

From the Editors

For many law professors, the experiences they had as law students often serve as the primary lens through which they make sense of their own students' experiences. Who could doubt the value in connecting with students over the stress of the first legal research and writing memo or over the challenge involved in learning the rule against perpetuities? But the legal academy will surely prosper from learning directly from students themselves. That is where the Law School Survey of Student Engagement (LSSSE) project comes in.

We are proud to give voice to lessons learned from the most comprehensive data available to date on what contemporary students say about law school. And we are especially grateful to LSSSE Director and guest editor, Meera Deo, for her tireless efforts in putting together this symposium issue devoted to the LSSSE project. With contributions from those involved in the LSSSE project since it was founded in 2004 as well as from researchers making use of LSSSE data, this issue features a collection of articles and essays exploring the history of LSSSE and demonstrating the richness of the data collected through the LSSSE annual survey. Listening to law students can help law professors realize that their experiences are not necessarily the only way in which people experience law school. Listening to students also provides insights that can help law school “work” for all students, including those traditionally underserved and those who might otherwise struggle with the law school experience.

This issue also features a number of stand-alone articles covering a broad range of topics. Kenneth Oldfield, in his article, “Structural Nepotism: On the Reluctance of Law Schools to Include Social Class Origins among their Faculty Diversity Goals,” explores the often-neglected issue of social class in faculty diversity. In their article, “Building Bridges: How Law Schools Can Better Prepare Students from Historically-Underserved Communities to Excel in Law School,” Amy Soled and Barbara Hoffman suggest concrete changes that law schools can make to ensure student success for all. In a wonderfully reflective article, “What I learned about Law By Being an Art Student,” Michael Colatrella contemplates lessons formal art instruction has for law professors. In “Method Lawyering: Immersion Teaching Illustrated,” Kris Franklin describes how simulated client work can make students active participants in their own education. Finally, we round out this issue with Joe Buffington tackling the linguistic complications of multiple-choice questions in his article, “Conditional Answers to Multiple-Choice Questions: Three Linguistic Problems (and Solutions) for “if”.” Though readers might not have picked up this issue with the

goal, for example, of learning about how formal art education can inform law teaching, these articles are full of worthy insights and make important contributions to law school pedagogical practices and to understanding the faculty who deploy them. We hope you find time to explore them.

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