



The Journal

NATIONAL NETWORK OF LAW SCHOOL OFFICERS
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Executive Director's Report



I hope everyone's spring semester has started off without any major or minor detours. Even though the spring semester has just begun, I'm already dreaming about the sunny seashore that awaits us in California. If you are from the desert, you tend to dream a lot about water and beaches. We have

a big party planned for our meeting in San Diego as members celebrate NNLSSO's 25th Anniversary. This will be a time for "old timers" to recount how we started, for the "middle-aged" to relive how far we have come and for the "young'ns" to express where we want to go in the future. This will be a fun and exciting time for all of us. Make your reservations now, as April 17-20, 2006 will be here before you know it. For the inside scoop on all the NNLSSO sessions, read further into this issue of The Journal.

Ethics/Professional Responsibility: Whose Job Is It Anyway?

I have a t-shirt that was purchased from one of the law school student groups that says, "Trust Me I'm a Law Student," and the thought that comes to mind is, "Why should I trust any lawyer or lawyer-to-be?" This sadly reflects the general public's view of the law profession and that concerns me as a law school professional.

A recent survey focused on professionalism and civility, and the general results showed that 43 percent of respondents had a negative impression of lawyers; 23 percent, a positive image; and 30 percent of the responses were mixed, some good and some bad. The survey further confirmed that impressions of lawyers were primarily based on personal experiences with attorneys, and respondents believe the general public shares their view. The survey also looked at the backgrounds of the respondents. A chart illustrated that 50 percent of non-legal respondents held a negative image of lawyers. What was most surprising to me, however, was the next highest group: 36 percent reporting negative impressions were lawyers! Out of all this negative information the good news is that 57 percent of law students held a positive view of lawyers.¹ This statistic has far reaching implications for law schools and how they have the ability to assist in stemming the tide of the public's negative perception of lawyers. It is not the whole answer but it is a start.

In the concluding chapter of *The Moral Compass of the American Lawyer—Truth, Justice, Power, and Greed*, the authors suggest part of the solution to "fixing" the breakdown (mistrust) of our legal system lies with law schools and specifically with the way in which ethics and professional responsibility are taught. They contend that too often students come away from the ethics class with a set of rules that suggest more about the behavior they can get away with than a core or conceptual understanding of how to behave as a responsible lawyer.² For change to come about, it will take a united front throughout the law school. So then how do we begin to influence our students to practice good behavior and to have this behavior carry over into their practice of law?

A United Team on Offense & Defense

The team, wearing purple uniforms, consists of law school faculty and administrative and support personnel. Through their strategy of fair play, abiding by the rules of the game, and being responsible for their actions during play, they will influence and determine how the students (wearing black pinstripe uniforms) play the game. The goal is, at the conclusion of the game, for students to exhibit good manners, appropriate behavior, and a respect for the opposing team and each other. Thus, as a result of learning fair play, when "drafted" as a professional player in the law profession they will carry all of these attributes to that playing field. Players on both sides must have endurance and fortitude as this game runs for three years and there are no time outs.

The law school **faculty** has the leading offensive role in influencing student attitudes and behavior. They must exhibit proper behavior in the classroom and expect that same behavior from students; require students to meet paper deadlines but then provide feedback to the student in a timely manner; expect students to keep regular attendance and expect student participation in classroom discussion. Too often faculty expect too little from students. As suggested by Zitrin and Langford, however, a more significant change can come about through the curriculum.³ I suggest one alteration to the curriculum is to incorporate ethical issues into every branch of learning taught. Often the faculty leave the issue of ethics up to the professor who is teaching the ethics class that semester. Most law schools require just one three-hour course for graduation, which is all that

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is required to meet ABA standards. It takes more than one class to instill the concept of what is or is not proper behavior for a lawyer. Students need concrete examples of ethical issues arising from contracts, torts, and property law and how to reach a truthful, candid, and straightforward resolution that will guide them in real life practice. To have this curriculum change come about, however, the faculty must first realize the merit of such an objective, and secondly they must actually take the initiative to implement ethics and professional responsibility into their teachings.

Law school **administrators** cannot sit on the sidelines as spectators. Just like the faculty, they must play an active offensive and defensive role. Offensively, the dean (captain of the team) must set the tone and standard of law school behavior with the core of this behavior based on professional responsibility. These standards need to be made clear so that there is no question of what is appropriate and expected of students. This, in turn, requires active involvement by the supporting administrative players to implement such standards in day-to-day standard operating procedures. These players, like faculty, must also set the example of good behavior and expect the same from students. The faculty and law school professionals can play offense together by initiating discussions that bring in practitioners from the real world (there are good lawyers out there) to emphasize appropriate behavior and the responsibility that is expected in the work place. This game plan must be accomplished in and out of the classroom.

As law school administrators, and registrars, in particular, we have a professional and ethical responsibility to be honest in our reporting of character fitness to state bar examiners.

The administration must also play defensively to stop bad behavior. A prime example of inappropriate behavior is the use of e-mail by students. What happened to good manners? From every media outlet we hear about road rage but I can tell you within law schools it is e-mail rage! E-mail makes it so easy to go off on anyone with an opposing point of view. We have all seen the rudeness and disrespect voiced toward fellow students, faculty, and staff in law school e-mail. Or, alternatively, a student wants to avoid a difficult discussion with a faculty member or an administrator and wants to discuss it by e-mail rather than in the office face-to-face. I know my law school is not alone in trying to deal with e-mail rage. Most of what flies across the airwaves would not be said in a face-to-face conversation. Perhaps law schools should stipulate that one

week out of every month, e-mail will be shut down and everyone must talk face-to-face with each other about any beef they have with anyone. I would hope good manners would prevail and that the discussion would be civil and polite, and that the conversation would deal with facts and not hot temper suppositions. In a world filled with instant messaging, instant gratification, and fast this and fast that, it is almost impossible to convince ourselves that there is merit in "thinking something through." Guidelines for decision-making have, in the past, involved questions like, "Would I do this if my parents were here?" In today's environment, "How would this look on my resume?" might be the question to consider. I feel that the appropriate use of e-mail should be a topic discussed in every ethics class.

One initiative that New Mexico has taken to curb the e-mail rage is a forum called Legal Dialogues. It is important to note that this was initiated by students because of their disgust with so much inappropriate e-mail occurring on the student list serve. Students can earn one hour of credit for participation, with a short paper required after each "class session." The focus of each dialogue, with the dean as narrator, is to discuss differing points of view on tough or difficult subjects that often inflame hot tempers on both sides. Two recent topics were "evolution and creation theories" and "being white in an ethnically diverse world." The goal is to show that civil discussions can be held with colleagues of differing points of view, that individuals can show respect for each other even if they don't agree on the issue, and to come away from the experience with a tolerance and openness to at least listen to what the other person is saying. There are 26 students enrolled, and on any given night, there are 45 to 60 in attendance, with most being students (not bad for a 6-8:00 p.m. time slot). One student I spoke with after one of the forums made this comment, "It seems peoples' emotions get in the way of listening to the person with a differing point of view." This will probably always be true about any of us on subjects we feel ardent about but we do not have to be rude and show poor manners when talking with others. I think our Legal (difficult) Dialogues are a good game "strategy" for both teams.

As law school administrators, and registrars, in particular, we have a professional and ethical responsibility to be honest in our reporting of character fitness to state bar examiners. Not long ago, two judges from New Mexico stepped down because of cocaine and alcohol abuse. We are certainly not the only state where this comes to pass, and such occurrences only continue to flame the fire of negativism against the law profession. Where does this behavior start? Too often it is in law school where stress is a constant locker room companion to law students. This means that throughout our three-year game, if we suspect a student has alcohol, drug abuse, or eating disorder problems, or exhibits any mental

instability we have the obligation to take action prudently but immediately. First, we should talk with the student. Don't be afraid to have this difficult conversation. Second, if we discover there is a problem, assist the student in getting immediate help. Too often we sweep these issues under the rug, hoping they go away, and more often than not, the problem comes back to haunt us. Even college and pro sports, after years of abuse by players, have finally realized they must face these issues and take action. So then why shouldn't the law profession, at all levels of play, stop the lip service and take aggressive action now?

The key to running a smooth offense and defense is communication. If communication breaks down within each team, and between the two teams, the result is chaotic play and loss of focus on the purpose of the game, and the game is basically over. Throw in the towel, go to the locker room, pack your bags, get on the bus and go home. The game is termed a "wash" as they say in sports lingo, meaning no winner, no loser. But a wash in our three-year game means a double whammy loss for the purple team. In our game it means the law school not only did not influence the students to exhibit professional behavior but also when our law students enter the professional world they will continue to exhibit unprofessional behavior. According to the statistics presented earlier, all law schools have the vested interest and ability to make change. The idea of proper moral behavior must permeate the law school environment. If we can say we instilled good responsible behavior in every one (I would settle for most at this point) of our students, they in turn will continue that behavior in the practice of law, and change will occur in the profession of law. Then maybe the lawyer jokes will stop.

Don't forget your suntan lotion. See you on the beach in San Diego for some NNLSO 25th Anniversary fun, sharing of ideas, and enjoying being, once again, with colleagues!

Best Wishes, Pat
February 2006

Patricia Trainor
Executive Director, NNLSO
Assistant Dean for Registration and Student Services
University of New Mexico School of Law

¹ Tim A. Baker (2005). Survey XV. *Professionalism and Civility*. 38 Ind. L. Rev. 1305.

² Richard Zitrin and Carol M. Langford, *The Moral Compass of the American Lawyer—Truth, Justice, Power, and Greed* (Ballantine Books, New York, 1999), p. 205.

³ *Ibid.* pp. 237-39.

Dean's Corner

Mediation

James J. Alfini
President, Dean, and Professor
South Texas College of Law

The use of mediation to resolve legal disputes has increased exponentially over the past few decades. Because of swelling court dockets and case delays, judges and lawyers have turned to mediation as a more efficient and satisfactory alternative to adjudication. Mediation promises not only to save time and money, but also to increase party satisfaction with the justice system. Whereas adjudication and arbitration rely on the judge or arbitrator to resolve the dispute, mediation seeks to resolve disputes through party decision-making. Unlike judges or arbitrators, mediators never make decisions. The role of the mediator is to facilitate communication among the parties, so that the parties may reach a mutually satisfactory agreement. Mediation thus takes the dispute out of the hands of judges and lawyers and gives it back to the parties.

This reliance on party self-determination makes mediation unique among dispute resolution alternatives. It is an informal, flexible process that relies on creative problem-solving for its success. The mediator, parties and their lawyers work to identify and discuss various options to reach a settlement that best approximates a win-win solution to their legal problem.

As we might expect, this increased use of mediation in the legal system has led to its finding its way into the law school curriculum. The recent survey of changes in the law school curriculum, conducted by the ABA Section on Legal Education, shows that courses in alternative dispute resolution have increased substantially over the past decade. In particular, courses in mediation and mediation clinics have become very popular. In these courses, students are learning not only mediation skills, but also mediation advocacy skills to prepare them to represent clients in a mediation setting. Indeed, the ABA Section of Dispute Resolution now sponsors an annual Representation in Mediation Competition that parallels the ABA Appellate Advocacy Competition, the ABA Negotiation Competition, and the ABA Client Counseling Competition.

In many law schools, law school administrators have seen the value of mediation skills in performing their jobs. Law schools are very complex institutions and the conflicts that arise

in a law school setting are many and varied. Administrators have to contend with student/student disputes, student/faculty disputes, faculty/staff disputes, staff/student disputes, staff/staff disputes, alumni/staff disputes, etc. Mediation skills can be invaluable in addressing these conflicts. Moreover, the problem-solving skills and consensus-building skills that one acquires in mediation training programs can assist an administrator in dealing with day-to-day problems before they ripen into conflict.

As a law school dean, I am confronted with conflict on a daily basis. I have been teaching mediation to law students for twenty years and am co-author of a textbook on the subject. So, I have frequently been tempted to apply mediation skills to disputes that arise in the law school setting, and often succumbed to these temptations. These attempts at dispute resolution have sometimes been quite successful. On the other hand, I have also learned that there are limitations.

The principal limitation (and danger) to applying mediation in the law school setting, or any workplace setting, is that of assuming that you can act as a neutral dispute resolver when you are an interested party. Sometimes this conflict of interest may be more one of appearance than reality. However, what matters most in these instances is how you are perceived in the eyes of the disputants.

One instance of a "failed mediation" involved an attempt by me to mediate a dispute between two staff members, each of whom reported directly to me. After explaining the role of the mediator (me) and assuring them in an opening joint session that everything we discuss during the mediation would be held in strictest confidence, I encouraged them to discuss the problem openly. After about ten minutes of discussion, I sensed not only reticence to speak on their part, but also an increasing stress level. I decided to "escape" to individual caucuses with each of them separately. The caucus is employed by many mediators to encourage, among other things, greater candor. The theory is that a party to mediation might be willing to be more open with the mediator, outside the hearing of the other party. Not so in this case. If anything, there was a heightened level of stress and a tendency to clam up. Finally, one of the parties broke down in tears, and explained that he felt very uncomfortable discussing this matter openly in front of the dean. His concerns were generally in two categories: (1) he didn't want to feel like a "snitch" if he opened up to me

Meet the NNLSO Regional Representatives



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Business Services
Quinnipiac University
School of Law*



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Nevada, Las Vegas, School
of Law*



West

William Jackson
*Director of Academic
Services, University of
Washington School of Law*

about his co-worker's shortcomings; and (2) he didn't want me to think that he was a whining troublemaker because of his views over their problem and the surrounding circumstances. Needless to say, I felt like an insensitive dolt.

In retrospect, I am surprised that I failed to see these and other difficulties inherent in my serving as the "mediator" in this dispute. In addition to the dangers already mentioned, there is also the possibility that your involvement in mediating a dispute among subordinates will run the risk of coercion. One or both parties may feel coerced into settlement if they perceive that you may have an interest in a certain outcome. And, indeed, as a senior staff member at the law school, you will always be perceived as having an interest in the outcome that most favors the law school.

My hand-wringing over this particular mediation does not mean that I believe that there is no place for mediation in the law school setting. On the contrary, I have seen mediation work very well on a number of occasions. In all instances though, the mediator was either from another department within the school and not in a line of authority with either party, or from outside the law school. Perhaps the most important factor in having a successful mediation is to choose a

capable, neutral party to act as the mediator. This person should not only be well-trained, but also should be perceived by the parties as being truly impartial — having no biases with regard to the parties or possible outcomes.

For law school administrators, however, I believe mediation training is most valuable not for its dispute resolving potential, but in developing skills that are invaluable in the law school environment. As I mentioned earlier, prominent among these are the problem-solving skills and consensus-building skills that can assist an administrator in dealing with day-to-day problems before they ripen into conflict. As law school operations and relationships become more complex, the development and creative use of such skills is imperative.

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Calendar of Sessions at the Annual Meeting San Diego, April 17–20, 2006

Monday, April 17

8:30 am–3:30 pm

NNLSO Executive Committee Meeting
Torrance Room, Marriott

Tuesday, April 18

8:15–9:30 am (Session Code 441)

Location: Upper Level 7A

Using Technology and the Internet: Challenges at the Professional/Graduate Level

The Internet has transformed the way that prospective law students gather information and make decisions. In response, law schools have utilized technology such as websites, chat rooms, streaming video, and email campaigns to recruit and maintain students. This session will provide a general overview of ways technology has been used in admissions and will explore the challenges of deploying a wireless network. Do students really need a wireless network or is it just another case of “keeping up with the Joneses”? The University of New Mexico School of Law spent considerable time working toward deploying a wireless network. Was it worth the wait?

FACILITATOR Nancy Hamberlin, Law School Registrar, Brigham Young University

PRESENTER Cyndi Dean, Assistant Dean for Information Technology, University of New Mexico School of Law

PRESENTER Noe Bernal, Director of Recruiting, South Texas College of Law

11:00–12:00 noon (Session Code 442)

Location: 11A

Law School Course Evaluations

A panel discussion with law school registrars regarding the different forms of course evaluations.

FACILITATOR Patsy Crammer, Registrar, Walter F. George School of Law, Mercer University

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

PRESENTER Connie Parham, Registrar, University of Mississippi School of Law

12:00–1:30 (Session 304)

Marriott Hall 2

Graduate and Professional Schools Luncheon (Not a NNLSO session but strongly recommended by NNLSO)

The keynote speaker for the luncheon is Samuel Flanigan, Deputy Director of Data Research at U.S. News and the project manager for the America’s Best Graduate Schools rankings. He will address the ranking protocols for various disciplines, discuss changes and challenges that he foresees in the future, and take questions from the audience.

1:30–2:30 (Session 306)

Location: 8

Friend or Foe: National Rankings and Their Impact on Graduate and Professional Schools (Not a NNLSO session but strongly recommended by NNLSO)

National rankings controlled by external publications influence applicant decisions, recruiting strategies and institution decisions. A group of seasoned administrators representing programs across graduate and professional school disciplines will discuss how the rankings have impacted their discipline and their own institution.

PRESENTER Leslie Wilbourn, Director of Admissions & Records, University of Oklahoma Health Sciences Center

PRESENTER Elizabeth Rosselot, Director of Admissions and Financial Aid, Archive

4:15–5:15 pm (Session 111)

Location: 10

Protect the Privacy of your Students, Parents and Patients! A look at Best Practices adopted for GLBA and HIPAA (Not a NNLSO session but strongly recommended by NNLSO)

A look at how three universities meet the challenges of privacy and law and the best practices they chose.

FACILITATOR Daniel Bender, Director, Academic Affairs, University of the Pacific

PRESENTER Rita Garner, Registrar, Medical College of Georgia

PRESENTER Joann Wilson-Singleton, Registrar, Harvard University-School of Public Health

PRESENTER Jerri Cunningham, Registrar, Baylor Law School

5:30–6:30 pm (Session 443)

Location: Mezzanine Level 17A

Roundtable for Law School Registrars

The roundtable is to address topics of interest to Law School Registrars.

FACILITATOR LeAnn P. Steele, Registrar, Wake Forest University School of Law

5:30–6:30 pm (Session 444)

Location: 17B

Roundtable for Law School Admissions Officers

FACILITATOR Alicia Cramer, Assistant Dean of Admissions, South Texas College of Law

NNLSO Social

7:00 pm until...

Location to be announced at a later date. Please plan to attend, as all will have a fun time.

Wednesday, April 19

8:30 am–9:45 am (Session 451)

Mezzanine Level 17B

Financial Planning Resources as a Recruiting and Retention Tool for Graduate and Professional Schools (Not a NNLSO session but recommended by NNLSO)

An experienced recruitment team from Vermont Law School discusses how financial planning strategies have impacted student recruitment and retention.

continued on next page

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FACILITATOR Nina Thomas, Director of Academic Procedures and Registrar, Vermont Law School

PRESENTER Kathy Hartman, Associate Dean for Enrollment Management, Vermont Law School

PRESENTER Dino Koff, Director of Financial Aid and Admissions, Vermont Law School

10:30 am–11:30 am (Session 445)

Location: 8

Effective Communication to Students

What is the most effective form of communication with today's law students—or, how do we balance various forms of communication?

FACILITATOR Chezarae Distelzweig, Registrar, Ave Maria School of Law

PRESENTER William Jackson, Director of Academic Services, University of Washington School of Law – Seattle Campus

11:30 am–1:00 pm (Session 447)

Location: San Diego Ballroom A, Marriott Hotel

National Network of Law School Officers (NNLSO) Luncheon and Business Meeting

PRESENTER Patricia Trainor, Ph.D., Assistant Dean and Registrar, School of Law, University of New Mexico

1:00–2:00 pm (Session 448)

Location: 8

Results of the Annual NNLSO Staff and Salary Survey

Approximately 600 law school administrators are surveyed annually regarding staffing, salaries and areas of responsibility. The results of the January 2006 survey will be presented in this session.

FACILITATOR Kathy Hartman, Associate Dean for Enrollment Management, Vermont Law School

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

3:45–4:45 pm (Session 449)

Location: Mezzanine Level 16A

Roundtable for Law School Registrars - Part II

FACILITATOR LeAnn P. Steele, Registrar, Wake Forest University School of Law

3:45–4:45 pm (Session 450)

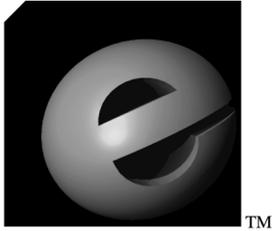
Location: Mezzanine Level 16B

Roundtable for Law School Admissions Officers - Part II

FACILITATOR Alicia Cramer, Assistant Dean of Admissions, South Texas College of Law

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Meet the Newly Elected NNLSO Board Members for 2006–2008

Assistant Executive Director



Lylene Pilkenton

Lylene Pilkenton has served on the NNLSO Board for five years—first as NNLSO’s regional representative for the plains region from 2001 to 2004 and then as the Assistant Executive Director from 2004 to

2006. She has observed and been impressed by the dedication of the board, whether discussing potential sessions for the next annual meeting or such projects as salary surveys, a research grant program, or projects for the regional representatives. The Board never loses sight of the fact that we serve in our positions in order to benefit the entire membership.

Lylene has been with South Texas College of Law for almost thirty-two 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. Lylene has the highest regard and immense respect for all aspects of higher education. 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, to be open to change, and to conduct herself in a professional manner.

Secretary/Treasurer



Chris W. Butzen

Chris Butzen has been a member of NNLSO since 1992 and has dedicated his career to providing quality admissions and records services. He has served as Secretary-Treasurer of NNLSO for the past two years.

He is currently the president of the Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO). He was Vice-President for Membership in 2000–2002 and served as committee chair for three local arrangements committees. In AACRAO, he served on the Professional Development and Professional Schools Committees.

Chris is currently the registrar at Loyola Law School in Los Angeles. Previously he served as Registrar and Director of Admissions and Records at three community colleges in Alaska and at California State University, Stanislaus. He also served as Director of Support Services at a community college in Alaska. Chris has taught classes in political science and computer applications at the community college level.

Chris is a frequent presenter at the NNLSO, PACRAO, and AACRAO conferences. His presentations range from office management and automation, ADA issues, registration and records policies, to the implementation of administrative computing systems.

Board of Directors



Patsy Crammer

Patsy Crammer has been the law school registrar at Mercer University’s Walter F. George School of Law in Macon, Georgia for the past six years. She previously served as the administrative assistant to the dean and has been with the University for fifteen years. She has a B.S. in Human Services. Before coming to Mercer, Patsy worked at a maximum security prison, which she says was great training for her work in a registrar’s office. She has served as a Court Appointed Special Advocate (CASA) for abused and neglected children. She has worked with NNLSO for the past three years.



Kathy Hartman

Kathy Hartman is the Associate Dean for Enrollment Management at Vermont Law School. She has been involved in higher education administration for twenty-eight 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.

Current organizational positions include: Chair of the Graduate and Professional School Issues Committee in AACRAO, current member of the NNLSO Board, and a member of the LSAC Annual Conference Work Group.

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.



Erin Morin

Erin Morin is the Director of Academic and Business Services at Quinnipiac University School of Law. She has been the New England regional representative for NNLSO for the past two years, acting as liaison

between the board and the members in her region. Recently, Erin took on the responsibility for the NNLSO staff salary survey, an important tool for members looking to increase their respective positions and salaries. She plans to present the results of this survey at the 2006 annual AACRAO meeting in April.

Erin has worked for Quinnipiac University for fifteen years. While employed at Quinnipiac, she received her bachelor’s and master’s degrees in business administration. Ten years ago, Erin transferred to Quinnipiac Law School to become the Director of Academic and Business Services, a position that incorporates the duties of Associate Registrar, Business Manager, and Exam Coordinator. Flexibility and organizational skills are needed to fill the above roles, and Erin is eager to apply these same skills for the benefit of the NNLSO organization.

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. 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!

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.nnls.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/nnls>

- 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.

Northeast

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