



**The Pre-Law e-Newsletter from Pre-Professional Programs & Advising**

\*Best viewed in HTML\*

**Vol. 11, No. 10**

Friday, March 30, 2018

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**1. MESSAGE FROM ANA L. DROSCOSKI, ESQ.**

For those of you who have taken the GRE or are thinking about taking it for law school applications purposes, you may have encountered the following GRE (v. LSAT score) comparison tool:

[http://www.ets.org/gre/institutions/about/law/comparison\\_tool?WT.ac=gre\\_law\\_comparison\\_180302](http://www.ets.org/gre/institutions/about/law/comparison_tool?WT.ac=gre_law_comparison_180302)

It should be noted that the Law school Admissions Council (LSAC), who administers the LSAT, has released the following statement regarding the GRE comparison tool:

**Caution on Use of GRE Comparison Tool for LSAT Scores**

The Educational Testing Service (ETS) introduced a Graduate Record Examination (GRE) Comparison Tool earlier that purports to predict a test taker’s Law School Admission Test (LSAT) score. Caution: the tool oversimplifies one’s GRE scores to an equivalent LSAT score. It is not an accurate apples-to-apples comparison and users should beware that the predicted LSAT score can be misleading. This is a disservice to those considering law school who wish to accurately assess their options.

ETS indicates that the GRE Comparison Tool predicts LSAT scores based on test scores from 1,587 admitted law school students from 21 law schools who took both the GRE and LSAT exams. Typically, over 50,000 law school applicants take the LSAT per year, raising concerns about the accurate predictability of a limited sample of 1,587 scores. Additionally, the scores used were derived from only “admitted” law school students. Given that the GRE Comparison Tool is intended to be used by law schools and applicants making admission decisions -- those not yet admitted -- it’s troubling that the tool was developed using scores from only admitted students. Additionally, users of the GRE Comparison Tool have determined that certain LSAT scores don’t come up at all, regardless of what combinations of GRE scores are entered.

“LSAC advocates transparency, education, and helpful information for all law school applicants and law school admission departments,” said Kellye Testy, President and CEO of the Law School Admission Council (LSAC). “We want applicants and law schools to be as well informed as

possible with accurate and verifiable information that could affect their decisions about law school admissions, law school success, and long-term career decisions.”

The mission of the LSAC has always been to ensure the LSAT is a reliable and valid predictor of first-year law school success.

For more information, visit: <https://www.lsac.org/lSAT-vs-gre/>

## 2. LEGAL EDUCATION & THE LEGAL INDUSTRY IN THE MEDIA

Zaretsky, Staci. **"The First Biglaw Firm To Willingly Do Away With Its Mandatory Arbitration Policy."** *Above the Law Blog*. Web. 27 Mar. 18.

<https://abovethelaw.com/2018/03/this-biglaw-firm-is-the-first-to-step-forward-and-do-away-with-mandatory-arbitration-for-all-employees/> -- [reports on the Orrick announcement](#)...“Congratulations to Orrick on being the first Biglaw firm to allow its employees to have their day in court when it comes to sexual harassment in the #MeToo era.”

Weiss, Debra Cassens. **"US News law school rankings are released; Pepperdine's mistake costs it a ranking."** *ABA Journal*. Web. 20 Mar. 18.

[http://www.abajournal.com/news/article/us\\_news\\_rankings\\_are\\_released\\_pepperdines\\_mistake\\_costs\\_it\\_a\\_ranking/](http://www.abajournal.com/news/article/us_news_rankings_are_released_pepperdines_mistake_costs_it_a_ranking/) -- “Yale Law School kept its No. 1 ranking in a list of the top law schools for 2019 released Tuesday by U.S. News & World Report.”

Caron, Paul. **"George Washington Discontinues Use Of GRE In Admissions Because It Has Not Done A School-Specific Validation Study."** *TaxProf Blog*. Web. 18 Mar. 18.

[http://taxprof.typepad.com/taxprof\\_blog/2018/03/george-washington-discontinues-use-of-gre-in-admissions-because-it-has-not-done-a-school-specific-validation-study.html](http://taxprof.typepad.com/taxprof_blog/2018/03/george-washington-discontinues-use-of-gre-in-admissions-because-it-has-not-done-a-school-specific-validation-study.html) -- reports that while at least 17 law schools accept the GRE in lieu of the LSAT for admission purposes, "George Washington may be the first of these schools to change its mind and no longer accept the GRE."

## 3. OPPORTUNITY: FTC/OED STUDENT VOLUNTEER PROGRAM -- SUMMER 2018

The Federal Trade Commission (FTC) is a federal law enforcement agency. Its mission is to prevent business practices that are anticompetitive, deceptive, or unfair to consumers; to enhance informed consumer choice and public understanding of the competitive process; and to accomplish these missions without unduly burdening legitimate business activity. The FTC's Office of the Executive Director (OED) supports American consumers by ensuring that the FTC's lawyers and economists have the tools necessary to vigorously enforce the federal antitrust and consumer protection statutes and ensure that it remains one of the [Best Places](#) to work in the federal government.

FTC Student Volunteers are highly successful, highly motivated undergraduate and graduate students who volunteer their time and talents to work on an unpaid basis with agency experts in budget and finance, human capital, information technology, records and facilities management to help run the FTC on a day-to-day basis. Whatever the assignment, FTC Student Volunteers have the opportunity to:

- Gain hands-on experience in their chosen field;
- Engage in rewarding public service with a highly regarded federal agency;
- Learn about a career in government budget and finance, human capital management, information technology, or public administration;

- Obtain valuable work experience that may enhance their ability to obtain paying jobs in the future; and
- If approved by their university or college, obtain academic credit for the work performed.

## **WHO IS ELIGIBLE?**

Students are eligible to participate as a FTC/OED Student Volunteers if they:

- Are currently enrolled, at least half-time, in an accredited four-year college or university or an accredited graduate or professional program and are currently attending that institution;
- Have the permission of the institution at which they are enrolled to participate in the program;
- Are at least 16 years of age; and
- Are a U.S. citizen.

The FTC hires and retains FTC Student Volunteers based upon their qualifications and performance. The FTC does not discriminate in employment based on race, color, religion, sex, national origin, political affiliation, sexual orientation, gender identity, marital status, disability and genetic information, age, membership in an employee organization, or other non-merit factors.

## **WHAT TYPES OF POSITIONS ARE AVAILABLE TO FTC STUDENT VOLUNTEERS?**

FTC Student Volunteers work on projects related to their academic studies. The Office of the Executive Director is looking for student volunteers to do work related to one of the following offices:

- Office of the Chief Administrative Services Officer
  - Manages facilities at Headquarters and eight regional offices.
  - Manages agency security and emergency preparedness.
  - Manages agency office space and coordinates the arrival, moves, and departures of employees.
  - Serves all official documents and receives and processes filings before the Commission; maintains the official public record in all FTC matters; and develops and administers records management policies for all media throughout the FTC.
  - Intakes and processes public comments, including those filed in connection with FTC rulemaking proceedings.
  - Develops programs and conducts training to ensure that the FTC meets statutory requirements for federal records management and retention.
- Financial Management Office
  - Manages all acquisition and procurement activities and related policies.
  - Formulates and executes budget in coordination with agency staff and the Office of Management and Budget (OMB).
  - Develops and implements a system of internal audit controls.
  - Oversees the processing of all agency financial transactions.
- Human Capital Management Office

- Assists and advises the Bureaus and Offices on filling positions and resolving human capital issues.
  - Works with Bureaus, Offices, and union to ensure management complies with labor relations responsibilities when making decisions affecting personnel policies, practices, or working conditions.
  - Leads Training Council activities to assess the core curriculum for critical FTC occupations and coordinates employee training.
  - Executes Human Capital Initiatives to improve the FTC workplace.
- Office of the Chief Information Officer
    - Secures the FTC's data and information technology systems against current and emerging security threats.
    - Ensures compliance with federal requirements for information security and technology resources management.
    - Provides technological support for investigations and litigations.
    - Maintains the FTC's technological infrastructure, direct support applications and services, and related office systems and information resources.

Assignments may run the gamut from project planning and management, to work using computer skills, to policy or other research projects.

### **FOR HOW LONG AND WHEN DO FTC STUDENT VOLUNTEERS WORK?**

Most Student Volunteers will work for the FTC for a semester or summer break (at least three to four months).

### **OTHER REQUIREMENTS/CRITICAL FACTORS?**

FTC Student Volunteers must agree to adhere to FTC policies and procedures, complete all required training, and may be subject to security checks. Student Volunteers are unpaid. Student Volunteers are not Federal employees and are neither covered by, nor entitled to: annual or sick leave; life or health insurance; retirement benefits; compensation for travel; or credit for federal service computation date. FTC Student Volunteers are covered under the Federal Employees Compensation Act, which authorizes compensation for work-related injuries and under the Federal Tort Claims Act, which protects them from liability for injury or damage to others while they are acting within the scope of their assigned duties.

### **HOW TO APPLY?**

To apply for this program, the student must submit the following:

- A cover letter describing the individual's interest in one or more of the following areas of work at the FTC: facilities management, finance, information technology services, human capital, records management, or project or program management.
- A current resume
- A current transcript (unofficial)

**Deadline: Friday, April 6, 2018**

Applications should be sent to:

Cara Schulte  
FTC OED Student Volunteer Coordinator  
600 Pennsylvania Avenue, NW  
H-426  
Washington, DC 20580  
[cschulte@ftc.gov](mailto:cschulte@ftc.gov)

If you have questions, please call Cara Schulte at 202-326-3322.

#### **4. INTERVIEW: ALI ARMAN, 1L, CORNELL LAW SCHOOL**

Ali Arman hails from Walnut Creek, California. During her middle and high school years, she discovered a passion for political advocacy and social justice, which led to her major in Gender and Women's Studies at UC Berkeley. While at Berkeley, she was active in anti-sexual assault and Title IX advocacy and organizing, and held positions on Student Government and Academic Senate. She wrote an honors thesis on the sociology of charter school networks before graduating *cum laude* in 2014.

After Berkeley, Ali moved across the country to pursue her EdM at Harvard, where she continued her research on education policy and privatization. She moved back to Walnut Creek for a year to work in schools and apply to law school; she ended up at Cornell, where she holds leadership positions on Moot Court, the Women's Law Coalition, and the American Constitution Society. She is also working with LawNY, Tompkins County's legal aid provider, to match law students with clients seeking uncontested divorces.

#### **Describe a typical day as a law student/1L at Cornell Law School.**

Being a 1L is a lot like being in middle school: you spend all day with your Section. A typical 1L day at CLS is spent in class, which starts around 9 and finishes around 4. In between, most of your time is taken up reading and preparing for class. At a small school like Cornell, there are a lot of opportunities to get close to your classmates; on weekends, we often make time to relax between readings and other obligations. We also spend time attending club meetings, lectures, and getting ready for Moot Court and Mock Trial competitions in the spring. I also made time to call my mom almost every day to remind me of life outside of Ithaca.

#### **To date, what has been your favorite law school class, and why? What classes are you looking forward to taking after your first year of law school?**

My favorite classes have been Constitutional Law, First Amendment Law, and Feminist Jurisprudence. Outside of traditional classes, I've particularly enjoyed my time in the Family Law and Child Advocacy clinics. I'm looking forward to continuing to work with the Cornell Legal Aid clinics, including the new First Amendment and Media clinic coming next fall.

#### **What made you choose Cornell Law School? What do you see as the primary pros and cons of law school?**

I chose Cornell because of the opportunities here for feminist and family law. Because we're located in rural Tompkins County, we have a lot of opportunities to serve children and families through our Legal Aid Clinic. That's one of the big pros of law school: being able to serve real

people. One of the downsides of law school, particularly Cornell and the other T14s, is the focus on corporate law.

**What types of undergraduate opportunities did you pursue that led to your decision to apply to law school? Were there any experiences that you felt were particularly helpful in strengthening your application to law school?**

In addition to my Master's degree, I think my involvement in student government and community organizing was an asset to my application. I also had a clear vision for what I wanted to do during and after law school, which I think helped as well.

**What did you pursue during your interim year(s)/before beginning law school, while in law school and during your law school summer(s)? How did you go about researching these opportunities?**

I always knew I wanted to work in education policy and law, so my choice to go to graduate school was clear. I spent my 1L summer at OneJustice, a legal aid organization in San Francisco. I found that opportunity through the Public Interest office at my school. My second summer will be spent at East Bay Community Law Center, which I found through the recommendation of my supervisor at OneJustice.

**How would you compare the reality of law school and the ensuing job search to the picture you had of it while an undergraduate?**

I underestimated how isolated I'd feel, and how difficult it would be to pursue something other than Big Law. CLS is a feeder school for Big Law, and that can be hard, especially because a lot of the values and personalities that come to law school to go to Big Law can be hard to get along with. Still, once I remembered why I came to law school, it got easier to cut through all the noise; now that I've found my "corner of the sky" in public interest.

**Do you have any advice for an undergraduate interested in pursuing law school and a career in law given your experience in today's legal market and now as a current law student?**

I think the most important thing is to go to law school because you want to be a lawyer, not because it sounds like a good next step or because it sounds prestigious. Once you've made that commitment and decided what you want to do as a lawyer and why, the work will be worth it.

**Contact Information:**

Ali Arman is happy to answer questions or offer guidance and is reachable by email at: [afa54@cornell.edu](mailto:afa54@cornell.edu).

**5. UPCOMING PRE-LAW STUDENT MEETINGS & PROGRAM ANNOUNCEMENTS**

**Upcoming LSAT Administration**

**Location:** Visit <http://www.lsac.org/jd/lsat/testing-locations> for testing location information.

**Date:** June 11, 2018 / July 23, 2018 / September 8, 2018

**Time:** Report at no later than 12:30 pm for the June exam -- consult with LSAC for all controlling details.

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**STAFF IN THE OFFICE OF PRE-PROFESSIONAL PROGRAMS AND ADVISING**

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Ana L. Droscoski, J.D., Associate Director  
Ellen Snyderman, M.S., Assistant Director  
Shannon Jensen, M.A., Assistant Director

The Administrative Coordinators are available to answer questions regarding your file:  
Carolyn Mae Krause, Administrative Coordinator, [ckrause@jhu.edu](mailto:ckrause@jhu.edu) 410-516-6744  
For students whose last name begins with A-L, contact Mrs. Krause.

LaTonia Sanders, Administrative Coordinator, [ladytee@jhu.edu](mailto:ladytee@jhu.edu) 410-516-4140  
For students whose last name begins with M-Z, contact Mrs. Sanders.

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Please visit our website <http://studentaffairs.jhu.edu/preprofadvising/> for additional information.

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