

From the Editors

The year 2020 was unprecedented – from a global pandemic that shut down the world, to the Black Lives Matter movement that rose like a righteous storm to protest continuing racial inequality and ultimately to an insurrection at our nation’s capital. Amid this chaos, a group of millennials and xennial law professors and scholars gathered to share their experiences in the legal academy and discuss the impacts of COVID-19 and the Black Lives Matter Movement on their collective and individual lives. Professors Veronica Gonzalez Zamora and Marcus Gadson captured that conversation in a series of essays. In this collection, a group of ten millennial law scholars, all of whom are from underrepresented populations, share their stories about obstacles they overcame to make it into the academy as well as their thoughts about how legal education should change in response to the COVID pandemic and the protests over racial inequality. These heartfelt essays are voices and reminders of the legal academy’s past and future.

Two major empirical studies form the heart of this issue. Professor Norberg and Dr. Garcia’s survey of law school debt confirms longstanding suspicions about such debt and its impact on access to law schools for minority students. In “Understanding and Addressing Graduate Debt at U.S. Law Schools,” Norberg and Garcia find that pressures of ranking have led law schools increasingly to base financial assistance on LSAT scores rather than on need, and as a result, “less affluent, minority and women graduates have increasingly subsidized graduates from more affluent socioeconomic backgrounds.” Considering their significant findings, Norberg and Garcia offer several proposals for returning to a legal education financing model that distributes scholarships based primarily on need instead of LSAT scores and undergraduate GPAs.

Professors Ruhl, Vanderberg and Dunaway, meanwhile, focus on one commonly excluded measure of a law faculty’s scholarly impact: citations to the work of legal scholars in nonlegal academic publications. In “Law Professor Citations in Non-Law Journals,” these authors argue that an exclusive focus on law journal citations not only discourages inter-disciplinary research but also risks generating incomplete and potentially skewed scholarly impact assessments of individual scholars and faculties.

In “What to Learn From Pandemic Teaching? Our Students’ Names,” Professor Eun Hee Han reminds us that “to have a name, and to have it invited, acknowledged, and used, is to be included,” and that “[n]ames can also lead to exclusion, however, particularly in higher education settings.” Professor Han shines attention on this perennial problem and shares tangible advice on how to approach the issue, noting how technology, such as Zoom and

Canvas, might help us learn our students' names. Meanwhile, in "Becoming a University Educator: Teaching the Teachers of Tomorrow," Professors Van Praagh and Bateman share their experience in teaching and learning from a seminar entitled *Legal Education* in the Faculty of Law at McGill University. This seminar prepares law doctoral students for work and life as a holder of a law degree, and the roles and responsibilities of teachers, scholars, and deans. It is a course that is indispensable to educating new teachers to the roles and responsibilities associated with ensuring the quality of university teaching and learning.

Finally, we complete this issue with book reviews of two terrific publications: Emily Bazelon, *Charged: The New Movement to Transform American Prosecution and End Mass Incarceration*, Reviewed by Justin Murray and Elizabeth E. Berenguer; and *The Legal Scholar's Guidebook*, Reviewed by Jamie R. Abrams. We hope you enjoy this issue!

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