Haven, Connecticut, April 2004

We Have Met the Enemy: American Exceptionalism and International Law, Center for the Study of Race and Ethnicity Faculty Colloquium, University of Colorado-Boulder, March 2004

Immigration and Human Rights, panel presentation for International Women’s Day, University of Colorado-Boulder, March, 2004

NEWINTELPRO? The USA PATRIOT Act and the Repression of Political Dissent in the U.S., presentation at Georgia State University, Atlanta, September 2003

The USA PATRIOT Acts I and II in Historical Context, presentation at Georgia State University, Atlanta, April 2003


The USA Patriot Act: Current Developments, KPFA radio interview, Oakland, California, April
2003

*Race, Civil Liberties and the War on Terrorism*, presentation at Race in the 21st Century: 3rd National Conference, Michigan State University, East Lansing, April 2003

*Putting Post-September 11 Executive Actions and Laws in Context*, presentation at Teach-In Against the War, Emory University, Atlanta, March 2003

*Post-9/11 Perspectives*, plenary presentation, Takings: Second Joint Conference of the Asian Pacific American Law Faculty and Western Regional Law Teachers of Color, Seattle, March 2003

*Asian American Women Activists*, panel presentation, Takings: Second Joint Conference of the Asian Pacific American Law Faculty and Western Regional Law Teachers of Color, Seattle, March 2003


*From the Japanese American Internment to the Detention of Arab Americans Today*, presentation at Enter at Your Own Risk: Facing Racial Profiling in America, Chicago Area Conference of Asian Pacific American Law Students Associations, DePaul University College of Law, Chicago, January 2003

*From Chinese Exclusion to the Detention of Muslims and Arab Americans: The Plenary Power Doctrine in Post-September 11 America*, faculty colloquium, University of Denver College of Law, Denver, Colorado, December 2002

*The Current Treatment of Arab Americans in Light of Korematsu and Wen Ho Lee*, panel presentation on Landmark Asian Pacific American Cases, National Asian Pacific American Bar Association Convention, Atlanta, Georgia, November 2002

*Asian Americans in the Legal Academy*, panel presentation on Law Teaching, National Asian Pacific American Bar Association Convention, Atlanta, Georgia, November 2002

*White Supremacy and Colonialism*, presentation at Denver University, Denver, Colorado, October 2002


*Asian Americans and the Post-September 11 Treatment of Muslims and Arab Americans*, guest lecture, ethnic studies class, University of Colorado - Boulder, September 2002

*Plenary Power and the Imposition of U.S. Law on the “Other,”* panel presentation, LatCrit VII
Annual Conference, Portland, Oregon, May 2002


*The History of “Race” in American Law*, guest lecture, political science class, Morehouse College, Atlanta, Georgia, April 2002

*The Japanese Latin American Internment: Lessons for a Post-9/11 America*, guest lecture, ethnic studies class, University of Colorado-Boulder, March 2002

*The Implications of Recent “Anti-Terrorism” Legislation for Social Change Activists*, forum presentation sponsored by Direct Action Network/Another World is Possible Coalition, New York, New York, February 2002 (aired nationally on “Democracy Now”)

*U.S. Assertions of Plenary Power Over the “Other”: The Inadequacy of Intraconstitutional Solutions*, panel presentation, Higginbotham Symposium on Race, Values and Democracy, Yale Law School, New Haven, Connecticut, February 2002


*International Human Rights and the United States’ Exercise of Plenary Power Over the “Other,”* panel presentation, Mid-Atlantic People of Color Legal Scholarship Conference, Georgetown University Law Center, Washington, D.C., January 2001

*The USA-Patriot Act: Issues for Organizers*, panel presentation, Emergency Conference of Project South: Institute for the Elimination of Poverty and Genocide, Spelman College, Atlanta, Georgia, December 2001


*The USA-Patriot Act: Analysis and Implications*, forum presentation, Emory University School of Law, Atlanta, Georgia, November 2001


*International Law and Terrorism*, guest on local cable television show, “Law and Society,” Atlanta, Georgia, October 2001

*The Proposed “Anti-Terrorist” Legislation*, forum presentation, Malcolm X Grassroots Organization, Atlanta, October 2001
From Slavery and Seminoles to AIDS in South Africa: Reflections on Race and Property in International Law, Faculty Colloquium, University of Oregon School of Law, Eugene, Oregon, March 2001

Symbolism Under Siege: Japanese American Redress and the “Racing” of Arab Americans as “Terrorists,” Faculty Colloquium, Emory University School of Law, Atlanta, Georgia, February 2001

Reparations and the Quest for Social Justice: What We Can Learn from Redress Movements in the United States and South Africa, Conference on Reconstruction and Reparations, Cape Town, South Africa, January 2001

Davis v. United States: Are the Rights of Black Seminoles Still Determined by the Laws of Slavery?, Martin Luther King, Jr. Service Summit, Atlanta, Georgia, January 2001 and Auburn Ave. Research Library, Atlanta, Georgia, November 2000


The Japanese American Internment: Some Lessons from the Movement for Redress, Student Conference on Black Reparations, Atlanta, Georgia, September 2000


From Slavery and Seminoles to the WIPO: Colonial and Post-Colonial Intersections in the Transnational Enforcement of U.S. Property Law, LatCrit Conference, Malaga, Spain, July 2000

Race, Law and Property, Joint Conference of Asian Pacific American Law Professors and Western People of Color Legal Scholarship Conference, Honolulu, Hawaii, June 2000

Asian American History: Honoring Heroes and Dissenters, Asian Pacific Heritage Luncheon Speech, Naval Air Station Atlanta, Georgia, May 2000

Immigration Law and “National Security”*: From WWII Japanese Peruvian Internees to the L.A. 8, Luncheon Speaker, ICLE Seminar on Family Immigration, Political Asylum and Naturalization, Atlanta, Georgia, May 2000


Race and Immigration Law; panel presentation sponsored by Immigration and Minorities Sections of
the American Association of Law Schools, AALS Annual Conference, Washington, D.C., January 2000

Recognizing Race and Class Privilege, faculty panelist, The Study of Whiteness: Missing Link to Ethnic Studies?, Georgia State University Human Relations Leadership Retreat, Atlanta, Georgia, November, 1999


International Human Rights Law and Prisoners' Rights, panel presentation, American Bar Association Annual Meeting, Atlanta, Georgia, August 1999

Civil Liberties, "Military Necessity," and the "War on Drugs," 23rd Annual Conference of the Caribbean Studies Association, Panama City, Panama, May 1999


International Law and the Japanese Peruvian Internment, University of Michigan Law School, Ann Arbor, Michigan, February 1999


The Case for Implementing International Human Rights Law in U.S. Courts, panel presentation at The Universal Declaration of Human Rights at 50: The State of Human Rights Today, Georgia State University, Atlanta, Georgia, October 1998


The President's National Discussion on Race: Critique and Commentary, panel discussion at Conference of Western Law Professors of Color, sponsored by Univ.of Oregon Law School, March 1998


Unconscious: The "Just Say No" Response to Racism, presented as part of a panel on Contesting the Asian American Legal Subject -- Critical Race Theory and Politics of Reaction, Annual Meeting of the American Studies Association, Kansas City, Missouri, November 1996

International Law and "Third Generation" Human Rights, panel presentation, Latino Law Professors Colloquium, Annual Convention of the Hispanic National Bar Association, Miami, Florida, October
1996


*Teaching and Identity*, panel presentation, First National Conference of Asian American Law Professors, Boston, Massachusetts, October 1994
CHARITY SCOTT, J.D.
Professor of Law
College of Law and Robinson College of Business
Director, Center for Law, Health & Society
Georgia State University
P. O. Box 4037, Atlanta, GA 30302-4037
(404) 651-2083
e-mail: cscott@gsu.edu

EDUCATION

J.D., Harvard Law School, 1979 (cum laude)
B.A., Stanford University, 1973 (Phi Beta Kappa, graduated with distinction, honors in comparative literature)

EMPLOYMENT/APPOINTMENTS

2004 – present Director, Center for Law, Health & Society, College of Law, Georgia State University
2004 – present Joint appointment as Professor, Institute of Health Administration, Robinson College of Business, Georgia State University (secondary to primary appointment as Professor of Law in College of Law)
1987 - present Professor of Law, College of Law, Georgia State University (1995 - present, Professor of Law; 1989 - 1995, Associate Professor of Law; 1987 - 1989, Assistant Professor of Law)
2000 - present Faculty Fellow in Health Law, Emory University Center for Ethics
1994 - 1995 Faculty Fellow in Medical Ethics, Emory University Center for Ethics
1985 - 1987 Instructor, School of Business Administration, Emory University
1983 - 1984 Attorney, Sumner & Hewes, Atlanta, Georgia
1980 - 1983 Attorney, Venable, Baetjer & Howard, Baltimore, Maryland
1973 - 1976 Editor and writer for various New York publishing firms

TEACHING EXPERIENCE

Principal Teaching Areas in GSU College of Law: Health Law (Liability); Health Law (Regulation); Bioethics and the Law; Seminar on Medical Ethics and the Law; Torts I & II

Previous Courses Taught: Administrative Law, Antitrust Law, Business Associations, General Business Law

Interdisciplinary Teaching:
• Faculty Fellow in Health Law, Emory University Center for Ethics, third-year medical student clinical ethics curriculum, with Emory ethics and medical faculty (2000 - present).
• Guest Lecturer, medical ethics seminars for residents in the Emory University School of
Medicine’s department of obstetrics and gynecology, with other interdisciplinary faculty at Grady Memorial Hospital (1995 - 2001).

- Guest Lecturer, Morehouse School of Medicine (series of annual classes with second-year medical students on topics in law, medicine, and medical ethics) (1989 - 1995).
- Faculty Associate, Institute of Health Administration, College of Business Administration, Georgia State University (courses on health law to graduate business students in health administration) (1989 - 1990).

**PUBLICATIONS: Journals, Book Chapters, and Book Reviews**

vol. 10, no. 6 (1994).


SHORTER PUBLICATIONS (Op-ed pieces and other essays)


• “Should Professors Profess in the Classroom?”, LAW AND BIOETHICS REPORT (June 2003).

• “A Tribute to Patricia Taber Morgan,” 19 GEORGIA STATE UNIVERSITY LAW REVIEW ix (Winter 2002).


• “Medical Peer Review and the Antitrust Laws,” GEORGIA HEALTH LAW DEVELOPMENTS, vol. 1, no. 1, pp. 3-7 (Fall 1992).


PROFESSIONAL PRESENTATIONS: LEGAL AUDIENCES

• “The Life and Death of Terri Schiavo: Legal and Political Perspectives,” at Biotechnology Law, Policy & Ethics series, Georgia State University College of Law (Atlanta, Oct. 2005).


• “An Introduction to American Law and Ethics in Health Care,” at the National Law School of India University  (Bangalore, India, Dec. 2004).
• "Interdisciplinary Contributions to Public Health Law," Third Annual Conference on Public Health Law, co-sponsored by Centers for Disease Control and Prevention and the American Society of Law, Medicine & Ethics (Atlanta, June 2004).


• "The Evolution of Managed Care: An Example of "Tragic Choices" Practice," at conference on The Future of Managed Care: Looking Beyond a Patient Bill of Rights, Saint Louis University School of Law (commentator, with David Orentlicher) (St. Louis, April 2002).

• "Medical Errors and Patient Safety: Legal Perspectives," annual Health Care Law conference, co-sponsored by Health Law Section, State Bar of Georgia, and ICLE in Georgia (Atlanta, Sept. 2001).

• "First Do No Harm: Responses to the Problem of Medical Errors," annual meeting of the Georgia Academy of Health Care Attorneys (Atlanta, May 2001).

• "Is Too Much Privacy Bad for Your Health? An Introduction to the Law, Ethics, and HIPAA Rule on Medical Privacy," 41st annual meeting of the American College of Law and Medicine (Atlanta, March 2001).


• "The Supreme Court’s Physician-Assisted Suicide Cases: Historical Context and Future Implications," Fourth Annual U.S. Supreme Court Update, State Bar of Georgia (Atlanta, September 1997).


• "Medical Ethics in the Courts," Federal Judicial Center, Special Focus Program on Health Care and the Legal System (West Palm Beach, June 1996).


• "Medical Ethics in the Federal Courts: From Refusals of Treatment to Demands for Care," Federal Judicial Center, National Workshops for U.S. District Judges (Seattle, August 1995;

- “From the Bedside to the Board Room: Organizational Ethics,” Georgia Academy of Hospital Attorneys, Annual Meeting (Atlanta, April 1995).
- “Competition or Conspiracy in Health Care: Recent Case Law Developments,” American Bar Association, Section of Antitrust Law, 43rd Annual Spring Meeting (Washington, D.C. April 1995).
- “Medical Futility: A Debate at the Intersection of Law, Medicine, and Ethics,” The American Association of Nurse Attorneys, Georgia Chapter (Atlanta, August 1994).
- “Conflicts at the Bedside: Who Decides When Medical Treatment Is Futile?” Georgia Academy of Hospital Attorneys, Annual Meeting (Atlanta, April 1994).
- “Barristers at the Bedside: The Role of Law in Competent Patient: Refusals of Medical Treatment,” Georgia Academy of Hospital Attorneys, Annual Meeting (Atlanta, April 1993).

PROFESSIONAL PRESENTATIONS: INTERDISCIPLINARY AUDIENCES

- “How to Learn to Stop Worrying and Love the Law (and Even Lawyers),” Honorable J. Roy Rowland, MD, lecture series on medicine and ethics, Medical College of Georgia, (Augusta, Mar. 2005).
- “Retrospective on Law and Medical Ethics,” at Medical Grand Rounds, Medical College of Georgia (Augusta, Mar. 2005)
- "Law and Ethics in Health Care: An Introduction for Ethics Committees," Health Care Ethics Consortium of Georgia (Macon, Feb. 10, 2005)
- “What Does the Law Say? Guidelines for Ethics Committees,” Health Care Ethics Consortium of Georgia, Ethics Committee Workshops (Macon, Atlanta; Nov. 2002; Sept.

- “Is Too Much Privacy Bad for Your Health? An Introduction to the Law and Ethics of Medical Privacy,” Conference on Medical Privacy in the Information Age, co-sponsored by the Jean Beer Blumenfeld Center for Ethics at Georgia State University and the Center for Ethics in Health Care, St. Joseph’s Health System (Atlanta, Nov. 1999).
- “Decisions Near the End of Life: Law in Georgia,” Floyd Medical Center (Rome, Georgia, Aug. 1998).
- “Health Law, Medical Ethics, and Public Policy,” Fourth Annual Institute for Health Promotion and Education, Rollins School of Public Health, Emory University (Atlanta, August 1997).
- “The Relationship Between Law and Ethics,” 1997 Intensive Health Care Ethics Course, Emory University Center for Ethics in Public Policy and the Professions and Emory University School of Medicine (Atlanta, May 1997).
- “Resolving Differences: Legal, Ethical, and Practical Approaches,” Fifth Annual Conference on Advanced Practice in Neonatal Care (Atlanta, April 1997).
- “Legal and Ethical Issues in Neonatal Care,” Conference on Neonatal Nursing, DeKalb Medical Center (Atlanta, February 1997).
- “Medical Decision-Making at the End of Life: Georgia Law,” Leadership Training Conference, Decisions Near the End of Life (co-sponsored by The Hastings Center and Education Development Center, Inc.) (Atlanta, March 1996).
- “Legal and Ethical Issues in Neonatal Care,” Georgia Association of Neonatal Nurses (Atlanta, April 1995).

SELECTED PROFESSIONAL WORKSHOPS AND PANELS

- Moderator, "Is All That Glitters Gold in Our Health Law Classrooms? Uses and Abuses of
New Technologies in Health Law Teaching),” Joseph M. Healey Memorial Plenary Session, at annual Health Law Teachers Conference, American Society of Law, Medicine, and Ethics (Houston, June 2005).


- Peer Reviewer, Young Scholars in Health Law Workshop, member of peer review panel for younger scholars developing in health law, co-sponsored by St. Louis University law school and American Society of Law, Medicine & Ethics (St. Louis, Oct. 2003).

- Moderator, “Should Professors Disclose Their Own Views on the Controversial Topics They Teach?” , Joseph M. Healey Memorial Session on Teaching Health Law, plenary session at annual Health Law Teachers Conference, American Society of Law, Medicine, and Ethics (Wilmington, DE, June 2003).


- Panel member, “Teaching Health Law,” opening plenary session at annual Health Law Teachers Conference, American Society of Law, Medicine, and Ethics (Boston, June 2001).

- Moderator, Legal, Ethical, and Practical Issues involving End-of-Life Care, annual conference on Health Care Law, co-sponsored by the State Bar of Georgia, Health Law Section, and ICLE in Georgia (Atlanta, Sept. 2000).


- Moderator, “Georgia Managed Care Law,” at Georgia Health Care News Midyear Symposium (Atlanta, August 1996).


- Panelist, Mock Ethics Committee Panel, at conference on “The Ethics Committee’s Challenge: The Tension Between the Patient’s Good and Organizational Survival,”
sponsored by Georgia Ethics Committee Consortium (Atlanta, May 1996).
- Moderator, “Legal Issues in Managed Care from the Perspective of the Participants,” annual meeting of the Health Law Section, State Bar of Georgia, with ICLE (Atlanta, September 1994).

COMMUNITY AND PUBLIC PRESENTATIONS:

- "Dying with Dignity in a Post-Schiavo Era," Say-So Conversational Salon (Atlanta, Apr. 2005)
- “Cloning and Stem Cell Research: Science, Law, and Ethics,” Northside Drive Baptist Church (Atlanta, April 2002).
- “The Right to Die,” The Hemlock Society, Georgia Chapter (Atlanta, April 1993).
- “Physician-Assisted Suicide,” AACE (Advocating Awareness for Choice and Equality), Georgia State University (Atlanta, April 1992).
- “Final Exit: The Legal, Medical, and Ethical Issues,” Wesley Foundation, Georgia State University (Atlanta, November 1991).

HONORS AND AWARDS

- Elected to membership in the American Law Institute (2005)
- Exceptional Service Award (awarded by Georgia State University annually to one faculty member for exceptional discipline-related service, May 2004).
- Professor of the Year (awarded by GSU Student Bar Association, April 2003).
- Fellow, Lawyers Foundation of the State Bar of Georgia (since 1999).
- Achievement Award, awarded by the State Bar of Georgia, to the Health Law Section for service as Chair of the Section (June 1998).
- Georgia Women Pioneers in Health Care, recognizing selected women by Georgia Women’s History Month Committee (March 1998)

PROFESSIONAL ACTIVITIES
• Admitted to practice in Georgia (1983) and in Maryland (1980, currently inactive)
• Member, American Bar Association, State Bar of Georgia
• Chair, Medical Research, Biotechnology, and Clinical Ethics Interest Group, Health Law Section, American Bar Association (2001 - 2003)
• Vice Chair, Clinical Ethics Interest Group, Health Law Section, American Bar Association (1999 - 2001)
• Chair (1997 - 1998), Vice Chair (1996-1997) and Member of the Executive Committee (1993 - 1999), Health Law Section, State Bar of Georgia
• Liaison from ABA Health Law Section to ABA Special Committee on Bioethics and the Law (2005-2006)
• Panel member, interdisciplinary review panel on impact of law on public health, for the Centers for Disease Control and Prevention, Atlanta (Aug. 2000)
• Member, Board of Trustees, ICLE of Georgia (1997 - 1998)
• Editor, Georgia Health Law Developments (publication of the Health Law Section of the State Bar of Georgia) (1992 - 1997)
• Contributor, American Bar Association, Section of Antitrust Law, Task Forces on Health-Care Joint Ventures and on the Health Care Quality Improvement Act (1991 - 1994)
• Member, Steering Committee for the Georgia Collaborative on End-of-Life Care (1999 - present)
• Member, Task Force on Strategic Planning, Health Care Ethics Consortium of Georgia (1997)
• Member, Task Force on Medical Futility, Health Care Ethics Consortium of Georgia (1995-1997)
• Member, American Society of Law, Medicine, and Ethics (1989 - present)
• Member, American Health Lawyers Association (1987 - present)
• Member, Board of local chapter of PTA (1988 - 1994)
• Member, Board of Editors, Atlanta Lawyer (Atlanta Bar Association) (1987-1989)
• Speaker and consultant on issues related to law, medicine, and ethics for health-care institutions, professional organizations, and academic programs (1989 - present)

UNIVERSITY AND COLLEGE OF LAW SERVICE

• Chair, University Blue Ribbon Committee on Human Subjects Protections (2003 - 2004)
• Chair, Faculty Recruitment Committee at College of Law (2005-2006)
• Chair, Ad Hoc Committee for the Evaluation of the Dean of the College of Law (2001-2002)
• Chair, Faculty Search Committee for W. Lee Burge Chair in Law and Ethics (2000)
• Co-Chair, Post-Tenure Review Committee of the College of Law (1999 - 2000)
• Co-Chair, University Search Committee for the Dean of the College of Law (1995-1996)
• Co-Chair, Committee on Accreditation of the College of Law (1993 - 1994) (member, 1991 - 1993)
• Chair, Faculty Development Committee of the College of Law (1996 - 1998) (member, 1999 - 2003)
• Chair, Scholarships Committee of the College of Law (1992 - 1993)
• Faculty Associate, Jean Beer Blumenthal Center for Ethics (1999 - 2002)
• Faculty Associate, Institute of Health Administration, College of Business (1989 - 1998)
• Representative, University Senate (1991 - 1993)
• Member, University Promotion & Tenure Committee, College of Health and Human Sciences, Institute of Public Health (2004 – 2005)
• Member, University Committee on Responsible Conduct in Research (2002 - 2004)
• Member, University Ad Hoc Investigation Committee for Research Misconduct (2002 – 2003)
• Member, University Senate Faculty Affairs Committee (1991 - 1993)
• Member, University Senate Subcommittee on Promotion and Tenure (1991 - 1993)
• Member, University Senate Subcommittee on Sexual Harassment (1992 - 1993)
• Member, University Senate Subcommittee on Teaching Evaluation (1992 - 1993)
• Member, University Task Force on Faculty Women’s Concerns (1990 - 1991)
• Faculty Advisor, Student Health Law Association of Georgia State University (1995 - present)
• Faculty Advisor, The Docket (law student newspaper) (2002 – 2004)
• Faculty Advisor, first-year law students (1990- 1994, 1999 - present)
• Faculty Tutorial Advisor, Academic Enrichment Program, Torts (2000 - 2001)
• Faculty Mentor, first-year teaching faculty (1999 - 2000)
• Member, Student Affairs Committee (2003 – 2004)
• Member, Curriculum Committee (2000 - 2001)
• Member, Lecturers and Speakers Committee of the College of Law (1997 - 1998)
• Member, Committee to Select Outstanding Teacher Award of the College of Law (1993 - 1994)
• Member, Committee to the Atlanta Project from the College of Law (1993 - 1994)
• Member, Admissions Committee of the College of Law (1992 - 1993, 1995 - 1996)
• Member, Faculty Recruitment Committee of the College of Law (1988 - 1992)
• Member, Faculty Honor Court Committee of the College of Law (1988 - 1991)
• Faculty Liaison to Administrative Support Staff of the College of Law (1988 - 1990)

(updated January 2006)
Work Address
Georgia State University
College of Law
P. O. Box 4037
Atlanta, GA 30302
(404) 651-2141

EMPLOYMENT

Georgia State University
College of Law
Assistant Professor (1991-1994)
Associate Professor (August 1994 - Present)

Department of Justice, Federal Programs Branch
Trial Attorney
January 1988 - June 1991

Gibson Dunn & Crutcher
Associate
September 1986 - December 1987

The Honorable Albert J. Henderson
Senior Circuit Judge, United States Court of Appeals
for the Eleventh Circuit
Law Clerk
1985 - 1986

The Honorable Charles A. Moye, Jr.
Senior Judge, United States District Court
for the Northern District of Georgia
Law Clerk
1983 - 1985
LEGAL EDUCATION

VANDERBILT UNIVERSITY
J.D. Degree, May 1983
Class Rank - Top 10%

Nashville, Tennessee

HONORS:
Research Editor, Vanderbilt Law Review
Order of the Coif

UNDERGRADUATE EDUCATION

EMORY UNIVERSITY
B.A., Summa Cum Laude, Political Science, June 1980

Atlanta, Georgia

HONORS:
Phi Beta Kappa
Pi Sigma Alpha - National Political Science Honorary Society
Sigma Tau Delta - National English Honorary Society

PUBLICATIONS


Standing Between the Court and the Commentators: A Necessity Rationale for Public


PUBLIC PRESENTATIONS

3/92: National Business Institute Symposium: Writing Legal Documents in Georgia: What It Is, What It Isn't, And What It Should Be--Panel Member

10/92: Third Annual Forum on the Bill of Rights in honor of Judge Robert S. Vance--Panel Member

1/93: Federal Bar Association Luncheon--Guest Speaker.

5/93: Symposium on the Separation of Church and State in the Public Schools conducted by the American Jewish Congress--Panel Member

6/93: Cable television access channel program Challenges, devoted to Church/State issues-Special Guest.

10/94: Georgia Public Television Program "The Layman's Lawyer"--Special Guest Talking about "Hate Speech."

10/94: "Adventures in Learning," an Organization providing educational services for the elderly--Guest Speaker on the Bill of Rights.

10/94: Georgia Public Television Program "The Layman's Lawyer"--Special Guest Talking about the Separation of Church and State.

1/96: Constitutional Law Conference called, "Constitutional Challenges in a Decade of Change," sponsored by the American Jewish Committee-Guest Speaker.

9/96: United States Supreme Court Update ICLE Program-Guest Speaker

2/97: Moderator for Symposium on Federalism at Georgia State College of the Law

6/97: Council of Appellate Staff Attorneys Seminar (CASA)-Guest Speaker on Romer v. Evans

9/97: Georgia Public Television Program "The Layman's Lawyer"--Special Guest Talking about "Freedom of Religion."
9/98: United States Supreme Court Update ICLE Program-Guest Speaker

**COLLEGE OF LAW COMMITTEES (PRESENT ONES ONLY)**

8/94-Present: Bleckley Inn of Court

8/02-Present Chair Faculty Recruitment Committee

**UNIVERSITY SERVICE**

Assisted John Marshall in drafting hate speech regulation for the University.

**Bar Memberships**

Georgia

District of Columbia
HEATHER KERN SLOVENSKY

PROFESSIONAL EXPERIENCE:

Troutman Sanders, LLP, Atlanta, GA April 1998 – August 2003
Associate Attorney, Torts & Products Liability and Complex Litigation Groups
- Represented clients in energy, consumer finance, retail, temporary staffing, dry cleaning, pulp and paper, computer software, non-profit, textile and product manufacturing industries.
- Primary responsibility for regional representation of respiratory equipment manufacturer in asbestos and silica litigation, assisting in client’s achievement of favorable administrative settlement or dismissal of large percentage of pending matters.
- Advised clients in business disputes involving breach of contract, collection, licensing and non-compete issues, frequently achieving resolution without litigation.
- Prepared numerous cases for trial in state and federal courts and participated in successful 2002 trial of case involving a challenge to certain State of Georgia procurements by preparing and examining witnesses, drafting bench briefs and formulating trial strategy.
- Participated in mediations, attended court hearings, argued motions, deposed fact and expert witnesses, managed local counsel, junior associates and paralegals and participated in joint defense group activities.
- Drafted pleadings, motions, briefs and various other court filings for cases filed in state and federal trial and appellate courts, including several successful motions for summary judgment.

Hughes & Luce, LLP, Dallas, TX November 1996 - April 1998
Associate Attorney, Litigation Practice Group
- Drafted and responded to pleadings, written discovery and motions in federal and state court cases.
- Conducted and defended depositions, participated in hearings and handled meetings with clients and opposing counsel.

Lord, Bissell & Brook, Chicago, IL September 1995 - October 1996
Associate Attorney, Environmental Insurance Coverage Litigation Practice Group
- Prepared client communications regarding potential future claims, recommended reserve potentials and analyzed policy endorsements and insurance coverage issues.
- Represented clients in fact investigations and court hearings.
- Drafted and responded to pleadings, written discovery and discovery-related motions in federal and state court cases.

EDUCATION:

University of Michigan Law School, Ann Arbor, MI Graduated December, 1994
Juris Doctor
- Summer Section Participant
- Independent Research Project on Policy Implications of Nationalized Health Care Plan

University of Notre Dame, Notre Dame, IN Graduated May, 1992
B.A. Government / International Relations, Concentration in Public Policy Program
*Graduated with High Honors
- Pi Sigma Alpha (political science honor society)
- Dean’s List (all semesters)
- Semester Abroad, London, England

MEMBERSHIPS: Illinois, Texas and Georgia State Bars
ROY M. SOBELSON  
PROFESSOR OF LAW  
GEORGIA STATE UNIVERSITY COLLEGE OF LAW  
(O)(voice)404-651-2079  
(O)(fax) 404-651-2092  
(H) 770-452-7907  
Email: rsobelson@gsu.edu

EDUCATION:

LL.M., 1982  
Temple University School of Law  
Philadelphia, Pennsylvania  
Fellow in Clinical Legal Education

J.D., 1976  
University of Georgia School of Law  
Athens, Georgia  
Cum Laude Graduate  
Dean's List (all quarters)

B.A., 1972  
Emory University  
Atlanta, Georgia  
Dean's List All Quarters  
Honors Graduate

PRACTICE EXPERIENCE:

Volunteer work for 1000 Lawyers for Justice (handling misdemeanor and felony cases in Fulton County)(1993-1994).

Special Assistant General Counsel for State Bar of Georgia (handling disciplinary cases against Georgia lawyers in the Supreme Court of Georgia. Participated in all phases of trials before Special Masters, including discovery and trial, as well as appeals to the Supreme Court.) (1993-1994).

Supervising attorney for cases handled by students in Temple University Legal Aid office (Domestic, personal injury, housing, Social Security, etc.) (1980-1982).

Managing Attorney, Brunswick Regional Office of Georgia Legal Services Programs (1978-1980).

Juvenile and Family law program specialist for Georgia Legal Services Programs (1978-1980). Assisted staff attorneys statewide in areas of divorce, adoption, juvenile law, and habeas corpus. Served as appellate counsel in several cases, including one of my own cases which went to the United States Supreme Court. (Webb v. Webb, 451
U.S. 493) (Grant of writ of certiorari in Webb occurred after I left Georgia Legal Services. I then co-authored briefs, and participated in oral arguments, etc. while in Temple Graduate Fellow program.)

Staff Attorney for Brunswick Regional GLSP office (1976-1978).

BAR ADMISSIONS:

GEORGIA (all courts) (1976)

U.S. DISTRICT COURT, SOUTHERN DISTRICT OF GEORGIA (1976)

UNITED STATES COURT OF APPEALS, FIFTH CIRCUIT (1977)

UNITED STATES SUPREME COURT (1980)

PENNSYLVANIA (provisional only for supervisory purposes, 1980)

LAW SCHOOL TEACHING AND ADMINISTRATIVE EXPERIENCE:

GEORGIA STATE UNIVERSITY, COLLEGE OF LAW (1985-PRESENT)

Current teaching assignments in the College of Law include:
Professional Responsibility, Evidence, Civil Procedure,
Legal Method, and Interviewing, Counseling, and
Negotiation.

Also served as Associate Dean of Academic Affairs from 1989 to 1990.


Taught Evidence in the Spring of 1992 and Civil Procedure

Director of the Kessler-Eidson Program for Trial Techniques, 2001-2002.

OKLAHOMA CITY UNIVERSITY SCHOOL OF LAW (1982-1985)

Taught Civil Procedure I and II, Juvenile Law, Family law,
Professional Responsibility, Interviewing, Counseling, and
Negotiation.

As Abraham L. Freedman Fellow and Lecturer in Law, taught courses in Legal Research and Writing, Civil Trial Advocacy, and Lawyering Process. Also collaborated with tenured full Professors in teaching Evidence, Property, and Civil Procedure. Also served as Instructor and Supervisor of law students working in the Temple University Legal Aid Clinic.

OTHER TEACHING AND RELATED EXPERIENCE

Faculty advisor and coach for Georgia State's ABA National Criminal Justice Trial Advocacy Competition Team, 1999 (Semi-Finalist), 2000 (Finalist), and 2001.


Presenter of "The Top Ten Statements that May Make You Wish You Were a Law Professor," at Auto Torts Seminar of the South Carolina Bar Association, Atlanta (December 1998).


Presenter of "Silent Alarm" Professionalism CLE program for Nurse Attorneys Association, Georgia Association of Black Women Attorneys, and other organizations.

Presenter of "The Challenges of In-House Counsel at Homewares Corporation, USA" at CLE program for American Corporate Counsel Association and law firms.

Speaker on Ethics and Lawyer Discipline, Lamar Inn of Court, March 1996.

Moderator of online Discussion List on Georgia law of Legal Ethics and Malpractice, Lexis Counsel Connect (1995-present).


Presenter of "Silent Alarm" Professionalism CLE program at numerous ICLE conferences (Rome and Milledgeville presentations to State Bar of Georgia members; Orlando and Atlanta presentations to Florida Bar and South Carolina Trial Lawyers Association), for Nurse Attorneys Association, and for individual law firms and Town Hall meetings.
Faculty advisor and coach for NACDL Mock Trial Competition Team in 1994 (Winners of National Championship), 1995 (5th Place Nationally) -- 2001.


Faculty advisor and coach for BALSA Southern Region Mock Trial Competition Team, 2002 (Champions).


Speaker on Professionalism, Motion Practice ICLE program (February 1994).

Special Assistant General Counsel, State Bar of Georgia (March 1993-present).

Designer, author and moderator of Georgia Association of Criminal Defense Lawyers Annual Fall Ethics Program (October 1992).


Co-director, Instructor and co-author of materials for Georgia Institute of Trial Advocacy Introductory program (Athens, Georgia 1992-1998).

Instructor, Atlanta College of Trial Advocacy, 1993 and 1994.


Speaker, program on legal advertising and Formal Advisory Opinion Board (Mercer Law School, December 1991).

Panelist, Professionalism and Ethics program of DeKalb Volunteer Lawyers Foundation (Decatur, November 1991).

Panel member, Professionalism Program at ICLE/Atlanta Bar program for solo practitioners (March 1991).

Speaker and Program Chair, ICLE program "Interviewing and Counseling Clients Professionally" (February 1991).

Speaker and Program Chair, ICLE program "Interviewing and Counseling Clients Professionally" (Albany, November 1990).

Speaker and panelist, American Law Institute/American Bar Association


Faculty member, National Institute of Trial Advocacy (Philadelphia, several sessions since 1981); Assistant Team Leader (Philadelphia, March and June, 1988).

Designed and conducted Continuing Legal Education Seminars for Hansell Post in 1986 and 1987, dealing with advertising and conflicts of interest in the representation of corporate clients.

Instructor for Oklahoma City University Continuing Legal Education Program in Juvenile Law (1984-1985).

Instructor for Temple University Continuing Legal Education Program in Trial Advocacy (1981 and 1982).

Developed and presented numerous training programs for Georgia Legal Services Programs, Atlanta Legal Aid Society, and Legal Services Corporation. Materials covered included the Uniform Child Custody Jurisdiction Act, adoption, management and skills techniques training, professionalism etc. (1976-1980, 1991).

Taught English as a foreign language in the Peace Corps/Iran in 1972.

COMMITTEES, COMMUNITY SERVICE:

Member, State Bar of Georgia Statewide Speakers Bureau

Reporter and Ex-officio member for Georgia Chief Justice's Commission on Evaluation of Disciplinary Enforcement (February 1995-September 1996, at which time the final report was formally presented to the Supreme Court).

Member, Georgia Chief Justice's Commission on Professionalism Long Range Planning Committee (1994-present).

Member, Atlanta Bar Association Committee for Law Students (1994-1996).
Member, Georgia Chief Justice's Commission on Professionalism (1990-present).


Member, State Bar of Georgia Committee on Professionalism (1986-1987, 1992-present).

Member, Committee to Evaluate Application for Certification of Fitness to Practice Law (1992-present).

One of co-founders of One Thousand Lawyers for Justice, volunteer effort to recruit non-criminal lawyers to represent indigent criminal defendants in Fulton County (also acting as trainer and volunteer lawyer)(1991-present).

Member, Host Committee for 20th Anniversary of Georgia Legal Services Programs.


Coordinator, Mentor Program jointly sponsored by the State Bar of Georgia and the Atlanta Jewish Federation.

Member, Lawyers Leadership Giving Society of the Atlanta Jewish Federation.


Member of planning committee, and speaker, for program by the Atlanta Bar Association on domestic violence (1988).


Member, Board of Trustees of State Bar of Georgia Clients' Security Fund (1987-1990).

Chair of Legal Affairs Committee and Nominating Committee, Kehillat Chaim Synagogue, Roswell, Georgia (1994-present).

Fellow of the Georgia Bar Foundation (1987-present).

Chair, ACLU/Oklahoma Reorganization Task Force (1984).

PUBLICATIONS:

"Legal Ethics," 51 Mercer L. Rev. 353 (Fall 1999) (annual review of developments in Georgia legal ethics).


"Marketing Your Law Practice in the 90's", contribution to booklet published by the Small Firm/Solo Practitioner Section of the Atlanta Bar Association, May 1996.

"The Challenges of In-House Counsel at HomeWares Corporation, USA." This is a video project commissioned by the Chief Justice's Commission on Professionalism. The materials include: (i) a videotape of several consecutive vignettes from one case; (ii) a participant's manual; and (iii) a Teacher's manual. I had a large role in developing and writing the problem and screenplay, a small role in the actual production and supervision of the videotape, and the only role as author of both manuals. Published by the Chief Justice's Commission on Professionalism in February 1996.

"The Case of the Silent Alarm (GT Construction Company, Inc. v. the Sentry Company, Inc.): A Study in Professionalism." Similar to the materials listed above, but this one deals with problems confronting all private practitioners, rather than merely in-house counsel.


Problems for Professionalism Orientation Program given to incoming law students at Georgia State, University of Georgia, Emory and Mercer law schools in the Fall of 1993-present.

"Interviewing Clients Ethically," 37 The Practical Lawyer 13 (January 1991). Portions of this article are now reproduced in an ALI-ABA manual on law practice and as part of "The Audio Lawyer," ALI-ABA tapes for practitioners.


"Ethical Issues in Civil Trial Advocacy," Institute of Continuing Legal Education in Georgia (April 1988).

"1987 Georgia Legal Ethics Seminar: Conflicts of Interest" (materials published by the Center for Continuing Legal Education, College of Law, Georgia State University) on conflicts of interest in the representation of corporate clients (December 1987).


Editorial for Atlanta Journal/Constitution dealing with new IOLTA program (March 28, 1987).

"1986 Georgia Legal Ethics Seminar" (materials published by the Center for continuing Legal Education, College of Law, Georgia State University). Topics covered are a general introduction to Georgia's ethical rules (including proposed new rules based on the Model Rules of Professional Conduct), conflicts of interest, imputed disqualification of associates, and current law on restrictions in law firm marketing (November 1986).

"Georgia Legal Ethics: Trust Accounts" (published by the Center for Continuing Legal Education, College of Law, Georgia State University)(May 1986).

"Legal Ethics Update," quarterly ethics column for Georgia State College of Law
Law Letter (various topics, such as new rules of ethics, rules on confidentiality, etc.).

Materials (outline of discussion) for continuing legal education program on family and juvenile law (1984).


SCHOLASTIC AWARDS, RECOGNITION, ETC.:

Outstanding Professor of Georgia State University College of Law, 1996-1997.

Chosen by College of Law Graduates as Hooder/Presenter for Graduation on several occasions, most recently Spring 2000.


Graduated Cum Laude, University of Georgia School of Law (1976).

Phi Kappa Phi Honor Society, University of Georgia.

Alpha Kappa Delta Honor Society, Emory University.


Order of Barristers.

Fellow, Georgia Bar Foundation.

MISCELLANEOUS ACTIVITIES:

Parent graduation speaker, The Paideia School, Spring 2000

Chair, Georgia State University College of Law, Self Study Committee (for ABA evaluation), 1998-1999, 1999-2000.

Member, Board of Advisors for High School Mock Trial Competition, State Bar of Georgia, 1997-present.

Member, Recruitment Committee to select candidate for Lee Burge Chair in Law


Judge for numerous practice rounds of argument by various moot court teams.


Member, University Committee on Dispute Resolution.

Chair, College of Law Dean's Triennial Evaluation Committee (1994-1995).

Chair, College of Law Scholarships Committee (1994-1995).

Vice-Chair, College of Law Recruitment Committee (1994-1995).

Member, College of Law Continuing Legal Education Committee (1994-1995).

College of Law Honor Court Investigator (1994-1995).


Coach of Avondale Elementary School Odyssey of the Mind Team for Seventh Grade, Spring 1994.

Team Leader, First Annual Town Hall Meeting on Professionalism (Decatur, October 1992).


College of Law representative in Georgia State University Faculty Senate (1992-1993).

Member, College of Law's Ad Hoc Faculty Teaching Committee (1991-present).

Faculty advisor, Jewish Law Students Association, Georgia State University College of Law (1991-1996).

Faculty advisor, Georgia State University College of Law Public Interest Law Association (1992-present).

Faculty advisor, Project to counsel the homeless through the Legal Clinic for the

Member of College of Law Faculty Grievance and Faculty Teaching Committees (1991-1992).


Chair, Ad Hoc Committee to Study the Role of Continuing Legal Education in the College of Law (Summer and Fall, 1990).

Faculty Member, Georgia State University College of Law Dean Search Committee (1990-1991).

Chair, Georgia State University Service Unit Climate Committee (part of University President's Task Force on Enrollment Management) (Fall 1990, Spring 1991).


Chair of Faculty Committee which conducted Code of Student Conduct proceedings during summer (1988).

Acted as expert witness and/or consultant in various cases with issues on matters such as the use of IRS 8300 forms and interference with the attorney client relationship, duty to supervise associates, malpractice in real estate closing, claim of ineffective assistance of counsel in death penalty case, duty of public defender to decline appointments due to excessive caseload, disqualification of prosecutor for unethical conduct in death penalty case, lawyer disqualification (of both public and private lawyers), conflicts of interest, representation of legal entities, and legal malpractice.

Member, Honor Code Revision Committee (1987, 1988).

Ad Hoc Committee to conduct a self study of the College of Law for ABA site visit (1987).

Speaker introducing first year Legal Methods students to the study of legal ethics (November 1987, September 1988).

Introductory program on briefing cases, presented to minority students in incoming class (August 1987).

Speaker and program designer, May 1986 and December 1986 presentation of "Legal ethics: Trust accounts", Georgia State University Center for Continuing Legal
Education.

Chair, Curriculum Committee, College of Law (1986-1987).

Legal advisor to hearing committee in case involving dismissal of tenured faculty member at Fort Valley State College (1986).


Planning committee for Georgia State University Continuing Legal Education Ethics programs (1985-1990).

Co-chair and panel member of First Annual Continuing Legal Education Program on Legal Ethics (1985).
CORNEILL A. STEPHENS

Business Address

Georgia State University
College of Law
University Plaza
Atlanta, Georgia 30303
(404) 413-9198

Education

UNIVERSITY OF CHICAGO LAW SCHOOL. Chicago, Illinois. Received J.D. in June, 1976...Historian, The International Legal Fraternity of Phi Delta Phi...Law Students Association First-Year Student Representative...Participation in Woodlawn Criminal Defense Service...Participation in Mandel Legal Aid Clinic.

CLAREMONT COLLEGE. Claremont, California. Received B.A. degree in June, 1973, majoring in Economics and Mathematics...Dean's List and Distinguished Scholar's List...Orientation Committee...Big Brother...President, Claremont Economics Association...President, Claremont Pre-Law Society...Varsity Baseball.

Employment

July, 1985 to Present
ASSOCIATE PROFESSOR, GEORGIA STATE UNIVERSITY
COLLEGE OF LAW. Teaching and research areas include Sales, Contracts, Debtor-Creditor Relations, Commercial Law, Secured Transactions, Commercial Paper, Civil Practice and Procedure, Domestic Relations, and Litigation.

July, 1993 to June, 1997
ASSOCIATE DEAN, GEORGIA STATE UNIVERSITY
COLLEGE OF LAW. Responsible for academic and student affairs of the College of Law.

Sept., 1993 to Sept., 1994
ACTING DIRECTOR OF LITIGATION PROGRAM, GEORGIA STATE UNIVERSITY COLLEGE OF LAW. Responsible for direction of the College of Law's mandatory Litigation Program for second year students.

August, 1984 to May, 1985
ADJUNCT PROFESSOR, GEORGIA STATE UNIVERSITY
COLLEGE OF LAW. Taught Litigation and Trial Practice to second and third year law students.

June, 1976 to June, 1985
ATTORNEY WITH LAW FIRM OF TROUTMAN, SANDERS, LOCKERMAN & ASHMORE in Atlanta, Georgia. Litigation Department. Specialized in corporate and commercial litigation. Areas of litigation
included Contracts, Securities, Real Estate, Domestic Relations, U.C.C., Constitutional Law, Construction Law, Personal Injury, and Products Liability. First chair responsibility in over 200 cases. Also assisted in the training of junior associates with the firm.

**Teaching Awards**

1984-1985 Litigation Professor of the Year Award  
1989-1990 Outstanding Law Professor of the Year Award  
1991-1992 Outstanding Law Professor of the Year Award  
1992-1993 Outstanding Law Professor of the Year Award (Runner-up)  
1993-1994 Outstanding Law Professor of the Year Award (Runner-up)  
1995-1996 "Best Use of the Socratic Method" Teaching Award  
1997 Regents Teaching Excellence Award (Nominated)  
1998 GSU Outstanding Faculty Achievement Award (Nominated)  
2000-2001 Outstanding Law Professor of the Year Award (Runner-up)  
2001-2002 Outstanding Law Professor of the Year Award (Runner-up)  
2002-2003 Outstanding Law Professor of the Year Award (Runner-up)  
2000-2007 Law School Hooding Team (Four faculty selected by graduating law students)  
2006-2007 Outstanding Law Professor of the Year Award

**Professional Service**

JUDGE, MAGISTRATE COURT OF DEKALB COUNTY. Judge in the Magistrate Court of DeKalb County. Preside over dispossessory actions and civil cases where the amount in controversy is less than $15,000. Also preside over preliminary hearings, set bonds, and approve or deny applications for arrest and search warrants (1985-Present)

JUDGE, STATE COURT OF DEKALB COUNTY. Preside over arraignments and jury and non-jury trials by special designation as pro hac vice Judge, State Court of DeKalb County (1985-Present)  
Program Instructor and Advisor, Georgia Law School Consortium Fellowship Program, State Bar of Georgia/Georgia Supreme Court (Annual six-week program for at-risk entering law students) (2002-Present)

Program Instructor and Advisor, Council on Legal Education Opportunity, American Bar Association (2004-Present)  
Legal Commentator, Guest Host and Commentator; Court Radio WAOK-AM (Twelve Appearances) (2005, 2006)  
Panelist, Minorities in the Judiciary, National Bar Association Annual Convention (2005)  
Chairman and Lecturer, Contract Formation and Administration Seminars, 1988 (series of five one-day seminars)
Lecturer, Georgia Rules of Evidence Seminar, State Bar of Georgia (February, 1987)
Co-Chairman, Georgia Practice and Procedure Seminar, State Bar of Georgia (May, 1986)
Co-Chairman, Georgia Practice and Procedure Seminar, State Bar of Georgia (September, 1986)
Barrister, Bleckley Inns of Court
Lecturer, BAR/BRI Bar Review Course
Arbitrator, State Bar of Georgia
Arbitrator, American Arbitration Association
Arbitrator, Fulton County Superior Court
Judge, Frederick Douglas Moot Court Competition

Public Service

Member, Georgia Athlete Agent Regulatory Commission (Appointed by Governor) (1987-2002)
Chairman, Georgia Athlete Agent Regulatory Commission (1990-91)
Vice-Chairman, Georgia Athlete Agent Regulatory Commission (1989-90)
Member, Knights of Columbus
Director, Little League Baseball at Exchange Park in Decatur
Member, Executive Board, Georgia Epilepsy Foundation

University Service

Member, Ben F. Johnson Public Service Award Selection Committee (2007)
Member, Committee on Criminal Background Task Force (2006-07)
Chair, Faculty Honor Court Panel (2007)
Member, Faculty Honor Court Panel (2005, 2006)
Member of various faculty committees including Awards, Advisory, Budget, Faculty Recruitment and Development, Student Affairs, Minority Summer Clerkship Program, Curriculum, Faculty Grievance, Student Awards Selection, Grant Application, and Honor Court (1985-Present)
Member, Public Interest Law Association Fellowship Selection Committee (2005, 2006)
Senator, Georgia State University (2004-2008)
Member, Dean Evaluation Committee (2006)
Member, Dean Evaluation Committee (1999)
Chairman, Space Planning Committee (1992-1996)
Member, Dean Search Committee of the College of Law (1991, 1995)
Panelist, Participant as panelist in series of Forums on legal education sponsored by the G.S.U. Chapter of the Black Law
Students Associations (1990)
Chairman, Ad Hoc Committee on Minority Recruitment, Enrollment, and Retention (1989)
Lecturer, Summer Skills Program for entering minority law students (1989-1992)

Memberships
American Bar Association
Georgia Bar Association
Atlanta Bar Association
Gate City Bar Association
Decatur-DeKalb Bar Association
DeKalb Lawyers Association
National Bar Association
Association of Trial Attorneys of America

Publications


"Abandoning the Pre-Existing Duty Rule: Eliminating the Unnecessary", Houston Business and Tax Law Journal (Forthcoming Spring, 2008)
B. ELLEN TAYLOR

Georgia State University College of Law
P.O. Box 4037
Atlanta, Georgia 30302-4037
(404) 651-2093

EDUCATION

EMORY UNIVERSITY SCHOOL OF LAW, Atlanta, GA, J.D. With Distinction, 1986
Woodruff Fellowship in Law, 1983-86
Order of the Coif
Emory Law Journal, Executive Articles Editor

XII ANNUAL INSTITUTE OF COMPARATIVE LAW, Grenoble, France
Summer program in international law sponsored by Tulane University, 1984

UNIVERSITY OF CALIFORNIA, Los Angeles, Graduate studies in ethnomusicology, 1977-79

MANHATTAN SCHOOL OF MUSIC, NY, B. Mus. in Trumpet, 1974

Participant in seminars sponsored by George Mason University Law and Economics Center:
QUANTITATIVE METHODS FOR LAW PROFESSORS, 1993
ECONOMICS INSTITUTE FOR LAW PROFESSORS, 1992

LAW TEACHING

GEORGIA STATE UNIVERSITY COLLEGE OF LAW, Atlanta, GA
Associate Professor, 1996-Present
Assistant Professor, 1993-1996
Courses taught: Business Planning, Contracts, Corporate Finance,
Corporations, Securities Regulation, Torts

FLORIDA STATE UNIVERSITY COLLEGE OF LAW, Tallahassee, FL
Visiting Professor, Spring semester 2000
Courses taught: Business Associations, Business Planning

SOUTHERN METHODIST UNIVERSITY SCHOOL OF LAW, Dallas, TX
Visiting Assistant Professor, Summers 1995-2001
Course taught: Business Enterprise

EMORY UNIVERSITY SCHOOL OF LAW, Atlanta, GA
Visiting Professor, January 1992-May 1993
Adjunct Professor, January-May 1991
Courses taught: Business Associations, Contracts, Sales, Secured Credit

LAW PRACTICE

TROTTER SMITH & JACOBS, Atlanta, GA
Associate Attorney, 1986-91
Summer Associate, 1985
Practice areas: Corporations, securities, and banking, with an emphasis on securities offerings and de novo bank formations. From 1989 until 1991, I was also heavily involved in attorney training and practice management.

HANSELL & POST, Atlanta, GA
Summer Associate, 1985

OTHER EMPLOYMENT

Teaching:

EMORY UNIVERSITY, Atlanta, GA, Affiliate Artist Faculty, Department of Music, 1983-86

MILLSAPS COLLEGE, Jackson, MS, Adjunct Faculty, Department of Music, 1982-83

JACKSON STATE UNIVERSITY, Jackson, MS, Lecturer, Department of Music, 1981-83

IMMACULATE HEART COLLEGE, Los Angeles, CA, Preparatory Division Music Faculty, 1978-79

BREVARD COLLEGE, Brevard, NC, Instructor, Department of Music, 1975-77

NORTH CAROLINA SCHOOL OF THE ARTS, Winston-Salem, NC, Preparatory Division Music Faculty, 1974-75

Performing:

JACKSON SYMPHONY ORCHESTRA, 1979-83
WESTWOOD BRASS QUINTET, 1977-79
PIEDMONT BRASS QUINTET, 1974-75

Freelance trumpet (1974-83) and keyboard (1974-95) performance

Administrative:

THEODORE FRONT MUSICAL LITERATURE, 1977-79

PROFESSIONAL ACTIVITIES

Reporter, State Bar of Georgia Committee to revise investment advisor law 1999-2001
BAR AND PROFESSIONAL MEMBERSHIPS

American Bar Association 1986-2003
ABA Section on Legal Education 1992-2003
ABA Section on Business Law 1996-2003
State Bar of Georgia 1986-2003
Atlanta Bar Association 1986-92
Georgia Association for Women Lawyers 1985-95

PUBLICATIONS AND LECTURING

Teaching an Old Law New Tricks: Rethinking Section 16, 39 Ariz. L. Rev. 1315 (1997)


Applicability of Strict Liability Warranty Theories to Service Transactions, 47 S.C.L. Rev. 231 (1996)

The Pros and Cons of Incorporation for Nonprofit Associations, presentation given on September 6, 1995, to the Georgia Comprehensive School Health Coalition


HONORS AND AWARDS

Georgia Association for Women Lawyers,
  Award for most outstanding female student 1986
Omicron Delta Kappa, National Honorary Leadership Society 1986
American Jurisprudence Awards: UCC Article 9, UCC Article 2,
  Professional Responsibility, Law and the Arts 1984-86
Legal Association of Women Students, Vice President 1984-85
Paderewski Medal and Scholarship, American Guild of Piano Teachers 1973

SERVICE ACTIVITIES

Georgia State University College of Law -- Committee Assignments
University Senator 1998-2002
APACE Committee 1998-2002
Chair, Quality Improvement Funds Subcommittee 1998-99
Academic Program Review Subcommittee 1998-99
Admissions Committee, Dean's Advisory Committee 2000-02
Burge Chair Committee 2000
Self Study Committee 1999
Curriculum Committee 1999
Chair, Scholarship Committee; Admissions Committee; Dean's Advisory Committee 1998-99
Chair, Scholarship Committee; Faculty Recruitment Committee; Curriculum Committee 1997-98
Scholarship Committee; Dean's Advisory Committee 1996-97
Scholarship Committee; Dean's Advisory Committee; Ad Hoc Committee on Strategic Planning and Capital Needs 1995-96
CLE Committee; Library Committee 1994-95
Olde English Festival, Inc., Planning Board Member 1992-97
March of Dimes, neighborhood fundraising 1996
Charis Community Housing, Inc., Volunteer 1994
Atlanta Symphony Orchestra, Lawyer/banker fundraising campaigns 1990-91
United Way of Atlanta, Co-chair of office campaign 1990
Atlanta Volunteer Lawyers Foundation, Saturday Lawyers Program 1988-89
KELLY CAHILL TIMMONS
Georgia State University College of Law•P.O. Box 4037•140 Decatur Street
Atlanta, Georgia 30302•(404) 651-4808•kctimmons@gsu.edu

TEACHING EXPERIENCE

GEORGIA STATE UNIVERSITY COLLEGE OF LAW
Assistant Professor, 1999 through present

PROFESSIONAL EXPERIENCE

FROST & JACOBS LLP, Cincinnati, Ohio
Labor and Employment Associate, 1997 through 1999

UNITED STATES COURT OF APPEALS FOR THE SIXTH CIRCUIT, Cincinnati, Ohio
Judicial Clerk to the Honorable David A. Nelson, 1996-97

EDUCATION

VANDERBILT UNIVERSITY SCHOOL OF LAW
J.D., 1996
Ranked first in class
3.920 G.P.A.
  Founder’s Medal
  Order of the Coif
  Notes Editor, Vanderbilt Law Review 1995-96
  John W. Wade Scholar (three-year full tuition honor scholarship)
  Robert Jackson Memorial Prize (highest grade point average at end of second year)
  Archie B. Martin Memorial Medal (highest grade point average at end of first year)
  Dean’s List all semesters
  Highest grade in the following courses: Torts I and II, Law of Work, Labor Relations,
  Constitutional Law II, Criminal Constitutional Law, Legal Writing
  Research Assistant to Professor John C.P. Goldberg, Spring 1996

MICHIGAN STATE UNIVERSITY
B.A. in Social Science, James Madison College of Public Policy, with high honor, 1993
Political Theory Major
3.88 G.P.A.
  Phi Beta Kappa
  Member of Honors College
  Dean’s List all terms
  Phi Kappa Phi (top 1.5% of class)
  Distinguished Freshman Scholar (four-year full tuition honor scholarship)
  Mortar Board (honor society based on leadership, scholarship, and service)
PUBLICATIONS


PRESENTATIONS

Sexual Harassment and Disparate Impact: Should Non-Targeted Workplace Sexual Conduct Be Actionable Under Title VII?, Young Scholars Workshop, Southeastern Conference of the Association of American Law Schools Annual Meeting, Kiawah Island, South Carolina, July 2002

“Work in Progress: Discriminatory Effects: Using a Disparate Impact Approach to Proving the ‘Because of Sex’ Element of Sexual Harassment,” Workplace Law Seminar, University of Georgia School of Law, February 2002

“Overview of the ADEA and the ADA,” presented at “EEO Basic Law and Procedure” Continuing Legal Education Program sponsored by the American Bar Association, November 2001
TANYA WASHINGTON

EDUCATION

HARVARD LAW SCHOOL
LL.M (6/01)

G.P.A.: 3.63

Activities: Volunteer, Harvard University Civil Rights Project

UNIVERSITY OF MARYLAND SCHOOL OF LAW
J.D. (5/95)

G.P.A.: 3.09

Internships: Litigation Intern, Piper & Marbury (Spring 1995); Summer Associate, Venable, Baetjer & Howard (Summer 1994); Legislative Intern, Piper & Marbury (Spring 1994); Summer Associate, Piper & Marbury (Summer 1993)

Activities: Co-chair, Student Affairs Committee, Student Bar Association (1995); Member, Black Law Students' Association (1992 – 1995)

Honors: Recipient, Black Law Students' Association Alumna of the Year (2/97); University Wide Commencement Speaker, University of Maryland Graduate Commencement Program (5/95); Recipient, Aron Scholarship (1/95); Recipient, Maryland State Senatorial Scholarship (1994 – 1995); Recipient, Alliance of Black Women Attorneys' Scholarship (3/94); Recipient, J. Franklin Bourne Bar Scholarship (9/93); American Jurisprudence Award Recipient, Property (5/93)

JAMES MADISON UNIVERSITY
B.A. (5/92)

G.P.A.: 3.1

Major: English

Minor: Journalism

TEACHING & RESEARCH EXPERIENCE

Assistant Professor, Georgia State University Law School
(1/03 – present)

Duties include teaching Family Law to upper level law students and will include teaching Civil Procedure to first year law students.
Visiting Associate Professor, University of Maryland School of Law  
(8/01 – 6/02)

Duties included teaching first year one semester courses in Contracts, Civil Procedure and Legal Writing; preparing and grading final exams for Contracts and Civil Procedure classes; and grading student’s pleadings, discovery requests and summary judgment motions.

A. Leon Higginbotham, Jr., Research Fellowship in Social Justice, Harvard Law School  
Research Fellow (9/99 – 6/00)

Duties included research and drafting of an article for presentation at the 2000 Geneva Conference on Criminal Justice reflecting trends and issues of importance in the U.S. Criminal Justice system; preparing keynote presentation for National Conference of State Governors; researching and preparing memoranda, papers and articles on numerous criminal justice, constitutional and social-political issues.

Albert M. Sacks Clinical Research Fellowship, Criminal Justice Institute, Harvard Law School  
Clinical Research Fellow (9/98 – 9/99)

Duties included developing and compiling teaching materials for clinical curriculum; assisting clinical instructors with the administration of the course; conducting research and drafting memorandum about the evolution of the right to counsel in the United States and its applicability within the context of the Chinese criminal justice system; and writing appellate briefs.

Charles Hamilton Houston Preparatory Institute, Georgetown University Law Center  
Instructor (7/98 – present)

Duties include developing a curriculum for and teaching a 7-week Torts class to pre-law students, who will be attending law school at institutions across the nation.

University of Maryland School of Law  
Adjunct Professor (1/97 – 5/97)

Duties included developing a curriculum for and teaching a comparative constitutional law seminar with a focus on interpreting provisions of and case law derived from South Africa’s newly adopted Constitution and the United States Constitution, within the context of the historical experiences of each country.

PTEX, Hyattsville, MD  
Instructor (6/96 – present)

Duties include teaching property law, tort law and legal writing techniques to law students and graduates for success in law school and on the Maryland, New Jersey, District of Columbia, and New York Bar Examinations.

LEGAL EXPERIENCE

Piper & Marbury, L.L.P.  
Toxic Tort Defense and Commercial Litigation Departments  
Associate (9/96 – 5/98)

Duties included conducting depositions of doctors and economists in federal products liability case; conducting depositions of fact witnesses in state medical malpractice and asbestos cases; conducting extensive research and analysis of revenues derived from state sponsored tobacco sales; conducting document review for MCI filing with Department of Justice; conducting several state court hearings; preparing two appellate court briefs; preparing numerous motions and research memoranda and drafting over twenty-five answers for Fen-phen class action and individual suits.
Truth and Reconciliation South African Monitoring Project, Cape Town, South Africa
*International Legal Monitor* (9/96)

Duties included meeting with Commissioners and advocates from various National Governmental Organizations to discuss the development and feasibility of a national agenda which would advance the achievement of truth-finding; facilitate equitable distribution of resources to historically deprived segments of the population and promote South Africa’s constitutional commitment to harmony amongst its diverse citizenry.

Court of Appeals of Maryland, Baltimore, Maryland
**Chief Judge Robert M. Bell**
*Judicial Law Clerk* (8/95 – 9/96)

Duties included preparing draft majority and dissenting opinions; producing memoranda developing various points of constitutional, criminal and tort law; publishing case summaries of filed opinions for *Amicus Curiae*; and preparing bench memoranda for oral arguments.

Lawyers for Human Rights, Pretoria, South Africa
**Legal Extern** (8/94 – 1/95)

Duties included preparation of legal memoranda for Constitutional Court case of first impression involving state sanctioned prayer in private educational institution; drafting reports outlining deficiencies in South Africa’s maintenance system; drafting reports regarding the inclusion of a constitutional provision regulating hate speech; participating in conferences concerning the necessity of having a Truth and Reconciliation Commission; and production of reports regarding constitutionality of existing apartheid statutes.

**PUBLICATIONS**

*The Diversity Dilemma* (7/01) (circulating for publication)

*This piece investigates the still unanswered inquiry into diversity’s status as a constitutionally compelling interest, in light of recent studies establishing a direct and demonstrable nexus between racial and ethnic heterogeneity and an enhanced educational experience and climate.*

**BAR AFFILIATIONS**

United States District Court for the District of Maryland (1997); Court of Appeals of Maryland (1995)

**REFERENCES**

**Chief Judge Robert M. Bell**, Court of Appeals of Maryland, 410 333-6396

**Professor Alice Brumbaugh**, University of Maryland School of Law, 410 706-7352

**Professor Alice Bullock**, Howard University School of Law, 202 806-8000

**Professor Christopher Edley, Jr.**, Harvard Law School, 617 495-4614

**Professor Charles J. Ogletree, Jr.**, Harvard Law School, 617 495-2054

**Professor Laurence Tribe**, Harvard Law School, 617 495-4621
PROFESSIONAL EXPERIENCE

ACADEMIA

TEACHING

PROFESSOR
ASSOCIATE PROFESSOR
ASSISTANT PROFESSOR
Georgia State University College of Law, Atlanta, Georgia.

Subjects: Admiralty; Advanced Bankruptcy Seminar; Bankruptcy Accounting; Bankruptcy and Insolvency Taxation; Business Bankruptcy; Civil Procedure I and II; Commercial Law (Lending and Payment Systems); Corporations; Federal Income Taxation; Law & Statistics (Measuring Commercial Damages); Mergers and Acquisitions; Reorganizations; Sports Law; Technology & Law; Terrorism and Threat Assessment.


INAUGURAL ROBERT M. ZINMAN
SCHOLAR IN RESIDENCE
American Bankruptcy Institute, Alexandria, Virginia.

ADJUNCT PROFESSOR
Georgia State University
Graduate Sports Administration Department
College of Education, Atlanta, Georgia.

Subjects: Sports Law and Business; Governance and Ethics in Sports.

INSTRUCTOR
New York University School of Law.

Subjects: Basic and Advanced Bankruptcy and Insolvency Taxation, Internal Revenue Service/NYU Continuing Professional Education Program, Washington, D.C. Selected to teach the first Chief Counsel Tax Law Course via the IRS Satellite network to over 250 participants at over forty sites across the country.
VISITING PROFESSOR  
St. John’s University School of Law  
LL.M. Program in Bankruptcy  
New York, New York  

September 1999 - August 2000

Subjects:  
Advanced Bankruptcy Reorganization; Advanced Partnership Bankruptcy and Taxation; Bankruptcy Accounting and Finance; Bankruptcy Ethics, Fraud, and Malpractice; Bankruptcy Theory Seminar; Bankruptcy and Insolvency Taxation; Bankruptcy and Insolvency Research Seminar; Law and Statistics; Sports Law and Business.

VISITING ASSOCIATE PROFESSOR  
Yeshiva University  
Benjamin N. Cardozo School of Law  
New York, New York  

Summer 1995

Subject:  
Property

ADVISORY

ADVISORY BOARD  
American Bankruptcy Institute Law Review  
St. John’s University School of Law.

August 1993 - Present

EDITORIAL BOARD  
Asset Protection Journal  
Panel Publishers  
New York, New York

August 1993 - Present

ACADEMIC BOARD  
Turnaround Managers Association  
Boston, Massachusetts

November 2001 - Present

DEAN OF FACULTY  
American Board of Certification  
Alexandria, Virginia

January 1998 - December 1999

TAX CONSULTANT/RUSSIAN FEDERATION  
Georgia State University Consortium  
Georgia State University  
Atlanta, Georgia

April 1998 - August 1999

Draft Tax and Regulatory Codes for the Russian Federation with emphasis on Energy and Natural Resource (Oil & Gas, Minerals, Timber, and Transportation).
TAX ADVISER
National Bankruptcy Review Commission

CHAIRMAN
Tax Advisory Committee
National Bankruptcy Review Commission

COMMENTARY

LEGAL COMMENTATOR
American Bar Association Central and Eastern European Bar Initiative

LEGAL COMMENTATOR
American Bar Association Central and Eastern European Bar Initiative

REPORTER (BANKRUPTCY TAXATION)
American Bankruptcy Institute Bankruptcy Code Review Project.

PROFESSIONAL

DIRECTOR
BDO Seidman, LLP, New York
Financial Recovery Services (Business Reorganizations, Accounting, and Bankruptcy Fraud), Security Diagnostics Group (Corporate Security), Fraud Investigation and Recovery Services (Financial Fraud, Fraudulent Transfers, and Money-Laundering), Litigation Support Services, and Tax Services.

CONSULTANT
Atlanta, Georgia.

February 1997 - October 1997
February 1997 - October 1997
2002
1995 - 1996
1994 - 1996
May 1999 - Present
August 1991 - May 1999
GRAND JURY CONSULTANT
Georgia Jury Commission
Fulton County, Georgia

April 1998 - August 1999

Provide consultation and recommendations for the selection and qualifications of grand jurors.
Constructed a statistical model to explore racial makeup of grand juries.

ARBITRATOR
United States Olympic Committee Olympic Arbitration Panel

January 1998 - February 1998
July 1996 - August 1996

Served as arbitrator in the Winter 1998 Olympics in Nagano, Japan, and in the Summer 1996 Olympics in Atlanta, Georgia.

ASSOCIATE
Hughes & Luce, Dallas, Texas.

November 1987 - August 1991

JUDICIAL LAW CLERK
The Honorable William J. Holloway, Jr.
Chief Judge, United States Court of Appeals for the Tenth Circuit.

August 1985 - September 1987

EDITORIAL ASSISTANT
Food and Drug Law Journal
Washington, D.C.

August 1983 - May 1985

MEDIATOR
National Law Center, George Washington University.
Washington, D.C.

August 1983 - May 1985

GRANTS AND AWARDS

Faculty Development Institute, Connecting Teaching With Technology, University Systems of Georgia, 1998-1999.


EDUCATION

National Law Center, George Washington University
Juris Doctor with High Honors, May 1985
Class Rank: 9/372
Honors: Order of the Coif

The University of Tulsa College of Law
August 1982-July 1983
Honors: Dean's List Honors

The University of Oklahoma
B.A., Economics, July 1982
Honors: President's Honor Roll
Omicron Delta Epsilon, Int'l Economics Honor Society

The United States Coast Guard Academy
June 1979-May 1981

PUBLICATIONS

WORKS IN PROGRESS

Project Jericho: A Multi-Dimensional Terrorist Target Computer Prediction Model (work in progress).

The Fabric of Fraudulent Transfer Law (work in progress).


Emerging Duties of Directors and Officers of Insolvent Entities (West Publishing tent. pub. date 2004).

Bankruptcy Ethics, Duties, and Professionalism (American Bar Association tent. pub. date 2004).


Measuring Commercial Damages: Law and Statistics in the Computer Age (with Dr. David S. Salsburg)(work in progress tent. pub. date 2005).

BOOKS


McQueen & Williams on Tax Aspects of Bankruptcy Law and Practice (3d ed.) (Two Volumes)(West Group 1997)(with C. Richard McQueen).

Cumulative Supplement July 2002
Cumulative Supplement Dec. 2001
Cumulative Supplement July 2001
Cumulative Supplement Dec. 2000
Cumulative Supplement July 2000
Cumulative Supplement Dec. 1999
Cumulative Supplement Apr. 1999
Cumulative Supplement Dec. 1998
Cumulative Supplement Apr. 1998


Cumulative Supplement July 1995
Cumulative Supplement Dec. 1995
Cumulative Supplement July 1996
Cumulative Supplement Dec. 1996
Cumulative Supplement Mar. 1997

Creditors’ Rights and Bankruptcy (Matthew Bender 1993)(with Pamela Williams).

ARTICLES


CV of Jack F. Williams – Page 6


Bankruptcy Implications of Member and Member-Manager Interests in Limited Liability Companies, 1 Asset Protection J. 33-51 (1999).

Does All the Glitter Really Protect the Gold?, 1 Asset Protection J. 59-63 (1999)(with Alexander A. Bove, Jr.).


An Empirical Study of the Disposition of Quality of Life Crimes in Atlanta Municipal Courts (Georgia State University 1997).


SEMINAR MATERIALS

Economic Consequences of Terrorism: A Bankruptcy Lawyer’s Response (Georgia Bar Association January 2002).

Bankruptcy Year in Review – 2001 (Atlanta Bankruptcy Bar Association January 2002)

Tracking the Finances of Islamist Terrorist Organizations (Oklahoma Bar Association December 2001).


Project Jericho: The Use of Computer Models to Predict Future Terrorist Activity (Federalist Society – Georgia State University 2001).


Bankruptcy Ethics, Disinterestedness, and Indemnifications (ABI New York Conference 2001).


The Use of Statistical Techniques in Constructing Damages Models (Georgia State University College of Law – Federalist Society 2001).

Emerging Issues of Liability of Officers, Directors, And Professionals of Corporate Debtors Operating in the Zone of Insolvency (Southeastern Bankruptcy Law Institute 2001).


The Use of Classification and Regression Tree Analysis to Identify Islamist Terrorists (Federalist Society – Georgia State University 2000).

Project Jericho: The Use of Computer Models to Predict Future Terrorist Activity (Federalist Society – Georgia State University 2000).

Law, Duties, and Damages Methodologies in Insolvent Corporation Scenarios (Long Island Chapter of Turnaround Managers Association 2000).

A Primer on Bankruptcy Taxation (Nassau and Suffolk County Bar Associations, Long Island, New York 1999).

The Growing Threat of Islamic Terrorism: Al-Qaeda, Eygptian Islamic Jihad, and Others (St. John’s University School of Law 1999).

S Corporations in Bankruptcy (BDO Seidman, LLP CPE Program, New York 1999).

Ethical Duties of Insolvent Corporation to Creditors (Georgia Bar and Georgia State University College of Law 1999).

Food Distribution: Failure of Integration in a Merger Frenzy (Georgia State University Law and Business Schools 1999).
Indian Gaming (Federalist Society, Georgia State University and Emory University 1999)

Defenses to Preferences (Georgia Bar and Georgia State University 1998).

“But-For” and Other Commercial Damages Calculations (Georgia State University Law and Business School 1998).

Proving Insolvency Under the Bankruptcy Code (Federalist Society, Georgia State University 1998).

Indian Tribal Customs and Their Influence on Tribal Law: The Choctaw Perspective (Georgia State University 1998).

A History of Food and Drug Distribution in America (Federalist Society, Georgia State University 1998).

Why Al-Qaeda is not Through with the World Trade Center Just Yet (Georgia State University College of Law 1998).

Intermodal Transportation and Food Distribution Systems (Federalist Society, Georgia State University College of Law 1997).

Student Handbook on Law and Statistics (Georgia State University 1997).

Safety/Risk Management Manual (Georgia State University Recreation Services 1997).

Gender Equity for Women’s Sports Coaches (Georgia State University Sports Administration Graduate Program 1996).

Freezing Funds to Preserve a Right to Setoff, 12-5-95 WLN 12231.

Title IX: An Introduction (Georgia State University Sports Administration Graduate Program 1995).

Handbook on Tax Aspects of Bankruptcy (Georgia State University College of Law Tax Clinic 1994).


The Tax Consequences of Abandonment, collected in Hot Spots in Bankruptcy Tax (American Bankruptcy Institute 1993).

A Concise History of Islamic Terrorist Movements and Why That is Important to America (Emory University 1993).


Insolvency Issues Generated By The Application of Fraudulent Transfer Law To Intercorporate Guaranties (ABA Section of Business Law, David R. Weinstein and Jack F. Williams eds. 1992).
Application of Fraudulent Transfer Laws To Intercorporate Guaranties (ABA Section of Business Law, David R. Weinstein and Jack F. Williams eds. 1991).


Homeland Defense: A Need for Critical Thought (Southern Methodist University 1989).

The Legal Issues Associated with International Terrorism (George Washington University School of Law 1985).

Profiling Terrorists: A CART Approach to the Problem (George Washington University School of Law 1984).

The Palestinian Liberation Organization (PLO): A Study in Terror (University of Oklahoma 1982).

The Vulnerability of Ports and Harbors to Terrorist Attacks (United States Coast Guard Academy 1980).

The History and Politics of Islamic Terrorism (United States Coast Guard Academy 1979).

PRESENTATIONS

Lecturer and Coordinator, Homeland Security and Counter Terrorism Symposium (Georgia State University College of Law, Atlanta, Georgia November 2002)

Lecturer, America’s Response to Islamist Terrorism (Sixth Circuit – U.S. Court of Appeals Judicial Conference, Cleveland, Ohio June 2002).

Lecturer, Business Bankruptcy Review (Association of Insolvency and Restructuring Advisors Annual Convention May 2002).

Lecturer, Commercial Law Reform: Bankruptcy Taxation and Predatory Lending (American Bankruptcy Institute Annual Meeting April 2002).

Lecturer, Islamist Terrorism: Threat and Threat Assessment (Atlanta Scholars Kollel, Atlanta, Georgia, April 2002).

Lecturer, Economic Consequences of Terrorism: A Bankruptcy Lawyer’s Response (Georgia Bar Association January 2002).


Panelist, Bankruptcy Year in Review (Atlanta Bar Association 2002).

Lecturer, Tracking the Finances of Islamist Terrorist Organizations (Oklahoma Bar Association December 2001).
Lecturer, *Georgia’s Response to Predatory Lending* (Georgia Federalist Society December 2001).


Lecturer, *An Introduction to Classical Islam and the History of Islamist Terrorism* (Beth Jacob Synagogue Speaker’s Series October 2001).


Lecturer, *The Use of Statistical Techniques in Constructing Damages Models* (Georgia State University College of Law – Federalist Society 2001).

Lecturer, *Emerging Issues of Liability of Officers, Directors, And Professionals of Corporate Debtors Operating in the Zone of Insolvency* (Southeastern Bankruptcy Law Institute 2001).


Lecturer, *Tax Fraud!* (ABI Southeastern Bankruptcy Institute Workshop 2000).

Lecturer, *The Use of Classification and Regression Tree Analysis to Identify Islamist Terrorists* (Federalist Society – Georgia State University 2000).

Lecturer, *Project Jericho: The Use of Computer Models to Predict Future Terrorist Activity* (Federalist Society – Georgia State University 2000).


Lecturer, *Special Accounting Rules Regarding Insolvent or Bankrupt Companies* (BDO CPE Program 2000).

Lecturer, *Insolvency Tax Considerations for Troubled Companies* (BDO CPE Program 2000).

Lecturer, *Management Theories and Duties of Managers of Insolvent Corporations* (BDO CPE Program 2000).

Lecturer, *Law, Duties, and Damages Methodologies in Insolvent Corporation Scenarios* (Long Island Chapter of Turnaround Managers Association 2000).


Lecturer, *Ethical Duties of the Insolvent Corporation*, St. John’s University School of Law (2000).


Lecturer, *Section 382 Limitations with Corporations in Bankruptcy*, BDO Seidman, LLP CPE Program, New York (1999).


Lecturer, *The Use of Statistical Techniques to Detect Fraud*, (New York State Society of Certified Public Accountants (1999).


Lecturer, *Ethical Duties of Insolvent Corporation to Creditors*, Georgia Bar and Georgia State University College of Law (1999).


Lecturer, *Statistical Techniques in the Discovery of Fraud*, St. John’s University School of Law (1999).


Lecturer, *Indian Gaming*, Federalist Society, Georgia State University and Emory University (1999).


Lecturer, *The Enforcement of Arbitration Clauses in Bankruptcy*, American Bar Association Section on Litigation, Atlanta, Georgia (August 1999).

Lecturer, *Personal Bankruptcies and Tax Claims: The Role of the Super-Discharge Under Chapter 13 of the Bankruptcy Code*, American Bar Association Section on Taxation, Atlanta, Georgia (August 1999)

Lecturer, *Electronic Commerce and the Global Economy and Deregulation of the Telecommunications Market*, Israel Bar Association and Goldennet (Zahav-Bezek), Tel Aviv, Israel (February 1999).

Lecturer, *Why Al-Qaeda is not Through with the World Trade Center Just Yet* (Georgia State University College of Law 1998).
Lecturer, *Defenses to Preferences*, Georgia Bar and Georgia State University (1998).

Lecturer, "But-For" and Other Commercial Damages Calculations, Georgia State University Law and Business School (1998).


Lecturer, *Fraud!*, Federalist Society, Georgia State University (1998).

Lecturer, *Defenses to Preferences* (Georgia Bar and Georgia State University 1998).


Lecturer, *Rights of Disabled Students in Academic Settings Under the ADA*, Emory University, Atlanta, Georgia (October 1998).

Lecturer, *Salary Discrimination in Major League Baseball*, Federalist Society, Georgia State University, Atlanta, Georgia (April 1998).


Lecturer, *Intermodal Transportation and Food Distribution Systems* (Federalist Society, Georgia State University College of Law 1997).

Lecturer, *Law and Statistics* (Georgia State University 1997).


Speaker, *Interplay Between Quality of Life Crimes and Inner-City Economic Development*, Greater Atlanta Electric League, Atlanta, Georgia (November 1997).


Lecturer, *Legal Issues Posed by Emerging Information Technologies*, Georgia Bar Association, Atlanta, Georgia (April 1997).
Lecturer, *The Need for a Uniform Act Regulating Sports Agents*, Georgia State University College of Law (February 1997).

Lecturer, *Regulation of Sports Agents*, Emory University School of Law (January 1997).


Lecturer, *Gender Equity and Coaching Salaries*, Georgia Bar Association (October 1996).


Lecturer, *Gender Equity and Grassroots Support for Women’s Sports*, Georgia State University Sports Administration Graduate Program (May 1996).


Lecturer, *Gender Equity in College Sports Programs*, International Conference on World Sports Management, Georgia Institute of Technology (October 1994).

Lecturer, *The Tax Politics of Single-Asset Cases*, University of South Carolina College of Law Bankruptcy Symposium (August 1994).

Lecturer, *A Concise History of Islamic Terrorist Movements and Why That is Important to America* (Emory University 1993).

Lecturer, *Sports Ethics and Governance*, Georgia State University Sports Administration Graduate Program (November 1993).

Lecturer, *Hot Topics in Sports Law*, Georgia State University Sports Administration Graduate Program (November 1993).


**MEDIA APPEARANCES**


- Quoted in over 100 articles in newspapers and magazines of general circulation as an expert in Homeland Security, Terrorism, or Financial Distress and Bankruptcy.

**PROFESSIONAL SERVICE**

- Member, AALS Consulting Committee on Empirical Research
- Member, Academic Advisory Board, Turnaround Managers Association
- Co-Chair, Texas Indian Bar Association Indian Gaming Committee
- Member, Texas Indian Bar Association Legislative Committee
- Member (Chair 1992-94, Vice-Chair 1997-present), American Bankruptcy Institute Bankruptcy and Taxation Committee
- Board of Advisors, American Bankruptcy Institute Bankruptcy Law Journal
- Lecturer, BARBRI Florida Bar Review on Business Associations
- Lecturer, SMII Georgia Bar Review on the Uniform Commercial Code
- Participant, Electronic Document Processing Project for the United States Courts under the auspices of the Judicial Conference of the United States (March 1992)

**UNIVERSITY SERVICE**

**COLLEGE**

- Co-coordinator, Southeastern Bankruptcy Law Institute (1991-present)
- Member, Technology Committee (1998-present)
- Member (Chair 1998-1999), Continuing Education Committee (1998-present)
- Member, Faculty Development (1998-1999)
- Member, Faculty Recruitment Committee -- SPS Joint Appt. (1998-1999)
- Member, Faculty Recruitment Committee (1996-1998)
- Chair, Faculty Library Committee (1997-1998)
- Member, Faculty Scholarship Committee (1997-1998)
- Member, Faculty Development Committee (1996-1997)
- Chair, Educational Technology Advisory Committee (1993-1996)
- Member, Admissions Committee (1994-1996)
- Member, Dean Search Committee (1995-1996)
- Member, Ad Hoc Committee on the Order of the Coif (1995-1996)
- Member, Library Committee (1993-1995)
• Member, Ad Hoc Continuing Education Committee (1994-1995)
• Member, Curriculum Committee (1993-1994)
• Member, Ad Hoc Faculty Teaching Committee (1992-1994)
• Member, Ad Hoc Atlanta Project Committee (1993-1994)
• Member, Ad Hoc Academic Assistance Committee (1991-1993)
• Advisor, The Federalist Society
• Advisor, Phi Delta Phi
• Advisor, Sports Law Club

UNIVERSITY
• Member, Athletic Department Risk Management Committee (1995-present)
• Senator, Faculty Senate (1995-1997)
• Member, Faculty Senate Planning and Development Committee (1995-1997)
• Member, Faculty Senate Athletics Committee (1996-1997)
• Member, Faculty Senate Statutes and Bylaws Committee (1996-1997)
• Member, Faculty Senate Research Committee (1995-1996)
• Member, Sports Administration Department Faculty Recruitment Committee (1993-1996)

COMMUNITY SERVICE

• Guest Speaker on Native American customs, language, and folklore at private and public schools in Atlanta.

• Guest Speaker on Islam and Customs in Arab Nations.

AFFILIATIONS

• Native American Bar Association
• Texas Indian Bar Association
• State Bar of Texas
• Georgia Bar Association/Entertainment & Sports Law Section
• American Bar Association/Section of Business Law
• American Bar Association/Section of Science & Technology
• American Bar Association/Section of Taxation
• American Bar Association/Business Bankruptcy Law Committee
• American Bar Association/Forum Committee on the Entertainment & Sports Industries
• American Bankruptcy Institute/Bankruptcy Taxation Committee
• Member, American Association of Insolvency and Recovery Advisers
• American Statistical Association
• Society for American Baseball Research
BAR MEMBERSHIPS

- State of Texas, 1988
- Commonwealth of Pennsylvania, 1985
- United States Court of Appeals, Tenth Circuit, 1986
- United States Court of Appeals, Fifth Circuit, 1988
- United States District Court, W.D. Oklahoma, 1987
- United States District Court, N.D. Texas, 1988
- United States District Court, E.D. Texas, 1990
DOUGLAS HURT YARN
Curriculum Vitae

Georgia State University, College of Law, P.O. Box 4037, Atlanta, Georgia 30302-4037, (404)651-2147, fax (404)651-2092, e-mail dyarn@gsu.edu.

CURRENT POSITION

Georgia State University, College of Law
Professor (2002- ).
Executive Director, Consortium on Negotiation and Conflict Resolution (1996 - ).

EDUCATION

• Title of dissertation - "The Changing Role of English Arbitration."

University of Georgia School of Law, J.D., cum laude (1984)
• Notes Editor, Georgia Journal of International and Comparative Law.
• Research Assistant, Prof. Gabriel Wilner, Topic - Comparative Study on International Software Protection.
• Research Assistant, Dean Rusk Center for International and Comparative Law, Topic - U.S. Restrictions on Japanese Trade.

Duke University, B.A. (1976)
• President, Anthropology Majors' Union; Cultural fieldwork in India; Primate research at Yerkes Regional Primate Research Institute.

Postgraduate Fellowships and Special Programs
• Salzburg Fellow, International Environmental Negotiation, Austria (1990).
• ADR Fellow, American Arbitration Association (1987).

Admissions:
PUBLICATIONS AND RESEARCH

Books:

Book Chapters and Monographs:
- Ethical Duties and Best Practices When Engaging a Mediator, in Ethical Issues in Dispute Resolution (P. Bernard & B. Garth, eds. ABA Press, publication due in Fall 2002).

Pre-Appointment
- Mediation (Chapter 3) in Manual on Insurance ADR (Shepards/McGraw-Hill, 1994).
- Negotiation (Chapter 13), Med’Arb (Chapter 14), Mini-trials (Chapter 15), and Private Judges (Chapter 16) in ADR: A Practical Guide to Resolving Construction Disputes (R.W. Wulff and A.E. Harris eds, 1994).
- The Facility Issues Negotiation Process of the Georgia Comprehensive Solid Waste Management Act: An Evaluation With Recommendations, Inter-University Consortium on Negotiation and Conflict Resolution (Research Associate in collaboration with Principal Investigator Michael Elliott, Professor, Georgia Institute of Technology, 1994).
- International Protection of Intellectual Property Rights Under the United States Trade Laws (Rusk Center Monograph 1986)

Law Review Articles:
- Evaluative Dispute Resolution under Uncertainty: An Empirical Look at Bayes' Theorem and the Expected Value of Perfect Information, co-authored with Gregory Todd Jones (under consideration for publication).
- The Attorney as Duelist's Friend: Lessons from the Code Duello, 51 Case Western
Pre-Appointment


Professional Journals and Other Periodicals:

- *Does a Mediator Have an Affirmative Duty to Assure That Consent to Settle is Truly Informed*, 3 Just Resolutions 8 (newsletter of the ABA Section of Dispute Resolution, Jan. 1998).

Pre-Appointment


Other Works:


Pre-Appointment

- *Georgia Arbitration Code* (enacted 1988 as O.C.G.A. Sections 9-9-1 et seq.).

Works in Progress:

Books -

- The Death of ADR: The Evolution of Dispute Resolution Processes in the Shadow of the Law.

Articles -

- Vacating Arbitral Awards for “Manifest Disregard of Law”: Montes and Halligan and the Consequences of Mandatory Arbitration.
- Designing a System for National Reconciliation: The Case of Nicaragua (with Michael Elliott, City Planning Department, Georgia Tech).
Empirical Research -
- Study of Effects of Court-Connected ADR on Practice and Professionalism in the Georgia Bar (in collaboration with the Chief Justice’s Commission on Professionalism and the State Bar Section on Dispute Resolution).
- Longitudinal Study of Factors Influencing Choice of Law Practice Specialties (in collaboration with Dr. James Dabbs, Department of Psychology, GSU).
- Evaluation of Court-Connected Mediation Programs in Georgia (in collaboration with the Georgia Supreme Court’s Office of Dispute Resolution and Dr. Elizabeth Gordon, Political Science Department, Kennesaw State University).

COMMUNITY AND PROFESSIONAL SERVICE
Continuing Legal Education Presentations and Publications:
- Emerging Ethics Issues for Lawyers in ADR, Annual ADR Institute, Callaway Gardens, GA (State Bar of Georgia Dispute Resolution Section and ICLE in GA, Nov. 16, 2001).
- Using Apology in Mediation, Annual ADR Institute, Callaway Gardens, GA (State Bar of Georgia Dispute Resolution Section and ICLE in GA, Nov. 16, 2001).
- Psychological Factors in Conflict Resolution, Annual ADR Institute, Callaway Gardens, GA (State Bar of Georgia Dispute Resolution Section and ICLE in GA, Nov. 18, 2000).
- The Last Duel and Other Stories About Lawyers in Dueling, Keynote Address, Annual ADR Institute, Callaway Gardens, GA (State Bar of Georgia Dispute Resolution Section and ICLE in GA, Nov. 18, 2000).
- Negotiation for Beginning Lawyers Workshop, Transition into Practice Program III of the Chief Justice’s Commission on Professionalism, Atlanta, GA (Comm’n on Professionalism and ICLE in GA, Sept. 22, 2000).
- Try Dueling: Innovations by the Construction Bar, Atlanta, GA (Atlanta Bar Construction Section, April 19, 2000).
- The Death of ADR, Annual ADR Institute, Brasstown Valley, GA (State Bar of Georgia and ICLE in GA., Nov. 1997).
- Professionalism in Arbitration, Atlanta, GA (AAA, May 1997).
- Fifth Annual ADR Advocacy Institute, Chair, Atlanta, GA (ICLE in Ga., Dec. 1996).
- Fourth Annual ADR Advocacy Institute, Chair, Atlanta, GA (ICLE in Ga., Dec. 1995).
- Third Annual ADR Advocacy Institute, Chair, Atlanta, GA (ICLE in Ga., Dec. 1994).
- Corporate Counsel Institute, Presenter, Atlanta, GA (Dec. 1994).
- Environmental Law ADR Seminar, Moderator, Atlanta, GA (ICLE in Ga., Dec. 1994).
- Mediation Workshop for Construction Attorneys, Atlanta, GA (ABA, Oct. 20-21, 1994).
- Introduction to Alternative Dispute Resolution, Atlanta, GA (ICLE in Ga., Sept. 1994, recorded for video replay).

Pre-appointment:
- ADR in Real Estate Disputes, Real Property Law Institute (ICLE in Ga., May 1993).
Douglas Hurt Yarn / Vitae - Jan. 23, 2003

1994).
• Historical Roots of the Lawyer as Counselor, in The Lawyer as Counselor (ICLE ed. 1991).
• A Brief History of Arbitration and Mediation, in Beyond Litigation (ICLE ed. 1989).
• Alternative Dispute Resolution in Computer Disputes, in Computer Law (ICLE ed. 1988).
• Using a Neutral to Facilitate Settlement, in Negotiation and Settlement (ICLE ed. 1987).

Other Program Participation and Presentations:
• Trainer, CNCR Institute on Conflict Resolution in Higher Education (June 12-13, 2001).
• Presenter and Panel Organizer, Gruter Institute, Topic: The Evolutionary Biology of Apology (Squaw Valley, CA, June 4, 2001).
• Co-Presenter, German Conference on ADR, Topic: A Comparative Perspective on Germany’s Experiment in Court-Connected ADR (Tubingen, Germany, May 5-6, 2001).
• Presenter, Facilitator, and Organizer, CNCR Conference on Exporting ADR, Topic: Lessons from Ten Years of Intervention (Atlanta, GA, March 30-31, 2001).
• Presenter, Southern Polytechnic State University, Faculty Orientation, Topic: Conflict Resolution under the Regents’ Initiative (Marietta, GA, Aug. 14, 2000).
• Facilitator and Presenter, CNCR Symposium on Ethics in Mediation, Topic: Development of Ethics Regimes (GSU, Atlanta, GA, April 17, 2000).
• Invited Panelist, National Institute of Justice, Meeting on the Future of Community
Dispute Resolution (Washington, D.C., March 31, 2000).

- Participant, Hewlett Foundation Conflict Resolution Theory-Building Centers Meeting on Negotiation Pedagogy (Boston, MA, March 9-11, 2000).
- Presenter, ABA Dispute Resolution Section Annual Meeting, Topic: The Duelist’s Friend: Seconds as Role Models for Attorneys in Mediation (Boston, MA, May 1, 1999).
- Presenter, Teaching Conflict Resolution Conference, Topic: Using the Socratic Method in Teaching Conflict Resolution (Atlanta, GA, April 23, 1999).
- Presentation of paper, 10th Annual Conference of the International Association for Conflict Management, Title: Dispute Systems Analysis and Design: Nicaraguan Land Tenure Conflicts (Bonn, Germany, June 18, 1997).
- Speech to the Atlanta Bar Association, ADR Section; Topic: Do Mediator Qualifications Matter? (Atlanta, GA, Jan. 15, 1997).
- Participant, Gruter Institute on Law and Biology (Squaw Valley, CA, June 1995).
- Participant and Presenter, Committee on Critical Issues in Public Policy Mediation, Society for Professionals in Dispute Resolution (Atlanta, GA, Feb. 1995).
- Trainer, Georgia State University, Office of the Ombudsperson, Mediation training for the GSU Peer Mediation Center (1994-97).
- Participant and Presenter, Society for Professionals in Dispute Resolution Annual Meeting, Topic: The Emerging Professional Vocabulary (Dallas, TX, Oct. 1994).
- Trainer, Georgia Supreme Court Office of Dispute Resolution, Mediation training for
magistrate court mediators (Aug. 1994).

- Facilitator, Professionalism Orientations, Chief Justice's Commission on Professionalism, Georgia State University and University of Georgia (Aug. 1994).

Pre-appointment:
- Principal lecturer, University of Georgia, School of Business, Negotiation workshop for MBA students (Apr. 1994).
- Speech to Georgia Subcontractors Association (Feb. 1994).
- Presenter, Topic: Negotiating Between EPA and the Corps of Engineers on Wetlands Permitting under Section 404, Environmental Protection Agency (1993).
- Facilitator and Participant, Consultation on Reconciling the Conflicts between International Trade Law and Environmental Protection (1993).
- Presenter, Topic: Dispute Resolution in Banking, RMA Southeastern Spring Lending & Credit Conference (1993).
- Presenter, Topic: Dispute Resolution and Accounting Services, National Associated CPA Firms (1993).
- Presenter, Topic: Language and Community Building, 27th Annual Convention of Teachers of English to Speakers of Other Languages, Carter Presidential Center (1993).

Consultation & Legislation (including background studies and drafting):
- Consultation with the Permanent Court of Arbitration, The Hague, on the development of rules for arbitration of international environmental disputes (in The Hague from Feb. 18-20 and May 17-20, 2001); currently organizing an international conference for the Court.
- Board of Regents, State of Georgia: Consultation on models of conflict management in institutions of higher education (1994-95).
- Task Force on ADR, National Association of College and University Attorneys: Consultation on incorporating dispute resolution processes into institutions (1994-96).

Pre-appointment:
- Scientific-Atlanta, Consultations on design of dispute resolution system for private corporation (1994).
- Georgia Obstetrical and Gynecological Malpractice Claims Arbitration Act (adopted as a national model by the American College of Obstetrics and Gynecology, 1992).
- Georgia Arbitration Code (enacted 1988 as O.C.G.A. §§ 9-9-1 et seq.).
- Alabama Uniform Arbitration Act (proposed 1988).
Professional Service and Activities:

- Editorial Board, CONFLICT RESOLUTION QUARTERLY (one of two interdisciplinary scholarly journals in the field) (2001- ).
- State Bar of Georgia, Committee on Multi-Disciplinary Practice (2000-01).
- Usery Center, Georgia State University, Ad Hoc Committee on Ethics (2000).
- American Bar Association, Section on Dispute Resolution, Subcommittee on Lawyer/Neutral Ethics (1998 - ).
- Member by appointment of the Georgia Supreme Court on the Commission on Dispute Resolution (1996-).
  - Committee on Long-Range Planning (1997-98).
  - Committee on Evaluation, Chair (1998 - ).
- Board of Regents of the University System of Georgia, Advisory Committee to the Chancellor on Conflict Resolution (1995- ).
- Institutional Review Board, Georgia State University (May 1995- ).
- Georgia State University, Advisory Committee to the Peer Mediation Center (1994-99).
- American Bar Association, Section on Dispute Resolution (1993- ).
- Panel of Neutrals, Georgia Department of Community Affairs (1992- ).
- Consortium on Negotiation and Conflict Resolution, Executive Board (1993- ).
- Georgia Institute of Technology, College of Architecture, City Planning Department - Senior Associate of the Southeast Negotiation Network providing facilitation, mediation, and consensus-building in public policy and development disputes (1989-97).

Pre-Appointment

- Atlanta Bar Association, Settlement Week Committee (1987).
- State Bar of Georgia, Committee to Reduce Court Costs and Delay (1984-90).

PROFESSIONAL EXPERIENCE

Facilitation and Mediation:
• Facility Issues Negotiation Facilitator, City of Sugar Hill, Georgia (1993) (landfill expansion).
• Facility Issues Negotiation Facilitator, Quitman County, Georgia (1992) (biomedical waste incinerator).
• Atlanta City-Wide Parks Planning Congress (1991).
• National Laboratory Training Network, Strategic Plan and Standard Operating Procedure (Center for Disease Control and the Association of State and Territorial Public Health Laboratory Directors, 1991).
• Gwinnett County, Georgia, Long-Range Land Use Plan (1990-91).
• Governor’s Access to Health Care Commission (State of Georgia, 1990).
• City of Atlanta Arts Congress (1990).
• Conducted several hundred mediations, several hundred conciliations, and numerous binding and non-binding arbitrations on private commercial disputes, personal injury claims, and divorce issues (private, voluntary references by agreement) (1987- ).

Teaching Experience and Curricula Development:
• Professional Responsibility, three-hour credit semester course, designed and taught for the University of Georgia School of Law (Summer 2002).
• Advanced ADR Seminar, 3 hour credit semester course, designed and taught for the Georgia State University College of Law (1995- ).
• Mediation and Higher Education, designed and conducted for the National Association of College and University Attorneys (1994- ).
• Seminar on Resolving Complex Disputes, 2 hour credit semester course, designed for the University of Georgia School of Law (1994).
• Gambrell and Stolz, in-house ADR training for law firm (1993).
• Mediator Training Workshop, Texas State Courts, 40 hour workshop for mediators handling civil lawsuits referred by the courts under statutory authority (1993- ).
• Negotiation and ADR, 3 hour credit semester course, designed and taught for the Georgia State University College of Law (1993- ).
• Turner Broadcasting Systems, two-day workshop on negotiation (1993).
• King & Spalding, in-house ADR training for litigation and corporate departments (1993).
• Powell, Goldstein, Frazier & Murphy, in-house ADR training for litigation and corporate departments (1992).
• Negotiation and ADR, 2 hour credit semester course, designed and taught for the University of Georgia School of Law (1992- ).
• Alternative Dispute Resolution Advocacy, American Arbitration Association, two-day course trains advocates to represent disputants in alternative dispute resolution forums (1991- ).
• New Vehicle Warranty Rights Act Arbitrator Training, Georgia Office of Consumer Affairs, half-day course, custom-designed and conducted for the state agency entrusted with consumer protection, trains arbitrators to hear and decide conflicts between automobile manufacturers and purchasers of their vehicles as provided in a special statute (1991- ).
• Consumer Dispute Resolution, Sterling Motor Company, two-day workshop, designed and conducted for a joint venture of Rover and Honda Motor Companies, trained management in a range of skills necessary to constructively resolve consumer disputes (1991).
• Arbitrator Training 1-2-3, American Arbitration Association, workshop consists of three half-day sessions covering basic, intermediate, and advanced arbitrator skills (1990).
• Beyond Litigation: Extra-Judicial Dispute Resolution, one-day program, designed and conducted once for the Institute for Continuing Legal Education in Georgia (1990).
• Mediating Condominium Disputes, Florida Community Association, three-day workshop, designed and
conducted for an organization composed of condominium-owners associations (1990).

- Negotiation Workshop, American Arbitration Association, three or four-day workshop introduces participants to a range of negotiation theory, style, and strategy (1990-).
- Managing Conflict in Construction, 30 hour course, designed for the Graduate Department of the School of Civil Engineering, Georgia Institute of Technology (1989-).
- Resolving Labor Disputes, Alabama Education Association, two-day, skill-building course, designed for the organization that represents teachers and other employees in the Alabama public school system, provided hands-on training for fifty individuals representing Association members in discipline and termination proceedings (1989).
- Construction Mediator Training Workshop, American Arbitration Association, two-day, skill-building workshop prepares individuals to mediate disputes arising from construction projects (1989-).
- Commercial Mediator Training Workshop, American Arbitration Association, two or three-day, skill-building workshop prepares individuals to mediate disputes arising from commercial transactions and insurance claims (1989-).
- Mediator Training Workshop, Florida Circuit Courts, 40 hour workshop for members of the Florida bar to mediate civil lawsuits referred by the courts under statutory authority (1989-).
- Portions of Programs and Modules: Topics other than conflict resolution for which Mr. Yarn developed a specially-tailed portion or module on conflict resolution: Transnational Commercial Transactions, Real Estate, Family Law, Exporting, Banking, Computer Technology, Corporate Management, and Insurance.

Previous Positions:

- In-house mediator, trainer, and counsel for the American Arbitration Association, Atlanta Regional Office, Atlanta, GA (1987-94).
- Adjunct Professor, Georgia State University, College of Law, Atlanta, GA (1993-94).
- Adjunct Professor, University of Georgia, School of Law, Athens, GA (1991-94).
- Adjunct Professor, Emory University, School of Law, Atlanta, GA (1994).
- Adjunct Professor, Graduate Studies, Department of Civil Engineering, Georgia Institute of Technology, Atlanta, GA (1989-92).
- Executive Director, AAA Center for International Commercial Disputes (1987-88).
- In-House Counsel, Oppenheimer & Assoc., Inc., Kansas City, MO, Investment Banking (1986).
- Laboratory and Autopsy Assistant, Crawford W. Long Memorial Hospital, Atlanta, GA (1970-72).

Details on community service omitted.

References on request.
APPENDIX F4: DESCRIPTION OF FACULTY MEMBERS’ INVOLVEMENT IN REVIEW PROCESS
Faculty Members’ Involvement in the Academic Review Process

A good deal of the information gathered and reviewed for this process is drawn from the College of Law’s preparation of its most recent Self Study for continuing American Bar Association accreditation. The planning and preparation for the Self Study began in August, 2005, with the Dean’s appointment of an eight member Self Study Committee. It culminated in the ABA’s February 2007 site visit and the reports that followed. The entire Self Study and the reports therefrom are included in Appendix A of this report.

Members of the eight person Committee were selected on the basis of their willingness to serve and additional factors, including relevant administrative position and responsibilities and familiarity with the previous Self Study and Self Study process. For example, with the exception of the Dean, who participated ex officio, the Committee included members of the College administration—Associate Dean Emanuel, Associate Dean Sobelson, Assistant Dean Prigge, and Law Library Director Johnson. Members Emanuel, Johnson, Sobelson, and Yarn served on the previous Self Study committee, and Yarn oversees the College’s on-going strategic planning process. The Chair, Professor Blasi, and additional members, Professors Curcio and Taylor, have served on and chaired a wide range of College committees over many years.

Students assigned a representative to participate in Committee meetings. As in the previous self study, the Committee did not include staff, alumni, University representatives, or members of the local legal community. The burdens of serving on the Committee appeared to be too high to maintain sustained representation from these constituents. Other effective means of obtaining input from these groups seemed more reasonable and are described in Section 3 below.

The Committee began the process of gathering relevant information by identifying existing useful materials, such as previous Self Study and other academic program review documents, the College’s current strategic and action plan, and the 2005 Law School Survey of Student Engagement (LSSSE). These materials were posted on a website available to all faculty members. Materials produced during the course of the Self Study were also posted on this site and included Committee e-mails and drafts of sections of the Self Study Report.

The Dean participated in the Committee ex officio and attended approximately two-thirds of the Committee’s meetings. The Dean provided data that was compiled by his office and reviewed the entire Self Study.

The Committee facilitated faculty involvement throughout the process. During the first two meetings, the Committee reviewed the previous Self
Study and made decisions on how to proceed with the current process. The Chair assigned the relevant academic areas of inquiry and the related sections of the Self Study to Committee members who, in turn, solicited input from faculty members and staff whose activities or responsibilities are relevant to those standards and sections. Respective Committee members compiled these responses into the initial drafts of sections of the Report.

These draft sections were then returned to the Committee, which edited them and distributed them for further faculty review. After soliciting further individual comments, the entire faculty voted on the section drafts and then the document in its entirety.

Conforming these documents to the requirements of this Academic Review process was largely accomplished by a group consisting of Dean Steven Kaminshine, Assistant Dean Bill Prigge, Associate Dean Roy Sobelson and Librarian Nancy Johnson.
APPENDIX G2:

COLLEGE OF LAW
LAW LIBRARY ANNUAL REPORT
INTRODUCTION

During February 2007, the ABA site evaluation team visited the College of Law. Professor Mary Persyn was the law librarian on the team. Throughout the visit, Prof. Persyn visited librarians, staff, faculty, and students and obtained a favorable impression of the law library’s strong commitment to service.

During 2006/2007, we experienced several changes in library faculty. Effective March 2007, Terrance Manion was promoted to Director of Information Technology, Instructor of Law. As of August 1, 2006, Ron Wheeler joined us as the Associate Director for Public Services. Kreig Kitts joined us for a short time from August to June as a Reference Librarian, resigning in June. Colleen Williams, Reference Librarian, resigned at the end of December and joined the University of Arkansas at Fayetteville Law Library. Pam Brannon, a recent graduate of the University of Georgia Law School, joined the Law Library June 5 as the Reference/Electronic Services Librarian. Michael T. Davis, most recently employed as a law librarian at Wayne State, joined us on August 1 as a Reference Librarian. Effective August 2007, we are fully staffed.

The strength of the collection continues to shift from print materials to electronic resources. Although we maintain a strong Georgia collection and several other topical areas, we have shifted from print resources to electronic resources. We focus our attention on achieving maximum value for our resource dollar.

Several services should be highlighted. The Law Library is a very popular place in the College of Law. The library traffic increased by 23% in visits to the library. Throughout the year, the gate statistics recorded 126,864 round trip visits to the library. Gil Express, a statewide borrowing and lending consortium, has been extremely active and we have reported very high numbers. During the year, we began using an online faculty request database. This database allows faculty to enter requests via a link on the library’s web site. During the year, the librarians and research assistants completed 739 faculty research requests. During April, we completed 170 requests. Additionally, we borrowed and loaned a record number of items through interlibrary loan.

The Law Librarians continue to contribute in various professional settings. Throughout the year, librarians have written articles and have remained very active in local, regional, and national library association activities.

Please refer to the Annual Reports of the six library faculty members. Besides their departmental reports, they included departmental goals for the year. Ron Wheeler, Associate Director for Public Services, Keith Hill, Circulation Supervisor, Juanita Wheeler, Stack Maintenance Supervisor, and Betty Wright, Interlibrary Loan Coordinator, collaborated on the Public Services Report. Terrance Manion provided the Law Library Information Technology Report, Qian Cui, Catalog Librarian wrote the Cataloging Report and Trina Holloway, Acquisition/Serials Librarian, described the work of her department.
ADMINISTRATIVE AND PERSONNEL

The attached organization chart (see Organization Chart) reflects the administrative structure of the Law Library as of July 2007. The library staffing includes seven librarians, nine staff members, and several student assistants. The position descriptions outline the specific duties of librarians and staff.

Librarians

Name                Position
Nancy Johnson      Law Librarian/Professor of Law
Pam Brannon        Reference/Electronic Services Librarian
Qian Cui           Catalog Librarian
Trina Holloway     Acquisitions/Serials Librarian
Terrance Manion    Director of Information Technology
Michael T. Davis   Reference Librarian
Ron Wheeler        Associate Director for Public Services

Staff Members

Name                Position
Sherri Grady        Administrative Coordinator, Sr. (Accounting/Serials)
Keith Hill          Administrative Supervisor III (Circulation)
Willard (Bill) Irvin Library Assistant II (Circulation) .75 FTE
Dermot Robinson     Library Technical Assistant (Circulation)
Ivory Smith         Library Associate II (Tech Services)
Dee Walraven        Business Affairs Coordinator
Juanita Wheeler     Administrative Supervisor III (Stacks)
Pamela Willis       Library Associate II (Cataloging)
Betty Wright        Administrative Coordinator (Circulation)

LIBRARY HOURS AND USERS

Beyond serving the students and faculty, the Library is open to attorneys and members of the legal community. We continue to serve members of the public who are performing legal research. The library is open 103 hours per week or 5,355 hours per year, with some variation in the schedule for university breaks. According to the door count statistics, we had 126,864 visits to the Law Library and October was the busiest month with 14,888 visits. These statistics represent a 23% increase in visits to the library!
SERVICES

The Reference Librarians provide a total of seventy-two hours of reference desk service each week. With the help of our GRA's, we provide reference assistance during weekends. The librarians answered 2,631 questions during the year, with October being the busiest month with 630 questions.

During the year, we dispensed with using a faculty liaison model to answer faculty research requests and began using an online faculty request database. Of course, faculty can call or email requests if they prefer. The librarians and research assistants completed 739 faculty research requests, with April being the busiest month with 170 requests.

The librarians and staff continue to stress high quality customer service and we take advantage of advanced training opportunities. Within the Law Library, we hold monthly Information exchange meetings and the librarians and staff also attend COL events and meetings.

Nancy Johnson, Terrance Manion, and Ron Wheeler remain involved in teaching legal research to the first year law students and other classes. Additionally, the librarians offer tours and instruction to undergraduate and graduate classes. Nancy Johnson teaches the Advanced Legal Research Seminar during the fall and spring semesters.

Betty Wright manages interlibrary loan and Keith Hill handles GIL Express requests. Both services are very valuable to our faculty and students.

The Public Services Annual Report covers the circulation department, interlibrary loan, reference department, and stack maintenance.

TECHNOLOGY

Under Terrance Manion's supervision, technology services remain an integral part of the Law Library. Terrance discusses the extensive work of student computing, web services, library automation, and research technology in his Information Technology Report. During the year, significant organizational changes have taken place. In March 2007, the Law Library Electronic Services group merged with the College of Law Technology Services group creating College of Law Information Technology.

LIBRARY COLLECTION

The library has a strong and thriving electronic collection. We collect electronic titles from BNA, Hein Journals, Hein Books, government documents, Making of Modern Law, CCH, UN Treaty, Lexis Congressional, and U.S. Supreme Court Records and Briefs.
The following figures summarize the size of the print collection as reported to the ABA in Fall, 2006:

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<table>
<thead>
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<tbody>
<tr>
<td>Titles Added</td>
<td>2,283</td>
</tr>
<tr>
<td>Titles Withdrawn</td>
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<td>Total Titles</td>
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<tr>
<td>Paper Volumes Added</td>
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<td>Paper Volumes Withdrawn</td>
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<td>Paper Volumes Total</td>
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<tr>
<td>Vol. Equiv. Added – Microforms</td>
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<tr>
<td>Vol. Equiv. Total – Microforms</td>
<td>188,204</td>
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<tr>
<td>Total Volumes and Volume Equivalents</td>
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</tr>
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</table>

**TECHNICAL SERVICES**

The Cataloging unit, under Qian Cui and Pamela Willis, has been very busy both adding books to the collection and withdrawing materials. Additionally, Pamela is responsible for binding and processing. In January 2007, the library outsourced a small portion of monographic books through YBP/PromptCat. During the year, we continued to add new print and electronic volumes and titles. The Cataloging Department cataloged 6,889 print items. The major change was in cataloging electronic titles. The Department cataloged 26,056 electronic resources, including 1,259 Hein Books, 2,179 Cassidy records, and 22,000 Making of Modern Law records.

The Acquisitions/Serials unit, under Trina Holloway, and staff members Sherri Grady and Ivory Smith, accomplished several projects beyond ordering materials. Approximately $814,000 was spent on new and continuing library materials. Fortunately, our acquisitions budget has been increased to $925,500 next fiscal year.

Trina assumed the responsibility for managing government documents. All process is done in Technical Services Department and Stacks Maintenance does the filing and shelving.

**FACILITIES**

The Law Library has 37,989 feet of shelving capacity available for library materials. We have adequate room to grow and our shelving capacity is just over the median shelving capacity of 32,384 feet for southeastern law libraries. During the year, we shifted to more electronic services, which resulted in withdrawing additional hard-copy materials. The net square footage for library facilities is 44,678. The library obtained several wooden tables and chairs from the University Library. The University Library renovated their entire space and no longer needed some of their tables.
<table>
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<th>FY 2005</th>
<th>FY 2006</th>
<th>FY 2007</th>
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<tr>
<td># TT Faculty</td>
<td>35</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td></td>
<td></td>
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<tr>
<td># Graduate Majors (All)</td>
<td>675</td>
<td>664</td>
<td>739</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>19.3</td>
<td>19.0</td>
<td>20.5</td>
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<tr>
<td>Grad/TT Ratio</td>
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<tr>
<th></th>
<th>FY 2005</th>
<th>FY 2006</th>
<th>FY 2007</th>
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</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>35</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td></td>
<td></td>
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<tr>
<td>Ph.D./Grad Faculty Ratio</td>
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</tbody>
</table>
Table H
Outline for Section H of Self-Study
Goals and Objectives
College of Law

Vision and Context

The COL has achieved remarkable success in its first 25 years -- its first generation. It has built a strong academic program that is well regarded in the state and region and assembled a talented and engaged faculty that is gaining national prominence in several important areas. As it enters its second generation, the COL strives to build on this success by becoming one of the most recognized and accomplished public law schools in the region and a school that is well regarded on the national stage. To accomplish this vision, we must: continue to increase the level of faculty scholarship and professional engagement; continue to develop distinctive programs, centers, clinics, and vehicles of community outreach; improve coverage of certain curricular areas; increase support for scholarly productivity and professional engagement; pursue effective curricular innovation and pedagogy to meet the needs of the profession; attract outstanding new faculty members who help advance these objectives; and build a new free standing law facility that enhances our identity and our capacity to educate students in an improved environment, customized to our needs.

Goals and Objectives

The COL will seek to advance this vision over the next several years by pursuing the following goal and objectives. These goals and objectives are meant to build on the strengths, and work through the challenges, delineated in Section A.

1. Programmatic Development

1. Improve Curriculum Coverage: The COL must improve curricular coverage and depth in the areas of International Law, Criminal Law, Wills and Estates, Skills and Dispute Resolution, Intellectual Property (the science side), Antitrust and Regulatory Law, Tax Law, and Civil Procedure and Torts.

*Action needed:* The COL must hire faculty members with strengths in these areas through a combination of new faculty lines and replacements as faculty members retire (note: the COL cannot improve curricular coverage solely through replacing faculty as they retire because the retiring faculty members may create new curricular holes and because the pace of retirements may not allow for an orderly plan for improving curricular coverage).

*Action needed:* Salary resources for this faculty hiring must enable the COL to compete effectively in the national hiring market.

2. Curriculum Reform: The COL must re-examine the structure of its curriculum and aspects of its pedagogy as they relate to our methods of skills training and fostering professional identity and their segregation from the doctrinal courses. In conducting such a review, the COL must respond where appropriate to critiques by the Carnegie Foundation and others about the way American law schools approach professional education.

*Action needed:* The COL must formulate a plan for curricular review building on the faculty’s 2007-2008 year of study through the dean’s Working Group on Legal Education. The results of such a curricular review likely will have significant resource implications because effective curricular reform in the skills area will likely require more faculty members to staff smaller classes and clinics characterized by smaller faculty-student ratios. Implementation of such curricular reform should be phased in on a multi-year basis as resources allow.

3. Grow Interdisciplinary Centers: The COL must continue to support the growth of its interdisciplinary centers in Health Law and Metropolitan Growth to enable both centers to achieve, or achieve greater, national prominence.
Action needed: The COL will work with the Centers to increase resources from private and grant funding sources and to develop endowments to supplement University and COL support, akin to the endowment that has been raised in the Tax Clinic.

4. Develop Legal Ethics and Professionalism Center: The COL also should consider the establishment of a center of legal ethics and professionalism that would capitalize on the national reputation of its Burge Chair in Ethics and Professionalism and the many initiatives, national and regional, currently supported by the Burge Chair Endowment.

Action needed: Develop plan document for such a center and seek approval from C.A.P. and the University Senate. Seek funding for such a Center as an area of focus in collaboration with new business ethics center in the RCB and the non-profit center in the AYPS.

5. Intellectual Property, Science and Technology: The COL must better capitalize on its location, the strength of its Intellectual Property Alumni Advisory Board, and the size of its endowment related to the area of Intellectual Property.

Action needed: Hire faculty member to supplement existing strengths and provide a stronger academic focus in the aspects of IP that relate to technology and the sciences (including biotechnology).

II. Faculty Growth and Development

1. Faculty Productivity: Faculty scholarly productivity and professional engagement has grown substantially as has the number of faculty who are recognized as leaders in their field. For this trajectory to continue and improve, productivity in these areas must continue to grow, as must the College’s support for such activity.

Action needed: Seek funds in budget to increase support for summer research and bring summer grants to the levels of most other law schools.

Action needed: Make workload adjustments within the faculty in light of productivity, and secure resources, that will enable the college to support periodic course releases to support the scholarship and professional engagement of its most productive faculty members.

2. Chairs and Professorships: The COL must increase the number of faculty members who hold endowed chairs and professorships. Endowed professorships promote national recognition, support faculty retention, and facilitate recruitment of national scholars from the outside. While the COL has created three new professorships over the past three years, its overall total of five is well below the number of endowed professorships enjoyed by faculties at more established institutions.

Action needed: Continue to make a endowed professorships a fundraising priority and highlight this need during the upcoming capital campaign.

3. Salary Compression and Faculty Retention: The combination of modest salaries, and relatively small annual merit increases, has caused compression problems for our junior-to-mid-level faculty members because the external market has grown faster than their salaries. The COL must secure funds to combat compression to enable it to retain its most productive performers and to recruit competitively on the national hiring market without exacerbating the compression problems that already exist.

Action needed: The COL is not certain how to secure greater funds for compression other than to continue to support and University efforts in this area as a top funding priority and address part of the problem by succeeding in increasing the number of endowed professorships as noted in objective 2 above.

3. Faculty Diversity: The COL seeks to be more successful in hiring faculty members who would contribute toward a more racially and ethnically diverse faculty. In this regard, the faculty recognizes the gap that
exits between its substantial efforts over the years to recruit a faculty that is diverse and the actual hiring results.

Action needed: The COL must continue its aggressive efforts to identify and recruit racially and ethnically diverse faculty, and obtain funding for salary levels that will enable the COL to compete more effectively in the hiring market.

III. Administrative Support for Academic Mission

1. Administrative Staffing: The COL must increase the level of administrative staffing in key areas in order to keep pace with the growth of the COL’s programs and initiatives. Staff levels are inadequate to support the COL’s rapid growth. This understaffing is felt most acutely in the areas of career services, communications, development, conference and event programming, and student services.

Action needed: The COL must secure funds to increase its administrative staffing as follows: a professional counselor in career services, an administrative support person for communications, administrative support for development, an event and conference management professional for development, and administrative support for student services tied to the associate dean of students.

IV. Students

1. Student Life: Proper attention to student needs and student organization activities requires dedicated administrative staffing to support the work of the Associate Dean of Students. No such support currently exists.

Action needed: The COL will seek to hire an administrative support person attached to the office of the Associate Dean of Students.

2. Scholarships: The COL must increase the number and financial level of its endowed scholarships to compete effectively for our regions most promising students. If not supplemented, existing scholarship support is in danger of shrinking in relative value if the endowment levels do not grow to keep pace with rising tuition levels.

Action needed: Make endowed scholarships a fundraising priority and highlight this need during the upcoming capital campaign.

V. Law Library

1. Acquisition Budget: The COL Library has had to cut acquisitions because of escalating acquisition costs and the fact that it is less well-funded than peer law libraries in the region. The Law Library seeks to reverse this trend in acquisitions and improve its budgetary situation.

Action needed: The COL must work with the University over the next few years to grow the Library’s budget and secure budget increases in an amount more closely tied to annual inflationary increases in acquisition prices.