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## University of Georgia School of Law Blueprint for Excellence

University of Georgia School of Law

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UNIVERSITY OF GEORGIA  
SCHOOL OF LAW

BLUEPRINT FOR EXCELLENCE

. . . Those who are most deeply devoted  
to a democratic society must be precisely the ones  
who insist upon excellence, who insist that free men  
are capable of the highest standards of performance.  
We are just beginning to understand that free men  
must set their own difficult goals and be their own  
hard task-masters . . . .

John W. Gardner

Author of Excellence

## FOREWORD

To become the very best that we are capable of being - that is our mandate! Georgians want and deserve nothing less than top quality legal education. This commitment represents our sole blueprint for the future. The quest for excellence which began at Georgia's Law School in the mid-sixties is unfinished, but not unattainable. To attain our goal, we need only to rededicate ourselves to serving the needs of our state and region. Since "the past is prologue" our blueprint must include an objective appraisal of our past as well as a purposeful and specific plan for the future.

In the following pages several areas will be explored that define our Blueprint for Excellence. Initially the focus will center on the achievements of the past and then on our hopes for the future. The analysis will be concerned with the "four pillars" of quality legal education - students, instruction, library, and physical plant. The Blueprint will highlight a three-year plan for achieving excellence with specific "price tags" attached. In addition, the Blueprint will recognize that the law school's role is something more than just a "trainer of problem solvers." In accordance with the land grant tradition, it must itself become a problem solver. Accordingly, attention will be given not only to the need for expanded clinical legal education but to concerns for law reform, continuing legal education, and interdisciplinary research efforts.

## I. OUR PURPOSE - REDEDICATED

In 1967 the School of Law adopted as a statement of purpose words spoken at the dedication of its new facilities: "The University of Georgia School of Law is . . . to be one of such excellence that no citizen of Georgia need ever leave his state because a superior legal education is available elsewhere."

Because its first duty is to prepare men and women for the legal profession, the Law School stresses excellence in teaching. The School recognizes the diverse aspects of the practice of law in our society. It constantly reviews and adjusts its curriculum to impart to its students a broad understanding of the nature of the legal system and the analytical and other skills necessary for effective participation in the profession.

The School is charged with the responsibility of preparing highly competent members of a learned profession who are dedicated to serving others and who are bound by a rigid but essential code of professional conduct. It seeks to instill in its students a keen sense of professional integrity and an awareness of their responsibility as guardians of the law. The Preamble to the American Bar Association's Code of Professional Responsibility underscores the importance of this undertaking. It states:

The continued existence of a free and democratic society depends upon recognition of the concept that justice is based upon the rule of the law grounded in respect for the dignity of the individual and his capacity through reason for enlightened self-government. Law so grounded makes justice possible, for only through such law does the dignity of the individual attain respect and protection.

The Law School recognizes its role as a center for scholarly research and service in the law and affirms each of these functions as indispensable

to its vitality as an institution of higher learning. Being an integral part of the University, the Law School assumes its obligation to contribute in a significant way to the life of the University community and to participate in interdisciplinary efforts to advance learning.

Finally, the Law School is aware of its intellectual and ethical duty to explore the problems of society and to contribute through teaching, research and service to their resolution.

## II. PRIDE IN THE PAST

There is ample reason for the people of Georgia to be proud of the progress that has been made through special enrichment of Georgia's law school. This special emphasis has focused primarily on four areas: (1) a quality student body; (2) a quality instructional program; (3) a library of national stature; and (4) a physical plant that is functional and conducive to sound legal training. A look at these four areas shows that the law school has made great progress during the past decade toward the realization of excellence.

### (1) Students:

Law students, in particular the native sons and daughters of Georgia, are the school's most cherished resource. The graduates of Georgia's Law School have given the state a return which far exceeds the initial investment. Throughout the public and private sectors of our state, the Georgia law graduate has made a distinctive mark. For example, six Georgia law graduates have been elected Governor of Georgia. Of the 24 United States Senators from Georgia who have held office since 1859, six completed their law studies at the University. Within this same time frame, 28 holders of the LL.B. degree from the Georgia Law School have served as United States Representatives. Additionally, two University of Georgia law graduates are members of the Supreme Court of Georgia, one alumnus has been recently elected to the State Court of Appeals, and 29 of Georgia's 97 Superior Court Judges are Lumpkin Law School graduates. In the federal judicial system, the Law School is represented by a United States Court of Appeals Judge for the Fifth Circuit and two United States District Judges.

In addition to legislative leadership on the national level, Georgia's General Assembly includes many who have studied at the Georgia Law School. Of the state senators who serve in the General Assembly, nine of the ten attorneys are Georgia law graduates. Of the 41 state representatives who list themselves as attorneys, 16 hold Georgia law degrees.

Hundreds of other alumni serve in a variety of meaningful ways throughout our state and nation. The legal training they received while at Georgia has proven useful in many areas of activity. As a body, their collective efforts touch directly or indirectly on the lives of all Georgians.

A measure of the progress that has been made because of the commitment to a quality student body is reflected in the results flowing from the Law School's admissions policies. Significant also is the dramatic increase in the demand for legal training as well as the corresponding increase in the selectivity of the admissions standards. Note in the following table the continued increase in the average Law School Admissions Test scores and the undergraduate grade point averages of our enrolled students.

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Quantitative Student Measures (1968-1976)

<u>Year</u>	<u>Applied</u>	<u>LSAT</u>	<u>GPA</u>
1968	460	560	2.70
1969	618	544	2.70
1970	790	593	2.87
1971	1,188	603	3.00
1972	1,687	614	3.14
1973	1,565	615	3.26
1974	1,548	623	3.32
1975	1,191	623	3.31
1976	1,230	633	3.37

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Based on previous experience, it is possible to combine the LSAT and GPA into a reasonably accurate prediction of an applicant's likely performance in law school. To demonstrate the improved quality of the student body, it is useful to compare the 1964 predicted first year law school grade point average (2.18) with that in 1976 (2.71). Expressed another way, only 70% of the 1964 class would likely score better than a passing first year average by today's standards as compared to 95% in 1976. The admissions formula for deriving such predictions places approximately 60% weight on the LSAT and 40% on the GPA.

In addition to the competitive "numbers" the admissions process has also selected a well balanced and diverse student body. The admissions committee has attempted to enhance student quality by continually emphasizing the selection of those students possessing the highest moral character and richest of human attributes.

Further evidence of the continued enrichment of our students can be seen in the numbers of candidates successfully completing the Georgia Bar Exam. Consider the following:

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% of Enrolled Students Passing State Bar Exam (1968-1976)

<u>Year</u>	<u>% Passing Bar (First Time)</u>
1968	69%
1969	68%
1970	83%
1971	97.5%
1972	87.5%
1973	100%
1974	98.9%
1975	98.4%
1976	100%

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The commitment to a quality student body has also been apparent when resources for student financial aid are examined. Relying strictly on private funding, income for financial aid in the form of scholarships and loans has increased from zero dollars in the early 1960's to approximately \$110,000.00 for the academic year 1976-77.

Note the substantial financial commitments made by strong supporters of the Georgia Law School as follows:

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Scholarships for 1976-77

<u>Source</u>	<u>Current Corpus</u>	<u>Yearly Income</u>
Claud Barrett Scholarships	\$ 17,792.83	\$ 1,106.54
Burgess Scholarships	**	714.67
(Name withheld from public distribution)	257,000.00	18,340.58
Frank A. Constangy Memorial Scholarship	53,721.50	3,882.03
Council on Legal Education Opportunity	*	4,000.00
Georgia Beer Wholesalers Association Scholarship	*	2,500.00
J. Rene Hawkins Memorial Scholarship	*	2,000.00
Law School Composite Scholarship	*	16,500.00
Lumpkin Scholarship	*	396.00
Jessie & Dan McDougald Memorial Fund	10,027.86	636.89
Milton M. Ratner Scholarship	50,000.00	3,110.57
Hughes Spalding Scholarship	112,251.24	0.00
Robert S. Troutman Scholarship	27,851.00	2,013.46
Earl Warren Legal Training Fund	*	2,000.00
Woodruff Scholarship Fund	531,600.83	29,000.00
Vasser Woolley Scholarships	**	24,000.00
Welborn Cody Scholarship Fund	19,975.00	0.00
 TOTAL:	 \$1,080,220.26	 \$110,200.74

\* Income funds only, no cumulative corpus.

\*\* Income from corpus distributed to several recipients other than law school.

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In recognition of student excellence, Georgia has sought to become a school of special distinction. One distinction is the Order of the Coif which is the leading national law honorary society. Currently, only 56 law schools throughout the country, including most of the major institutions, have chapters. Membership is awarded to individual students upon graduation from member law schools, but is limited to the top 10% of each graduating class.

The University of Georgia's application for membership in the Order of the Coif has been pending for a full year. Several years ago the preparation of the petition for establishment of a chapter was initiated. This document was filed with the Order of the Coif in January, 1976. The document is comprehensive and it includes a detailed description of a wide range of material, including the qualitative measure of our students and faculty, information concerning the physical plant, salary schedules, curriculum statistics, financial support data, etc.

The normal operating procedure for the national officers and executive committee of the Coif is to give preliminary approval to a school's petition for establishment of a chapter with a personal visitation being conducted soon thereafter. Postponement of the consideration of Georgia's petition has been pending the appointment and installation of a permanently appointed dean. With the recent appointment of a dean it is hoped that the approval procedures might be completed in time to award membership in the Order of the Coif to our top 1976-77 graduates.

The establishment of the Coif chapter here at the University of Georgia School of Law would be a positive achievement. On the one hand it would recognize the growth of our institution into one of prominence in legal education and, on the other hand, it would give our future graduates a mark of distinction

national in stature. Additionally, such recognition should enhance the recruitment effort for a quality student body and faculty, as well as increased funding support.

Three additional areas where Georgia's law students have distinguished themselves have been through their participation on the Georgia Law Review, the Georgia Journal of International and Comparative Law and the Moot Court competitions.

The Georgia Law Review is a legal periodical published four times a year by students of the law school. Membership on the editorial board of the Law Review is limited to Students who have demonstrated outstanding scholarly ability. As a service to the legal profession, the Review presents the results of scholarly investigation of legal problems. Articles are written by judges, practicing attorneys, and law professors, as well as established authorities from other fields. Notes and comments on recent judicial decisions are prepared by student members of the editorial board. Participation in the Law Review affords the student an opportunity to do independent research in various areas of the law and to have the resulting work published and circulated nationally.

The Georgia Journal of International and Comparative Law is a professional publication under student management designed to provide analyses of developments in transnational law to practicing lawyers and legal scholars. The Journal is a timely publication of the highest scholastic quality, providing a forum for discussion of topics involving transnational law, in both its public and private sense. An equally important goal is to provide interested law students with an opportunity to develop research and writing skills to a greater degree of proficiency than is directly provided in the standard curriculum and to allow development of expertise in an area of increasing demand. The Journal has one of the largest and most diverse circulations of any student international law journal and is listed in all major periodical services.

The School of Law provides one of the most complete moot court programs in the United States. Through this program the school provides the opportunity for nearly three years of training and experience in the principles of oral and written legal advocacy. During the spring of their first year, as a part of their legal writing instruction, students may compete in the Richard B. Russell, Sr., Moot Court Competition by writing briefs and presenting oral arguments on hypothetical legal problems. A three hour course in advocacy is offered to all second and third year students.

During the fall of their second year students may vie for a position on one of three competitive intercollegiate moot court teams. Working with third year students and members of the faculty these students will spend a quarter preparing written briefs and practicing oral presentations which will culminate in competition with other law schools through the southeast and nation. In each of the last four years, a Georgia team has advanced from the regional to national competition.

## (2) Instructional Offering

A second major commitment to excellence is evidenced in the quality of the law school's instructional offerings. Inherent in a quality instructional program is not only a quality faculty, but also a commitment to new directions in legal education -- to a diverse curriculum that meets the demands of our pluralistic state and region. Both components are discussed below:

### a. Faculty

Over the past decade, efforts to attract law teachers with considerable experience and national reputation to this campus have been successful. In 1973, The Robert Cotten Alston Chair, an endowed professorship funded by the Loidans Foundation, was filled by Professor Richard V. Wellman, nationally recognized authority on probate law and educational director of the Joint Editorial Board of the Uniform Probate Code.

The Loridans Foundation also funds the Samuel H. Sibley Chair of International Law. The School of Law was fortunate to have Professor Dean Rusk accept the Sibley professorship in 1969. Another previously established chair is the Fuller Callaway Professorship held by Dr. Verner F. Chaffin, a prominent figure in the field of trusts and estates.

With limited private funding available from the University of Georgia Foundation for faculty salary supplements, the President of the University of Georgia directed that state monies be used by the School of Law for the establishment of two additional distinguished professorships: The Joseph H. Lumpkin Professor of Law, a post held by the Dean of the School of Law, and the Thomas R.R. Cobb professorship, held by Vaughn Ball, a specialist in the field of evidence. Professor Ball also serves on the Law School Admissions Council, Test Development and Research Committee.

The President also appointed Professor J. Ralph Beard to the rank of University Professor, the first professorship so designated at the University of Georgia. Additionally, the Francis Shackelford Professorship of Taxation has now been established with the endowment principal from the Loridans Foundation. Candidates for this chair are being recruited and evaluated.

In addition to the full-time faculty, the School of Law has been enriched by visiting faculty members on a recurring basis. Such outstanding educators as former Dean Ray Forrester from Cornell, Allen Smith from Michigan, Allison Dunham from Chicago and Peter Coogan of Harvard, provide a needed enrichment to the law school's usual instructional offering.

A continued devotion to quality recruitment has provided a faculty with diverse formal educational and professional experiences, thus allowing for great scope and depth in the classroom. Peer evaluations have insured high quality efforts by all faculty members. Scholarly publications including books, law

review articles, and position papers are routinely published by the faculty. Having earned strong reputations in the classroom these teachers have been regularly called upon to counsel local, state and national governmental units. They serve on advisory boards of national and state organizations; they appear as expert witnesses in courts and before state legislatures, and before committees of the Congress of the United States. Their books are used by professors and law students in nationally recognized law schools and law review articles written by the faculty have been cited in court decisions handed down by courts around the nation. Several members of the faculty have been invited to read papers, deliver speeches and serve as chairpersons and panelists before some of the most prestigious legal groups in the state and nation. Moreover, Law faculty members have supported the University extensively through service in several University decisionmaking bodies. In short, the commitment to faculty excellence has had a significant impact on both the training and problem solving role of the law school.

b. New Directions in Legal Education.

Because of the ever expanding role of law and the lawyer in our society, it is imperative that legal educators continually refocus their teaching emphasis and techniques. Also, consideration must be given to the problem solver role of the law school as a land grant institution. Accordingly, such areas as law reform must be addressed and creative techniques for expanding clinical and continuing legal education as well as interdisciplinary studies must be considered.

Law Reform

If we are to exercise our proper role in legal education in Georgia, law reform must be a major aspect of our emphasis. The need for reform is obvious as Dean Allen of Michigan has described it:

The one thing certain about the age in which we live is that we cannot stand still. We cannot escape or outwit the forces of change by non-action; for, in any event, the social context in which we live and work will alter, as will our relations to it. Accordingly, the only issue remaining is whether or to what extent change is to be the product of thought and deliberation.

There is an ever increasing emphasis being placed on considerations of law and society that will continue to foster law reform thinking. In recent years a knowledge "explosion" has resulted in all disciplines. The new knowledge not only generates the need for change, but makes it necessary for the legal profession to have effective law reform in order to best utilize it. Such pressures have caused the Association of American Law School's Curriculum Committee to place heavy emphasis on law reform. They recommend a second year course which would cover "broad policy evaluation of major fields of legal doctrine, and development of basic reform policies." Further, they suggest a third year course entitled, "Advanced Research Techniques." In this regard Chief Justice Earl Warren in a dedication address at the Indiana Law School said,

It is in the environment of the law school that extensive factual inquiry can be conducted and where the troublesome areas of the law can be analyzed. There is a pressing need for creative research projects designed to bring insight to the solution of new and difficult problems of the substantive and procedural law.

Legal reform must be initiated in several areas including legal procedures as well as clarification of the law. Of immediate concern to this state is the recodification of many areas of Georgia law including, criminal law, evidence, and taxation. National and international law reform should also be examined. Other reform areas should be identified by such sources as the Office of Legislative Counsel, the State



Legislature itself, the Institute of Continuing Legal Education, the Institute of Government, the organized bar, and state agencies, to name but a few.

The benefits of an aggressive law reform effort within the law school are many. Aside from the obvious utility of law reform generally to the citizenry and legal profession, such a program offers a valuable teaching vehicle. Students are able to learn first-hand about policy making and the legislative law making process. Faculty members too are kept current because of their involvement. Additionally, a law reform program will likely enhance interdisciplinary cooperation and working relationships. The School will also benefit from its increased visibility with the state legislature and from the funding support such a program is likely to draw. This latter concern might also prove useful in the form of faculty salary supplements.

During the next three years law reform efforts will be enriched through a renewed emphasis. Internally the faculty, curriculum committee and Special Projects Office will be prepared to undertake expanded law reform responsibilities. Aggressive attempts to receive federal, state, and private grants will be undertaken. Coordination with the Institute of Government will provide a balanced and well-reasoned approach for initiating meaningful reform.

#### Clinical Programs

Traditionally, law school curriculums have stressed those courses (contracts, torts, criminal law, civil procedure, etc.) that develop the concepts long relied on as "tools of the trade." This kind of emphasis it is often said, inculcates substantive law but does not help the student "find the courthouse steps." Most legal educators agree that curriculum reform has long been needed not only to teach the student how to find the steps but also how to climb them.

Curriculum expansion in the clinical program area must be one of our new future directions. The program should encompass four objectives: (a) Students should observe legal or social institutions at work in order to develop insight into their structure, operations, and goals. This need can be met by interaction and visitations with institutions with a view toward critical evaluation. (b) Students should be intimately involved in the study of social problems with a view toward assessment of the law's performance and of proposals for law reform; (c) Students should actually participate in the work of legal and social institutions.

This need is currently being met by both the Legal Aid and Defender Society and the Prosecutorial Clinic; the latter, however, is in jeopardy of losing necessary funding support. (d) Lastly, the clinical effort should provide a simulated operation that exposes the student to processes such as interviews, negotiation, counseling, fact gathering, trial behavior, etc. This need is only partially being addressed through the moot court and trial practice programs.

These types of programs not only serve as an outlet for students whose primary emphasis is on law as a means of achieving social change, but it also focuses attention and emphasis on the need for sound analysis and preparation without dampening student enthusiasm. Such programs go a long way toward preparing and ensuring the competence of our graduates. One professor phrased the role of clinical education as follows: "to develop self-discipline in habits of thoroughness, and an abhorrence of superficiality and approximation."

Clinical programs are also useful in that they cause an awareness of the public service aspects of a lawyer's professional responsibility and therefore it widens the focus of legal education for all of our students. Moreover, the clinical program has peripheral benefits as well; students can better develop

their self-image as a lawyer, it can stimulate their interest in their non-clinical classroom work, and an effective program will instill a "real world" atmosphere that greatly enhances the legal educational process for faculty as well as students. One of the tangible benefits is the work product that is provided for the state. The clinical programs have historically provided assistance to lawyers who represent clients unable to pay for such services.

To be successful, our future emphasis in clinical education must rely on the support of law school alumni and friends through participation in the alumni program. The practicing attorneys around the state should be encouraged to participate by sharing their experiences with the students through a well coordinated clinical effort. In addition, the school must seek state and federal grant monies to sustain and expand upon our current clinical components. We must reach-out with a clinical effort that encompasses all four of the objectives noted above. The curriculum committee and the faculty as a whole must reassess the future direction of the school's curriculum offering.

#### Continuing Legal Education

The Institute of Continuing Legal Education at Georgia will present this next year 28-30 programs which will be attended by approximately 4,000 registrants. Georgia is recognized as having an outstanding continuing legal education (CLE) program and one of the finest in the nation. There are presently 69 CLE organizations in the United States presenting 99% of all CLE programming.

Despite the success that continuing legal education has met in Georgia and in many states, new challenges and responsibilities loom for the immediate future. Today most states have adopted voluntary programs, but there is a growing concern that questions whether a law school diploma and passing the bar examination should be a life-long "ticket" for the practice of law. There has been tremendous expansion

situated to share in this leadership.

The Law School has been in the vanguard of the University's movement into the international arena. Two events of major significance in its history moved the Law School solidly into the international field. These were the appointment of Dean Rusk to the Law School Faculty in September, 1970, and the program he developed here with both students and the legal profession in this region. The other major development was due largely to the special enrichment by the state in the late 1960's, enabling Georgia to acquire a superb law library collection in the international and comparative law areas.

These developments at the Law School offer great opportunities for interdisciplinary cooperation and approaches to the emerging challenges and problems created by this new role in international affairs for the state and region. Georgia must look to such an interdisciplinary center to protect its investment in agriculture and other export concerns. We must bring together Georgia's agriculturalists, economists, political scientists, lawyers, and others to jointly develop a program for Georgia's future. The Rusk Center can be the nucleus for such an effort.

### (3) Library:

The third major component in the quest for excellence has focused on the library facilities and collection. The extensive Law Library book and periodical collection has clearly become a major asset of the School of Law and is a vital part of its educational program. The Law Library has increased its holdings from only 42,000 in 1961 to more than a 226,000 volume count for conventional books, plus 25,000 volumes on microfilm in 1976. In the past decade, it has thus risen to a position in the top twenty of all law libraries nationally. From 1970-75 approximately 9,000 new volumes have been added annually. The bulk of the collection consists of current legal periodicals, treatises and texts on legal subjects and reference works.

While law school libraries have always acquired some books in related disciplines, the past few years have been a period of increased acquisition of law-related books, supporting the Law School's effort to broaden patterns of learning.

One area of particular emphasis in recent years has been that of comparative, foreign and international Law. It is estimated by members of the staff familiar with other libraries that in this area the Law Library's holdings out-number all but a few of the largest law school libraries in the country. The international law holdings were assembled quickly but with sound expert advice.

The Law Library collection adequately supports the teaching, research and service functions of the Law School. Circulation statistics show an increase in the per capita use of all books in each of the past several years. In the recent past, the library has clearly changed from primarily a working library to one of research. It is the law library of last resort in the State of Georgia. In recent years, the library administration has attempted to treat a faculty request or suggestion for acquisition of a book as a final decision that it be acquired. Consequently, the faculty is most enthusiastic about the Law Library collection, and the library has become a major recruiting point for new faculty.

#### (4) Physical Facilities:

The last of the principal target areas is the commitment to excellence in the physical facilities. By any standard, with the 1967 (2.75 million dollar) addition to the physical plant it is now one of the most aesthetically pleasing and functional law facilities in the country. It was provided in time to absorb the mushrooming enrollment in the early 1970's. The law complex affords roughly 616 classroom seats with an additional 320 available in the library. With over 61,000 sq. ft. totally, (library of 24,000 sq. ft., classrooms of 16,000 sq. ft., administrative

and office space of over 14,000 sq. ft.) the building provides a well balanced mix for faculty/students and instruction/administrative interests that enhances the overall learning experience and operation of the school.

The physical plant, of course, represents the very real boundaries for ultimate growth and excellence. The growth of the library, faculty, and student body are all predicated on the building facilities. A blueprint for excellence must therefore incorporate a serious consideration of long range capital improvements. At present a law school annex has been approved by the Board of Regents but funding has not yet been appropriated.

### III. CONCERN FOR THE FUTURE

The movement toward fulfilling our stated purpose has been aggressive and forthright. Particularly in the late 1960's and early 1970's, the support of the state and the law school's alumni and friends was readily apparent as a result of the intensive enrichment program. For this all Georgians are grateful - but not satisfied. To assume a posture of complacent satisfaction would deny to all of Georgia the opportunity to reach the level of excellence to which we aspire.

The current year and the year immediately preceding, have confronted Georgians with a serious dilemma. The Law School's once rapid and intense growth has subsided, both in absolute and comparative terms. As one author has stated "An educational establishment reflects the values and preoccupation of the society and cannot easily rise above them." We know of the high values that Georgians have placed on legal training at their state's only publicly supported law school and we are encouraged, but we are also painfully aware of the state's preoccupation with the fiscal crisis in its immediate past. But the time has come to realistically assess our problems and priorities and to rededicate our efforts once again to excellence in legal education.

The problem of greatest concern to the Law School is the reduction of the existing student-faculty ratio. The student-faculty ratio must be reduced to 15:1, which is the level recommended by legal educators and by the Association of American Law Schools, or at least to a tolerable ratio of 20:1. The present ratio in the Law School is roughly 28:1, which has resulted from a period of rapid growth in student enrollment and very

slight corresponding growth in faculty size. The following table indicates the disparity in the student-faculty growth patterns:

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Student-Faculty Ratios (1968-1976)

<u>Year</u>	<u>Total Enrollment</u>	<u>Full Time Teaching Faculty*</u>	<u>Effective Student-Faculty Ratio</u>
1968	326	21	16:1
1969	401	25	16:1
1970	497	24	21:1
1971	570	28	20:1
1972	647	26	25:1
1973	657	24	27:1
1974	665	27	25:1
1975	645	25	26:1
1976	619	22	28:1

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\* The Dean and Associate Dean are included in these figures although their teaching load is reduced because of administrative duties. The figures do not include persons on leave.

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Increasing faculty size is an essential element of success in achieving several goals of the Law School. First, the size of classes must be reduced. While some success has been achieved in sectionalizing the first-year classes, in some elective courses enrollment has consistently reached extraordinarily high numbers. Classes of 150 or more students are becoming more common but such size classes are inconsistent with general goals in legal education, and with specific goals of the Law School, e.g., increasing seminar offerings, emphasizing more direct contact between faculty and students, and encouraging more individualized tutorial work.

Secondly, a lower student-faculty ratio would permit implementation of an additional graduation requirement whereby each student, during the second or third year, would take a seminar, or its functional equivalent, and in conjunction therewith prepare a substantial piece of written legal research. Such a requirement



can not be implemented in the Law School at present, because faculty strength does not permit a sufficient number of seminars to be offered.

Thirdly, increased faculty size would permit further sectionalization of the first-year class into four sections. This will accomplish the objective of providing a seminar-like experience in the first year of Law School for the purpose of promoting closer contact between faculty and students and a more closely supervised learning situation.

Finally, a reduced student-faculty ratio would permit faculty to have essential time for research, creative projects, service-oriented projects, and committee work. A normal teaching load is now 18 hours for several faculty members during the academic year. The normal load should be 15 hours per faculty member during the academic year, with release time during at least one quarter in which research and related law reform activities may be undertaken. Teaching a full load of courses, particularly if one or both courses have enrollments exceeding 100 students, occupies time that otherwise might be spent in research and writing.

Not only has the full time teaching load been unable to keep pace with an increasing enrollment but the real growth in total academic personnel has been virtually at a standstill. If one considers the E.F.T. (Effective Full Time) of all academic personnel (full-time, part-time, summer school) the situation becomes clear. Note in the following chart that in the last five years E.F.T. increased only .54.

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Total Budgeted Academic E.F.T. (1972-77)

<u>Year</u>	<u>Total Academic EFT</u>
1972-73	30.05
1973-74	30.06
1974-75	30.58
1975-76	30.64
1976-77	30.59

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A greater effort must be made by the law faculty to recruit outstanding faculty members at the junior and immediate levels. The Administration has pledged state resources for an aggressive effort in this area.

A second major concern is the eroding competitive base of faculty and staff salaries. Pay raises have been substantially below the rise in the cost of living. Both faculty and staff have lost 15% in real purchasing power in the last three years. Note the following depiction of the salary increases statewide for the southern region. Alarmingly, Georgia is last!

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% of Salary Increases in Southern Region  
Higher Education Systems

	<u>FY 1976</u> <u>Over FY 1975</u>	<u>FY 1977</u> <u>Over FY 1976</u>	<u>Cumulative</u> <u>Two Years</u>
Texas	14.3	6.8	21.1
Mississippi	9.0	7.0	16.0
Louisiana	10.0	4.3	14.3
West Virginia	7.0	6.3	13.3
Maryland	9.0	3.5	12.5
Virginia	5.4	6.0	11.4
Tennessee	2.1	9.0	11.1
Alabama	7.0	4.0	11.0
Kentucky	5.4	5.0	10.4
South Carolina	6.0	4.0	10.0
North Carolina	1.0	5.6	6.6
Florida	-0-	5.0	5.0
Georgia	5.0	-0-	5.0

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Not only has Georgia lost a competitive edge nationally and regionally but within our state as well. State merit system employees have received about 1/3 greater increases since 1969 than University System employees.

More specifically, when faculty salaries between regional law schools

are compared, the recently "lost ground" becomes more evident. In our senior ranks the faculty salaries are competitive, but in the middle and lower levels the salary disparity is noticeable. Note in the following chart for example, the comparative salaries for assistant professors in Southern Region schools. It should also be noted that we seek a level of excellence and parity that transcends well beyond Southern Regional schools.

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Comparative Average Salaries of Assistant  
Professors at Southern Law Schools

<u>School</u>	<u>Assistant Professor</u>
University of Florida	\$23,488
University of North Carolina	21,975
University of South Carolina	19,453
Emory University	16,620
Mercer University	18,200
Duke University	20,000
University of Virginia	23,000
Florida State University	<u>19,083</u>
Average:	\$20,227
University of Georgia	\$18,607

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The message is clear and disturbing! Our faculty members are assuming more and more of a teaching load, while at the same time receiving less and less research and other release time, as well as less and less purchasing power. If this problem is left unattended, the result can only be that our progress and efforts to recruit a quality faculty will have been in vain. The resolution of

these problems is paramount to our continued development.

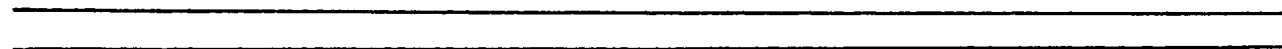
Another pressing problem, which demands our immediate attention concerns the recruitment and retention of a superb student body. Although the accomplishments of our graduating classes are truly commendable, it is important too to consider the potential that we have been unable to harness. Of an enrolled class for example of 210, approximately 435 students must be accepted. The 225 students or so that are accepted each year but not enrolled, are extremely well qualified. As a group in fact, the accepted but not enrolled students have higher LSAT and GPA scores (646 and 3.50) than those who enroll; therefore, they are courted by most of the major law schools with the end result being that many of Georgia's most talented students are being lured to other states. Many of these students remain in those states after graduation so their productive service to Georgia is forever lost.

The most direct way to recruit and retain the most competitive Georgians is through an affirmative effort of raising private funds for scholarship and loan purposes. But at present our resources are greatly inadequate. To highlight the great demand and the current limited resources, the following chart is useful.



Disparity of Scholarship Resources  
Supply & Demand

	<u>\$ Requested</u>	<u>\$ Available</u>	<u>Difference</u>
First Year Students	\$219,737	\$ 35,745	\$183,992
Second Year Students	94,859	26,133	68,726
Third Year Students	<u>101,955</u>	<u>43,399</u>	<u>58,556</u>
TOTAL:	\$416,551	\$105,277	\$311,274



It can be seen that our enrolled students are requesting nearly four times as much assistance as we can provide. This gap must be narrowed if we are to achieve excellence. As students experience the increasing burden of ever increasing educational costs, they are forced to select schools where financial aid is available. If it will not be available at Georgia, it will be available elsewhere. The following table illustrates the current yearly costs generally experienced by each student. (Single student's living expenses for three (3) quarters).

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Estimated Average Cost of Attending Law  
School for One Academic Year

<u>Cost/Year</u>	<u>Resident</u>	<u>Non-Resident</u>
Tuition	\$ 711.00	\$ 1,662.00
Books & Supplies	250.00	250.00
Room (University rate)	650.00	650.00
Board (University rate)	600.00	600.00
Miscellaneous (operating a car, additional utilities, phone, etc.).	<u>1,000.00</u>	<u>1,000.00</u>
TOTAL:	\$ 3,211.00	\$ 4,162.00

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Just five years ago the cost of attending school was only half of the present amount. As tuition costs have risen as well as sizable costs in books and living expenses, the law school's financial aid resources have fallen disproportionately behind. Restoring the available resources to a level consistent with the growing demands is essential to the retention and recruitment of top quality students.

Traditionally, alumni giving is relied upon as the mainstay of a scholarship program. At Georgia, however, annual giving has not been able to keep pace with the accelerated demands. Note the following chart which depicts the number of contributors and annual donations.

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<u>Contribution Summary</u>		
<u>Year</u>	<u>Number of Contributors</u>	<u>Amount</u>
1975-1976	252	\$20,753.27
1974-1975	254	18,829.25
1973-1974	247	20,399.88
1972-1973	138	12,829.99
1971-1972	114	7,402.50
1970-1971	135	8,415.00
1969-1970	631	(dues paying basis) 9,372.25
1968-1969	770	" 7,500.00
1967-1968	540	" 5,500.00
1966-1967	512	" 5,500.00
1965-1966	220	" 4,500.00

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Currently, efforts are being undertaken to restructure and revitalize the alumni giving program. A county agent system is being enacted that will establish a network of alumni throughout the state for the purpose of making more direct and personalized contacts. This kind of system will not only enhance the annual giving program but will provide an on-going two way communication system with alumni.

Any objective appraisal of the law school's current situation must also include a serious discussion of the law library and physical plant. Here too the once seemingly endless growth pattern has been halted and even eroded.

The problems are articulated clearly in the Law Library's Annual Report which states: "because of inflation and the limited amounts of money annually available for acquisitions, the law collection is slipping from the position of excellence to which it had been brought by years of intense effort. As evidence, in 1975-76 less than half as many new titles can be ordered as in 1971-72."

Reaching the state of excellence was expensive; remaining there would be also. The bookmoney allocation in 1960-61, was \$15,000; the allocation for 1976-77, \$210,000, requires that we begin cancelling some of the subscriptions placed during the expansion. As Dr. Price, Dean of Law Librarians, said years ago, "a working law library . . . can be run rather cheaply, but the moment professional research of a high order begins, . . . costs increase greatly." Our conservative estimate remains that approximately \$250,000 would be needed in 1976-77 to maintain the law collection at its present level of excellence.

Due to the University-wide "freeze" the book ordering in the Law Library (including new subscriptions) came to an almost complete standstill after December 1975. In addition, prices of serials and services have continually escalated causing the budget to be depleted. The latest Price Indexes for 1975, U.S. Periodical and Serials Service shows an increase over last year's prices of 3% in the cost of the legal periodicals. This is also almost a 14% increase over 1973 prices. U.S. Documents services, (some of which we subscribe) rose 22% in 1975. The figures from Scott's Price Index for Legal Publications are still more discouraging. According to the author, prices for legal periodicals increased 7.95% from 1973-74 to 1974-75, and the cost of looseleaf

services during the same period increased by 21.34%. Cost of commercially published court reports between 1973-74 and 1974-75 increased by 9.94% per volume and the cost per title increase was 12.23%. The cost increase of "legal continuations" during the same period according to the author was 11.62% (included in this category are "supplements and pocket parts for treaties, digests, citators, encyclopedias and annotated codes"). The average law volume has increased from \$16.78 in 1973 to \$23.22 in 1975. This is nearly a 40% increase.

In the past cancelling subscriptions has been a way of partially dealing with the problems of increasing costs (around \$18,000.00 worth of subscriptions were cancelled during the 1971-72 and 1972-73 fiscal years). At the present, and also under consideration for cancellation, are over \$10,000.00 worth of subscriptions. In spite of the planned new cancellations, as well as other austerity measures taken in order to reduce to a barely acceptable minimum of new book purchases, the Law Library's financial outlook for this coming fiscal year looks quite grim. An unexpected complication has been the slashing by 16% of the Law Library's book budget request. Unless this amount is reinstated (around \$40,000.00) the situation will be greatly exacerbated. The law school currently receives only about 9% of the main library's book buying dollars.

Thanks to the commitment in the late 1960's and early 1970's the most difficult part of the road toward excellence of the UGA Law Library is now behind us. Yet, unless the necessary economic resources are made available not only to keep the collection up to date but also to allow enough room to allow for more than a discreet rate of growth, we shall neither be able to regain



lost ground nor to improve our position among the top 20 law libraries in the country.

A concurrent concern that parallels the reduction in book buying is the physical plant space made available to the law library specifically and to the law school generally. As part of our AALS accreditation standards, the library must be able to accommodate seating of 65% of the enrolled students. Considering the current enrollment of 619, 65% seating would provide 402 spaces. At present we have only 320 or 82 less than needed. The crowded conditions are further apparent when shelving space is examined. Currently only 214,000 book spaces are available considering no room for growth. As a result many volumes are in cartons in aisles and closets. This is undesirable from several standpoints.

Planned faculty and administrative growth will also cause considerable strain on existing space. The Institute of Continuing Legal Education in Georgia for example, will need to double or triple their existing space allotment. There is great likelihood that mandatory continuing legal education will be imposed thus causing an even greater expansion need.

#### IV. THE FUTURE - A PURPOSEFUL PLAN

The previous discussion has touched on the most important areas of legal education. Excellence in legal education is synonymous with a quality student body, instructional program, library, and physical plant. It has been shown that Georgia approached a level of excellence, but this level was not sustained, in fact it has eroded. This sobering realization is not irreversible, it can be rechartered through a vigorous and methodical blueprint for excellence. The following three year plan is offered as a starting point.

A methodology for enriching the Lumpkin Law School over the next three years must combine first and foremost a sizable commitment of financial resources from state funds. Secondly, an extensive effort must be initiated to greatly increase the law school's base of private funding. Long term growth and greatness can be best achieved by permanently endowed sources of private support, but until an adequate level is established state funds must be relied upon. It should also be noted that private donors expect concomitant state support as a prerequisite to their giving. At the onset it must be understood that both areas of support must be jointly developed and aggressively sought.

##### TARGET I: Students.

##### Objectives:

- A. To provide additional scholarships immediately to needy enrolled students.
- B. To increase the level of giving for the annual fund by reorganizing the annual campaign.
- C. To continue a long range effort to provide a private endowment fund from which income can be used to provide scholarships.

Estimated Funding Required (Students)

Year	EXCELLENCE		
	1	2	3
State	0	0	0
Private (annual giving endowment)	<u>\$40,000</u>	<u>\$1,070,000</u>	<u>\$1,100,000</u>
TOTAL	<u>\$40,000</u>	<u>\$1,070,000</u>	<u>\$1,100,000</u>

TARGET II: Instructional Program (Faculty)

Objectives:

- A. To reduce the student/faculty ratio generally.
- B. To enhance teaching strength in critical areas of tax, property, and contracts.
- C. To recruit top quality senior faculty into endowed chairs, i.e., Talmadge, Shackelford Chair. To raise private funds for salary supplements.
- D. To restore faculty and staff salary levels to parity with regional schools in the short run (first year) and to a competitive level nationally in the longer run (third year). Junior and mid-level positions are in most need of assistance.
- E. To add staff positions to provide adequate support services.

Estimated Funding Required (Faculty)

Year	EXCELLENCE		
	1	2	3
State	\$ 275,000	210,000	200,000
Private	<u>2,000,000</u>	<u>2,000,000</u>	<u>2,000,000</u>
TOTAL	<u>\$2,275,000</u>	<u>2,210,000</u>	<u>2,200,000</u>

TARGETS III & IV: Library & Physical Plant

Objectives:

- A. To reinstate subscription and book purchasing cutbacks. To stabilize the current collection.
- B. To initiate private funding efforts to enhance future book purchases. To raise Georgia's collection from its national ranking of 20th to 13th in three years (75,000 additional volumes).
- C. To enhance the library's collection through acquisition of Senator Herman Talmadge's papers. To secure federal monies to maintain the collection.
- D. To increase library shelf space, and physical plant space, and to house the Rusk Center by construction of the Law School Annex.

Year				EXCELLENCE
	1	2	3	
State	\$ 782,000	768,000	839,000	
Private	<u>500,000</u>	<u>500,000</u>	<u>500,000</u>	
TOTAL	\$1,282,000	1,268,000	1,339,000	

The total program cost to complete the Blueprint across all four areas of emphasis is sizable. With a total cost of \$12,784,000 including \$3,074,000 state and \$9,710,000 in private funding, the challenge is clearly defined. In summary the total commitment is illustrated below:

Year				EXCELLENCE
	1	2	3	
State	\$1,057,000	\$ 978,000	\$1,039,000	
Private	<u>2,540,000</u>	<u>3,570,000</u>	<u>3,600,000</u>	
TOTAL:	\$3,597,000	\$4,548,000	\$4,639,000	= <u>\$12,784,000</u>