



The Journal

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Executive Director's Report



Since we last talked, summer is over and another school year has started. It seems as though each edition of the newsletter either starts or stops a school year, and only exams, exams, and more exams are between the start/stop phases. I believe I shared with you that my twin sister and I were taking a summer "Thelma & Louise" road trip in my Miata to the Grand Canyon and on to San Diego. The journey was fun filled; I didn't have to use the "heat" that I packed in the car; and I did not drive the Miata off any cliffs. I certainly hope all of you took time for a summer vacation, and if you did not, you **really** have to get a life!!! After three weeks away from school, I returned to work refreshed, relaxed, and ready to start a new year with vigor. However, in talking with several of you, I know you did not take a vacation—feeling the pressure and workload of the job was more important than your well-being. A study released last year by the Families and Work Institute found American workers have on average 16+ paid vacation days but that 36 percent did not plan to use their full vacation. The study also found that only 14 percent of Americans go away for two weeks or more at a time. The research further revealed that 50 percent of Americans need two days to unwind and 50 percent need more than two days.¹

To @#! with Work....Bring On the Fun....I Can't Take It Any Longer*

Are you cranky, whining, a chronic complainer, becoming defensive, overly critical of staff, feeling overwhelmed? Are your employees exhibiting any of these same symptoms? If you can answer yes to many of these characteristics, then burnout is simmering in your office. The situation cannot be ignored as the simmering pot will boil over.

Our jobs as law school registrars, admissions, finance, or human resource officers are pressure packed but the position can also be pretty humdrum. We do repetitive tasks year after year. The routine does not alter much, nor does the workload lessen and the deadlines associated with most of what we do never go away. One change, however, that is occurring for many of us is major software conversion to such programs as Banner, which in itself brings about stress as a new way of doing business must be learned, a process that is usually not

easy. Change is good but it does bring more stress. So how do we protect ourselves from "job burnout" and keep up our enthusiasm for what we are doing?

Job burnout is defined as "a psychological syndrome that involves a prolonged response to stressors in the workplace."² Research shows there are primarily three dimensions that can be identified with burnout: exhaustion, cynicism, and ineffectiveness. "In general, exhaustion and cynicism tend to emerge from the presence of work overload and social conflict, whereas a sense of inefficiency arises more clearly from a lack of resources to get the job done (e.g., lack of critical information, lack of necessary tools, or insufficient time)."³ A survey of more than 1,000 employees by the Families and Work Institute summarized the results by saying "a sense of being overworked is a major contributor to burnout. What is the effect of this? People feel angry with employers, resent colleagues who are not perceived to be working as hard as they are, fail to take vacation time, and lose sleep."⁴

"Mostly people work because they want to. It's mostly something we are doing to ourselves."⁵ In "How to Stay Fresh on the Job," Robert D. Ramsey states that attitude is the key.⁶ We control our attitudes and we have a choice either to become bored and burnout, or to take a positive approach to our work. All of the research has recurring themes on how to prevent burnout. One proven remedy is to keep learning, to acquire new skills by associating with the best and the brightest. "Educational interventions enhance the capacity of individuals to cope with the workplace."⁷ What better place to learn than the annual sessions of AACRAO and NNLSO. We all gain knowledge of new ways to approach a problem; we also have the opportunity to mentor each other; we have fun; we enjoy each other's company; and we are away from the office. The outcome is that we return from our meetings feeling refreshed, energized, with a renewed commitment to provide our law students with the best possible service at each of our law schools.

Another theme running throughout the research is the need for everyone to take a break from the job to recharge batteries. Use your vacation time, don't work weekends, and take annual leave for a day off every now and then. We all must do this to get rejuvenated and to stay grounded. And we must also encourage our employees to do the same. They are responsible for

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even more tedious, boring, repetitive day-to-day tasks than we are.

Put Some Fun in Your Life

What can we do during the work week to relieve the stress and boredom? Don't eat lunch at your desk! Go out for lunch even if that means going outside the law school to a back patio to eat. Take a ten or fifteen minute break every so often in a quiet place (hide in the library stacks?). More importantly, keep a sense of humor. Joke around with your colleagues, play some practical jokes, and look for the absurd in every situation. Leave at 5:00 p.m. or shortly thereafter and leave your work at the office. Over the long haul **everyone must take a vacation.**

Fun and play in the workplace are not sins (although the Puritans might disagree). The Puritans believed free time was sinful. Keep a person busy at work and there will be no room for sin. Thus began the creation of the Protestant Work Ethic. Later, the Industrial Revolution added fuel to the fire with a renewed emphasis upon the importance of work. Of course a lot of workers died at an early age. Now that is job burnout taken to the extreme! The clock was invented during the Industrial Revolution so time became a part of our lives. Also during this era Americans became obsessed with making money and the concept of free time distinguished from work time emerged, which gave way to leisure time.⁸

- Leisure is defined as that portion of an individual's time that is not devoted to work or work connected responsibilities or other forms of maintenance activity....discretionary and unobligated.
- Recreation is defined as activities or experiences carried on within leisure (voluntary, pleasurable).
- Play is defined as an activity carried on within leisure and for the purpose of pleasure and self-expression. Play is carried on in a spirit of competition, exploration and make-believe.
- By definition recreation cannot exist within work but play can be a part of work. Play is a part of recreation but there are some forms of recreation which are not play like.⁹

If you could be granted one wish by a genie what would it be? I took a survey of friends and colleagues and here are the results:

1. Relief from work.
2. To have the good life with family.
3. Independent wealth.

Society's attitude tying leisure to work evolved from the Industrial Revolution. Most of us can only dream of a life of leisure, free from the need to work. My dream day is to read in the morning, work in my train room in the afternoon, and while I'm doing this, the maid is cleaning the

house, the yard person is mowing, weeding, and watering, and finally the cook is preparing dinner. But my ultimate fantasy is that this dream day occurs everyday of my life.

Since most of us are not independently wealthy, we must work a majority of our lives but we can choose to achieve a balance in our life and a quality of life. We must make time for leisure activities that include recreation and play. We must spend time with our families and friends, become involved in community service, and show our spiritual and creative expressiveness. We all need outside interests and uncommitted make-believe time to keep us alive. My fantasy world is my train layout where I'm building a perfect world. Where is your fantasy world? Is it in your rose garden, sewing, going to the casinos, reading a book, in your boat on the lake, or on a sandy beach (even if it is in New Jersey)? Everyone needs a fantasy world where they can go for relief from the stress of work. Labor fought too hard to seek relief from twelve-hour work days and to gain the eight-hour work day for workers, so let us not be the ones to go back to twelve hours a day!! They do not give trophies or pay raises to those who do not take vacations.

Remember: we work to live (and to pay for our toys), not live to work. I hope to see all of you in Boston, February 28 through March 3, 2007. You must be there, as this is a step toward preventing burnout.

My Best to Each of You, Pat

P.S. One of the best jokes I played was on former Associate Dean Winograd. He always had stacks of papers covering his entire desk, with many turning yellow from age. So I sneaked in and strung Halloween cob webs all over the piles of paper. He liked it, plus the law school had just been through several registrars so I thought I was safe from being fired. What's the best joke you ever played?

Pat Trainor is Executive Director of NNLSO and the Assistant Dean for Registration and Records and the University of New Mexico School of Law.

¹ Stephanie Rosenbloom. "Please Don't Make Me Go On Vacation", *New York Times*, Aug. 10, 2006.

² Christina Maslach. "Job Burnout: New Directions in Research and Intervention", 2003 *American Psychological Society*, p. 189.

³ *Ibid*, 190

⁴ *How to Stop Burnout Before It Stops You*. Compensation and Benefits for Law Offices. 2002 Institute of Management and Administration Inc.

⁵ Stephanie Rosenbloom. "Please Don't Make Me Go On Vacation", *New York Times*, Aug. 10, 2006.

⁶ Robert D. Ramsey. "How to Stay Fresh on the Job." *Supervision* v60, no5 p.6-8, May '99.

⁷ Christina Maslach, Wilmar B. Schaufeli, Michael P. Leiter. "Job Burnout", *Annu. Rev. Psychol.* 2001. 52:p. 418.

⁸ Foster Rhea Dulles. *A History of Recreation: America Learns to Play*. Appleton-Century-Crofts, New York. Second Edition, 1965.

⁹ Allen Sapora, Elmer D. Mitchell. *The Theory of Play and Recreation*. Ronald Pres Co., Third Edition, 1961, p. 114.

News from the Regions

Texas Law Schools Hold Regional Meeting

Representatives from the admissions, registrars and student services departments of the Texas law schools held a meeting this summer at Baylor University School of Law in Waco, Texas. In attendance were personnel from University of Houston Law Center (Jamie Hammers, Derrick Gabriel, and Sondra Tennessee), South Texas College of Law (Lylene Pilkenton), S.M.U. Dedman School of Law (Laura Amberson and Kim Grace), St. Mary's University School of Law (Victoria Mather), Texas Tech School of Law (Pam Forcum), Texas Wesleyan University School of Law (Tammy Hubbard and Regina Yokey), University of Texas School of Law (Cynthia Aranda and Kathy Gonzalez) and Baylor (Becky Chollett, Heather Creed, Jerri Cunningham, Meredith Meyer, and Laura Obenoskey).

The group enjoyed a morning reception at which the Dean of Baylor Law School, Brad Toben, welcomed everyone and voiced his appreciation to those in attendance. Dean Toben commented on the importance of admissions and student services staff in the lives of students and the day-to-day functions of a law school. Next, Joyce Hamm, Assistant Director of Eligibility & Examination of the Texas Board of Law Examiners, gave a presentation about a new bar certification program recently implemented in Texas. This was followed by a roundtable discussion.

Following lunch and a tour of the Sheila and Walter Umphrey Law Center (Baylor Law School's home), the group was treated to a visit from the Morale Fairy (Paulette Wagner of Hurst, Texas). The Morale Fairy shared motivational ideas with the group and encouraged the attendees to be creative daily in their efforts to raise morale in the workplace.

The folks at Baylor Law School thank those who made the trip to Waco to attend the meeting. We enjoyed visiting with you!

Beyond Emergency Planning

In previous issues of the newsletter and in sessions at the annual meeting, we have discussed planning for emergency situations in which our facilities have to be evacuated for short periods of time. We know that our "emergency kits" should contain evacuation routes, places of re-assembly, contact information for all faculty, students, and staff, and clear communications plans, among others. In the aftermath of Hurricane Katrina, we began to realize that our disaster planning could not simply be for the short term, but had to include contingencies for long-term displacement from our principal facility: what plans do we have to keep the educational mission of our institutions going when students cannot register, faculty cannot get to campus, classes cannot be taught?

This year the focus on emergency preparedness has expanded beyond evacuation of facilities to consider what we should be ready to do if the buildings are fine but the people are not: in other words, how do we prepare for a pandemic where a significant percentage of the institutional population (an estimate of 60 percent, for example) is unable to work, or for a directive from the Centers for Disease Control (CDC) that it is not appropriate for people to gather in any kind of public-access space (and this situation will continue for, perhaps, nine to sixteen weeks)?

At Yale, as is likely to have happened at most institutions, the planning began at the top and with the larger administrative structure of the university. Most, if not all, the planning steps that were defined are applicable to any of our departmental offices: maintain a complete roster of contact information (including e-mail addresses, both work and personal) and keep

copies of the roster in readily accessible places in multiple locations; define essential staff, and note who can work from home (by remote desktop access or through the web); identify and list key departmental assets (equipment, material and supplies, electronics, software); list key vendors and suppliers, and consider how you will operate if your supply chains are disrupted or cease to operate; determine how you will house and feed any members of your community who cannot travel home because air/train travel is also prohibited; determine who is authorized to make decisions if the department head is unable to work.

Sounds straightforward and largely focused on business offices, doesn't it? Let's think, then, about what other issues are specifically for academic offices and for law school administrators. Here are a few questions or scenarios that you may want to add to your emergency preparedness folder as you figure out the contingency plans you need to develop.

Admissions Offices:

Applications: Prospective students submit their applications through a web-based form, and they pay their application fees by including credit card information when they submit the application. Final submission of the application to the law school is dependent on the credit-card company authorizing the credit charge. There's no disruption at your law school, but the vendor (the credit authorizing system) is down, so the application doesn't get authorized and therefore does not get submitted to you. How do you know what your applicant pool actually is? (I won't even add, what happens if the LSAC system collapses...)

continued on page 4

NNLSO Research Grant Program

The NNLSO Research Grant Program provides funds to members of the organization to assist NNLSO and the law school community in gaining needed quantifiable information that can be used to inform those who make significant decisions regarding legal education.

Research grants are intended to help recipients cover the direct costs of research projects, including temporary assistance, printing, postage, mainframe computer time, and preparation of papers and reports. Grants are not intended to provide a salary or stipend for the grant recipient. Grants will range from \$250 to \$1,000.

Project Description: This statement must be limited to a maximum of 10 single-sided, double-spaced pages and must include a complete description of the following:

1. The problem to be investigated.
2. Review and discussion of relevant literature that demonstrates an understanding of previous research, if available, and how it relates to the topic to be addressed.
3. Project methodology, including, where applicable, drafts of data collection instruments, listing of data bases to be used, a description of the variables to be examined, and statistical analysis techniques.
4. Expected results and their relevance to legal education.

5. Timeline for completion of the project.

For detailed requirements and other stipulations contact Pat Trainor at address below.

Proposal Submission:
Patricia Trainor, Ph.D.
Asst. Dean for Registration & Records
School of Law
MSC11-6070
1 University of New Mexico
Albuquerque, NM 87131-0001
ATTN: NNLSO Research Grant Program

continued from page 3

Registrar's Offices:

Transcripts: The questions are many.

- How much transcript paper should you have on hand for long-term disruption (especially if it's your vendor that is disrupted)? A three-month supply? A six-month supply? Where should the emergency supply be stored and who should have access to the emergency supply? And who should pay for the off-site storage? We all hope the answer will be the central institutional administration, but it means part of the planning is building emergency contingency lines into our departmental fiscal year budgets.

- You have plenty of transcript paper, but your staff can't get in to work. Essential staff can work at or from home. Can they print transcripts? The answer will likely depend on the student information system used at your institution and whether the transcript feature has been defined as having to be sent through a single server, or is able to be redirected to a local printer. If the print order must go to a designated printer, who will monitor that printer?

Bar Certifications: It's June and our graduates have to be certified to sit a July bar examination. We're fully operational at our institution. We have printed all the necessary transcripts and we've

signed and sealed all the requisite certification forms. The courier we use is up and running and delivering packages on time. But the state in which a high percentage of our graduates sit the bar is having budgetary crises, the legislature cannot come to agreement, and the state workers are furloughed and the government offices closed the week leading up to the deadline for receiving the certifications. You think this won't happen? Think New Jersey, Summer 2006.

Every law school office has deadlines and intense work periods that would be severely disrupted by pandemics, political quagmires, or sundry other emergencies. Think of our financial aid offices if the FAFSA system breaks down; of the career development offices if firms are prohibited from sending interviewers to our fall interview programs, or if students can't travel for clerkship and job interviews; of what happens to all of our offices if the IT departments have 60 percent of their staffs unable to work.

Oh, yes. And we need to plan for continuing our educational mission: if professors and students can't get to the classroom, do we suspend the term or do we try to have in place plans for video-conferencing, pod-casting, web-based classes, or whatever other contingency we can arrange so that our students can complete their studies and move on to their professions?

We all are constantly reminded of globalization, of the need to think globally and act locally. In emergency preparedness planning, we all have to think both locally and globally in order to be ready for any disruption, whether that disruption is on our own campus or is away from our campus but has a profound effect on our ability to carry on "business as usual."

At Yale we have begun the planning process through interdepartmental workshops and communications. We will have a full university-wide plan in place later this fall, but the process will never come to a complete halt. It will have to be reviewed and updated regularly. Your institution has probably been moving along the same road; if not, you should get your department started on the planning. With luck, we'll have everything in place and never have to implement it.

Judith Calvert is the Registrar at Yale Law School and the Editor of the NNLSO Journal.

Let us hear from you! Send information about regional activities, events, and meetings to your area representatives (see back page for a list of the reps).

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Calendar of Sessions at the Annual Meeting, Boston, February 28–March 3, 2007

Wednesday, February 28, 2007

NNLSO Executive Committee Meeting

1:00 pm–5:00 pm

Thursday, March 1

11:00–12:00 noon

Law School Academic Advisement: Rate Your Program on a Scale of 1-10

Many schools' rating is a 1 and like the U.S. World News law school rankings, we all would like to have a rating of 10. Regardless of the level of education, most students seek out and want assistance in planning their program of studies. Law students are no different. This session will look at some good programs and/or parts & pieces of good academic programs from around the country. The goal is to provide ideas and plans that will move all of us up to a top 10 rating! A panel discussion with law school registrars regarding the different forms of course evaluations. Pat Trainor will moderate the panel discussion.

Presenters: Nan Colvin, Registrar, Cornell Law School; Jerri Cunningham, Registrar, Baylor University Law School; Maryam Isles, Registrar, Chapman University School of Law; Loretta Lewins-Peck, Assistant Dean of Student Services and Registrar, University of Detroit Mercy School of Law; Conny Parham, Registrar, University of Mississippi School of Law

Facilitator: Roberto A. Koch, Registrar, Hamline University School of Law

12:00–1:30

Graduate and Professional Schools Luncheon

(Not a NNLSO session but strongly recommended by NNLSO)

1:30–2:30

Having Your Supervisor Work With You

To run effective offices, Registrars and Admissions Directors have to develop good communication and a cooperative relationship with supervisors. This panel discussion will show tricks of the trade to help educate supervisors on how they can be supportive in decision making with short-term and long-term projects. The discussion will

also focus on helping supervisors understand the importance of keeping "us" in the pipeline when decisions are made that change policies, curriculum, etc.

Presenters: Maureen Carver, Assistant Dean for Student Records and Registrar, School of Law, Villanova University; Heidi Mair, Registrar, Seattle University School of Law

Facilitator: Jodie Needham, Director, Academic Services, The John Marshall Law School

5:30–6:30 p.m.

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 p.m.

Roundtable for Law School Admissions Officers

Facilitator: Michael A. Johnson, Assistant Dean and Director of Admissions, Western New England College School of Law

NNLSO Social

7:00 p.m. until ...

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

Friday, March 2

10:30 a.m.–11:30 a.m.

Application Trends in Professional School Admissions

As applications increase or decline in our own discipline, we often wonder what factors are influencing change and what is happening in other disciplines. This session will explore historical application trends in law school and medical school admissions and address their relationships. How are these trends impacted by the national economy, college graduate rates and undergraduate hiring trends? We will then look forward and see what is predicted for the next five years.

Presenter: Kathy Hartman, Associate Dean for Enrollment Management, Vermont Law School

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

11:30 a.m.–1:00 p.m.

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 p.m.

Take a Look at Yourself—Professional Development & Self Assessment

In the hectic world of looking after students, faculty, staff, alums, and our various publics, we often overlook ourselves. In this session, we will talk about how self-evaluation can assist us in renewing our zest for the job and make us more valuable to the institution and in the marketplace.

Presenters: Jerri Cunningham, Registrar, Baylor Law School; Marjorie Zhou, Registrar, University of San Diego School of Law

Facilitator: Rhonda Adams, Assistant Dean and Registrar, University of Arkansas Law School

3:45–4:45 p.m.

NNLSO Roundtable for Law School Officers—Part II

Facilitator: Elizabeth Fischer, Assistant to Dean for Administration, Washburn University School of Law; Ben Hoffman, Director of Admissions and Records, University of North Dakota School of Law

Saturday, March 3

2:30–3:30 p.m.

Law Schools and the LSSSE Survey

Panelists will discuss the Law School Survey of Student Engagement (LSSSE) as an instrument and how to use the data captured as a way to learn about students and improve services.

Presenters: Julia Yaffee, Assistant Dean, Santa Clara University Law School; Joanne Ingham, Institutional Research Specialist, New York Law School; Patrick O'Day, Former Director of the LSSSE Project

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work



Left: The Regional Meeting of Texas Law Schools, Summer 2006.

Below: Summer Meeting 2006—Jerri Cunningham after taking minutes.



summer 2006



NNLSO Executive Committee at Yale Law School

Area Reps Denise Boessen
and Stacy Shiroma

Photos courtesy of Denise Boessen and Jerri Cunningham

play

Left: Not me! Lylene Pilkenton and Erin Morin.
Below: Executive Committee Dinner, Summer 2006



work or play?

2006 Staff and Salary Survey

- NNLSO members are surveyed routinely to collect staffing and salary information. We collect this data so that our members can use it to negotiate salaries and office personnel within their respective institutions.
- The survey was updated from the previous mailing to include added areas of interest to our members.
- It is our goal to run the survey every other year going forward.
- In January, I mailed a survey to 555 active NNLSO members, representing 133 institutions.
- Members were instructed to return their survey in the included return envelope.
- Surveys were opened by a disinterested Quinnipiac employee to protect the anonymity of the members surveyed.
- The questions in the survey were based upon data collected in previous surveys—and areas of interest to the group membership.

Response

A total of 246 surveys were returned, yielding a 41.2% response, an 8% increase in responses over the previous year.

NNLSO Region	2005 Response	2006 Responses
Midwest	39 (18%)	60 (24.3%)
Northeast	66 (30.4%)	70 (28.5%)
Plains	32 (14.7%)	41 (16.7%)
Southeast	43 (19.8%)	43 (17.4%)
West	37 (17.1%)	32 (13.1%)
Total	217	246

JD Enrollment

Responses were measured by JD and post JD enrollment. The greatest number of respondents work in institutions with 501-800 JD students. Almost 50% of respondents are affiliated with institutions with 20 or fewer post JD students.

Responses	No. of JD Students	Responses	No. of post JD Students
9 (3.7%)	300 or fewer	70	20 or fewer
57 (23.1%)	301-500	29	21-50 students
108 (44%)	501-800	27	51-100 students
72 (29.2%)	More than 800	20	More than 100 students

Institutional Profile by Region

REGION	Public	Private	Stand Alone	Affiliated with University	300 or fewer	301-500	501-800	More than 800
Midwest	30	30	14	46	0	16	32	12
Northeast	18	52	59	11	8	5	34	23
Plains	28	13	3	38	0	18	11	12
Southeast	19	24	3	39	0	15	19	9
West	5	27	3	29	1	3	12	16

Number of Staff Support—Excluding Respondent—by Population

Population:

Under 300	0	1	1.5	2	2.5	3	3.5	4	5	6	7	8+
Admissions	1		1	1								
Alumni & Dev.												
Career Services	1	1										
Financial Aid												
Other Student											1	
Records & Reg				3								

Population:

301-500	0	1	1.5	2	2.5	3	3.5	4	5	6	7	8+
Admissions			1	9								
Alumni & Dev.		1										
Career Services			3	1								
Financial Aid		1		1								
Other Student	1	1		5	2			1	1			
Records & Reg.	2	10	1	4		2						

Population:

501-800	0	1	1.5	2	2.5	3	3.5	4	5	6	7	8+
Admissions	1	4		11	1	5		1	2	6	7	3
Alumni & Dev.												
Career Services	1	4		1				1				
Financial Aid		6		2		1		2				1
Other Student	1	5		3	1	2		2		1	1	2
Records & Reg.	8	19		10		1		5			1	

Population:

800+	0	1	1.5	2	2.5	3	3.5	4	5	6	7	8+
Admissions		2		7	2	1		4	3	1		1
Alumni & Dev.												
Career Services		2										
Financial Aid		1		1				1				
Other Student									1			1
Records & Reg.		2	1	8		4		7	2	2	1	

Number of Administrative Staff—Excluding Respondent—by Population

Population:	0	1	1.5	2	2.5	3	3.5	4	5	6	7	8+
Under 300												
Admissions		1		1								
Alumni & Dev.												
Career Services	1	1										
Financial Aid												
Other Student												1
Records & Reg.	1	2										
Population:												
301-500												
Admissions	1	4		6		2						
Alumni & Dev.		1										
Career Services				1								
Financial Aid		3						1				
Other Student	1	9				3		1	1	1		
Records & Reg.	2	6	1	4	1	2		1		1		
Population:												
501-800												
Admissions	2	4		7		9		4	1	1	1	
Alumni & Dev.												
Career Services		2		2		1	1	1				
Financial Aid	1	4		1		1			1			
Other Student	2	6		2		2		2	1			3
Records & Reg.	2	17			12		3		1	1	2	
Population:												
800+												
Admissions	1		1.5	2	2.5	3	3.5	4	5	6	7	8+
Alumni & Dev.				7	1	4		7	1		1	
Career Services		1										
Financial Aid				2					1			
Other Student	1					4						2
Records & Reg.	5			7		12		3				

- 189 surveyed are Caucasian
- 29 are Black/African American
- 6 are Asian
- 14 are Hispanic
- 1 is Native American
- 7 checked "other" or didn't disclose

Years of service

- Average number of years in higher education:
 - 14 years
- Average number of years in legal education:
 - 11.5 years
- Average number of years in present position:
 - 8.1 years

Happy with position

- 191 answered yes
- 39 answered no
- 16 answered not sure or gave no response at all.

The 2006 survey was conducted and tabulated by Erin Morin, formerly Director of Academic and Business Services at Quinnipiac University School of Law and now Registrar at Salem College in Winston-Salem, North Carolina. Thank you, Erin, and good luck in your new position. NNLSO will miss you!

Your Profile Within the Law School

	Contracts		Job Description		Accurate Job Desc.			Evaluated		Adequate Salary		
	yes	no	yes	no	yes	no	no ans.	yes	no	yes	no	not sure
WEST	15%	85%	78%	22%	95%	1%	4%	55%	45%	38%	56%	6%
SOUTHEAST	16%	84%	91%	9%	65%	23%	12%	77%	23%	28%	70%	2%
NORTHEAST	27%	73%	87%	13%	69%	31%	0%	75%	25%	36%	57%	7%
PLAINS	34%	66%	95%	5%	76%	7%	17%	78%	22%	27%	73%	
MIDWEST	16.50%	83.50%	75%	25%	50%	35%	15%	72%	28%	45%	53%	2%

Administration Ass't/Assoc Dean/VP	Midwest	Northeast	Plains	Southeast	West
46,000-50,000					
50,000-55,000					
56,000-60,000	1				
65,000-70,000	2		1		
71,000-75,000	1				
76,000-80,000				1	
81,000-85,000	1				
86,000-90,000			1		
96,000-100,000	1	1			1
101,000-105,000					
106,000-110,000					
111,000-115,000		1			
116,000-120,000					
121,000-125,000					
126,000-130,000					
131,000-135,000					
146,000-150,000	1	1			

Director/Office	Midwest	Northeast	Plains	Southeast	West
36,000-40,000			2		
41,000-45,000		1	1		2
46,000-50,000					
51,000-55,000		1	1		
56,000-60,000					
61,000-65,000			1		
66,000-70,000					
71,000-75,000	1				

Admissions Ass't/Assoc Dean	Midwest	Northeast	Plains	Southeast	West
36,000-40,000					1
51,000-55,000					
56,000-60,000	1				
61,000-65,000	1	1			
66,000-70,000			1		
71,000-75,000		1	1		
76,000-80,000	1				
81,000-85,000		2	3		
86,000-90,000					2
91,000-95,000			1		
96,000-100,000		1			
101,000-105,000					
100,00-115,000	1		1		1
116,000-120,000					
126,000-130,000		1			
146,000-150,000					
151,000-156,000					1

Director	Midwest	Northeast	Plains	Southeast	West
36,000-40,000					
41,000-45,000		2	1		
46,000-50,000	2		1	1	1
51,000-55,000			1		
56,000-60,000		1	1		1
61,000-65,000	1				
66,000-70,000	1				1
71,000-75,000		2			1
81,000-85,000					1
86,000-90,000		1		1	

Ass't/Assoc Director	Midwest	Northeast	Plains	Southeast	West
31,000-35,000	1			1	
36,000-40,000				1	1
40,000-45,000					
6,000-50,000				1	1

Assistant	Midwest	Northeast	Plains	Southeast	West
26,000-30,000					1
31,000-35,000				1	
46,000-50,000		1			
Admissions & Financial Aid Asst./Assoc Dean	Midwest	Northeast	Plains	Southeast	West
51,000-55,000		1			
66,000-70,000	1				1
71,000-75,000	1				
81,000-85,000	1	1			
91,000-95,000					1
96,000-100,000		1			
116,000-120,000	1	1			
Director	Midwest	Northeast	Plains	Southeast	West
51,000-55,000				1	
81,000-85,000					1

Asst./Assoc. Director	Midwest	Northeast	Plains	Southeast	West
36,000-40,000					1
41,000-45,000	2				1
Career Services Ass't/Assoc Dean	Midwest	Northeast	Plains	Southeast	West
61,000-65,000					1
66,000-70,000					1
71,000-75,000				2	
76,000-80,000				1	
91,000-95,000		1			

Director/Ass't Director	Midwest	Northeast	Plains	Southeast	West
46,000-50,000		1			
56,000-60,000	2	1			
61,000-65,000	1				
66,000-70,000		1			1
106,000-110,000		1			

Assistant	Midwest	Northeast	Plains	Southeast	West
21,000-25,000					1
Financial Aid Director/Assoc Director	Midwest	Northeast	Plains	Southeast	West
31,000-35,000					1
46,000-50,000	2	1			
51,000-55,000		1			
56,000-60,000		1			
61,000-65,000	2				

Assistant	Midwest	Northeast	Plains	Southeast	West
46,000-50,000		1			
Records & Retention Ass't/Assoc Dean	Midwest	Northeast	Plains	Southeast	West
46,000-50,000		1			
56,000-60,000			1		
61,000-65,000		2			
66,000-70,000					
81,000-85,000					1
86,000-90,000		1	1		
91,000-95,000	1				
96,000-100,000	1				
106,000-110,000	1				

Director

41,000-45,000				1
46,000-50,000				1
50,000-55,000			1	
61,000-65,000		1		
71,000-75,000				1

Registrar

26,000-30,000			1	
31,000-35,000		1	1	
36,000-40,000	1		3	
41,000-45,000	3		2	3
46,000-50,000				1
51,000-60,000	2	2	2	3
61,000-65,000	2	1		1
66,000-70,000		1		2
71,000-75,000		2		2
76,000-80,000		2		1
81,000-85,000		1		
86,000-90,000		1		
91,000-95,000	1			
111,000-115,000		1		

Ass't/Assoc/Coord

21,000-25,000					
26,000-30,000	1	1	1		1
31,000-35,000	2	1	1		
36,000-40,000	2			1	1
41,000-45,000		2			
46,000-50,000	2				1
51,000-55,000	1	4			
61,000-65,000		2			
76,000-80,000		1			

Student Affairs

	Midwest	Northeast	Plains	Southeast	West
Ass't/Assoc Dean					
56,000-60,000				2	
66,000-70,000			1	1	
71,000-75,000		1			
86,000-90,000				1	
91,000-95,000		2			
96,000-100,000	1	1	1		1
101,000-105,000					1
106,000-110,000	1	1			
111,000-115,000		1			

Director

36,000-40,000		1			
41,000-46,000		1		1	
46,000-50,000		1			
51,000-55,000					1
71,000-75,000			1		
86,000-90,000					1

3 or more Depts

	Midwest	Northeast	Plains	Southeast	West
Ass't/Assoc Dean					
51,000-55,000				1	
61,000-65,000		1			
66,000-70,000					
71,000-75,000			1		
76,000-80,000				1	
81,000-85,000	1				
100,000-120,000					

Director

51,000-55,000	0	1			
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Administration & Business

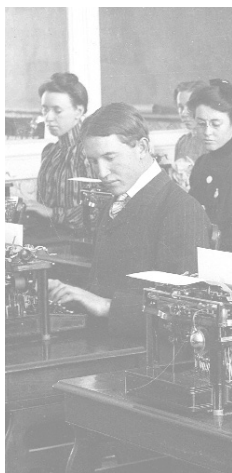
	Midwest	Northeast	Plains	Southeast	West
Ass't/Assoc Dean					
66,000-70,000				1	
116,000-120,000					1

Director/Manager

41,000-45,000			1	1	
56,000-60,000				1	
61,000-65,000		1		1	
66,000-70,000				1	
71,000-75,000	1				
81,000-86,000	1				

Information Tech

	Midwest	Northeast	Plains	Southeast	West
Director					
71,000-75,000	1				
No salary reported	2	1	1	3	



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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. 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!

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