

From the Editors

Congratulations to our readers completing the first full semester of teaching during the COVID19 pandemic. Forthcoming issues of our Journal will address the marvelous innovations across the country necessitated by the switch to remote teaching.

In the meantime, we are proud to present you with this issue that traverses timeless challenges confronting the legal academy and the profession. We open with a series of articles, skillfully assembled by Kristen Tiscione and Melissa Weresh, written by accomplished women in legal education who participated in a robust discussion at the 2019 Annual Meeting of the Association of American Law Schools. These scholars, Sahar Aziz, Mary Bowman, Leslie Culver, Meera Deo, Darby Dickerson, Susan Duncan, Deborah Jones Merritt (joined here by Kyle McEntee) and Kristen Tiscione applaud the gains made in gender diversity by the legal academy and at the same time highlight the persistent inequities that continue to disadvantage female faculty and students, particularly those of color. Chris Guthrie and Emily Lamm offer their own powerful addition to this theme, with their article that uncovers how gender differences in the willingness to negotiate over scholarship offers have created an “Aid Gap,” with more generous awards going to male law students. Their article contains a set of ideas for how to redress this imbalance.

Andrew Hayashi and Gregory Mitchell give life to the old adage that not everything that counts can be measured and not everything that can be measured should count. They explain how the burgeoning efforts to provide quantitative comparisons of legal scholarship among law schools are subject to error both in the representativeness of the samples chosen and as a result of potential manipulation by participants in the system. In “Maintaining Scholarly Integrity in the Age of Bibliometrics” they offer potential remedies to these twin challenges.

Jennifer Gundlach and Jessica Santangelo contribute an excellent study explaining how law schools can benefit enormously from enlisting students to focus on *how* they learn the law as well as on *what* law they are learning. Their work in “Teaching and Assessing Metacognition in Law School,” built on an empirical study of first year students at one law school, reveals promising results concerning the value of incorporating exercises that guide students to consider their own learning styles and approaches.

Steven Winter was a featured speaker at a conference co-hosted by the Journal of Legal Education and Northeastern University School of Law in March 2017, entitled “The Syntax of Justice,” aimed at exploring certain aspects of law and linguistics, including putting more plain language into jury

instructions. While plans to publish the entire proceedings fell through, we could not resist publishing Professor Winter's provocative essay.

As customary, we close with book reviews, this time from our own Stephanie Roberts Hartung, who assesses a diverse collection of essays on the law school experience "Beyond One L: Stories About Finding Meaning and Making a Difference in Law," edited by Nancy Levit and Allen Rostron, and from Neil Hamilton, who examines "The Formation of Professional Identity: The Path from Student to Lawyer," written by Patrick Emery Longan, Daisy Hurst Floyd, and Timothy W. Floyd. Enjoy.

Jeremy R. Paul

Margaret Y.K. Woo