



The Journal

NATIONAL NETWORK OF LAW SCHOOL OFFICERS
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Executive Director's Report



I hope all of you survived final examinations without too many snafus. I know a number of schools were administering exams by laptop for the first time. In some ways, how simple bluebooks made our lives. I hope all of our admission officers were able to find their way home from recruiting in time for the holidays, and did Santa bring you a new suitcase for 2004? By the way, Happy New Year, and how many of you were really able to make it to midnight on Dec. 31st?

Some spectacular sessions have been planned for the annual AACRAO/NNLSO meetings in Las Vegas. Read further in *The Journal* for summaries, times, and days on this year's topics of interest. We will be creating a "wake-up" committee to make sure everyone makes the meetings on time after a fun night out on the town. Any volunteers for the committee? There are certain disadvantages to holding meetings in such towns as Las Vegas.

Call for 2005 session topics: Even though we are looking forward to the sessions that will be presented at our Las Vegas NNLSO annual meeting, it also means it is time to start thinking ahead to next year's agenda. Your executive committee requires your help. We need to know what issues you are interested in and concerned with in relation to your job responsibilities. It is not easy to guess what you would like to see presented, so tell us. Please e-mail, write or call me or any executive committee member, or your area representative, with your thoughts, concerns, and ideas. If you have new or improved techniques or procedures you are using at your law school, then consider being a presenter at next year's meetings. By the way, in 2005 we will circle the wagons in New York City (hello Broadway...we will bring our own chorus line to the Big Apple).

Random Thoughts on Issues Facing Law School Officers

Will the cycle continue or end? A slow economy leads to: an increase in applications; state legislatures cutting budgets for universities; university regents raising tuition; and, in the end, students assuming more debt to pay for their education. A derivative of this cycle is students who seem oblivious to borrowing more

money, who ignore the mounting debt and treat loans almost as free money. Suddenly faced with graduation, they come to the realization that loan repayment is fast approaching, and that job opportunities may not meet their financial needs. This is especially true if the student opts to do public service law, go into solo practice, or shuns or cannot be hired by high-paying corporate law firms.

Some law schools elect to increase enrollment to meet budget needs even though job opportunities in their geographic area are shrinking. Unfortunately, many students who cannot secure a job that will sustain or meet their financial obligations elect to default on their student loans. This decision, of course, affects the lending ability and credit rating of their alma mater.

Do admissions and financial aid officers have a greater responsibility to wake up law students on how to deal with debt load? And should registrars and career development officers assume some of this responsibility? This is a growing issue facing all law schools. Perhaps a session for next year could be a panel of admissions, registrars, and career development officers sharing ways in which they educate and prepare students for repayment of law school loans.

Are you an effective inside player going to the hoop with the ball, or are you just warming the bench?

As law school professionals, we are players in the game. Too often we leave the decision-making process up to the dean and the faculty. We should not place ourselves in a complacent position when the information available to us can be used in meaningful ways. We have the tools and information to effect change and outcomes. Don't leave to chance a decision being made without your input. That decision affects the students we are all trying to prepare for a career in law. We are as big a part of this preparation as the law professors. Don't lose sight of this fact.

Who is your best friend at the law school? Your best friends should be the information technology folks. As we advance at a high rate of speed with technology playing an ever increasing role in law school record keeping, online applications, and with law school advertisement primarily Web based, we are more and more dependent upon assistance from the IT staff. By creating a cooperative atmosphere between your office and theirs, new ideas come to fruition. The IT

staff can assist in helping all law school officers in implementing new ways of doing business in a more efficient manner. One outcome is enhanced treatment of data made available for decision making to faculty committees and deans. A side benefit of this cooperation is your IT colleagues may let you leave the games on your computer.

Do you originate rules? Last year, a session dealt with conflict resolution. One scenario to reach resolve was to establish rules, thereby having an avenue to deal with conflict when it arises. That does not mean the rule is agreeable to all parties but a solution is reached to resolve the problem at the time. Establishing rules also means revisiting those rules from time to time to evaluate if they are still relevant or need updating. Law school registrars and admissions officers should be the key players in this action as they are most often the ones called upon to enforce the rule and levy the sanction when a rule is broken. And how many of us have stated a rule that is unwritten? Perhaps it is time to take a hard look at your handbook of policies and do some rewriting. Taking the time to do the revisions now will avoid conflict in the future.

Do you keep the excitement in your job? When you come right down to it, the daily tasks of registrars, admissions and financial aid officers, budget officials, and human resource directors are pretty hum-drum. Boredom sets in pretty quickly. Develop some tools, gimmicks and fun stuff to liven up your world as you deal with faculty, students, and staff. I try to remember, from the Seattle presentation of "Fish," that even though a student is asking me a question I have answered fifty times that day, it is the first time SHE has asked the question, and she deserves a civil and polite answer. Make your office a fun place because life is too short to get wrapped up in boredom and drudgery. If you smile, most likely the person you are looking at will also smile...it catches on like a yawn...try it as the new semester gets going.

Perhaps Lylene Pilkenton will be kind enough to present a special session one evening in Las Vegas on how to come away from the slots and tables as a winner. Lylene has been studying this subject area for some time and is a recognized authority on how NOT to lose (recognized in NNLSO circles anyway). Keep saving those nickels, dimes, quarters, and dollars. See you in Las Vegas, April 19-22, 2004!

*Pat Trainor, Executive Director
Registrar, University of New Mexico
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A "First Week" Program

*Betty Fischer
Assistant to the Dean for Administration
Washburn University School of Law*

Many first-year students have visited Washburn and sat in on a class or two before they actually come to campus to begin their first year. In August and January they come ready to begin this tremendously altering phase of their education. They are rightfully proud to have been accepted into law school. Some are very self-confident. Some, or perhaps all, have rather high anxiety levels.

Traditionally, a two- or three-day orientation was scheduled. Students would go to a series of informative sessions to learn about everything from university requirements (parking, paying tuition, etc.), the law school honor code, an overview of classes, and law school services and programs (career services, law clinic, law journal, moot court, and other competitive activities). In the time not occupied by these sessions, they would take care of personal needs. Despite packets of materials, we discovered that little of those presentations was remembered. We knew that from the experience of having students show up in various administrative offices asking questions that we knew had been covered in orientation. Obviously most students were in law school to begin their coursework and were not too interested in the overview (except perhaps the part on the honor code).

Another observation made by faculty and staff during recent years was that the members of the first-year classes were extraordinarily competitive, they were not developing study groups, and they seemed very negative and controversial in their response to administrative requests or actions.

As an experiment, therefore, faculty and administrators at Washburn Law School embarked on an alternative to orientation. With the fall 2002 class, we began the "First Week" program to facilitate student adjustment to law school life. During the week before classes begin for second- and third-year students, the first-year A and B sections begin their studies by daily attendance at one of the first-year courses with the professor who teaches that class. They form small groups and join in activities sponsored by a variety of law student organizations. Upperclass students are recruited to assist with this week-long entry into law school. (As an aside, the two professors teaching this week are paid for their additional teaching duties over and above their regular contracts.)

But this first-week program is not all work. Faculty, staff, and student groups have various social events planned for the new students. Integral to the program is a required introduction to pro bono activity. The dean of students arranges such public service activities as refurbishing community centers or cleaning up neighborhood parks. Faculty, administrators, and staff join with the students on these projects. The week ends with a picnic for the students, their families, faculty, administrators, and staff.

Although students are encouraged to get their housing, utilities, and other personal arrangements taken care of before the first week, there is some time available during this period to accomplish these activities.

The faculty jury may still be out on whether the "First Week" program really results in a better class. From the administrative and staff viewpoint, however, we have observed that since the beginning of this program, the first-year classes have seemed to be more cooperative with our offices. They also appear to have formed closer bonds within their class.

The class that entered in fall 2003 was exceptionally open to this program. Even before the majority of them arrived on campus, they had established an e-mail chatroom where they had exchanged information and had begun to form groups and plan activities. They were "ready" for the "First Week" and for law school. Time will tell what changes the deans and faculty make to this program, but at this point it appears to be accomplishing its goal of creating a cooperative class that is ready to begin its study of law.

Apology

The Executive Director and Journal Editor wish to apologize to Loretta Lewins-Peck, the registrar at School of Law, University of Detroit Mercy. In the fall 2003 issue, we managed to misspell Loretta's name not once but twice! We humbly apologize and would like to take this belated opportunity to thank Loretta once again for her long and valuable service to NNLSO.

Dean's Corner

The ABA Accreditation Process: Up Close and Personal

Kaye Castro is Associate Dean for Student Affairs at Ave Maria School of Law.

As every law school administrator knows, running a law school presents innumerable challenges. In most cases, administrators are working within an existing framework of policies and procedures developed over many years. And just to make sure that institutions are staying on track, the American Bar Association (ABA) “drops by” every seven years to take a closer look. Less common are the challenges experienced during the accreditation of an entirely new law school. Ave Maria School of Law, located in Ann Arbor, Michigan, opened its doors to students in the fall of 2000 and achieved provisional accreditation by the ABA at the first possible opportunity, in August 2002.

One of the keys to achieving accreditation is to become knowledgeable about the standards and ensure that the foundation laid in the planning stages will support the program of legal education that the standards envision. The planners of Ave Maria School of Law anticipated the requirements for accreditation beginning with the initial feasibility study. This focus on the standards continued with the application for approval to incorporate from the State of Michigan. Although the criteria for this application were not as detailed as the ABA accreditation standards, much of the report to the State of Michigan focused on the ABA standards as establishing the minimum standards of quality and discussed how Ave Maria School of Law exceeded, or would exceed, those standards. The labor invested in planning at this early stage paid off during the accreditation process.

The first opportunity for a new institution to file an application for provisional accreditation by the ABA is after the completion of the first academic year of its program. This application includes preparation of a site evaluation questionnaire, self-study, and a collection of materials documenting every aspect of the law school's operation. The months leading up to submission of this application involved a tremendous amount of labor. The faculty engaged in development of the self-study, articulating the vision and goals of the school and the plans to achieve those goals. Administrative staff collected data and became familiar with the ABA's software. The final stages of assembling a project with so many participants into a cohesive report and searching out any data inconsistencies were particularly challenging.

Ave Maria School of Law submitted its application for provisional accreditation in September 2001. Our relief was great but short-lived as preparations for the October 2001 visit from the Site Evaluation Team began immediately. In addition to preparing a location for the team to meet, additional data not required by the questionnaire was assembled in anticipation of their questions. The report of the Site Evaluation Team was submitted to the Accreditation Committee of the Section of Legal Education and Admissions to the Bar, which met the following April and recommended to the Section on Legal Education that we be granted provisional accreditation. That recommendation was followed by the Council of the Section of Legal Education and Admissions to the Bar which voted on June 7, 2002 to grant provisional accreditation to Ave Maria School of Law. That decision was ratified by the ABA House of Delegates and became effective on August 12, 2002.

As we were in the throes of preparing the next round of documents to be submitted the following month, our celebration was both sweet and brief. After initial provisional accreditation, the task of preparing and submitting the site evaluation questionnaire and self-study is repeated each year, including a visit by a Site Evaluation Team. Familiarity with the process makes it somewhat less overwhelming, but it is replaced by the challenge of sustaining the commitment to planning and making progress toward achieving goals. A provisionally-approved law school may apply for full approval no earlier than two years after the date that provisional approval was granted. Thus, our journey to full accreditation continues.

The accreditation process places a substantial burden on law school faculty and staff to accomplish the tasks of accreditation in addition to their regular duties, which are already particularly challenging at a new institution as they include establishing procedures and traditions that will serve the school well in the years to come. However, it is also a process that yields dividends by guiding the institution to reflect on the adequacy of previous plans, devote thought to identifying needs and articulating goals, and focus on planning for the future. There is no substitute for a clear vision of what one wants to achieve and a commitment to doing what it takes to achieve that vision.

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www.nnlso.org

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Calling All Deans!

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Special Accommodations for Bar Examinations

As virtually all law schools now have some students who request a range of accommodations under the Americans with Disabilities Act, and as most all law schools have graduates who sit the bar in states other than the one where they went to law school, the executive committee thought it would be helpful for law school administrators to have information about the policies on granting special accommodations by the various state bar examiners. The regional representatives were charged with gathering this information, and in this issue, in the table on the facing page, we have a report on the statistics for the July 2003 bar examinations for the Southeastern and Midwestern regions. Thanks to Patsy Cramer and Chezarae Rose for getting us started on this project!

In the fall 2004 issue, we will give you statistics on other regions. And in that issue look for articles on the widely discussed question of how law schools handle requests for special accommodations in the classroom and during examinations. If any of you, or your deans, or your institution's disability office director, would like to contribute to this forthcoming issue, contact the editor.

A RECOMMENDED ARTICLE TO READ

"Is There a Disconnect Between the Academy and the Private Practice of Law?"

The article is written by Pauline A. Schneider, chairperson of the Section of Legal Education and Admissions to the Bar and appears in the September 2003 Syllabus.

Submitted by Pat Trainor, Registrar, University of New Mexico

If you have read an interesting article that you think would interest your colleagues, submit it to the *Journal* editor for possible publication in the next issue.

A Calendar of Sessions at the Annual Meeting

AACRAO/NNLSO Annual Meeting, Las Vegas, Nevada • April 19–22, 2004

Monday, April 19, 1:00–5:00 p.m.

NNLSO Executive Committee Meeting

Tuesday, April 20, 8:30–9:30 a.m.

NNLSO Workshop I: "Talk to Me": Developing Good Communication Practices between the Registrar and the Admissions Office

Presenters: Alicia Cramer, Assistant Dean of Admissions, South Texas College of Law
Lylene Pilkenton, Assistant Dean and Registrar, South Texas College of Law

Facilitator: Erin Morin, Director of Academic and Business Services, Quinnipiac University School of Law

Tuesday, April 20, 11:00 a.m.–12 noon

NNLSO Workshop II: Digital Imaging: Is It Time to Get Rid of All That Paper?

Presenters: Patricia A. Trainor, Registrar, University of New Mexico School of Law
Christopher Matheny, Assistant Dean of Student Services, Chicago-Kent College of Law

Jodie Needham, Registrar, John Marshall Law School

Facilitator: P.J. Jorgensen, Director of Admissions, New England School of Law

Tuesday, April 20, 12:15 p.m.

Graduate and Professional Schools Luncheon

Tuesday, April 20, 2:45–3:45 p.m.

Are You Ready for...Anything? Developing Emergency Procedures

Presenters: Brenda Holzinger, Senior Director, Office of Academic Affairs, New York Law School
Judith Calvert, Registrar, Yale Law School

Facilitator: Jodie Needham, Registrar, John Marshall Law School

Tuesday, April 20, 5:30–6:30 p.m.

NNLSO Admissions Roundtable

Facilitator: Alicia Cramer, Assistant Dean of Admissions, South Texas College of Law

NNLSO Registrars Roundtable

Facilitator: Betty Fischer, Assistant to the Dean of Administration, Washburn University School of Law

Tuesday, April 20, 7 p.m.

NNLSO Social [location to be announced]

Wednesday, April 21, 8:30–9:30 a.m.

Developing a Master Curriculum

Presenter: Patricia Trainor, Registrar, University of New Mexico School of Law

Facilitator: Kenneth Pokrowski, Registrar, Fordham University School of Law

Wednesday, April 21, 11:30 a.m.–1:00 p.m.

NNLSO Luncheon and Business Meeting

Presenter: Patricia Trainor, Registrar, University of New Mexico School of Law

Wednesday, April 21, 2:45–3:45 p.m.

Make Data Work for You

Presenters: Kathy Hartman, Assistant Dean of Admissions, Vermont Law School
Maureen Carver, Assistant Dean and Registrar, Villanova University School of Law

Facilitator: Betty Fischer, Assistant to the Dean of Administration, Washburn University School of Law

2003 Accommodations for Bar Examinations, Part I

STATE	POLICY FOR GRANTING SPECIAL ACCOMMODATIONS	HOW MANY SAT FOR THE JULY 2003 BAR?	HOW MANY REQUESTED SPECIAL ACCOMMODATIONS?	TYPES OF ACCOMMODATIONS REQUESTED	HOW MANY WERE GRANTED ACCOMMODATIONS
Alabama	No specifics given. Completed questionnaire must be submitted to bar examiners.	555	Not specified.	No information provided.	11
Arkansas	Follow ADA in determining appropriate accommodations.	c. 300	Not specified.	No information provided.	2 or 3 each year
Georgia	Not authorized to release this information.	Information not provided.	Not specified.	Extra time, large print, private rooms, multiple-day testing, special seating conditions, permission to stretch/stand. Disability categories included legally blind, generalized anxiety disorder, reading disorder, chronic pain, diabetic monitoring, multiple sclerosis, and temporary/physical disorders.	24
Illinois	Grants accommodations to qualified individuals with disabilities pursuant to the ADA act. Board considers request and evidence submitted and determines what reasonable nonstandard conditions will be granted. May seek independent evaluation.	2385	33	Extra time, private rooms, reader/scrivener, use of computer, large print materials, access to meds/food/drink, special tables, special chairs, close proximity to restroom	31
Indiana	Does not release statistics on accommodations testing. Provide request form as part of application. Require some record history and/or diagnosis or medical record, if appropriate.			Braille testing, readers, dictation, computer testing, extra time, separate rooms, permission to bring special equipment or supplies, use of a monitor for assistance.	
Iowa	Provides reasonable testing accommodations consistent with state and federal law, applicant must file additional questionnaire and supporting documentation, must prove that condition has substantially impaired a major life activity. Board makes final judgment, may seek independent evaluation.	223	5	More time, private room, permission to walk around as needed, use of voice-activated computer.	5
Louisiana	No information provided.	889 (February and July)	22	Time and a half, private rooms, use of a computer.	22
Michigan	Provides reasonable and appropriate accommodations in accordance with ADA for individuals with documented disabilities who demonstrate need for accommodation. Required to fill out a questionnaire and affidavit.	838	14	Time and a half, double time, separate room, large print test, test provided on tape.	12
Missouri	Testing accommodations provided for applicants demonstrating a disability to the extent such accommodations are reasonable, consistent with the nature and purpose of the examination, and necessitated by the applicant's disability. Applicants needing accommodations shall file a petition for testing accommodations in such form as prescribed by the Board.	821	12		8
Ohio	Board does not discriminate on the basis of disability, applicant may apply for accommodations.	1376		Use of computers & typewriters, extended time for all or part of exam, rest breaks, use of audio tape to listen to MBE, permission to circle answers on MBE questions in answer booklet, use of private or semi-private room.	14
Tennessee	Require completion of disability questionnaire.	247 (February) 695 (July)	Not specified.	Extra time, large print, separate rooms, use of cassette tape. Disability categories included dyslexia, ADD, obsessive compulsive disorder, LD related to language processing. Chronic or permanent physical disabilities included paraplegia, diabetes, Crohn's disease, bipolar disorder, post-traumatic stress disorder, injury to right hand and fingers.	19 (July only)
West Virginia	Must file petition for special accommodations.	227	Not specified.	Extra time, permission to use a word processor, separate rooms. Disability categories included learning disabilities, ADD, physical disability.	6
Wisconsin	The test facility is accessible for persons with mobility restrictions. Applicants with other testing needs should submit request forms and supporting documentation including evaluation by qualified professional. Board of Bar Examiners makes final judgment.	206	5	Extra time, scribe.	4

Nominations for Officers and the Executive Committee, 2004–2006

Nominating Committee

Alicia K. Cramer, *Assistant Dean of Admissions, South Texas College of Law*

Jodie Needham, *Registrar, John Marshall School of Law*

Marjorie S. Zhou, *Registrar, University of San Diego School of Law*

Nominees

Assistant Executive Director

Lylene Pilkenton

Assistant Dean and Registrar
South Texas College of Law



Lylene Pilkenton feels extremely honored to be nominated for the position of assistant executive director of NNLISO. She has been with South Texas College of Law for almost thirty years. In that time, she has served in both

the admissions department and the academic records department. She is currently the assistant dean and registrar. She has been successful in the higher education arena because of her willingness to learn, to accept responsibility for her own actions, to be creative in problem solving, to work long hours when necessary to reach a desired goal, and to conduct herself in a professional manner. She will offer no less if given the opportunity to serve NNLISO as assistant executive director.

During her thirty-year time span at the law school, Ms. Pilkenton has been active with AACRAO, TACRAO, SACRAO, and NNLISO. She currently serves on the AACRAO Graduate and Professional School Committee and as editor of the SACRAO Newsletter. Several years ago, the Texas law school registrars and admissions officers began meeting annually to discuss common concerns among law schools in Texas. She has been an active participating member since inception.

Ms. Pilkenton has been NNLISO's regional representative for the plains region since 2001. While attending the NNLISO executive committee meetings for the past two years, she has observed the dedication of the current board and hopes to stay involved with them. She looks forward to contributing to the continued success of NNLISO and will be open to any recommendations or concerns from the law school community.

Look for ballots and voting instructions in the mail around March 1.

Secretary/Treasurer

Christopher J. Matheny

Assistant Dean for Student Services
Chicago-Kent College of Law



Chris Matheny is the assistant dean for student services at Chicago-Kent College of Law where he oversees the operations of the registrar's and financial aid offices. He received a B.A. from DePaul University and an M.B.A.

from the Illinois Institute of Technology. He has been working with law students for the past six years. Prior to joining the administration at Chicago-Kent, Mr. Matheny worked for the City of Chicago's "One-Stop" program, providing career counseling to displaced workers, and at DePaul University as a residence director. He currently serves on the NNLISO Staff and Salary Survey Committee and has written an article on "In-house Diploma Printing" for the NNLISO journal.

Executive Committee

Pamela Coleman

Assistant Dean of Admissions
Stetson University College of Law



Pam Coleman has been at Stetson for three and a half years. However, her work in admissions began in 1988 when she became an admissions counselor at the University of Illinois College of Law. She worked her way up to director of

admissions, serving U of I until March 2000 when she resigned to continue her passion with law school administration at Stetson.

Ms. Coleman oversees the admissions processing for three full-time enrollment terms and a part-time evening program. She supervises five full-time employees and two part-time employees. She also serves as an adviser to the Black Law Students Association and as an ombudsperson to the campus community. She is committed to working with the local community as well, and participates in Early Intervention Programs.

She serves on multiple committees, like the Financial Aid and Scholarship Committee, the Faculty Committee on Admissions, the Budget Committee, the Diversity Committee and the Hiring Committee. Ms. Coleman represents Stetson as a member of multiple national professional associations, including the National Association of Graduate Admissions Professionals, the National Network of Law School Officers, MAPLA, SAPLA, NAPLA, SWAPLA and AALS. She served as a panelist on several occasions at the LSAC Law School Forums. In May 2003, Pam received the dean's award for outstanding service from the late dean of Stetson, Gary Vause. This award is the highest an administrator can receive.

Ms. Coleman earned her bachelor's degree in secondary education and master's degree in guidance and counseling from Eastern Illinois University. She has worked in secondary education and higher education almost her entire career. She has a wonderful, supportive husband and two beautiful, highly educated daughters.

Elizabeth (Betty) A. Fischer

Assistant to the Dean for Administration
Washburn University School of Law



Betty Fischer has been an administrator at Washburn University School of Law since December 1986, first as clinic coordinator for the law school live-client clinic and then since September 1994 as assistant to the dean for administration. Her

current position includes: day-to-day finance and budget management, supervising law school support staff, scheduling accommodated exams, and assisting the dean in the administration of special projects as varied as publication development and classroom renovation. She has been an active member of the Washburn University recycling committee, staff council, special tree committee, and commencement committee.

She received her Bachelor of Arts in Psychology from Benedictine College and has worked in a wide range of positions, including social work, teaching English as a second language, assistant alumni director, and as office manager for a seven-county legal aid office.

Ms. Fischer has been active in NNLDO since the spring of 1995. Serving on the NNLDO Board for two terms, she has participated in national and regional planning. She was instrumental in the establishment of the NNLDO listservs and NNLDO website. With the assistance of Washburn law school staff and student workers, she continues to maintain those sites. She regularly contributes articles to the NNLDO Journal.

Nancy J. Hamberlin
Associate University Registrar
Brigham Young University



Nancy Hamberlin is the Law School Registrar at Brigham Young University, J. Reuben Clark Law School. She has worked there for twenty-nine years. She says the students are a joy to work with, and a pleasure to watch succeed.

She received both her bachelor's degree in Family Science and her master's degree in Public Administration from Brigham Young University. She is a mediator for the state of Utah. She has been serving as the secretary/treasurer for the National Network of Law School Officers for the past nine years and has been a member of the association for twenty-one years.

Kathy Hartman
Associate Dean for Enrollment Management
Vermont Law School



Kathy Hartman has been involved in higher education administration for twenty-six years, beginning her career in undergraduate admissions before transferring into law school admissions in 1982. Prior to moving to

Vermont Law School in 2001, she held positions in admissions, career services, financial aid and student affairs in other law schools. At Vermont she oversees admissions, financial aid, the campus website, external marketing and institutional research functions.

Ms. Hartman currently serves on the AACRAO Graduate and Professional Schools Committee and is also active in NNLDO, LSAC, and Financial Aid and Institutional Research affiliations. She holds a bachelor's degree in Political Science from Mercer University and a master's degree in Student Personnel in Higher Education from the University of Georgia.

Pamela Jorgensen
Director of Admissions
New England School of Law



Pamela (PJ) Jorgensen received her B.A. degree with honors in Organizational Communications from Eastern Montana College (now Montana State University). She has been at New England School of Law since 1989, having

spent two years as registrar, and from there to her current position as director of admissions. Prior to her law school experience, she worked in the airline industry in Minnesota, New York, Hawaii, and Montana. Ms. Jorgensen's involvement with the Law School Admission Council has been two-terms on the Misconduct and Irregularities Committee, and on the Recruitment Calendar project with Pre-Law Advisors for its entire existence. She has been on the NNLDO board for two terms.

NNLDO Humor

The Strangest Question Asked of a Registrar or Admissions Officer

"Can I audit independent research?" Submitted by Pat Trainor, Registrar, University of New Mexico

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Ever Get Confused by AACRAO/NNLSO?

If you're wondering:

- How do I register?
- Must I register for AACRAO to attend NNLSO?
- What do I miss if I don't register for AACRAO?
- What is the cost to attend NNLSO?

Here are some tips:

1. Attending the NNLSO Conference does not require registering or participating in AACRAO. If attending NNLSO has been cost prohibitive, this is something to consider.

However, if you would like to attend any of the AACRAO sessions, visit the vendor area, attend the Graduate and Professional Schools Luncheon, or participate in any of the AACRAO social events, you must be a registered AACRAO participant!

If cost is not a major consideration, AACRAO has always proven to be informative and beneficial.

2. If you are planning to register and attend the AACRAO Conference, you should have received registration materials. If you did not, or if you prefer to register online, please visit www.aacrao.org.
3. Whatever you decide about attending either conference, you are responsible for making your own hotel and travel arrangements.
4. There is currently no registration fee to attend the NNLSO Conference. However, there is a \$25 fee to attend the NNLSO Luncheon. For information, contact Nancy Hamberlin at hamberrinn@lawgate.byu.edu or (801) 378-4275.

2004 NNLSO Members—How to Subscribe to the E-Mail List

After your school representative sent your membership form in, all the members on that form were downloaded to the password-protected membership link on our website: www.nnlso.org

However, NNLSO has an active e-mail discussion list. If you want to become a subscriber to this e-mail list, you must do the following:

- 1) Go to the following website: <http://lists.washlaw.edu/mailman/listinfo/nnlso>

- 2) Under "Subscribing to NNLSO," complete the requested information and click "Subscribe."

As you will note in the instructions, this is a closed list and it will await approval by Betty Fischer before you will actually be subscribed. Once she has checked the requests against the actual membership list, you will be subscribed and receive an e-mail notice of subscription

If you are on the listserv and do not want to continue, you may also unsubscribe from this same website location.

News from the Regions

Share information with the NNLSO membership about what is happening in your region: upcoming events, staff news, special achievements—anything of interest!

The regional representatives are listed below. Send those tidbits and news announcements. We'll gather everything together for the Fall 2004 issue of the *Journal*.

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Deadline for submission: August 15, 2004.

National Network of Law School Officers

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