

**BLUEPRINT FOR ACADEMIC EXCELLENCE AY 2012-13**  
**SCHOOL OF LAW**  
**EXECUTIVE SUMMARY**

***Top-10 Public Law Schools.*** In March 2011, the top ten public law schools as ranked by *U.S. News and World Report* were as follows (the parenthetical number indicates the school's overall ranking among all law schools, public or private): University of Michigan (7); University of California-Berkeley (Boalt Hall) (9); University of Virginia (9); University of Texas (14); UCLA (16); University of Minnesota (20); University of Indiana – Bloomington (23); University of California – Davis (23); College of William and Mary (27); University of Iowa (27). (The University of Illinois was included in the list published by *U.S. News*, but has since revealed the reporting of inaccurate information. For that reason, it has been omitted from the list above.)

***Peer Law Schools.*** The School of Law has selected the following peer law schools by considering the following factors: (1) peer institutions of the University; (2) connection with a major public research university; and (3) number of full-time J.D. students enrolled (the parenthetical indicates the school's 2011 *U.S. News* ranking): University of Kentucky (71); University of Tennessee (56); University of Missouri-Columbia (107); Louisiana State University (84); University of Kansas (79).

***School of Law Strengths and Recent Accomplishments.***

1. Implemented a revamped, modern curriculum consistent with Carnegie Report.
2. Strengthened student services with new personnel, services.
3. Enlarged and diversified faculty with new hires having records of or demonstrated potential for productive scholarship and excellent teaching.
4. Created new position of Associate Dean for Faculty Development.
5. Entered into student professional development agreement with the NAC.
6. Solidified national leadership in lawyer mentoring.
7. Continued Children's Law Center as a vital training and resource center for the State.
8. Hosted nearly all of the major civil procedure scholars from around the United States at a national conference on personal jurisdiction.

***School of Law Weaknesses and Plans to Address Needs.***

1. *Continued Faculty Turnover* – provide clear strategic direction and a clear reward structure within the School that includes expectations of high performance for all faculty.
2. *Faculty Scholarly Output* – implement position of Associate Dean for Faculty Development; set stretch goals; improve accountability for summer research stipend.
3. *Lack of Communications Strategy* – work with University Division of Communications to implement Integrated Marketing and Communications Plan and hire internal writer.
4. *Recent Slippage in Bar Passage Rate* – upgrade academic assistance with a professionally operated program; improve academic advising.
5. *Effect of Ranking on Student Recruitment* – develop a clear recruitment strategy, articulate a clear academic identity for the school, and identify specific opportunities that are unique to or of particular quality at USC. Consider ranking criteria as a part of planning.

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**I. Development of Law School Academic Dashboard**

Because the Law School enrolls only post-baccalaureate students and because legal scholarship does not typically rely on external grant funding, most of the eight elements of the University Academic Dashboard are either inapplicable to the Law School or do not provide an effective quality comparison with other law schools. However, at least some of the University Dashboard elements are easily translated into law school equivalents.

The Law School suggests use of the following elements for the Law School Academic Dashboard:

- (1) Median entering full-time student LSAT scores;
- (2) Number of full-time J.D. students;
- (3) Student-faculty ratio;
- (4) *U.S. News* reputational score among academic respondents;
- (5) Bar passage rate of graduates taking the bar exam for the first time in the state in which the largest percentage of graduates take the bar exam;
- (6) Annual per capita average of faculty publications authored by full-time tenured and tenure-track faculty and published in top-50 law reviews or top-three specialty journals within a field (as defined by the Washington and Lee University Law School annual rankings of legal journals).

**II. Five-Year Goals**

***Goal 1***

- Significantly elevate the national stature of the School of Law while fulfilling the Law School's public mission within the State of South Carolina.
  - Achieve annual faculty placement of 20 articles in top-50 law reviews or top-three specialty journals within a field (as defined by Washington and Lee Law School annual rankings of Journals) (or equivalent success in book placements with major law publishers).
  - Obtain approval of and fully implement a nationally recognized certificate program in Children's Law involving the Children's Law Center and establish a nationally recognized, endowed Rule of Law Center.
  - Develop a unified marketing and communications strategy for the School of Law. Develop a robust academic commons.

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- Encourage active faculty leadership in professional and academic associations or in similar professional service activities related to their field of expertise.

#### ***Goal 2***

- Fully staff a curriculum that meets core needs; provides each student with a clinic, practicum, or externship opportunity while in law school; and provides greater depth of study in children's law, business counseling and entrepreneurship, environmental law, rule of law, and professional leadership.
  - Complete hiring of 10 new tenured or tenure-track full-time faculty with excellent teaching ability, in addition to replacing departing faculty and filling additional positions provided under the Faculty Replenishment Initiative.

#### ***Goal 3***

- Complete funding for new law school building and raise \$5 million in new gifts and pledges for scholarship endowment in addition to annual scholarship contributions.

#### ***Goal 4***

- Develop a clear, comprehensive strategic plan for future development of the School of Law.

## **III. 2012-13 Academic Year Goals**

#### ***Goal 1***

- Strengthen and diversify faculty through excellent hiring and the implementation of a program to provide faculty with assistance in developing and fulfilling a robust plan of scholarly production.

#### *Progress to Date:*

- Beginning in AY 2012-13, the Law School has established the position of Associate Dean for Academic Development to support enhanced expectations of scholarly production and teaching excellence. Professor Lisa Eichhorn has been selected to assume the position on June 1, 2012.
- The Law School has hired or will hire at least four tenured or tenure-track faculty and a two-year Visiting Assistant Professor who is expected to apply for a tenure-track position. An offer for a fifth tenure-track position is outstanding. These faculty will begin in AY 2012-13. The three lateral

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hires have established records as highly productive scholars and are excellent teachers. The new faculty who have already committed include three white males and two minority females, one of whom is African-American and one of whom is Indian-American. The outstanding offer is to a white female candidate. In addition, the School has hired two visiting faculty for AY 2012-13, both of whom are female and one of whom is Indian-American. A visitor for Summer 2012 is an African-American male.

### Plans for Upcoming Year:

- Hire six additional tenured or tenure-track faculty members in the following fields: Environmental Law (junior lateral or entry-level); Tax Law (mid-level lateral); Tax Law (entry level); Professional Responsibility (senior level, FRI to lead Center); Clinics (junior lateral or entry-level); Criminal Law/International (entry-level, FRI).
- Implement strong faculty mentoring for junior faculty; create stronger SSRN presence; provide active assistance to all faculty in scholarship development and placement; improve accountability for use of summer research stipends.
- Hire a new Director of Academic Technology, clarifying that the focus of technology within the School of Law must be on the development of innovative academic applications of technology for research and teaching.
- Fill open library faculty position of Assistant Director for Faculty Services.

### **Goal 2**

- Establish a clear strategic plan for student admissions and recruitment and establish a clear communications strategy for effective communications with prospective students, alumni, and other academics.

### Progress to Date:

- The University Division of Communications has drafted concept pieces for an integrated marketing strategy for the School of Law.
- The Admissions Office has formally involved current students and alumni in the recruitment of prospective students and has begun development over the past three years of a statistical database containing application, acceptance, and matriculation data that will enable the School to more strategically direct future scholarship resources and recruitment efforts.

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- The Admissions Office has increased recruitment travel to undergraduate schools, including historically black colleges and universities.
- Over the past several years, the Law School has strengthened its attractiveness to prospective students by enhancing student services with a new Director of Student Affairs and with the addition in 2012 of a second Associate Director of Career Services, with a specific focus on judicial clerkships.

*Plans for Upcoming Year:*

- Develop a comprehensive admissions and recruitment strategy.
- Hire a communications specialist for the School of Law to produce materials in conjunction with the Division of Communications for distribution to prospective students, alumni, and academic colleagues.
- Develop an undergraduate moot court competition to raise the profile of the School of Law with high quality undergraduates at USC and other colleges and universities.
- Modernize the School of Law web presence and create new forms of electronic communications such as apps.
- Establish an alumni organization, one purpose of which will be to assist in student recruitment.

***Goal 3***

- Move the academic assistance program from a student-run model to a professionally managed model.

*Progress to Date:*

- A committee has been formed to provide recommendations regarding the structure of a revamped academic assistance program managed by a professional educator.
- Hired a temporary tutor to provide one-time non-credit bar preparation assistance in Spring 2012 for students identified as being most at-risk.

*Plans for Upcoming Year:*

- Hire a full-time academic assistance director and implement for AY 2012-13 a redesigned program that better addresses the needs of first-year

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students and provides initial bar preparation assistance for third-year students identified as most at-risk for bar exam passage.

***Goal 4***

- Design leadership training and greater professional development opportunities for students; establish the first two capstone practicum courses and receive faculty approval for a third capstone course; formally apply for approval of a Children's Law Certificate Program.

*Progress to Date:*

- In AY 2011-12, the School began to implement extensive revisions of its curriculum to meet modern needs, including a major revamping of the first-year curriculum and of the legal writing and research program; the addition of first and third-year professionalism courses; the addition of first-year mentoring and upper-level externships; and the approval of two third-year capstone experiences for implementation in AY 2012-13.
- The Law School in AY 2011-2012 entered into an agreement with the National Advocacy Center to allow our students to participate fully in some training courses offered to U.S. Attorneys and to intern at the NAC.
- The NMR&S Center on Professionalism solidified its national leadership in lawyer mentoring as it became home to a national consortium on mentoring. The Center also has begun work on a new initiative to develop effective techniques for leadership training in law schools and the legal profession.
- Interested faculty and leaders of the Children's Law Center have met to organize outline of the Children's Law Certificate Program.

*Plans for Upcoming Year:*

- Hire adjunct faculty to lead first two capstone experiences in Spring 2013. Obtain faculty approval of a third capstone course. Obtain private support for cost of initial capstone program.
- Submit the Children's Law Certificate Program proposal for formal approval pursuant to University and CHE requirements.
- The NMR&S Center on Professionalism will develop a clear set of goals and strategy for development of a leadership training program for law students and lawyers.

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- Develop a judge-in-residence program.

***Goal 5***

- Increase programmatic efforts of the Rule of Law Collaborative with goal of creating a body of work to support grant funding for a Center.

**Progress to Date:**

- The School of Law has hired a full-time tenure-track faculty member to work in the field of Rule of Law with particular expertise on Africa. Professor Joel Samuels spends a significant portion of his time on work of the Rule of Law Collaborative.
- The School has extended an offer of a full-time tenure-track clinical faculty position to a candidate whose scholarly interests fall within the area of Rule of Law, with a focus on the Middle East.
- The School is sponsoring visits to campus by various individuals with expertise in Rule of Law issues.

**Plans for Upcoming Year:**

- The School has submitted a request for initiative funding to the Provost to fund a series of six small conferences of 8-10 persons over two years for the purpose of discussing Rule of Law topics and identifying areas of potential collaboration with outside entities. The goal is to develop a portfolio of activities and partners to support external grant funding for the Rule of Law Collaborative.
- The School will host a judge of the English Court of Appeals as a featured speaker at a September conference on the impact of the European Convention on Human Rights on businesses operating in an international environment.

## **APPENDIX A**

### **Comparative Law Schools**

***Top-10 Public Law Schools.*** The most commonly referenced ranking of American law schools is provided by *U.S. News and World Report*. In March 2011, the top ten public law schools in that ranking were as follows (the parenthetical number indicates the school's overall ranking among all ranked law schools, public or private):

1. University of Michigan (7)
2. University of California-Berkeley (Boalt Hall) (9)
3. University of Virginia (9)
4. University of Texas (14)
5. UCLA (16)
6. University of Minnesota (20)
7. University of Indiana – Bloomington (23)
8. University of California – Davis (23)
9. College of William and Mary (27)
10. University of Iowa (27)

*Note: The University of Illinois was included in the list published by U.S. News but has since revealed the reporting of inaccurate information. For that reason they have been omitted from the list above.*

***Peer and Peer Aspirant Law Schools.*** The School of Law has selected peer and peer-aspirant law schools by considering the following factors: (1) University peers institutions; (2) connection with a major state, research university; and (3) number of full-time J.D. students enrolled. Using the additional criterion of current reputational ranking, the list was divided into those who are peer and those who are peer-aspirant schools. The 2011 *U.S. News* ranking for each school is indicated in parenthesis.

#### **Peer Aspirant**

1. University of Maryland (42)
2. University of North Carolina-Chapel Hill (30)
3. University of Georgia (35)
4. University of Alabama (35)
5. The Ohio State University (35)

#### **Peer**

1. University of Kentucky (71)
2. University of Tennessee (56)
3. University of Missouri-Columbia (107)
4. Louisiana State University (84)
5. University of Kansas (79)

## **APPENDIX B**

### **Office of Institutional Compliance and Assessment**

## **APPENDIX C**

**Office of Research  
IT and Data Management Office  
Law School  
FY2011 Blueprint Data**

**Q1. The total number and amount of external sponsored research proposal submissions by agency for FY2011**

**FY2011 PROPOSAL SUBMISSIONS  
Law School**

	Number	Dollars Requested
NIH	0	\$0
HHS (excl. nih)	5	\$443,164
NSF	1	\$42,885
DOD	0	\$0
DOE	0	\$0
USDE	0	\$0
OTHER FEDERAL	5	\$925,679
STATE	2	\$375,000
LOCAL	1	\$9,500
PRIVATE	2	\$46,175

**Q2. Summary of external sponsored research awards by agency for FY2011**

**Awards by Source/Agency**

**Law School**

<b>FY2011 Funding</b>	
NIH	\$0
HHS (excl. nih)	\$429,239
NSF	\$0
DOD	\$0
DOE	\$0
USDE	\$0
OTHER FEDERAL	\$472,436
STATE	\$250,000
LOCAL	\$9,500
PHI (Non-Profit)	\$51,597
COMMERCIAL	\$0
OTHER	\$0
<i>Total Funding</i>	<i>\$1,212,772</i>

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**Q3. Total extramural funding and Federal extramural funding in FY2011**

**Summary of Awards**

**Law School**

**Total Funding**  
\$1,212,772

**Total Federal**  
\$901,675

**Q4. Amount of sponsored research funding per faculty member in FY2011.  
(by rank, type of funding)**

PI_HM_DEPT_DESC	TITLE_DESC	PI_NA	TOTAL	COMM	FEDERAL	LOCAL	OTHER	PHI (NON-PROFIT)	STATE
Children's Law Center	PROJECT MANAGER	Morris, Carolyn	1,153,675		883,675			20,000	250,000
Law, School of	ASST. DEAN	Niehaus, Elizabeth	15,800			9,500		6,300	
Law, School of	CLASSIFIED	Robinson, Pamela	43,297		18,000			25,297	

**Q5. Total sponsored research expenditures per tenured/tenure track faculty for FY2011**

<b>Dept</b>	<b>PI</b>	<b>Total Expenditures</b>	<b>Status</b>
		(Direct/Indirect)	
Law Enforcement & Safety			
	Evans, Richard	99,010	-
Children's Law Center			
	Morris, Carolyn	1,731,182	-
Law, School of			
	Leclair, Thomas	28,555	-
	Niehaus, Elizabeth	9,373	-
	Robinson, Pamela	30,093	-

Q6. Number of patents, disclosures, and licensing agreements in fiscal years 2009, 2010 and 2011.

## **APPENDIX D**

### **Placement of Law Graduates**

Placement Data Follows this Page

### **Graduate Credit Hours Taught By Tenured And Tenure-Track Faculty, Instructors, And Adjunct (Temporary) Faculty**

(This data has been compiled by the School of Law.)

#### **Fall 2010**

Tenured and Tenure-Track Instructors	162 credit hours
Temporary Faculty (Adjuncts)	34 credit hours
	37 credit hours

#### **Spring 2011**

Tenured and Tenure-Track Instructors	183 credit hours
Temporary Faculty (Adjuncts)	14 credit hours
	54 credit hours

#### **Summer 2011**

Tenured and Tenure-Track Instructors	17 credit hours
	12 credit hours

**University of South Carolina School of Law Graduation Statistics**  
**Jobs and Salaries (class of 2008)**

169	Employed – bar passage required for job (174 full time; 4 part time; 5 unknown time)
6	Employed --JD preferred but not required
6	Employed – other professional job
2	Employed – non-professional job
9	Full time graduate program (e.g., tax)
9	Unemployed and seeking jobs
0	Unemployed but not seeking
<u>13</u>	Employment status unknown
214	total graduates (183 known employed) (74% in SC; 26% in 12 other states)

**Types of Employment**

**Private practice** (law firms representing either businesses or individuals)--

# grads	(\$ known)	size firm	avg. salary	salary range
1		Solo		
42	(22)	2-10 lawyers	\$52,773	\$35,000 - 90,000
12	( 9)	11-25 lawyers	\$79,444	\$45,000 - 130,000
11	( 6)	26-50 lawyers	\$82,083	\$40,000 - 140,000
6	( 4)	51-100 lawyers	\$86,750	\$67,000 - 120,000
11	(11)	100-250 lawyers	\$95,909	\$75,000 -130,000
6	( 6)	251-500 lawyers	\$124,167	\$110,000-160,000
<u>5</u>	( 4)	501+ lawyers	\$142,500	\$130,000-150,000
94 total			\$82,024	\$35,000 - 160,000

**Government –**

8	Federal Judicial clerkships	\$54,648
27	State Judicial clerkships	
	Trial level	\$38,773
	Appeals level	\$44,794
15	Prosecution	\$34,000 - 48,500
1	Military (JAGC)	
11	Other Gov't. Jobs; State or Federal Agencies	

**Public Interest –**

2	Nonprofit agency; policy; direct legal services	\$34,000- 70,000
6	Public Defender	

**Business --**

17 (6)	Finance; accounting; management; contract discovery work through temp agency (seldom the legal department of a corporation)	\$41,600-115,000
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**Academic –**

2	University Patent Office; Administration; Development; Teaching; Coaching
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# University of South Carolina School of Law Graduation Statistics

## Jobs and Salaries (class of 2009)

186	Employed – bar passage required for job (181 full time; 5 part time)
11	Employed --JD preferred but not required
7	Employed – other professional job (3 full time; 4 part time)
2	Employed – non-professional job (2 part time)
8	Full time graduate program (e.g., tax)
17	Unemployed and seeking jobs
1	Unemployed but not seeking
<u>13</u>	Employment status unknown
<u>245</u>	total graduates
	[206 known employed; includes 28 still seeking more permanent jobs]
	[156 in SC; 50 out of state; 15 states & 1 foreign country]

### Types of Employment

#### **Private practice** (law firms representing either businesses or individuals)--

# grads	(\$ known)	size firm	avg. salary	salary range
7		Solo		
50	(21)	2-10 lawyers	\$50,695	\$31,200 - 75,000
7	( 6)	11-25 lawyers	\$69,167	\$60,000 - 75,000
6	( 6)	26-50 lawyers	\$73,583	\$60,000 - 91,500
11	( 8)	51-100 lawyers	\$73,438	\$50,000 - 92,500
10	( 9)	100-250 lawyers	\$103,333	\$85,000 -130,000
11	(11)	251-500 lawyers	\$107,273	\$90,000-145,000
6	( 6)	501+ lawyers	\$140,000	\$115,000-160,000
<u>1</u>	(0)	size unknown		
<u>109</u> total			\$80,270	\$31,200 - 160,000

#### **Government –**

10	Federal Judicial clerkships (+2 deferred to 2010)	\$57,841
28	State Judicial clerkships	
	Trial level	\$39,160
	Appeals level	\$46,598
11	Prosecution	
4	Military (JAGC)	
16	Gov't. Jobs; State or Federal Agencies	\$36,500-83,500

#### **Public Interest –**

1	Civil Legal Services	\$34,000- 70,000
6	Public Defender	

#### **Business --**

18 (5)	Finance; accounting; management; contract discovery work through temp agency; banking; (seldom the legal department of a corporation)	\$30,000-160,000
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#### **Academic –**

3	e.g., University Patent Office; Administration; Development; Teaching (any level); Coaching
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## University of South Carolina School of Law Graduation Statistics Jobs and Salaries (class of 2010)

147	Employed – bar passage required for job (142 full time; 5 part time)
16	Employed --JD preferred but not required (all full time)
4	Employed – other professional job (all full time)
5	Employed – non-professional job (3 full time; 2 part time)
9	Full time graduate program (e.g., tax)
16	Unemployed and seeking jobs
7	Unemployed but not seeking
<u>10</u>	Employment status unknown
<u>214</u>	total graduates

[172 known employed; includes 22 still seeking more permanent jobs]  
 [128 in SC; 44 out of state; 18 states, DC & 1 territory]

### Types of Employment

#### **Private practice** (law firms representing either businesses or individuals)--

# grads	(\$ known)	size firm	avg. salary	salary range
6		Solo		
38	(14)	2-10 lawyers	\$43,929	\$30,000 - 70,000
8	( 4)	11-25 lawyers	\$66,000	\$52,000 - 72,000
3	( 3)	26-50 lawyers	\$80,333	\$70,000 - 90,000
2	( 1)	51-100 lawyers	\$85,000	
8	( 5)	100-250 lawyers	\$77,000	\$70,000 -100,000
<u>7</u>	<u>( 6)</u>	<u>251+</u>	<u>\$115,833</u>	<u>\$90,000-160,000</u>
72 total			\$69,242	\$30,000 - 160,000

#### **Government** –

9	Federal Judicial clerkships (+1 deferred to 2011)	\$55,774
34	State Judicial clerkships	
	Trial level	\$39,160
	Appeals level	\$46,598
8	Prosecution	
3	Military (JAGC)	
19	Gov't. Jobs; State or Federal Agencies	

#### **Public Interest** –

5	Public Defender	\$35,000 – 44,000
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#### **Business** --

18 (4)	Finance; accounting; management; banking; insurance; technology; consulting; contract discovery work through temp agency (paid hourly); (seldom the legal department of a corporation)	\$40,000-90,000
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#### **Academic** –

4	e.g., University Patent Office; Administration; Development; Teaching (any level)
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## **APPENDIX E**

### **Student Retention**

1. Have you assessed your retention methods and activities to determine their effectiveness in retaining freshmen and sophomores?

Retention from the first to the second year is not a major problem at the School of Law. However, some first-year students do struggle academically and the primary program addressing those students is the Academic Assistance Program. The AAP program is currently staffed with student graduate assistants who hold weekly group tutorials and work with students individually by request. The AAP program is managed by a third-year student under the supervision of the Associate Dean for Student Affairs.

To provide more consistent, higher quality, and a broader range of academic assistance, the program will be converted in AY 2012-13 into a professionally managed program run by a full-time employee of the School of Law. This type of program is more consistent with best practices in law schools. The cost savings from elimination of graduate assistantships will provide sufficient funding to hire a full-time director.

2. Describe the advising in your college. How do you determine the effectiveness of your college's advising?

Advisement is currently provided by faculty to assigned students. Student use of advisement services is voluntary, and the current program of advisement is generally considered to be largely ineffective. Effectiveness has been evaluated largely on anecdotal information. The Law Registrar and Associate Dean for Academic Affairs are in a position to observe the number of students who have not taken recommended courses. Plans to change the program, however, have not yet been formulated.

3. What types of support do you find to be most beneficial to your students in terms of retention and successful progress toward their degrees?

N/A

## **APPENDIX F**

### **Student Graduation and Placement**

- 1. Have you assessed your degree programs to determine if program requirements are reasonable in terms of time toward graduation?**

Yes. No changes are required.

- 2. Outline what measures you have put in place to assist students with intern placement and job placement.**

- a. Megan Seiner is the Externship Director at the law school. She started in this position in the spring of 2011. Under her stewardship the law school manages three externships (aka internships) and one field placement in which students may participate during the summer after their second year of law school and in the spring of their 3<sup>rd</sup> year. Three externships are offered in the spring semester and two are offered during the summer session.
  1. Judicial Externship (offered in the spring and summer)
  2. Administrative Law Externship (offered in the summer)
  3. Legislation Field Placement (offered in the spring)
  4. Children's Law Externship (offered in the spring)

In order to participate in an externship and/or the Legislation field placement, a student must be a third year law student during the academic year or a rising 3L for the summer program. The students must complete an application including a brief statement of interest. The externship director along with the Associate Dean for Academic Affairs pairs the students with the externship employer. During the spring semester the students work eight hours a week and receive two academic credits for their efforts. The summer externship is four credits and the students are expected to work 35 hours per week. There is also a classroom component in which the students meet in class to discuss their experiences.

The Judicial Externship program was established in the spring of 2011 and thus far we have completed one summer externship in which 12 students participated. Currently we have eight students participating in the spring Judicial Externship. Students must complete an application including a brief statement of interest. The externship gives students the opportunity to work closely with a judge, observe court proceedings and draft documents. The externship also provides the students a potential opportunity to clerk for the judge after graduation.

The Administrative Law externship program was established in the spring 2012 and we are in the process of accepting applications from students wishing to participate. The law school will place the participating students with federal and state agencies both in South Carolina and other states as well as Washington, DC. The administrative law externship affords students the opportunity to work with the general counsel offices of these agencies and learn how practicing law with a government agency differs from private practice.

The Legislation field placement was established in the spring of 2011 and we had seven students participating. Currently we have two students participating. The Legislation externship gives students who are interested in working with the legislature the opportunity to see how being an attorney can give an individual a unique perspective as a lawyer legislature. These students assist the lawyer legislators in performing research on particular topics that the legislators are planning to bring to the floor. They also assist in the drafting of legislation and reviewing current legislation to ensure its purpose is made clear.

Finally, the Children's Law externship has been offered since Spring 2010. It currently has three students participating. These students are interested in pursuing a career in children's issues and this externship affords them the opportunity to work with agencies as well as firms that handle issues affecting children. The students currently participating are working with a firm that primarily handles guardian ad litem work, Richland County CASA and Lexington County DSS.

- b. The Office of Career Services (OCS) at the USC School of Law has many programs and methods in place to help law students and graduates obtain jobs. The office has hired additional professional personnel in 2010 and 2011, and now consists of one Director, two Associate Directors, and two administrative personnel. The Director and the first Associate Director are both licensed South Carolina attorneys with years of practice experience; the second Associate Director, recently hired, has worked in various capacities in the legal community for many years and is very familiar with the judiciary and other members of the SC Bar.

The newly hired Associate Director helps students in all areas of the OCS, but is particularly tasked with expanding opportunities for students to obtain highly sought judicial clerkships after graduation. She will handle services previously provided in this area, but will expand efforts to reach out to judges and to gather detailed information about individual hiring preferences.

#### NEW INITIATIVES in OCS in 2011-2012 ACADEMIC YEAR:

- Established interview Program at Federal Courthouse in Charleston, SC to increase job placement of students interested in working there. (held Saturday, Feb. 25, 2012)

- Hired additional Associate Director to concentrate on judicial clerkships
  - Stay current on OSCAR federal clerkship on-line system
  - Advise students concerning use of OSCAR and other methods of applying
  - Meet with all Federal judges in South Carolina
  - Expand contacts with Federal judges in other states
  - Meet with State Appellate and Trial Level judges
  - Create a database of information about judicial clerkship hiring dates, required documents, and preferred qualifications
- Networking Breakfasts
  - Identify, contact, and invite local lawyers in practice areas of interest to students
  - Greet lawyers and facilitate interaction with students
- Individual Employer Outreach
  - OCS Associate Directors make appointments and visit law firms and other potential employers throughout the state to deliver information on Career Services and to promote our students

**PRIMARY METHODS USED TO HELP STUDENTS AND GRADUATES OBTAIN LEGAL JOBS:**

- **Organize and manage both Spring & Fall On-Campus Interview programs (OCI)**
  - Spring – First-year students interview primarily on one Saturday in February. The second and third year students interview during the week.
  - Fall – Second and third year students interview on weekdays mid-August to Nov.
  - Send email invitations to legal employers
  - Follow up with previous employer participants who have not registered
  - Notify students of opportunity to apply for interviews
- **Organize and Participate in Out-of-State Interview Programs**
  - In order to participate in these out-of-state interview programs (excluding the patent and intellectual property job fairs) the USC OCS solicits alumni to interview students and contacts other potential employers to participate.
  - Attend and administer the events on site. The administration process includes greeting the legal employers and students, networking with the employers during lunch, and managing any potential problems.
  - Southeastern Law Placement Consortium – Legal employers nationwide participate in this job fair which takes place in Atlanta in August every year. Students from 12 law schools participate and the USC OCS is the treasurer for this job fair.
  - Southeastern Minority Job Fair – Legal employers nationwide participate in this job fair which takes place in Atlanta in July every year. Student

from 50-plus schools participate in this job fair. USC OCS has major board position every three to four years.

- Mid-Atlantic Legal Recruiting Conference – Legal employers in the Washington, DC region participate in this job fair in Washington, DC every August. Students from seven schools participate and USC OCS is the treasurer.
- Spring Southeast Legal Hiring Conference – Legal employers throughout the Southeast participate in this job fair which takes place in Atlanta every March. Students from 12 schools participate and USC CSO schedules the interviews for all of the students selected for interviews.
- Loyola Patent Job Fair- Legal employers nationwide participate in this job fair in Chicago. Students from 70 schools may interview for patent law jobs.
- Southeastern Intellectual Property Job Fair- Legal employers throughout the Southeast participate in this job fair in Atlanta. Students interested in intellectual property work from 10 law schools participate in this job fair.

- **Post Job Opportunities for Students & Graduates to Apply Directly to Employers**

- Alumni Job Opportunities (permanent jobs) at [www.law.sc.edu](http://www.law.sc.edu)
- Post job opportunities on Symplicity (USC OCS student jobs database)
- Outreach to potential employers to encourage posting of positions

- **Create and Present Programs for Students**

- How to Draft a Legal Resume for 1Ls
- How to Interview for Legal Jobs for 1Ls
- The On-Campus Interview Program/ Symplicity database training for 1Ls
- Interview Demonstration and comments by local law firm for 1Ls
- State Judicial Clerkships for 3Ls
- Federal Judicial Clerkships for 3Ls
- Federal Government Jobs for 1Ls, 2Ls, and 3Ls
- Business Etiquette/Dress for 1Ls
- Public Interest Jobs for 1Ls, 2Ls, and 3Ls
- Finding Jobs Other Than Through the On-Campus Interview Program for 1Ls

- **Career Week :** The USC OCS invites a panel of lawyers each day throughout one week in February each year. This program is primarily targeted to 1Ls to introduce them to a variety of practice areas and types of legal employers. Upperclassmen are welcome to attend.

- **Counsel Individual Students**

- We review resume and cover letters and assist students in tailoring those documents to particular employers or practice areas.

- Assist students in their job search through on campus interviewing and general job search strategies.
  - Assist students in how to decide where to work.
  - Assist students in networking.
  - Provide and evaluate mock interviews for students preparing for job search.
  - Individual analysis and goal setting/ emotional support/ encouragement
- **Provide print and/or on-line information to students**
  - Resume packets (directions and samples)
  - Interview Packets
  - Cover Letter packets (directions and samples)
  - Memos: Judicial Clerkship info; Federal Jobs info; Summer Job Search Strategy
  - Library of print materials concerning the legal job search
  - Links to on-line resources for various kinds of legal jobs
- **Communicate information and opportunities to students**
  - Announcements in large classes
  - E-mail notices to groups of students
  - Bulletin board postings
  - Information in weekly Student Bar Association Newsletter
- **Attend Professional Events and Programs to Build Connections with Potential Legal Employers:** Director and Associate Directors attend many professional events to network with employers and obtain information about possible jobs for students. These include:
  - South Carolina Bar Association Convention
  - Richland County Bar Events
  - S.C. Women Lawyers' Assoc. lunches, conferences, and other events
  - National Association for Law Placement conferences
- **Manage Work Study Program (when federal funds are available)**
  - Present information session and talk with individual students about program.
  - Collect necessary documentation
  - Work with university financial aid office to identify work study funds and to ensure the students are eligible to participate.
- **Manage the Presidential Management Fellowship process**
  - Notify students of timelines
  - Counsel students about process
  - Gather information from students and graduates selected as fellows

**3. Outline the measures that you use to track graduates with baccalaureate, masters, and doctoral degrees.**

In February of each year, the USC OCS is required to report on every student who graduated during the previous year. The OCS reports to the National Association for Law Placement and to the American Bar Association; the Office also later reports statistics to the U.S. News.

The OCS must report for each graduate:

- Employed in a position for which s/he receives a salary or a stipend
- Not employed and seeking work/paid position
- Not employed and not seeking work/paid position
- Enrolled in a full-time degree or certificate program
- If we do not have any information on them, aka. unknown

If the graduate is employed, the OCS reports the type and location of employment:

- Number of lawyers in firm, if employed in a law firm
- Type of government job, if employed in government
- Type of public interest or academic job, if employed in one of those areas
- Level of court and name of judge, if employed as a judicial clerk
- Whether the job is long or short term (from the employer's perspective)
- Whether the graduate is still seeking other employment

Whenever possible, the report for each graduate should include:

- Timing of offer (before graduation, after graduation but before bar results, or after bar results)
- Starting salary

The OCS uses a variety of methods to obtain this information:

- Providing present students with statistics from prior years and reminding students to report their jobs to the OCS
- Talking to third-year students throughout the year to gather placement info
- Checking the SC Bar website after graduates are sworn into the Bar
- Checking other state bar websites if graduates planned to practice outside
- Sending group emails to unknown and seeking graduates asking for information
- Calling graduates, using phone numbers from resumes
- Contacting law school faculty and staff to identify graduates
- Conducting an internet search for the graduate

## **APPENDIX G**

### **Distributed Learning**

The Law School does not currently have any information to report regarding distributed learning.

## **APPENDIX H**

### **USC Connect and Community Engagement**

1. Outline the measures your college will take to encourage use of USC Connect.

To date, the School of Law has not focused on what involvement it should have with this program.

2. Describe the College's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.

To date, no intentional efforts have been made in this regard in the School of Law.

3. How many of your classes involve service learning? Undergraduate research? And international experiences?

The clinical and externship courses are the only courses that fall within the area of service learning. They represent only a small portion of the total offerings. The Law School has a Maymester course offered annually at Gray's Inn in London.

We have only anecdotal information about the standard offerings in this regard and believe we are in line with many law schools except that we are lacking in the number of externships. This is an area in which we have been steadily growing opportunities, however, since 2010.

4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?

Our non-credit, voluntary Pro Bono program is a national model and places students in a variety of service settings within the community where they learn professional skills.

That program also has this Spring connected law students with an alumnus serving in Afghanistan, and they exchange regular communications regarding his experiences in building a rule of law system in that nation.

In Fall 2012, the first two transfer students from Gadjah Mada University in Indonesia will begin their study at South Carolina. That program could lead eventually to opportunities for American students to study in Indonesia.

## **APPENDIX I**

### **FACULTY HIRING AND RETENTION Blueprint for Academic Excellence 2012-2013 School of Law**

1. Number of faculty hired and lost for AY2008, AY2009 AND AY 2010 (by department if applicable, and by rank.) Give reason for leaving, if known.

#### **Faculty Hired**

AY2009: none

AY2010: none

AY2011: none

AY2012: **Bob Bockman** (Legal Studies, Legal Writing Instructor)

#### **Faculty Lost**

AY2009: **Kay Butler** (Legal Studies, Professor, retirement)

AY2010: **Lad Boyle** (Legal Studies, Professor, TERI retirement)

**Jim Flanagan** (Legal Studies, Professor, TERI retirement)

AY2011: **Kim Connolly** (Clinical Legal Studies, Associate Professor, to SUNY Buffalo to become Clinics Director)

AY2012: **Cinnamon Carlarne** (Legal Studies, Assistant Professor, to Ohio State)  
**Ann Bartow** (Legal Studies, Professor, to Pace)

2. Number of post-doctoral scholars (Ph.D., non-faculty hires) in FY 2009, FY 2010 FY 2011.

0

3. Anticipated losses of faculty by year for the next five years. Please supply reasons for departure if known; e.g., TERI period end, conventional retirement, resignation. Please describe planned hiring over the next five years (by department if applicable).

#### **Anticipated Faculty Losses**

2012-13 1 (Brant Hellwig to Washington & Lee)

2013-14 2 (TERI: Pat Flynn & David Owen)

2014-15 2 (TERI: Pat Hubbard & Lewis Burke)

2015-16 0

2016-17 0

### **Planned Faculty Hiring**

- |         |  |
|---------|--|
| 2012-13 | 4 in Legal Studies (Derek Black, Colin Miller, Aparna Polavarapu, Ned Snow)<br>1 in Clinical Legal Studies (TBD) |
| 2013-14 | 5 in Legal Studies (includes Brant Hellwig replacement, 2 FRI)<br>1 in Clinical Legal Studies                    |
| 2014-15 | 4 in Legal Studies (includes Owen replacement)<br>1 in Clinical Legal Studies (Flynn replacement)                |
| 2015-16 | 2 in Legal Studies (includes Hubbard replacement)<br>1 in Clinical Legal Studies (Burke replacement)             |
| 2016-17 | None currently Scheduled   |

4. Outline your college's actions to improve graduate education, to improve its NRC and other rankings.

In AY 2011-12, the School began to implement extensive revisions of its curriculum to meet modern needs in a manner consistent with the Carnegie Report.

The changes including a major revamping of the first-year curriculum, adding to the curriculum an Introduction to the Legal Profession course and enhancing the legal writing and research program from four credit-hours to six credit-hours. In addition to the additional credit-hours, the writing and research courses were combined into an integrated course that is a model experiment for other schools. The faculty also added third-year professionalism courses and third-year externship courses. Two third-year capstone experiences have been approved for implementation in AY 2012-13. In those courses, students will work together in simulated representations, developing a depth of understanding within multiple legal disciplines, as well as developing professional, leadership, and teamwork skills.

The most commonly known ranking of law schools is that of the *U.S. News and World Report*.

The School has hosted major academic conferences and renewed a program to bring in visiting scholars to the Law School for colloquia so that they share their knowledge and also learn more about the quality of our School. The School has generously funded travel for major academic presentations by our faculty. A new position of Associate Dean for Faculty Development has been created to formally encourage and assist faculty in the development of national reputations for academic quality. Efforts are underway to enhance recruitment of quality students. Hiring of new faculty will improve our student-faculty ratio, which is a factor in rankings. Hiring has also brought in active scholars who will immediately have a positive impact on external perception of the School among academics. Rankings also depend heavily upon a school's reputation among non-

academic lawyers and judges. The School is bringing to campus a larger number of judges and justices, which not only benefits students, but may assist also in reputational voting from that group.

5. Describe your methods for placing your Ph.D. and other terminal degree students in tenure track positions at high ranking institutions.

Currently we have no such formal program.

## **APPENDIX J**

### **FUNDING SOURCES Blueprint for Academic Excellence 2012-2013 School of Law**

1. E Funding, as of June 30, 2009, 2010 & 2011.

	<b>6/30/2009</b>	<b>6/30/2010</b>	<b>6/30/2011</b>
<b>Law School</b>	\$250,843	\$186,031	\$114,888
<b>Children's Law Office</b>	12,314	37,163	44,801
<b>Total Law</b>	<b>\$263,157</b>	<b>\$223,194</b>	<b>\$159,689</b>

2. Gifts and pledges received in FY 2011.

Information not yet received.

## **APPENDIX K**

### **RESEARCH Blueprint for Academic Excellence 2012-2013 School of Law**

Describe the interdisciplinary research that is ongoing in the School of Law.

Professor Ben Means works at the intersection of corporate law, sociology and behavioral economics. He recently argued that the law would better respond to the problem of minority shareholder oppression in closely held corporations if it recognized that shareholders do not always behave like the rational actors of standard economic theory.

Professor David Linnan publishes work in corporate law and international finance, and he works on the development of legal systems in Islamic nations with interdisciplinary assistance from faculty in the Department of Religion.

Professor Jack Pratt is working on a book on constitutional history and the importance of oral versus written understandings of a constitutional document.

Professor Jacqueline Fox, in her work on health policy and bioethics, engages with colleagues in the Medical School, Department of Philosophy, and School of Public Health. She is currently on a joint grant with faculty from those units.

Professor Josh Eagle and Professor Linnan are affiliated with the School of Earth Ocean and the Environment.

What measures are being taken to increase interdisciplinary research?

The School of Law has committed substantial resources through the time of Professor Joel Samuels and the hiring of Professor Aparna Polavarapu to engage in interdisciplinary cooperation to advance the Rule of Law Consortium. Law faculty work closely in that regard with the Department of Political Science and will work with other units as well.

The deans of the School of Law and College of Social Work are in agreement that opportunities exist for joint work of the two schools, especially in Children's Law and the work of the Children's Law Center. Formal discussions of those possibilities have not yet occurred, however.

What measures should be taken to promote interdisciplinary work

Faculty actively associated with the old School of the Environment have largely

disassociated from active involvement in the current model. The interdisciplinary energy of that program was sapped when law faculty were assigned a number of service duties in that School in addition to their Law School duties and they began to perceive involvement as a hindrance rather than an asset to their scholarly development.

Development of the Rule of Law Center is a major potential source of interdisciplinary work and will require initial institutional support beyond that which can be provided by the College of Arts and Sciences and the School of Law.

The difference in size of the Moore School and the School of Law creates different decision-making processes, which appear to have slowed efforts in recent years to create cluster hiring opportunities that would produce interdisciplinary work. Efforts to combine on an entrepreneurial cluster hire also failed because the Moore School positions would have been non-tenure track and were thus ineligible for FRI.

The hiring of a new professor of intellectual property law should facilitate future work between the College of Engineering, the Moore School, and the Law School.