



The Journal

NATIONAL NETWORK OF LAW SCHOOL OFFICERS

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Executive Director's Report



At the annual business meeting, out going and incoming officers, board members, and area representatives were recognized for their magnanimous service to>NNLSO. Some of the outgoing are also incoming in either the same or different offices. I will try to keep this simple.

The executive director and *The Journal* editor positions were up for election.

Elected were Lylene Pilkenton (South Texas College of Law), Executive Director, and William Jackson (University of Washington School of Law), *The Journal* editor. There were four board positions up for election: outgoing were Jerri Cunningham (Baylor), Nancy Hamberlin (Brigham Young), LeAnn Steele (Wake Forest), and Marge Zhou (San Diego). LeAnn and Jerri were re-elected to remain on the Board and will be joined by newly elected Board members, Nicole Waterman (University of California Davis) and Michael Johnson (Western New England).

Appreciation plaques were given to: Dr. Dean Pat Trainor (New Mexico), outgoing Executive Director; Judith Calvert (Yale), outgoing editor of *The Journal*; outgoing Board members Nancy Hamberlin and Marge Zhou. Ken Pokrowski (Fordham) received an award for serving as the longest ex-officio officer of>NNLSO. Pat and Judith will remain on the Executive Committee for one year serving as ex-officio officers.

Once the Annual Meeting was over and we all got back home to our comfortable places at our respective law schools, the Executive Committee had a lot of decisions to make in order to keep>NNLSO productive. The election of some of the new officers created "holes" in the Executive Committee. We set about this task of filling vacant positions and a new one, since the membership voted to split the position of Secretary/Treasurer into two positions. Upon consultation

with and vote by the>NNLSO Executive Committee, I am pleased to announce the new additions to the Executive Officers and Board: **Assistant Executive Director** – Jerri Cunningham (Baylor); **Secretary** – Conny Parham (University of Mississippi); **Board Members** – Stacy Shiroma (University of Nevada); Board – Ben Hoffman (University of North Dakota). **New Area Representatives:** Midwest – Jodie Needham (John Marshall Law School); West – Maryam Isles (Chapman); Plains – Pam Forcum (Texas Tech). I want to thank everyone for agreeing to serve – welcome to the>NNLSO Executive Committee.

On July 28, the Executive Committee met at the University of Washington School of Law in Seattle, Washington for our summer planning meeting. This was an exciting time for me, as it was the first meeting under my leadership, but it was also a sad occasion as it was the first meeting in many years that was attended by neither Nancy Hamberlin nor Ken Pokrowski. They have contributed so much to the>NNLSO organization. I know they will continue to be a part of>NNLSO and I want to take this time to let them know how much we (>NNLSO) appreciate their years of service and tireless support for the good of our organization. I am happy to report that we had a very productive meeting. If you haven't done so, please check out the summer meeting highlights and pictures on our website: www.nnlso.org.>NNLSO will once again hold our annual meeting in conjunction with the AACRAO Annual Meeting.

Mark your calendars now to attend the 94th Annual AACRAO meeting **March 24-27, 2008 at Orlando World Center Marriott**, Orlando, Florida. You certainly don't want to miss any of the sessions and activities that we have planned for you. Our Assistant Executive Director, Jerri Cunningham, is putting the final touches on our sessions and is making plans for our>NNLSO night out and our>NNLSO business luncheon and meeting.

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Dean's Corner: The Dean as a Team Player — by Samuel Davis

Dean and Jamie L. Whitten Chair of Law and Government
University of Mississippi School of Law

Building a Leadership Team

While the role of a law school dean has not changed much in the last few years, it has changed dramatically in the last 50 years. At one time, the dean was the only administrator at the law school. The law school was run much as a mom-and-pop grocery store, a sole proprietorship. Gradually, however, an administrative leadership team began to merge. The dean's office gained an associate dean (or two), who was in charge of curriculum and scheduling of classes and other responsibilities the dean might assign. Then, in no particular order, came a budget officer, a registrar, a director of admissions, a director of career services, perhaps an assistant dean for student affairs, a director of alumni affairs, a director of annual giving, a director of major capital gifts and perhaps other administrative assistants. The dean no longer had to perform all these functions alone; he or she had help.

The role of a dean today is that of a facilitator, but more than that the dean is a member of the administrative team, perhaps the captain of the team but a team player nonetheless. My own leadership plan matches my management style. My plan is to hire good people in supporting roles – faculty and staff alike – and to let them do their jobs. My role as dean is to make sure all of the component parts are meshing smoothly. If someone is not doing his or her job properly, I do not step in and do the job myself or look over that person's shoulder to see that the job gets done properly. My role as leader is to find someone else who can do the job. My style is to lead by example. I would not ask others to do what I am not willing to do myself.

As dean, I depend on others on the leadership team, just as they look to me for leadership. My assistant is vital to my functioning effectively and efficiently. We work so well together that she often knows what I am thinking before I know myself. The associate dean for academic affairs is my right arm. He is an outstanding teacher and scholar and yet finds time to balance his administrative duties. He is a marvelous liaison to the faculty and is a great sounding board when I need input for various ideas. The associate dean for administration and I work closely together on budget and financial matters, at the core of what the school is able to do in terms of providing resources for its operation.

The registrar is a key player because she knows and understands the curriculum, knows the students and is a vital link between the law school and the university. The director of admissions also plays a central role because more often than not she is the first point of contact a future student has with the law school. The director of career services is an important member of the team because she knows all of the employers, knows all of the students and keeps up with them after graduation. The assistant dean for student affairs plays an important role because she is the key link between the students and the faculty and administration. The director of alumni affairs, the director of annual giving and the director of major gifts all are crucial to the operation of the law school because with any law school – whether public or private – financial support is the chief element in the quality of education that the school provides.

The number one skill that I look for in a member of the leadership team is a great attitude. Too often in business and industry, and unfortunately sometimes in education, employers seek to hire people for their skills, with attitude being a secondary quality, on the theory that if they hire for skill they can teach attitude. But attitude cannot be taught. Either one has a positive attitude or one doesn't. Rather, I hire for attitude; I can always teach the necessary skills that go with the job. One can learn skills with experience, but one is born with attitude.

To be successful a dean must possess certain qualities. Near the top of the list is a positive, can-do attitude. You have to believe in what you are doing in order to sell it to others. A good dean also has to be a "people person" with good interpersonal skills, one who can relate well to everyone. Being a good dean also requires energy and enthusiasm. The physical and emotional demands are stressful at times, and one has to be able to put in long hours and get up again the next day and do it all over again. A good dean also must be a good listener. If you seek advice, listen to it. Again, hire good people and let them do their jobs – and listen to them.

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**AACRAO 94th Annual Meeting "Developing Visionary Leaders for a Changing World"
Tuesday— March 25, 2008 —
NNLSO sessions at 8:15am, 11:00am, 1:30pm and 4:15pm**

Have a question?

To find the answer — Apply to the NNLSO Research Grant Program

I want to show you how easy it is to propose a question & submit it to NNLSO for research money.

Hypothesis: law students with an “innie” belly button and who prefer Miracle Whip over mayonnaise will be more likely to succeed in law school.

The test population will be the 340 students enrolled at the University of New Mexico School of Law for the current academic year. As financial aid may not cover the cost of the more expensive Miracle Whip, money from the NNLSO Research Grant Program will be used to purchase jars of Miracle Whip for the control group. If students in the test group cannot afford mayonnaise, this will be provided to them. Hopefully the student population will break itself into four somewhat equal groups of innies & outties who use Miracle Whip, and innies & outties who use mayonnaise. Once the groups are established, no one may switch brands of salad dressing for the duration of the study. A standard of comparison for verifying the results of the experiment will be established.

The statistical analysis that will be utilized for this study will be the multivariate analysis. In statistics, analysis of variance is a collection of statistical models, and their associated procedures, in which the observed variance is partitioned into components due to different explanatory variables. This seems to be the logical & strongest analysis to test for significance between innies, outties, Miracle Whip, mayonnaise but also a test for significance of these variables against the age old law school standards for predictable success based on LSAT score, undergraduate g.p.a., and grades received at the end of the semester. So in all seven partitioned components will be tested for significance.

If significance can be shown, the conclusion to be drawn from the research will turn the law school world upside down. No longer will the prediction of law school success be based on a standardized test that supposedly shows analytical thinking ability nor based on an undergraduate giving up wild parties for four years in order to bolster their u.g.p.a. to get into law school. Of course this means that admission directors would have to redesign their application forms to indicate an innie or outtie belly button & preference for salad dressing. If innies who prefer Miracle Whip proves to be significant in predicting success in law school, look at how easy it will be to recruit. Of course for minority purposes and to show fair-

ness, a certain number of applicants with outties & a preference for mayonnaise will have to be admitted to law schools. Another problem that may arise is those students that mark “undeclared” on the belly button question.

So I ask you, how hard is it to come up with a good question that needs to be explored? The best part is your research results will help law school administrators by providing much needed new information. NNLSO has set aside money to assist you in your research efforts. Don't let the somewhat formal language in the in the grant proposal put you off. Send in your ideas today & let NNLSO pay for a good portion of the research. We need to know the answer to your question!

By the way, once my research is complete, not only will I publish the results in the NNLSO *Journal*, but I think I will submit it to *The Journal of Irreproducible Results*. Check out their site at www.jir.com.

For details on how to apply yourself, please see <http://nnlso.org/membership/researchgrant/index.php>

Executive Director's Report

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While one of the primary goals of the NNLSO Executive Committee is to plan relevant, informative sessions for the Annual Meeting, we also try to determine the best ways in which to meet the needs of our membership. Please let us know what you expect and need from us. How can we assist you in doing your job better? Please contact a member of the Executive Committee or your Area Representative with any suggestions or ideas. Please consider running for office, presenting a session, serving as a facilitator. Become involved. Our organization is only as strong as YOU. We need your involvement.

Thanks again for the opportunity to serve as your Executive Director. My email is lpilkenton@stcl.edu.

I hope you have a successful fall semester.

Lylene Pilkenton, Executive Director
Assistant Dean and Registrar
South Texas College of Law

AACRAO 94th Annual Meeting at Orlando World Center Marriott
Wednesday— March 26, 2008 —
NNLSO sessions at 8:30am, 10:30pm, 12:00pm, and 3:45pm

The Dean as a Team Player (continued from page 2)

As leader of the team, a dean must be decisive. Hamlet would not have made a good law school dean. People are looking to the dean for leadership, and the dean needs to lead. A dean must be decisive and yet not stubborn and immovable. A dean needs to have good advisors on the leadership team, and a good dean needs to listen to them. In the end, however, after one has listened to their counsel, he or she must decide and move forward.

Management in education differs in some respects from management in business and industry. In education, we are concerned with the quality of our product – our graduates. Business and industry pay lip service to quality, but too often they are overly concerned with profit margins, production quotas and the like. In education we are concerned with people. Many of us as school children memorized Lincoln's Gettysburg address. Dutifully, we intoned in the final line of that speech, ". . . that government *of* the people, *by* the people, *for* the people, shall not perish from the earth." But those who were there on that November day in 1863 said that President Lincoln's emphasis was on the word "people" – thus, he said, ". . . this nation, under God, shall have a new birth of freedom . . . and that government of the *people*, by the *people*, for the *people*, shall not perish from the earth." Our emphasis is on people, our students, our graduates, our alumni.

One of the most challenging aspects of being a law school dean is answering to many different constituencies. The dean must answer to the faculty, to alumni, to students and to the university administration. Personally, I meet this challenge by being flexible, by relying on my strengths, by being a good listener, by being patient and understanding and by utilizing the administrative staff to the greatest degree possible (all the more reason to hire good people and to let them do their jobs). Being a law school dean is not for everyone. I happen to love the challenges. I love making good things happen. That brings joy to the job and keeps me focused on results.

The Team's Mission

Collectively, the leadership team's mission is to help prepare students for entry into a profession. This mission stands in contrast to the roles of undergraduate deans, graduate deans or deans of other professional schools. In law schools, our role does not merely entail successful completion of a prescribed curriculum but instilling in students certain values: professionalism, civility, integrity, respect for and tolerance of others and selfless service. I

role does not merely entail successful completion of a prescribed curriculum but instilling in students certain values: professionalism, civility, integrity, respect for and tolerance of others and selfless service. I always tell students at first-year orientation, "Your career as a professional begins today."

Our mission also includes, as part of their professional education, affording students opportunities for pro bono service, teaching them while still in law school the value of serving those who cannot afford access to the legal system. They also need to think of themselves as leaders, because in every class will be found future governors, U.S. Senators, Congressmen, federal and state judges and perhaps a Supreme Court justice and maybe even a President or Cabinet member.

In today's marketplace it is not easy to strike a balance between being a center for intellectual growth and being a profitable institution. I think the key is, first of all, to be true to yourself as an institution. Look at your mission, and strive to make decisions about the future of your institution and its growth and then find the resources to make it happen. The key to finding the necessary resources is to diversify your sources of funding. In public schools, with state support dwindling each year, we look to increased private giving and also grant funding as sources of financial support. Tuition, of course, is another resource, but tuition increases must be carefully thought out to avoid "killing the goose that laid the golden egg." Students cannot be asked to shoulder an inordinate amount of the operational costs of the law school.

The Dean as Teacher

More and more deans today do not teach at all. Increasingly deans are devoting their time to administration exclusively. I think that is an unfortunate mistake. Deans need to be in touch with the classroom, not only to retain the commonality they share with faculty members but also to maintain the teacher-student relationship as well.

To be sure, deans spend a great deal of time on external affairs, primarily fund-raising. Even with publicly supported schools such as my own, reliance on private

**AACRAO 94th Annual Meeting - Closing plenary speaker Juan Williams (at 10:45am)
Thursday— March 26, 2008 —
NNLSO session at 8:00am — "School Security Issues"**

The Dean as a Team Player (continued from page 4)

giving has increasingly become an important and necessary resource. State support is rapidly decreasing, going from 37 percent 10 years ago at my own school to 21 percent today. We used to call ourselves state-supported institutions. Then we changed to the term state-assisted institutions. At a recent deans' meeting, a new term was coined – state-located. In any event, I think one of the biggest changes in the role of dean is the amount of time spent on external matters because of the increased dependency on private funding.

Nevertheless, a good dean to me must also be a teacher. I teach one course a year for the reason that – aside from the sheer love of teaching – I need to be in touch with the classroom. I must relate to faculty as a fellow teacher – to remember what it is like to teach in the classroom, to labor in the vineyards. It is important also to my relationships with students. Students need to know me as a teacher, not just the man that greeted them during orientation and handed them a diploma three years later. Again, for a dean to be an effective part of the team he or she must lead by example. Therefore, I teach. I write. I engage in public service.

The “Golden Rules”

A good dean must remember at all times that he or she is part of a team – administration and faculty working together. As for the dean's part, if I could offer three golden rules of being a successful law school dean, they would be:

1. Be honest. Personal integrity is an eternal virtue vital to one's role as dean. People expect it of you. You owe it to them.

2. Be fair. Treat others professionally. The dean's office should not be used either to reward friends or to punish those who have offended you.

3. Be humble. Remember that the first shall be last, and the last shall be first. It's not about you. It's about the institution. Thank others and recognize them for their accomplishments when they've done something to move the law school forward and to make it better. It wasn't you; it was all of you pulling together. Show the same respect to the least-paid secretary as you do to the visiting Justice of the United States Supreme Court.

[Note: This article was adapted from Samuel M. Davis, “There and Back Again: A Dean's Tale,” in *Law School Leadership Strategies* (Aspatore Books 2006).]

Compact Listing of NNLSO Sessions at the AACRAO Annual Conference March 24-27, 2008

Tuesday, March 25th

8:15am - NNLSO Officers Opening Session

11:00am - “The Wired Generation:” —
How Communication Technology is
Transforming Student Culture

1:30pm - Alternative Recruiting Methods
to Obtain a Diverse Class

5:30pm Hot Topic Discussions -
Law School Admissions

5:30pm Hot Topic Discussions -
Law School Registrars

Wednesday, March 26th

8:30am - Application Trends in
Professional School Admissions

10:30am - Law School Exams: Can't Live
with 'Em, Can't Live without 'Em

11:30am - NNLSO Luncheon and
Business Meeting

3:45pm - NNLSO Town Officers
Town Meeting

Thursday, March 27th

8:00am - Law School Security Issues

(Not a NNLSO event, but recommended)

Tuesday, March 25th

12:00pm - Graduate & Professional
Schools Luncheon

Electronic NNLSO

Members: don't forget the website:

<http://www.nnlso.org/>

a resource for additional information on the organization to include history, bylaws, research grants, and organizational reports to members.

National Network of Law School Officers

William Jackson, Journal Editor