

GRAD Act Annual Report
LSU Paul M. Hebert Law Center
April 20, 2011

Performance Objective (1)

Student Success

Element A

- a. *Implement policies established by the institution's management board to achieve cohort graduation rates and graduation productivity goals that are consistent with institutional peers.*
 - i. *1st to 2nd years retention rate.*
 - ii. *1st to 3rd year retention rate. (Not applicable to the LSU Law Center)*
 - iii. *Fall to spring retention rate. (Not applicable to the LSU Law Center)*
 - iv. *Same institution graduation rate.*
 - v. *Graduation productivity. (Not applicable to the LSU Law Center)*
 - vi. *Award productivity. (Not applicable to the LSU Law Center)*
 - vii. *Statewide graduation rate. (Not applicable to the LSU Law Center)*
 - viii. *Percent of freshmen admitted by exception. (Not applicable to the LSU Law Center)*
 - ix. *Median professional school entrance exam score.*

The LSU System created performance indicators for its campuses to provide campus leadership and the Board of Supervisors with a mechanism for evaluating annual institutional performance and allows the institutions to discuss descriptive metrics and performance measures within the context of each campus' mission, measuring their performance against the larger marketplaces where they compete. Two elements are critical for the effectiveness of performance measurement. First is the constant tracking of improvement from year to year. Second is the periodic benchmarking of campus performance against appropriate national counterparts. The Law Center identified appropriate measures of performance against national counterparts.

Following the policy of the LSU System, the Law Center, in 2010, revised its mission to reflect its goals adopted by the LSU System to enhance the intellectual life of the campus through an admissions policy to achieve, among other objectives, an increased retention and graduation rate. The LSU Law Center policy was adopted by the faculty, approved by the LSU System, and forwarded to the Louisiana Board of Regents. The Law Center seeks to prepare, through a demanding and comprehensive program of legal education, a well-qualified and diverse group of men and women to be highly competent and ethical lawyers; to be leaders in private practice, public service, and commerce; and to be capable of serving the cause of justice and advancing the common good, consistent with the rule of law.

Through its admissions process, the Law Center seeks to admit, retain, and graduate students who are prepared to assume leadership roles in the State and the nation, and to make an outstanding contribution to the legal profession. To achieve these objectives, the admission process considers both "numerical factors" and "non-numerical factors."

This element considers three targeted measures, retention between the first and second year,

graduation rate, and median LSAT score. In each case, the Law Center not only exceeded its baseline data, but also exceeded its target for year one. In particular, the LSAT median increased to 158, a measure that represents the 75th percentile of all LSAT test takers and increased from 153 in 2002 or the 56th percentile of LSAT test takers. The current 75th percentile of students that enrolled in the entering class in the fall of 2010 had an LSAT score of 160 that represents the 81st percentile of all LSAT test takers while the 25th percentile of the entering class had an LSAT score that is higher than the average LSAT score of all but one undergraduate institution in Louisiana and higher than all public undergraduate institutions. While its numerical factors increased, the diversity of the entering class of the Law Center increased to 21%, the highest in the history of the Law Center and represents a broader program of enhancing the diversity of the student body. Moreover, the Law Center was able to increase the credentials of its entering class when the latest available data suggests the number of LSAT test takers and resulting applications are declining while the number of approved law schools continues to increase.

To increase its retention and graduation rates, the Law Center reviewed its curriculum to better position its students to be successful in meeting the demands of a changing legal environment and gauging how its curriculum impacted student opportunities and its competitiveness in the market of law school admissions. The Law Center modified its grading guidelines to correspond with emerging national norms, and to ensure that student workloads are manageable and that students are appropriately focused and devoted to their studies, the Law Center allows students a maximum course load of fifteen hours per semester. With prior approval of the Vice Chancellor for Academic Affairs, a student can take up to sixteen hours in a single semester. Further, during semesters in which students are enrolled in the Law Center on a full-time basis, their employment is limited. First year students are not permitted to engage in outside work without prior written approval of the Vice Chancellor for Academic Affairs. Second and third year students enrolled full-time may not engage in outside work for more than twenty hours per week.

The Law Center provides academic support for selected students identified in the admissions process who may have difficulty transitioning into full-time law studies. Such students are contacted to enroll in a Legal Methods course offered in the summer before their first year of studies. This three-hour course is taught by two tenured members of the faculty and focuses on developing the skills students will need to succeed in law studies generally and in substantive first-year courses. Case analysis and synthesis is emphasized, and students are advised on studying and exam-taking strategies. Through the Legal Methods program, students also are encouraged to build a network of peers on whom they can rely as their law studies progress.

The Legal Methods program does not end when the first year of law school begins. Students in the program continue to meet weekly in the first year of their law studies. A faculty member teaching each substantive course in the first year speaks to the students about study and exam-taking strategies geared toward that particular area of law. The students discuss outlining strategies, work practice exams, and serve as a support system for each other throughout the year. In 2010-11, the Chancellor appointed an Academic Support Review Committee consisting of faculty members, the Director of the Legal Research & Writing Program, the Director of Admissions, and its Institutional Research Analyst to study further ways to enhance support of students beyond the first year of law school and increase the graduation rate.

Applicable Measures

i. Targeted	1 st to 2 nd Year Retention	Avg. 2008-10	91.67%	96.61%	92%
iv. Targeted	Same Institution Graduation Rate	Avg. 2007-09	83.68%	87.50%*	85%
ix. Targeted	Median Professional School Entrance Exam Score	Avg. 2007-09	157	158	157

* For graduates of the 2009-10 academic year.

Performance Objective (1)

Student Success

Element B

- b. Increase the percentage of program completers at all levels each year.*
 - i. Percent change in program completers.*

Not applicable to the LSU Law Center.

Performance Objective (1)

Student Success

Element C

- c. Develop partnerships with high schools to prepare students for postsecondary education.*
 - i. Number of high school students enrolled.*
 - ii. Number of semester credit hours in which high school students enroll.*
 - iii. Number of semester credit hours completed by high school students.*

Not applicable to the LSU Law Center.

Performance Objective (1)

Student Success

Element D

d. Increase passage rates on licensure and certification exams and workforce foundational skills.

i. Passage rates on licensure/certification exams

The accrediting body for all law school, the American Bar Association, considers the bar passage rate of the graduates of a law school as a key measure of quality, and it requires accredited law schools to report their bar passage data for publication. Moreover, a standard for accreditation requires a law school to maintain an educational program that prepares its students for admission to the bar. For a student to be admitted to the bar, a student must pass the licensure examination in each state in which the student seeks to practice law. An objective measurement of the success of an institution is bar passage rate.

The measurement is not a simple percentage passage rate but is measured relatively, as a percentage, against the jurisdiction's overall bar passage rate. The state bar passage rates in Louisiana (and elsewhere) fluctuate from year to year and the use of a simple, single institutional pass rate would not account for the level of difficulty of the bar exam in a given year. For example, in Louisiana, the bar passage rate was 65.6% in July of 2007 and 74.2% in July of 2009. The LSU Law Center's bar passage rate was 79.85% in July of 2007 and 91.28% in July of 2009. Although the pass rate for the LSU Law Center, in raw percentages, varied significantly (79.85% versus 91.28%), the pass rate compared to the state average was small (122% compared to 124%).

Moreover, each state has its own bar examination with widely varying bar passage rates depending on the state. In the most recently reported data (2009 graduates), bar passage rates by state ranged from 66% in California to 93% in Iowa and Wisconsin. The singularly most effective method to compare law schools is not by raw bar passage rate percentages but to compare the bar passage rate of a law school to the jurisdiction's overall bar passage rate.

Using 2009 data, the Law Center placed 18th of 190 law schools nationally on bar passage rate as compared to the overall state average. In the July 2010 administration of the Louisiana Bar examination, the Law Center passage rate was 111% of the state average. Although this relative passage rate represents a decrease from its baseline data, of 119%, the Law Center believes that this result is a short term aberration based on a small sample size. In this case, the Law Center would have matched its target of 119% of the state average if only additional eight students had passed the bar exam and would have reached the variance threshold of 117% if only six additional students had passed the bar exam. In the July administration of the Louisiana Bar examination, the Law Center had 109 first-time Louisiana test takers pass the bar examination of a total of 141 test takers for a total bar passage rate of 77.3%.¹ For that same test administration,

¹ The Law Center graduated 177 students. The remaining students elected to sit for a bar exam in a jurisdiction other than Louisiana.

the overall bar passage rate in Louisiana was 69.93%, producing a comparative bar passage rate of 111%.

Although data for all other ABA approved law schools for the 2010 administration of their respective bar exams is not yet available, the 111% comparative bar passage rate as compared to published 2009 data would place the LSU Law Center 51st among all 190 ABA approved law schools, public and private, and tied for 3rd (with the University of Connecticut and Florida State) among the 25 public law schools ranked 50-100 in the U.S. News & World Report rankings (the Law Center's national peer group of public law schools approved by the Board of Regents for GRAD Act tuition purposes). Finally, the raw bar passage rate percentage for the July 2010 administration of 77.3% still represents the highest bar passage rate number of any institution in Louisiana. This achievement is consistent with the performance of the LSU Law Center comparatively on the Louisiana Bar Examination. In nine of the past ten years, the LSU Law Center has achieved the highest bar passage of any Louisiana institution.

The Law Center attributes its success to a demanding curriculum. In contrast to most states, where only the Anglo-American common law prevails, Louisiana's legal system is based not only on the early Spanish and French law, but includes the most substantial elements of the common law as well. LSU law students are trained to master not one but two legal systems. This "crossroad curriculum" provides a unique and intense legal education that gives LSU Law graduates qualifications not developed by other American law schools. Its dual focus imparts an unusual degree of logical and analytical reasoning, and provides students with unique insights from applying social policy to the resolution of diverse legal problems in the context of both common law precedent and civilian legislation.

The Louisiana Bar Examination is grounded in a fundamental understanding of Louisiana law. The LSU Law Center plays a leadership role as curator of the Louisiana Civil Code and of the Civil Law generally and its students are required to take 94 hours of credit for graduation, one of the highest credit hour requirements in the nation and one of the most demanding curriculums, focusing on both the traditions of Louisiana Civil law combined with the common law. Finally, the LSU Law Center requires 78,960 minutes of instruction with its instructional minutes far in excess of the American Bar Association requirements and of the instructional minute requirements of the vast majority of other American law schools.

The Louisiana Supreme Court is considering a comprehensive revision of the content and scoring of the Louisiana Bar Exam. If those changes are implemented, the Law Center is uncertain how they will impact this objective.

Applicable Measures

i. Targeted	Passage Rate on Licensure Exam (1 st time July test-takers)	Avg. 2007-09	119% of State Average	111% of State Average	119% of State Average

Performance Objective (2)

Articulation and Transfer

Element A

- a. *Phase in increased admission standards and other necessary policies by the end of the 2012 Fiscal Year in order to increase student retention and graduation rates.*
- i. *1st to 2nd year retention rate of transfer students.*
 - ii. *Number of baccalaureate completers that began as a transfer student.*
 - iii. *Percent of transfer students admitted by exception.*

Not applicable to the LSU Law Center.

Performance Objective (2)

Articulation and Transfer

Element B

- b. Provide feedback to community colleges and technical college campuses on the performance of associate degree recipients enrolled at the institution.*
 - i. 1st to 2nd year retention rate of those who transfer with associate degree.*
 - ii. Number of baccalaureate completers that began as a transfer student with an associate degree.*

Not applicable to the LSU Law Center.

Performance Objective (2)

Articulation and Transfer

Element C

- c. Develop referral agreements with community colleges and technical college campuses to redirect students who fail to qualify for admission into the institution.*
 - i. Number of students referred.*
 - ii. Number of students enrolled.*

Not applicable to the LSU Law Center.

Performance Objective (2)

Articulation and Transfer

Element D

- d. *Demonstrate collaboration in implementing articulation and transfer requirements provided in R.S. 17:3161 through 3169.*
- i. *Number of students enrolled in a transfer degree program.*
 - ii. *Number of students completing a transfer degree.*
 - iii. *1st to 2nd year retention rate of those who transfer with transfer degree.*
 - iv. *Number of baccalaureate completers that began as a transfer student with a transfer associate degree.*

Not applicable to the LSU Law Center.

Performance Objective (3)

Workforce and Economic Development

Element A

- a. *Eliminate academic programs offerings that have low student completion rates as identified by the Board of Regents or are not aligned with current or strategic workforce needs of the state, region, or both as identified by the Louisiana Workforce Commission.*
 - i. *Number of programs eliminated.*
 - ii. *Number of programs modified or added.*
 - iii. *Percent of programs aligned with workforce and economic development needs.*

Not applicable to the LSU Law Center.

Performance Objective (3)

Workforce and Economic Development

Element B

- b. Increase use of technology for distance learning to expand educational offerings.*
 - i. Number of course sections with 50% and with 100% instruction through distance education.*
 - ii. Number of students enrolled in courses with 50% and with 100% instruction through distance education.*
 - iii. Number of programs offered through 100% distance education.*

Not applicable to the LSU Law Center.

Performance Objective (3)

Workforce and Economic Development

Element C

- c. Increase research productivity especially in key economic development industries and technology transfer at institutions to levels consistent with the institution's peers.*
- i. Percent of research/instructional faculty holding active research and development grants/contracts.*
 - ii. Percent of research/instructional faculty holding active research and development grants/contracts in Louisiana's key economic development industries.*
 - iii. Dollar amount of research and development expenditures.*
 - iv. Dollar amount of research and development expenditures in Louisiana's key economic development industries.*
 - v. Number of intellectual property measures which are the result of research productivity and technology transfer efforts.*

Not applicable to the LSU Law Center.

Performance Objective (3)

Workforce and Economic Development

Element D

- d. *To the extent that information can be obtained, demonstrate progress in increasing the number of students placed in jobs and in increasing the performance of associate degree recipients who transfer to institutions that offer academic undergraduate degrees at the baccalaureate level or higher.*
- i. *Percent of completers found employed.* (Not applicable to the LSU Law Center)
 - ii. *Increasing the performance of associate degree recipients who transfer.* (Not applicable to the LSU Law Center)
 - iii. *Placement rate of graduates.*
 - iv. *Placement of graduates in postgraduate training.* (Not applicable to the LSU Law Center)

The Law Center provides significant workforce and economic development as well as engaging with a wide variety of other institutions that are vital to the progress and development of the State. Among other activities, Law Center graduates employ others in productive jobs that add to the economic development of the state as well as contributing to the tax base including the employment of professionals and staff; rent, purchase, and renovate real estate for office space; purchase vehicles, office equipment, and supplies; support the hotel and restaurant industries with business-related travel throughout the State; provide the expertise necessary to plan and complete complex developments and projects; and provide the expertise necessary to resolve the most disputes arising from the economic activities of the State.

Over the last twenty years, a consensus has been growing – both among the members of the bar and within the legal education community – that law schools can and should do more to instruct students in professional skills and in the values and responsibilities of the legal profession. There are a number of experiential opportunities at the Law Center that provide students with the opportunity to earn credit while learning through practice. Through the Law Clinic, the Law Center offers second and third-year students the opportunity to practice law and represent indigent clients in the community while numerous externship opportunities exist including the Judicial Externship Program that places students as judicial ‘law clerks’ in state and federal courts; the Governmental Externship that places students with the Attorney General’s Office and other state and local agencies; and the Public Interest/Non-Profit Externship which places students with local agencies serving marginalized populations and the legal interests of the poor.

Since its inception in 2008, the number of students participating in the LSU Law Clinic has grown to approximately 146 students while the number of students participating in externship programs is approximately 204 students. The LSU Law Center has developed partnerships with the following agencies for its clinical and externship program:

- Battered Women’s Program
- East Baton Rouge Juvenile Public Defender

- Catholic Charities
- Louisiana Department of Justice
- Louisiana Court of Appeals for the First Circuit
- Louisiana Supreme Court
- United States District Court for the Middle District of Louisiana
- United States District Court for the Eastern District of Louisiana
- United States Court of Appeals for the Fifth Circuit
- United States Bankruptcy Court
- New Orleans Bioinnovation Center
- AIDS Law
- 19th Judicial District Court Public Defender Office
- East Baton Rouge District Attorney's Office
- United States Attorney Office
- Internal Revenue Service Office of Chief Counsel
- Louisiana Department of Revenue
- Baton Rouge Capital Conflict Office
- Louisiana Mental Health Advocacy Service
- Louisiana Public Defender Board
- Southeast Louisiana Legal Services
- Louisiana Office of Coastal Protection and Restoration
- The Innocence Project

Through its clinic and externship programs, the LSU Law Center and its students have served the State of Louisiana and its citizens including the following –

- **Immigration Law Clinic:** Presented immigration law orientation to approximately 740 immigration detainees and directly interviewed/screened approximately 300 for immigration relief and directly represented approximately 25 clients.
- **Juvenile Defense Clinic:** In the Fall of 2010, the Clinic represented twelve clients with eighteen petitions and two writs.
- **Domestic Violence Clinic:** In the Fall of 2010, the LSU Law Clinic represented 74 victims of domestic or dating violence and obtained 36 protective orders.
- **Family Mediation Clinic:** In the Fall of 2010 the Clinic mediated in fifteen domestic cases with each mediation taking, on average, four sessions each.

Live client clinical legal education and externships are costly. Because of the necessary supervision and oversight by clinical instructors, the student/faculty ratio is often 6:1 to 8:1. In contrast, law faculty members often teach classes with up to 75 students. While experiential learning helps to bridge to gap between law school and the practice of law, it is also up to ten times more expensive than traditional classroom instruction and a continued or expanded experiential learning experience is contingent on adequate funding.

The data below provides placement rates nine months after graduation, a time period used to measure all law schools because of the time delay necessary for students to take the bar examination in July following graduation, receive results of the bar examination, and begin

employment. The LSU Law Center placement rates are consistent with reported data from other law schools and places the Law Center in the top half of all law schools in placement rate nine months after graduation, with placements above its first year benchmark because of the reputation of its curriculum and the expanding skills knowledge base of its students through clinical experiences and externship opportunities.

Applicable Measures

i. Targeted	Placement Rate for J.D./D.C.L. Graduates (9 months after graduation)	Avg. 2007-09	91.7%	91.3%*	80%

* For graduates of the 2009-10 academic year.

Performance Objective (4)

Institutional Efficiency and Accountability

Element A

- a. *Eliminate remedial education course offerings and developmental study programs unless such courses or programs cannot be offered at a community college in the same geographical area.*
 - i. *Number of developmental/remedial course sections offered.*
 - ii. *Number of students enrolled in developmental/remedial courses.*

Not applicable to the LSU Law Center.

Performance Objective (4)

Institutional Efficiency and Accountability

Element B

- b. Eliminate associate degree program offerings unless such programs cannot be offered at a community college in the same geographic area or when the Board of Regents has certified educational or workforce needs.*
 - i. Number of active associate degree programs offered.*
 - ii. Number of students enrolled in active associate degree programs.*

Not applicable to the LSU Law Center.

Performance Objective (4)

Institutional Efficiency and Accountability

Element C

- c. Upon entering the initial performance agreement, adhere to a schedule established by the institution's management board to increase nonresident tuition amounts that are not less than the average tuition amount charged to Louisiana residents attending peer institutions in other Southern Regional Education Board states and monitor the impact of such increases on the institution.
 - i. Total tuition and fees charged to non-resident students.

The LSU Law Center, as one of the flagship campuses of the LSU System, should be measured against a national base of peer institutions. The Law Center's peer institutions should not be limited to SREB schools. A broader peer institution comparison that takes into account the national law school market in which the Law Center competes, such as public law schools ranked 50 to 100 by the annual U.S. News and World Report rankings, would include, but not be limited to, SREB law schools. This list of peer institutions would provide a more accurate measurement baseline; just as a similar expanded list of peer institutions may apply to LSU A&M.

Appendix 1 contains a list of these institutions and their total resident and non-resident tuition rates for the 2009-2010 and 2010-2011 academic years. It is important to note that the most recent tuition data provided in these charts is for the 2010-2011 academic year and it is very likely that the law schools listed on these charts will increase their tuition for the 2011-2012 academic year. The American Bar Association notes that the average resident tuition increase for public law schools for the last academic year (2010-11) was 10% and the average non-resident increase was 7%.

The LSU Board of Supervisors passed a resolution "effective with the 2010 fall semester the President is authorized by the Board pursuant, *inter alia*, to L.A. R.S. 17:3351 to increase total *nonresident* tuition and mandatory fees of each campus up to fifteen percent (15%) the initial year and such additional amounts in subsequent years as to assure, within no more than a five year period, that the total nonresident tuition and mandatory fees are not less than the average total tuition and mandatory fee amount charged to Louisiana residents (as nonresidents) attending peer institutions in other Southern Regional Education Board states. . . ."

The current Law Center projections include a 10% increase in the non-resident fee, a number consistent with the deficit in non-resident tuition with respect to its peers (actual deficit is 10.76%). While we expect our peers to increase tuition for next year, we do not yet know the amount of those increases; however, our peer institutions increased non-resident tuition last year by an average of 7%. While we expect another increase by our peers, we do not believe that it will be an average of 10%, particularly with the current 15% decrease in law school applications nationally. The Law Center believe that the 10% increase will further close the gap with our peers with regard to non-resident tuition and is the increase that we believe is warranted to be competitive.

The Law Center believes that this plan will continue to stabilize enrollment at its target enrollment of 225 students and that the proposed 10% non-resident increase will provide additional net revenue of \$415,393.

Applicable Measures

i. Tracked	Total Tuition and Fees Charged to Non-Resident Students	\$25,446	\$31,161	(22.46%)	\$30,228	\$33,481	(10.76%)

* U.S. News Top 50-100 Public Law Schools for the 2009-10 Academic Year (Baseline Year) are included for comparison purposes. The above tuition and fee amounts do not take into account potential increases by peer institutions for the 2011-12 academic year.

Performance Objective (4)

Institutional Efficiency and Accountability

Element D

- d. *Designate centers for excellence as defined by the Board of Regents which have received a favorable academic assessment from the Board of Regents and have demonstrated substantial progress toward meeting the following goals:*
- *Offering a specialized program that involves partnerships between the institution and business and industry, national laboratories, research centers, and other institutions.*
 - *Aligning with current and strategic statewide and regional workforce needs as identified by the Louisiana Workforce Commission and Louisiana Economic Development.*
 - *Having a high number of graduates or completers who enter productive careers or continue their education in advanced degree programs, whether at the same or other institution.*
 - *Having a high level of research productivity and technology transfer.*

Not applicable for 2010-2011 reporting.

Performance Objective (5)

Reporting Requirements

Submit a report to the Board of Regents, the legislative auditor, and the legislature containing certain organizational data, including but not limited to the following:

a. Number of students by classification

# of students by classification	Baseline Fall 2009 Headcount	Fall 2010 Headcount
Headcount (Professional)	656	682
FTE	802.08	833.08

b. Number of instructional staff members

Instructional Staff	Baseline Fall 2009¹	Fall 2010²
Headcount	89	96
FTE	44.97	49.62

c. Average Undergraduate Class Student-to-Instructor Ratio

Not applicable to the LSU Law Center

¹For the Fall of 2009, the Board of Regents database indicates a headcount of 88 and FTE of 43.3. The variance is the inclusion of the two Vice Chancellors in the instructional faculty and the deletion of an adjunct faculty member who was no longer serving as an adjunct professor.

²For the Fall of 2010, the Board of Regents database indicates a headcount of 94 and FTE of 47.62. The variance is the inclusion of the two Vice Chancellors in the instructional faculty.

d. *Average number of students per instructor*

Avg. # of students per instructor	Baseline Fall 2009	Fall 2010
Student-to-Instructor Ratio	17.84	16.79

e. *Number of non-instructional staff members in academic colleges and departments*

Non-Instructional Academic Staff	Baseline Fall 2009	Fall 2010
Headcount	33.0	29.0
FTE	31.4	27.4

f. *Number of staff in administrative areas*

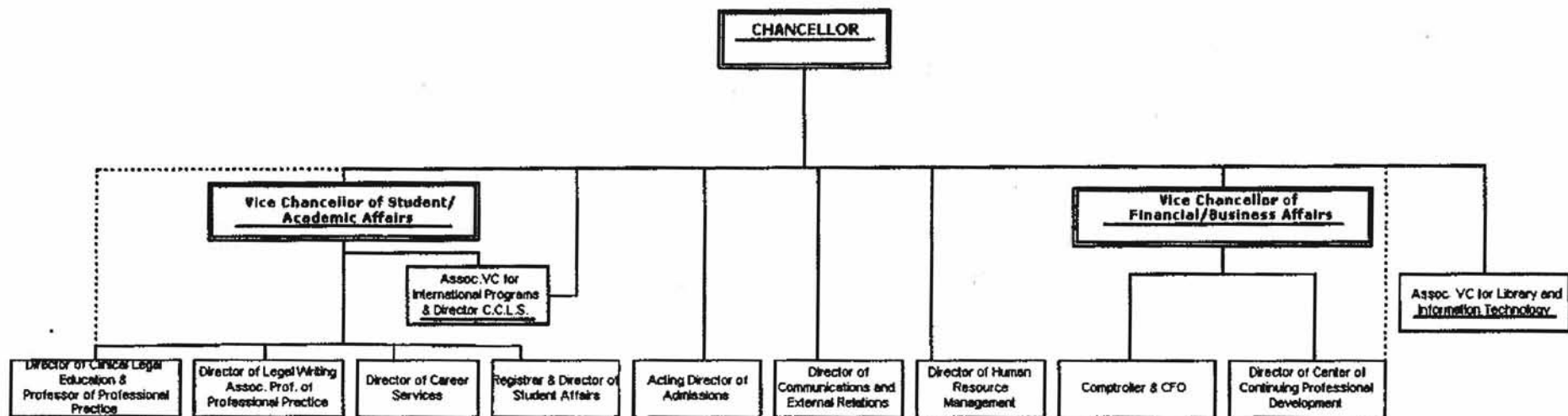
Administrative Staff	Baseline Fall 2009	Fall 2010
Headcount	31.0	29.0
FTE	30.15	28.4

g. Organization chart containing all departments and personnel in the institution down to the second level of the organization below the president, chancellor, or equivalent position.

See Attached

LSU PAUL M. HEBERT LAW CENTER

2010-2011



h. Salaries of all personnel identified in Subparagraph (g) of this paragraph and the date, amount, and type of all increases in salary received since June 30, 2008.

LSU PAUL M. HEBERT LAW CENTER

POSITION	TOTAL BASE SALARY FALL 2011	SALARY CHANGES SINCE 06/30/2008
Chancellor	\$282,150	Change from \$270,000 based on General Merit Raise on 7/1/2008
Vice-Chancellor - Academic Affairs	\$223,497	Change from \$214,901 based on General Merit Raise on 7/1/2008
Vice-Chancellor - Business and Financial Affairs	\$162,339	Previous salary on 08/01/2008 was \$197,773. New VC hired at a salary of \$162,339
Associate VC - International Programs & Director C.C.L.S.	\$194,909	Change from \$188,318 based on General Merit Raise on 7/1/2008
Associate VC - Library and Information Technology	\$135,000	Interim Director hired on 6/1/2008 at salary of \$130,000. Director hired 2/1/2009 at a salary of \$135,000. Position became vacant. New Director hired to begin 6/2011 at a salary of \$135,000
Director of Admissions	\$115,000	Previous salary was \$125,000. Position became Vacant. Interim Director paid \$78,985 + \$1,500 per month in position. New Director hired 1/2011 at salary of \$115,000
Director of Communication and External Relations	\$88,350	Change from \$84,143 based on General Merit Raise on 7/1/2008
Director of Human Resource Management	\$78,801	Change from \$75,772 based on General Merit Raise on 7/1/2008
Director of Clinical Legal Education & Professor of Professional Practice	\$135,000	New Position. Director hired on 07/07/2008 at salary of \$135,000
Director of Legal Writing Assoc. Prof. of Professional Practice	\$81,260	Change from \$78,136 based on General Merit Raise on 7/1/2008
Director of Career Services		Position is currently vacant. Previous Director salary was \$70,810
Registrar & Director of Student Affairs	\$82,706	Change from \$79,525 based on General Merit Raise on 7/1/2008
Comptroller & CFO	\$115,000	Previous salary was \$111,448. New Comptroller/CFO hired on 10/27/2008 at salary of \$115,000
Director of Center of Continuing Professional Development	\$79,032	Change from \$75,993 based on General Merit Raise on 7/1/2008

Appendix 1 - LSU Center

US NEWS TOP 50-100 PUBLIC LAW SCHOOLS TUITION AND FEE COMPARISON
2009-2010*

Institution	2010		U.S. News Ranking
	Total Resident Cost	Total Non-Resident Cost	
Florida	\$14,228	\$33,593	51
Florida State	\$14,239	\$31,250	52
Cincinnati	\$19,942	\$34,776	52
Connecticut	\$20,374	\$42,094	52
Arizona State	\$19,225	\$32,619	55
Kentucky	\$16,020	\$27,758	55
Houston	\$21,029	\$28,439	59
Tennessee	\$13,118	\$31,862	59
Georgia State	\$11,838	\$32,862	65
Penn State	\$34,462	\$34,462	65
Kansas	\$11,478	\$25,375	65
Missouri	\$16,017	\$30,519	65
Oklahoma	\$16,976	\$26,904	71
Pittsburgh	\$25,098	\$33,094	71
LSU	\$14,350	\$25,446	75
UNLV	\$18,838	\$30,838	75
Rutgers - Camden	\$23,860	\$34,360	77
New Mexico	\$12,620	\$28,235	77
Oregon	\$22,328	\$27,818	77
SUNY - Buffalo	\$17,577	\$25,827	85
Indiana - Indianapolis	\$18,163	\$38,478	87
Rutgers - Newark	\$23,676	\$33,740	87
South Carolina	\$19,034	\$38,014	87
Arkansas - Fayetteville	\$10,772	\$21,439	94
Louisville	\$14,632	\$29,172	98
Maine	\$20,702	\$31,202	100
Average	\$18,100	\$31,161	
LSU	\$14,350	\$25,446	
\$ Difference from Top 50-100 Average	\$3,750	\$5,715	
% Difference from Top 50-100 Average	26.13%	22.46%	
* Source: 2011 ABA/LSAC Official Guide			

US NEWS TOP 50-100 PUBLIC LAW SCHOOLS TUITION AND FEE COMPARISON
2010-2011 FOR 2009-2010 TOP 50-100 SCHOOLS (BASELINE)

Institution	2012		U.S. News Ranking
	Total Resident Cost	Total Non-Resident Cost	
Florida	\$16,387	\$35,752	47
Florida State	\$16,372	\$35,934	50
Cincinnati	\$20,946	\$36,526	61
Connecticut	\$21,588	\$44,508	56
Arizona State	\$21,598	\$35,147	40
Kentucky	\$16,982	\$29,424	71
Houston	\$26,741	\$36,913	56
Tennessee	\$14,462	\$33,206	56
Georgia State	\$13,310	\$34,334	61
Penn State	\$36,816	\$36,816	60
Kansas	\$15,561	\$27,038	79
Missouri	\$16,759	\$31,986	107
Oklahoma	\$18,106	\$28,034	71
Pittsburgh	\$26,550	\$34,176	71
LSU	\$16,148	\$30,228	84
UNLV	\$20,398	\$33,798	71
Rutgers - Camden	\$22,673	\$33,173	84
New Mexico	\$13,660	\$30,654	79
Oregon	\$24,078	\$30,000	79
SUNY - Buffalo	\$17,450	\$29,110	84
Indiana - Indianapolis	\$19,241	\$43,016	79
Rutgers - Newark	\$24,977	\$35,897	84
South Carolina	\$20,236	\$40,494	104
Arkansas - Fayetteville	\$10,772	\$21,439	84
Louisville	\$15,600	\$30,140	100
Maine	\$21,940	\$32,770	121
Average	\$19,590	\$33,481	
LSU	\$16,148	\$30,228	
\$ Difference from Top 50-100 Average	\$3,442	\$3,253	
% Difference from Top 50-100 Average	21.32%	10.76%	
* Source: Law School Websites			