

From the Editors

This issue includes articles, conference transcripts, and book reviews that date to 2019. The woeful delay is solely the result of our own editorial failure, and we wish to apologize on behalf of the Journal to our readers and to the many contributing authors who put their trust in us. Rest assured that procedures have been established to prevent reoccurrence of such unacceptable time lags. But do know that we appreciate having fallen far short of professional standards in this instance.

The delay we caused means that although the articles and transcripts were up to date as of 2020, the articles may neglect later events or subsequent relevant scholarship. The authors bear no fault for such omissions as their works were current through the time publication was expected.

The issue begins with four articles that get to the heart of the work done by law professors. Leading off, Professor **Nancy Ehrenreich**'s contribution, *When Professors Get in Their Own Way: Law Teaching and Academic Perfectionism*, describes the problem of perfectionism and suggests ways to escape its deadly grip. In *Fifty More Ways to Promote Scholarship Within a Law School Community*, professors **Steven Wilf** and **Jeremy Paul** provide concrete advice on how to foster a community of scholars. Professor **Lindsay Gustafson**'s article, *The Compounding Effects of Assessment: How Our Failure to Coordinate Formative Assessments May Impact Their Validity*, aims to assist law professors in the development of coordinated formative assessment systems that can fairly and accurately evaluate students. Finally, in their article, *Learning Outcomes that Law Schools Have Adopted: Seizing the Opportunity to Help Students and Clients*, professors **Neil Hamilton** and **Jerry Organ** give a series of suggestions on how law schools can implement competency-based education.

The issue then transitions to the transcripts from five panels that were part of the Fourth National People of Color (NPOC) Legal Scholarship Conference, which took place at American University Washington College of Law in March 2019. Each of the panels featured leading scholars engaged in meaningful conversations. The insights from these panels should be of interest to people throughout the legal academy. The panels included in this issue are:

- *How to Become a Full-Time Law Professor—A Workshop for Aspirants*. Moderated by Professor **Alfreda Robinson**, with the following professors and panelists: **Larry Catá Backer**, **Craig Konnoth**, **Melinda Molina**, and **Anita Sinha**.
- *So You Want to Publish a Book?* Moderated by Professor **Suzanne Kim**, with the following professors and panelists: **Steven W. Bender**, **Susan Carle**, **Angela J. Davis**, **Clara Platter**, and **Katheryn Russell-Brown**.

- *Balancing Scholarship, Teaching and Service to Succeed on the Tenure Track – A Workshop for Pretenure Colleagues and Faculty Aspirants*. Moderated by Professor **Brenda V. Smith**, with the following professors and panelists: **José Gabilondo**, **Danielle Holley-Walker**, **Kristin N. Johnson**, and **Rose Cuison-Villazor**.
- *It's All Write: Teaching Legal Writing as Resistance*. Moderated by Professor **Jane E. Cross**, with the following professors and panelists: **Brenda Gibson**, **Tiffany N. Jeffers**, **Latisha Nixon-Jones**, **Teri McMurtry-Chubb**, **Shakira D. Pleasant**, and **Vanita “Saleema” Snow**.
- *Mindfulness in the Law School Environment*. Moderated by Professor **Erika George**, with the following professors and panelists: **Nicky Boothe** and **Kellyn McGee**.

These NPOC panels collectively are full of practical advice related to research, writing, and teaching. The panels also foreground the unique challenges facing people of color as they navigate everything from becoming a law professor to the process of publishing a book. Though the issue is late being published, the issues and ideas raised by the panels remain important to this day.

Finally, the issue ends with three book reviews. Professors **Jennifer A. Gundlach** and **Mark C. Niles** start things off with a review of David M. Becker's 2019 book, *Lessons Learned: Stories of a Teacher and Teaching*. Though a work of fiction, as Gundlach and Niles' review highlights, the stories Becker tells convey the seriousness with which the main character approaches his role as a teacher. Professor **Stephen Wermiel**'s thoughtful review of Justice John Paul Stevens's 2019 autobiography, *The Making of a Justice: Reflections on My First 94 Years*, lets readers into the jurist's mind and along the way provides valuable insights into some of the many cases he worked on while on the Court. Finally, Professor **Akilah N. Folami**'s glowing review of Meera E. Deo's book, *Unequal Profession: Race and Gender in Legal Academia*, captures in part why the 2019 book connected with so many professors in the academy.

Overall, we hope the contents of this issue make it worth exploring even if these articles, conference transcripts, and book reviews should have been published years ago. Our deepest apologies to the authors. We trust readers will see the long-term and continuing value of their work.

Robert Dinerstein

Ezra Rosser