The Journal

NATIONAL NETWORK OF LAW SCHOOL OFFICERS

Volume XX No. 3 Fall 2004

IN THIS ISSUE

Executive Director's Report

After our annual meeting in Las Vegas, I did not hear about a sudden rash of resignations being tendered by law school admissions officers or registrars. This leads me to believe that all of the NNLSO high rollers returned to their jobs due to NOT striking it rich at the craps table or on the one-armed bandits. Of course they may have returned with a little less or a little more money in their pockets than when they arrived in Tinsel Town. You will notice I put a little less first in line.

An observation about Las Vegas: flying in I saw that Lake Mead looked like a small Missouri duck pond as the water level was so low. Then passing through the grounds of Mandalay Bay with lush green vegetation, waterfalls at every turn, and looking out of my room's window viewing a gigantic wave pool, a river run that was extensive, and four swimming pools, I understood why Lake Mead has so little water. Have the casinos not heard that they are located in the desert, that there is a water shortage, and a continued drought going on in the southwest and west? Apparently money can buy a lot of H_2O!

The sessions were excellent…of course do we expect anything less? A brief summary of two is featured in this edition of *The Journal*. If I were to characterize the sessions, I would describe them as "hands-on skills" presentations as opposed to philosophical discussions of law school issues. To illustrate this point, the first session dealt with the importance of and how the admissions and registrar's offices must communicate with each other for a smooth transition from applicant to student. Another topic dealt with selecting and implementing a digital records archival system (the message was loud and clear: get rid of that paper before you run out of space and the paper turns to dust). Of interest was the session on making data work for you….putting the data in and getting it out in a meaningful format. I have heard that this presentation is leading to several law schools implementing similar longevity studies of enrollment data and demographics. Does your curriculum committee use a master curriculum and course rotation system? If not, read the summary of how to create one to make your job as registrar much easier and more efficient. Of note is that NNLSO members presented each of the topics. I believe this brings home the message that members of NNLSO have much to share and offer to each other. This is one of the real strengths of our organization.

At the NNLSO luncheon outgoing officers and board members were recognized for their commitment of time and service to the organization. Those honored were Karen DeMeola (Admissions Director, University of Connecticut), assistant executive director; Nancy Hamberlin (Registrar, Brigham Young University), secretary/treasurer; and board members Betty Fischer (Assistant to the Dean, Washburn University), Pamela Jorgensen (Admissions Director, New England School of Law), and Chris Matheny (Assistant Dean for Student Affairs, Chicago-Kent Law School).

Welcomed to the Executive Committee were Lylene Pilkenton (Assistant Dean and Registrar, South Texas School of Law), assistant executive director and professional schools representative; Chris Butzen (Registrar, Loyola Law School, Los Angeles), secretary/treasurer; and board members Pamela Coleman (Assistant Dean, Admissions, Stetson University), Kathy Hartman (Associate Dean for Enrollment Management, Vermont Law School), and Patsy Crammer (Registrar, Mercer University, Walter F. George School of Law).

New area representatives for the Plains region are Nancy Hamberlin and Betty Fischer, replacing Lylene Pilkenton, who moved to the Executive Committee. All of the other area representatives graciously agreed to continue serving on this standing committee. The major charges of the area representatives continue to be: to make contact with the law schools in their region, and to update directory information. Your area rep is your personal contact with NNLSO. If you have any questions and need answers, pick-up the phone and call them or send an e-mail. They are there to help you. I would like to thank the area reps for contributing the ADA bar information to *The Journal*. This information appeared in the spring issue and continues in this issue.

The business-meeting portion of the luncheon focused on topics suggested for the coming year's annual meeting in New York. The suggested areas of interest include two sessions on the Americans with Disabilities Act; the ethical responsibility of law schools when filling out character fitness forms; educating students about debt load; the headaches associated with major school software conversion; and the neglected summer term…how to improve the offerings. Your Executive Committee feels that the topics selected for our meetings in New York will be not only interesting, but also very relevant to issues we are all facing on a daily basis with our law students or as law school administrators.

The Executive Committee is trying to build, or maybe better stated, rebuild the NNLSO history of officers and board members. Nancy Hamberlin has been appointed to chair an ad hoc committee (of one) to rediscover members who served our organization in a leadership position. If you served as a past officer or board member, please send Nancy an e-mail (hamberlinn@lawgate.byu.edu). Members who have served NNLSO are important to us. With this information we can begin to establish a more detailed history of our organization. Please help us in retrieving this information.

Can you believe the Class of 2007 is here? Why do the summers go by so fast? Can't be our age! Wishing you the very best for the coming year. I will stay in touch. You do the same.

Pat Trainor, Executive Director
Registrar, University of New Mexico School of Law

P.S. If you missed Vegas, you missed one great and memorable ride in a bright yellow streeeeeeeeeeeeeeetch Hummer!!!

Calling All Deans!

Would a dean from your law school like to contribute an article to the Journal? Contact judith.calvert@yale.edu

Dean's Corner

The Dean of Hurricanes: Lessons in Crisis Management

Darby Dickerson
Vice President and Dean
Stetson University College of Law
Tampa Bay, Florida

Dateline: Saint Petersburg, Florida
7:01 AM, Wednesday, September 8, 2004

Journal Entries:

- Hurricane Charley interrupted new-student orientation on Friday, August 13, 2004. Although we expected a direct hit, the storm took an unexpected turn and spared us.
- On Week 2 of the semester, Hurricane Frances presents a new threat. We close at 10:00 PM on Thursday, September 2, and reopen on Wednesday, September 8. We had severe rain and wind; we lost some trees and roof tiles, but we were lucky.
- The 5:00 AM update shows Hurricane Ivan barreling toward us for a possible strike on Monday, September 13. It's been a full month of hurricanes. The National Hurricane Center has surpassed Amazon.com as my most frequently visited website.

Three hurricanes in a month. Unprecedented. And it's my first full year as Dean.

Stetson law school has been fortunate; we have emerged from these crises stronger and more cohesive. As Dean, these hurricanes have taught me several lessons about crisis management. If you are not in a hurricane-prone area, I hope you can apply these lessons to other situations.

Communicate Clearly and Frequently.

During any type of crisis, people want information. They want to know what is happening, and how general events will affect them specifically. This means that a designated person within the school should regularly update the campus community during periods of crisis. In addition to communicating frequently, all communications should be clear. And, when possible, communications should emanate from a single source to avoid confusion.

During each hurricane, I sent frequent e-mail updates to students, faculty, and staff. The messages started a few days before we expected the hurricane to arrive, and the first simply indicated that we were monitoring the storm and would keep everyone informed. Most messages also included a link to our Hurricane Q&A sheet and to our Emergency and School Closing Procedures, so that everyone could have these key documents well before the hurricane arrived.

A decision to close the school requires a detailed e-mail or web-based message. When preparing this type of message, I recommend including the following types of information:

- **When school will close.** Give a specific date and time; don't say "Thursday evening." If you have multiple locations, address each location separately.
- **What services will be available.** During one storm, we left the libraries open longer than the rest of campus, and we reopened the main library before classes resumed. Because we have residential students, we left the Student Center, including the gym, open during both storms.
- **Whether any events will continue.** For example, we had a wedding reception scheduled to occur before we expected the worst part of the storm to hit. We did not cancel that event.
- **When assignments will be due.** Our typical language is that "unless your professor indicates otherwise, assignments originally due on a date during the closing will be due at the same time and place on the day school reopens."
- **Which employees will need to report for work.** For example, we typically need our public safety officers and some maintenance workers to report and stay with us during the hurricanes.
- **Whether dorm students can stay on campus.** Whether students can remain on campus depends on mandatory evacuations issued by the county.
- **Whether students, staff, and faculty can stay on campus (and whether they can bring pets).** We did allow students, faculty, and staff to come with family and pets to campus. We instructed them to bring all supplies they would need for the duration of the storm, such as bedding, water, food,

and medicine. Had the county issued a mandatory evacuation order for our entire area, the decision would have been different.

- **Where people coming to campus should check in.** Everyone who came to campus during the storms was required to check in with our public safety department. That way, we knew where everyone was and could locate them quickly if conditions worsened.
- **What students living in school houses should do to prepare for the storm.** Among other things, we reminded them to clear their yards and porches of such items as furniture, trash cans, and toys.
- **How to get updates.** Our main method of communication was e-mail. We also arranged to make updates accessible from the front page of our website. We gave a specific radio station to consult should the school's e-mail system go down, or should their power go down. Finally, although we could not call students, we had current contact information for all faculty and staff. During Frances, when many people lost power, we called each faculty member and department head to tell them we were opening a day later than originally expected.
- **Where to get additional information about hurricane preparedness.** Over the summer, we created a Hurricane Q&A that describes what a hurricane is, how best to prepare, and what should be included in a personal hurricane kit. We also provided links to helpful websites on hurricane preparedness. We gave links to this information in most e-mail updates.
- **The number to call to speak with someone on campus.** We gave a special emergency number that people could call when our switchboard was closed. We also provided the names of administrators who would remain on campus during the storm.

Because people often do not read long messages in detail especially when they are in "crisis mode," I consciously used short paragraphs and highlighted, with boldface and color, key terms that would grab everyone's attention. After Charley, I learned to include the date and time in each subject line so that people could more easily follow the sequence.

In addition to sending the closing message to full-time faculty, staff, and students, we also sent the message to adjunct professors. And we called other people, such as guest speakers who were scheduled to be on campus, to notify them about the closing. A shorter advisory was sent to more than 50 media outlets.

As each storm approached, I stayed on campus monitoring CNN, local stations, and various websites. (Fortunately, the campus is in the last evacuation zone.) As new information developed, I relayed this information to the campus. I sent information about major bridge and road closings, major changes in hurricane strength and direction, and changes in school operations, such as closing the library.

During the first storm, I thought I was sending too many messages. But after one fairly long gap, I started receiving e-mails asking when my next update would be. So, I immediately went back to writing.

In terms of frequency, I sent one e-mail per day when the storms were several days away. As a storm approached, the messages became more frequent. During the worst parts of each storm, I wrote about every two hours.

After the hurricanes, I received lovely e-mails from students, staff, and faculty thanking me for my communications. Two messages appear below.

> I just want to thank you for keeping us so informed of the recent hurricanes. I was very nervous about coming to school at Stetson, being so far from my family and friends. I thank you for making me feel at home in the comfort of a family here. I feel as though this school genuinely cares about each individual in its charge. I could not have picked a better law school.
>
> I'm not sure if you receive any other emails from students like me, but I wanted to send my thoughts along. I am constantly impressed with the feel of community within Stetson. I find these storm related emails to be a shining example of the great "family" environment Stetson has cultivated.

Those were nice messages to receive. It drove home just how many people were depending on those e-mails.

Put People and Safety First.

If you analogize natural disasters to diseases, earthquakes are like strokes: they occur quickly and with virtually no notice, while hurricanes are like cancer: there is a gap between when you find out that the storm is headed your way and the time it actually strikes. Because of this delay, and because wonderful weather often precedes the hurricane, decisions to close school are sometimes difficult to make as early as you should.

The cardinal rule is to put people and safety first. School days and work time always can be made up. But when people need time to take care of their families and homes, you must respect that. Times of crisis are not times for rigidity; instead, they require flexibility and understanding.

continued on page 4

Prepare, Prepare, Prepare.

Crises will happen. It's inevitable. What schools can do, however, is to prepare.

Stetson has a standing emergency preparedness committee that meets regularly. This group includes me, the Vice Dean, and the heads of public safety, communications, facilities management, student services, housing, human resources, food services, business office, our satellite campus, and information technology. Others are added as needed. During some meetings, we walk through how we would handle a certain emergency such as learning, hypothetically, that at 2:00 a.m. two students were killed in a car accident on the way back from an off-campus event. Before hurricane season starts on June 1, we meet specifically to review storm procedures and to update our emergency response manual because we know, based on history, we will need to use them.

Key members of the committee also have red emergency notebooks, which we update regularly. These notebooks include the following information:

- Employee home phone lists
- Campus phone lists
- Adjunct professor contact information
- University and board of overseers contact information
- Contact information for school attorneys
- Local fire and police contact information
- Contact information for and maps to local hospitals
- Campus maps
- Emergency and School Closing Notification Procedures

I personally have one notebook in my office, one at home, and one in my car. If I travel, I carry the phone lists. I cannot tell you how many times I've used those notebooks.

Regarding hurricane season specifically, several months ago, we drafted a series of "template" e-mail messages about hurricanes ranging from the "we're monitoring it" e-mail to the "we're closing" e-mail to the "we're reopening" e-mail. These templates provided an outstanding guide for me to "fill in the blanks" and quickly distribute crucial information when the storms appeared on the radar. If you routinely experience certain types of problems, I highly recommend drafting a set of templates in advance.

We also thought carefully about the physical plant. Because we are in an area prone to power outages, we purchased generators for the main campus. These generators allow us to continue operating in most times of crisis.

Information technology also is a critical area. When a natural disaster is looming, back up the network and put an extra server in a different location. In addition, think about how to protect the hardware from damage.

Finally, a critical component of planning is debriefing. Within a week of the event, sit down with key personnel and honestly assess what went well and what could have been done better. Our debriefing on Charley allowed us to respond more quickly to the threat of Frances.

Assemble a Great Team

Managing a crisis is a team event. One person cannot manage every aspect alone. Therefore, you need a group of great people with whom to work.

If people are new to your school or to their position, make sure they understand what their role will be during a crisis, and make sure they have necessary information ready in advance. For example, the communications department should have contact information for all local media so advisories can be sent quickly. In addition, that information should be available in electronic and hard-copy formats, just in case the computer network is not available.

Stay Calm and Try to Keep Your Humor

Right after I was named Dean, one professor sent me a magnet that says, "Leadership is the ability to hide your panic from others." Although I laughed when I saw this, the advice is true. If the leaders stay calm, so will others. Panic is natural in the face of disaster, but panic is the enemy of effective crisis management.

A touch of appropriate humor also helps during emergencies. You must be careful not to sound flip or uncaring, but if you can strike the right balance, making people laugh is great. You can add humor in selected communications; in one e-mail, I joked that I was considering a new career in meteorology. Another way we used humor to our advantage was when Hurricane Charley cut new-student orientation short. We tried to think of a way to commemorate the event and to make sure the new students felt truly welcome. After mulling it over, we ordered each student a hurricane glass that simply said "Fall 2004 New Student Orientation." The students loved this gesture; forever they will remember their unusual entry into law school.

Bring People Together and Give Them a Sense of Purpose

If possible, before, during, and after the event, look for opportunities to bring people together. Set up a television set in an appropriate area. Allow people to gather in groups for a meal. Personal contact in times of crisis can help lessen stress and trauma.

After the event, if your area was not the hardest hit, think about ways your community can help those less fortunate. After Charley, we located an elementary school that had been damaged; it was in a low-income area, and most children's families were homeless. We held a school-supply drive for that school. That project helped our community draw together, and it helped others. It gave us a sense of purpose.

Thank Those Who Helped

During and after the emergency, be sure to thank those who went above and beyond in service to the school. During any crisis, at least some people make personal sacrifices for the greater good. Acknowledge and thank those people publicly because you will need them the next time.

Conclusion

If I can emphasize just two of the many lessons I have learned in dealing with crises, they are (1) prepare and (2) communicate. If you are prepared and keep people informed, most other items will fall into place. I hope you do not face as many crises as we have this year, but if you do, I hope I have provided some insights into how to manage them more smoothly.

Editor's Note: Dean Dickerson's article was submitted after Hurricanes Charley, Frances, and Ivan, but before Hurricane Jeanne. We especially thank her for taking the time to contribute a Dean's Corner perspective. Talk about the calm in the eye of the storm!

Must Read

Suggestions courtesy of Alicia Cramer, Assistant Dean of Admissions, South Texas College of Law

Angels & Demons
If you liked the *Da Vinci Code*, this is more "brain candy" from author Dan Brown.

Homegrown Democrat
Author Garrison Keillor. More than just political, this is a memoir of growing up to which we can all relate! Classic Garrison Keillor.

Every Second Counts
Author Lance Armstrong. Inspirational life of six-time Tour de France champion.

Funncide
Amazing true story of a long-shot gelding, owned by ten buddies, who takes on the Sheiks and money of the Kentucky Derby. Great story —Entertaining!

The Wedding
Author Nicholas Sparks. Follow-up to his earlier novel, *The Notebook*, which is a major motion picture.

Three Weeks with My Brother
Author Nicholas Sparks. Autobiographical account of his close relationship with his brother since their parents' early death and insight into where his sensitive stories come from.

Eat Cake!
Funny!! Another from the author of *Julie and Romeo*, Jeanne Ray.

Digital Archiving of Student Records

Cyndi Dean, IT Services,
University of New Mexico School of Law

Many law schools have begun archiving student records into a digital format or plan to implement digital archiving in the near future. New Mexico School of Law reached this decision when we started construction of a new wing and all records had to be boxed & moved. We had records dating back to the 1940s and they were not in a climate-controlled environment or protected from fire, flood, or other disaster.

The cost of maintaining paper records is higher than you might think. The average document is copied fifteen times, with approximately $26,000 spent each year in document retrieval. Further, 25 percent of documents are lost and never found. A digital archive can dramatically reduce the number of lost or misfiled documents and can also provide increased security of confidential information as access to the archive can be limited by using existing network security procedures (usernames and passwords).

Several important decisions must be made prior to beginning a digital archiving project. For example, there are a variety of archive mediums to consider. Documents may be stored on optical storage devices (CDs), microfilm/microfiche, or on a network file server or other server storage device. While CDs are commonly used, there are few existing optical archives more than fifteen years old. Rigorous manufacturer's testing shows disks have a 50+-year life expectancy, but those are under ideal circumstances. Microfilm plays a significant role in document imaging, especially for large archives. The life span is 100+ years and film/fiche is cheap. However, adding information to an existing file stored on microfilm/fiche is impossible and many people do not have access to a reader. The final archive medium is network storage…what we termed "digital storage." The student records are stored as individual files, which are indexed to make information easy to retrieve. Storage costs have dramatically decreased for server storage devices and access time to critical information has increased. Life expectancy should not be an issue as almost any system can read standard file formats.

Another decision that must be made is determining what to scan. The AACRAO Record Retention guidelines are a good resource in making this decision. You might consider keeping the following documents:

- The student's law school and undergraduate transcripts
- Any transcript from another law school
- The law school application
- The LSAT report
- The letter of acceptance
- Any record of probation, suspension, honor code violation, or law suits
- Honors, awards, and certificates if they are not recorded on the transcript
- The student photo

Documents must be prepared for scanning prior to the actual scanning process. Documents in poor shape should be placed in a plastic sheaf. Staples should be carefully removed and scotch tape placed over the holes. Any tears in the paper should be taped.

If a vendor is involved in your digital archiving project, you must decide if your staff or students will scan the documents in-house, or if the documents will be taken off-site for scanning. If the scanning takes place off-site, immediate access to the files might become an issue. Be prepared for a delay in accessing the information. One solution is to have the vendor e-mail you files as an attachment, but even so the file must first be located, then scanned, and then e-mailed back to the law school.

A good audit trail is important for tracking which files were sent to the vendor and which were returned as scanned images. Watch for duplicate files as the vendor might not have a process in place for scanning files in batches.

Once the files are scanned, you must decide if you need to retain the paper images for a limited period of time or if they may be shredded. For those of you storing the files on CD or a network server, keep in mind that some state bars will not accept a copy of a scanned document but will accept a filmed copy. Establish a rotation plan for future files once the archiving process has been started. You might scan the oldest paper files on the shelf and replace them with the paper files from the graduating class.

The cost of a digital archive project can be significant. At UNM, the vendor estimated a project total of $7,000. That cost assumed that we would do file preparation prior to the scanning process. The total cost, including paying work-study students to prepare the file was almost double that amount at $13,743. That total does not include the cost of our HP scanner (approximately $500) for ongoing scanning or the employee wages needed to maintain and continue scanning subsequent files. Chicago-Kent chose to have their records archived to microfilm and relied on the vendor to do their file preparation. Their vendor charged $25 per thousand pieces and approximately 350,000 pieces were scanned. Their total cost was $18,000 for shipping, file preparation, duplicate films, and storage. This cost also exceeded the original estimate. John Marshall also chose microfilm for their archive medium. They scanned transcripts of graduates prior to 1986, when a computer record system was implemented, while the entire files of graduates prior to 1990 were microfilmed. Every five years John Marshall will scan all paper files and record them on CDs.

While digital archiving is inevitable, some problems are sure to be encountered. Careful planning can help you avoid some of the common mistakes many of us experienced as we undertook our digital archiving projects.

Developing a Master Curriculum

Pat Trainor, Registrar,
University of New Mexico School of Law

When I started at the law school, the curriculum committee reinvented the wheel each year, building the next year's schedule from scratch. The process took far longer than it should, and determinations were being made without any basis to support the decision. This practice was the impetus that guided me to develop a master curriculum plan for the committee. By doing so, the committee could ascertain at a glance which classes needed to be offered in any given semester, and it established a system to decide when courses should be offered in conjunction with prerequisites. To develop your master curriculum, follow three simple steps.

First, classify all courses on an A, B, C, or D basis. An A classification means the class is offered every semester; a B status indicates the class will be taught every year although the semester may vary; a C classification puts the class on an every-other-year rotation; and a D-status course will be taught on a student-demand basis or represents a new course offering.

To establish the classification of classes, it helps to look at past course offering trends. For example, if Commercial Transactions I has been offered every year for the past ten years, it will carry a B status although the semester may vary depending on faculty availability. Standard bar courses will usually carry a B status; whereas many of the more specialized courses become C status as enrollment history does not support the course being taught every year. A D status allows for student interest or new courses being introduced by faculty.

As a part of this step you may want to group the courses according to such major subject areas as Business, Indian, Family, Constitutional, Natural Resources, International, or Criminal Law, and so forth. This process helps to see (1) the number of courses being offered in the various disciplines; and (2) if the courses are carrying the right status to represent the emphasis the law faculty wishes to place on those disciplines.

Second, create a year-by-year course offering schematic on a spreadsheet. I started with a six-year plan and continue to add years. Place the courses by classification starting with the As and moving down through the Ds in the left-hand column. Across the top, insert column headings for the fall and spring semesters by year (summer may be included if need be). Place an X in the term and course box if the course should be offered. Obviously all of the As will have an X for every term. In marking the Bs, use past course history as a guide as to which semester the course will be offered. For example, if Commercial Transactions I has always been offered in the fall, place an X under the fall '04 term and each succeeding fall term. This will also provide a guide for when Commercial Transactions II should be offered. If it carries a B status, then an X will be placed in the spring '05 column and each succeeding spring term; if it is classified as a C and traditionally has been offered in the spring, place an X in the spring '06 column, skip a year and place an X in the spring '08 column. Once all the courses have been marked with an X, it is easy to view the document at a glance and determine the rotation of courses to be offered for the next several years.

Third, at the conclusion of each semester take out the X for every course taught and replace it with the semester enrollment count. By building an enrollment history that can be viewed side-by-side with future course offerings, the curriculum committee is provided with sound enrollment data on which to base critical scheduling decisions. The schematic also provides an overall curriculum view, illustrating the current emphasis by discipline areas, with the end result being the educational direction a school has elected to pursue. Periodic evaluation of course status and enrollment data can ascertain directional change needed to reflect evolving educational trends and to enhance the school's legal education offerings to their students.

Special Accommodations for Bar Examinations

In this issue, we conclude our survey of data on bar examination accommodations for 2003. Thanks to Betty Fischer, Nancy Hamberlin, Erin Morin, and Mary Morgan for all their work gathering data. And thanks, too, to Marilyn Griffith, of the Registrar's Office staff at Yale Law School, for helping the editor put everything in order.

Note that annual bar examination statistics concerning numbers sitting for the bar, as well as the numbers and percentage passing, are published in The Bar Examiner in the May issue.

The subject of accommodations in law schools and in bar examinations will be explored in greater depth at the 2005 Annual Meeting in New York City. See the spring issue of the journal for more details.

A History Of NNLSO

Do you have information about former officers and board members? Nancy Hamberlin would love to hear from you: e-mail her at hamberlinn@lawgate.byu.edu

2003 Accommodations for Bar Examinations, Part II

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
Alaska	Request must be in writing and received by first application deadline.	86	4	Time and one-half; separate rooms; 1 computer; 1 computer with voice-activated software	4
Arizona	Will not release information.	656			Not Available
California	Visit www.calbar.ca.gov	8,140	346	Semi-private or separate rooms; large print exam materials; permission for personal items to stay; exam dictated	Not Available
Colorado	Will not release information.	749			Not Available
Connecticut	Must complete "notification of the need for non-standard testing" and submit full petition for accommodations with the bar application.	764	Not available		Not Available
Delaware		237			Not Available
District of Columbia		373	Not available		Not Available
Florida		2,449			Not Available
Hawaii	Visit www.state.hi.us/jud	161	6	Separate rooms; 2 double time; 2 time and one-half; 2 breaks with no extra time.	6
Idaho	Must submit request in writing, with documentation, by the deadline for applying for the bar examination.	130	1	Extra time.	1
Kansas	Must complete an application requesting accommodations and support it with the required documentation.	February 2003: 215 July 2003: 228	Confidential	Confidential	Confidential
Kentucky		388			Not Available
Maine		123			Not Available
Maryland		1,426	Not Available		49
Massachusetts	Must file four-part Petition for Special Accommodations. Petition may not be filed with the bar application.	2,098			Not Available
Minnesota		838			Not Available
Mississippi		310			Not Available
Montana	Must submit request with supporting evidence by the deadline for application for the bar examination.	100	3	Extra time.	3
Nebraska	Visit http://court.nol.org/rules/ATTYADM.02.PDF	February 2003: 42 July 2003: 150	0		0
Nevada	A panel of doctors and attorneys review all requests.	639	10	Double time; time and one-half; separate room; private or semi-private proctor; special lighting.	9 (1 withdrew request)
New Hampshire	Request must be submitted to clerk of the supreme court along with the application to the bar. Must include statement from treating physician or licensed treating professional.	133			Not Available
New Jersey	Application for testing accommodation must be downloaded from the bar web site, and mailed to the bar examiner. Verification of disability is also required.	3,146			Not Available
New Mexico	Applicants must complete forms documenting the disability and requested accommodations. Visit www.nmexam.org	February 2003: 126 July 2003: 207	Not specified.	Not specified.	February: 2 July: 8

New York		9,407			Not Available
North Carolina		835			Not Available
North Dakota	Requests are referred to the State Board of Law Examiners. Requires completion of questionnaire and current documentation from a licensed physician or other professional. Requests are considered on a case-by-case basis.	48	0	Not specified.	Not Available
Oklahoma	Requires documentation.	February 2003: 157 July 2003: 336	February: 4 July: 6	Extra time; gridding in the answers for Multistate exam; separate rooms; room next to restroom; special chair; large print; special lamp.	February: 4 July: 6
Oregon	Must submit medical verification, including tests performed to diagnose impairment. Decisions made on case-by-case basis.	481	Not available.	Extra time; special rooms; ability to move around.	9
Pennsylvania	Must submit a non-standardized testing form, available on the bar application web site.	2,009			Not Available
Rhode Island	Application for special testing (available on bar application web site), and supporting documentation, must be mailed with the bar application.	175			Not Available
South Carolina		366			Not Available
South Dakota	Visit www.sdjudicial.com	February 2003: 30 July 2003: 65	February: 2 July: 0	Time and one-half and a separate room.	2
Texas	Texas Board of Law Examiners, Rule XII, Examinees with Disabilities (www.ble.state.tx.us/Rules/NewRules/rulexii Must submit a written request.	February 2003: 1,093 July 2003: 2,670	Not available.	Extra time; separate testing room.	February: 2 July: 10
Utah	Visit www.utahbar.org	247	5	Extra time.	5
Vermont		81			Not Available
Virginia		1,289			Not Available
Washington	Visit www.wsba.org	887	32	Learning disabilities; 1 cerebral palsy.	31
West Virginia		227			Not Available
Wyoming	Must file a request for special accommodations by the deadline for filing the application for the examination.	74	3	Extra time; scribe.	2

News from the Executive Committee

The Executive Committee has met twice since the publication of the last issue of *The Journal*. In Las Vegas, during the annual AACRAO/NNLSO meeting in April, the committee welcomed newly elected board members and began planning the sessions for the 2005 annual meeting. Pat Trainor's report, beginning on page 1, summarizes the business of that meeting.

During the summer, the committee gathered at the University of San Diego School of Law, with Marge Zhou acting as host. The committee continued discussion of the sessions for the 2005 meeting, but also created an ad hoc committee to review AACRAO guidelines for offering stipends to members who perform services in the interest of the membership and to create guidelines for NNLSO to entertain proposals from the membership for projects that could be supported by NNLSO. Kathy Hartman (Vermont Law School) and Alicia Cramer (South Texas College of Law) will report their findings to the full committee at a future meeting. If you have any thoughts you would like to share about the prospects for supporting new projects, please contact Kathy or Alicia—their e-mail addresses are listed on page 3. The Executive Committee will next meet at South Texas College of Law on November 6.

In future issues of *The Journal*, we would be delighted to have a Letters to the Editor column. If you have comments on any articles in this issue that you would like to share with the membership, or you would like to suggest topics of interest for future issues, please send an e-mail to the editor, Judith Calvert (judith.calvert@yale.edu). We look forward to hearing from you!

continued on page 10

The Executive Committee doing its best to look corporate and hard at work during the annual meeting at The Mandalay Bay in Las Vegas.

continued from page 9

Top left: The NNLSO Social Evening in Las Vegas gets off to a smooth start as 32 members climb into a stretch Hummer for a group outing to a local restaurant.

Top right: Pat Trainor, Executive Director, congratulates Nancy Hamberlin, who completed nine selfless years of service as the NNLSO Secretary/Treasurer.

Right: What would we do without Access? Pat thanks Bob for his regular support of the NNLSO Social Dinners. A "fish-out-of-water" award? No, just the usual NNLSO sense of humor.

Opposite page: At the Annual Business Meeting and Luncheon in Las Vegas, the outgoing and incoming officers and members of the board are all smiles.

Welcome, New Deans!

T. Alexander Aleinikoff, *Georgetown University*

George Critchlow, *Gonzaga University*

Catherine M. Cullem, *University of Tulsa*

Mary C. Daly, *St. John's University*

Allen K. Easley, *William Mitchell College of Law*

Christopher F. Edley, *University of California-Berkeley*

Stephen J. Friedman, *Pace University*

Diane Geraghty, *Loyola University-Chicago*

Angel Gonzalez Roman, *Pontifical Catholic University of Puerto Rico*

C. Peter Goplerud, III, *Florida Coastal School of Law*

Jack A. Guttenberg, *Capital University Law School*

Daisy Hurst Floyd, *Mercer University*

Carolyn C. Jones, *University of Iowa*

Steven J. Kaminishine, *Georgia State University*

Harold Hongju Koh, *Yale Law School*

Larry D. Kramer, *Stanford University*

Paul A. LeBel, *University of North Dakota*

Maureen O'Rouke, *Boston University*

Daniel D. Polsby, *George Mason University*

Lawrence Raful, *Touro College*

Alan N. Resnick, *Hofstra University*

Michael Schill, *University of California-Los Angeles*

David M. Schizer, *Columbia Law School*

Geoffrey B. Shields, *Vermont Law School*

Kenneth Starr, *Pepperdine University*

Ellen Y. Suni, *University of Missouri-Kansas City*

Debora Threedy, *University of Utah*

Roger H. Trangsrud, *George Washington University*

Daniel Wanat, *University of Memphis*

Kevin J. Worthen, *Brigham Young University*

Frank H. Wu, *Wayne State University*

Treasurer's Summary Report, 2003–2004

Starting Balance		**$18,820.99**
Credit:		
Membership	$7,310.00	
Advertising	875.00	
Bank Interest	9.65	
NNLSO Luncheon	800.00	
Subtotal		**$8,994.65**
Debit		
Mailing	($555.00)	
Printing	($2,808.00)	
Conference Gifts	($677.88)	
Network Solutions dues (5-year payment)	($95.00)	
Membership Refund	($50.00)	
Subtotal		**($4,185.88)**
Ending Balance		**$23,629.76**

Membership Statistics:

564 Individual Members

132 Institutions

9 Lifetime memberships

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.

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.

Northeast
Mary Ellen Durso
Assistant Dean and Registrar
Quinnipiac University School of Law
maryellen.durso@quinnipiac.edu

Erin Morin
Director of Academic and Business Services
Quinnipiac University School of Law
erin.morin@quinnipiac.edu

Midwest
Chezarae Distelzweig, Registrar
Ave Maria School of Law
crdistelzweig@avemarialaw.edu

Loretta Lewins-Peck
Registrar, School of Law
University of Detroit Mercy
lewinspe@udmercy.edu

Southeast
Conny Parham, Registrar
University of Mississippi School of Law
lwparham@olemiss.edu

Plains
Betty Fischer
Assistant to the Dean for Administration
Washburn University School of Law
elizabeth.fischer@washburn.edu

Nancy Hamberlin
Law School Registrar
Brigham Young University
hamberlinn@lawgate.byu.edu

West
Mary Morgan
Registrar, Seattle University School of Law
mamorgan@seattleu.edu

National Network of Law School Officers
Judith Calvert, *Journal* Editor
Registrar
Yale Law School
PO Box 208215
New Haven, Connecticut 06520-8215

First Class
US Postage
PAID
New Haven, CT
Permit No. 526