

**Georgetown Law Student Bar Association  
Term 2008-2009**



**MEMORANDUM**

**To:** Denise Sangster, Registrar  
Dean Carol O'Neill  
The Student Bar Association  
Katherine Hayes, 1L Delegate  
Stephanie Lezell, 1L Delegate  
Patrick Hughes, 2L Delegate  
Leon Skornicki, SBA President

**From:** Mathew N. Brown  
SBA Executive Board, ABA Student Representative  
Chair, SBA Technology Committee

**Date:** Mon, Dec 1, 2008

**Re:** Registrar Action Items

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Dear all,

As you know we had a very productive meeting today regarding the Registrar's office. These are the actions and summaries I took from the meeting. Please correct any misinformation I included, and add information where I left it incomplete. Thank you all!

Several key actions which will bring fruit to the collaboration between students and faculty are as follows:

**1. Insure that exam room assignment policies are followed, and improve communication of room assignments by creating a website to broadcast them. This item can be taken immediately for the Fall examination period.**

Two debacles involving the Class of 2011 §4 during midterm examinations showed that improvements to the policy, or the execution thereof are necessary to insure a stress-free and smooth testing process. The posting of room assignments in the McDonough atrium no less than 30 minutes prior to an examination's scheduled start time will be closely monitored. Additionally, a website will be created and linked to from the Registrar's main website that will update the room assignments as they are posted in the atrium and elevators. This will follow up on the SBA resolution passed regarding these concerns.

**2. Communicate reasons behind policies to students.**

Another SBA resolution passed recently regarding the use of CDs for take-home examinations. We mentioned these concerns at the meeting today, and Denise Sangster enlightened us to the reasons behind the current policy requiring take-home examinations to be printed and turned in. We had not considered the logistics dictating the current policy, or the security concerns behind it. We realized that many students are left guessing about the reasons behind many Registrar policies. To that end, we decided that a liaison from the Registrar should work with students to create a policy statement behind

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several of the frequently questioned policies. These include transcript fees, exam room assignment postings, take-home exam policies, registration procedures, and any other concerns that the students might feel left in the dark about. This dialogue would be posted on the Registrar's website in a "FAQ" format.

While these questions and answers should not be viewed as an avenue to change the policies, it would help students consider these policies in a new light. Their perceptions about unfairness would change upon seeing the rationalizations behind certain policies.

### **3. Study the effects of registration suggestions to find out if the current model (i.e., simultaneous registration) is better than proposed models (i.e., semester registration).**

The survey showed that the majority of students prefer semester registration over simultaneous registration. Joint degree students, who must register one semester at a time in their other schools find this process particularly frustrating. Now, if it were just about the will of the students, this would seem like an easy fix to give the student body what it desires. Anecdotal evidence showed that the students felt like they were having to waste several of their high bids on one class they desired. However, at the meeting this morning, we discovered that we were not certain that a new policy would be any more effective at getting students into the classes they wanted in a fair manner (which is the end goal of any registration policy). Focus groups, in-depth surveys, and experimentation with various policies and procedures are necessary to determine the optimal way to fairly distribute scarce class seats.

Additionally, the add-drop period has been frustrating students, and we brought up the suggestion of stricter limits of how many credits a student may carry at the beginning of the add-drop to help free up class seats and dispel false scarcity.

### **4. Reorganize the Registrar's website.**

Currently, the Registrar's website is too clumsily organized to be useful. In order to fix this, a site redesign from the bottom up is necessary. A small group of students would work with Information Technology services to create a new and useful Registrar website. We hope that this redesign will serve as a model for other out-dated, cluttered, or unorganized Georgetown Law websites.

**Due to time restraints on students and administration during examination and registration periods, actions 2 – 4 will not be taken until the close of the add/drop period for the spring semester, January 22, 2009.**

Thanks again for a productive meeting.