

LAW JOURNAL MANAGEMENT
GEORGE MASON LAW REVIEW
ANTONIN SCALIA LAW SCHOOL – GEORGE MASON UNIVERSITY
SPRING 2024
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INTRODUCTION

Welcome to Law Journal Management, and congratulations on being selected as an editor for the 2024-2025 *George Mason Law Review*!

Scholarly publication in the legal profession is unique. With few exceptions, law-student editors—not professors, scholars, or other paid professionals—select and edit the articles that appear on the influential pages of law journals. Student editors gain invaluable editing and management skills over the course of their tenure. All too often, however, institutional knowledge is lost when the outgoing editors graduate. Law Journal Management is designed to facilitate the transfer of information from outgoing to incoming editors and to improve the management of the *Law Review* as a whole.

EDUCATIONAL OBJECTIVES

I have three big-picture objectives for Law Journal Management. I want Law Journal Management to (1) Motivate; (2) Manage; and (3) Mix Up the Myopia.

Motivate: By motivate, I mean that Law Journal Management should ensure the *Law Review* train stays on track; that is, the journal publishes on time, every time, and each member is fulfilling his or her role and meeting his or her responsibilities to keep the whole organization functioning. You each have the tools, training, and talent to get this job done—and to get it done well. Law Journal Management will be a forum to help ensure each individual member is on track and understands what needs to be done to ensure the whole 2024-2025 *Law Review* is a success.

Manage: Note the word *management* in Law Journal Management. As you prepare for your transition, remember that editors will assume their new jobs with varying levels of experience with both managing and being on teams. In addition to the day-to-day duties, the *Law Review* experience can also be fraught with the challenges of managing and working with one's peers. In addition to focusing on the inner workings of the *Law Review*, I will use Law Journal Management to provide what I hope will be useful examples and information on how to successfully lead and be on a team.

Mix Up the Myopia: As a new editor, each individual must be 100 percent focused on doing his or her job and doing it well; a team is only as strong as its weakest link! This necessary

focus, however, sometimes leads to a nose-to-the-grindstone myopia. You will likely get so focused on the day-to-day that you will quickly lose sight of big-picture goals and how the world outside of *Law Review* is perceiving your efforts and successes. Law schools and law reviews do not exist in a vacuum; you have an audience and a market. Part of being a successful law review is understanding your audience's needs and trends and your market. That is where I hope to serve as a "reality check" for the *Law Review*; you stay focused on your duties, but through Law Journal Management, I can give you updates and feedback from the legal and academic communities and keep you abreast of the current standards for a successful law review.

By the end of Law Journal Management, I hope you will have gained valuable insight into the day-to-day operations of the *Law Review*, learned some positive management practices, and developed a solid understanding of the role and impact law reviews can have on the wider legal community.

RESOURCES

I will prepare PowerPoint presentations throughout the semester to guide us through this syllabus. In addition, during some classes, I will reference outside materials such as newspaper articles and/or law review articles. Citations for these resources are generally found within the syllabus.

GRADING AND REQUIREMENTS

Law Journal Management will be graded on a credit/no credit basis. Those passing the course will receive one academic credit. To receive a passing grade, you must:

- Attend class meetings (attendance will be recorded) as required by Academic Regulation 4-1. This means that you must attend a minimum of 11 hours of instruction (see schedule summary below). Assignments to make up missed class time will generally not be permitted. If truly extraordinary circumstances present themselves, I will consider assigning make-up work. If you know that you will miss a meeting or class, please let me know via e-mail as soon as possible. I will take attendance during each class.
- Participate in class discussion. To facilitate this requirement, this class has a **NO-LAPTOP POLICY**. Please bring a pen and paper, keep your laptops and phones away, and come ready to collaborate and engage.
- Attend individual meetings as described in this syllabus. Please note that these meetings have required follow-up written assignments to be submitted to me via email. You will not receive credit for the time spent at meetings unless I acknowledge receipt of your timely e-mail submission.
- Meet deadlines and other editorial requirements set forth by the *Law Review*.

SCHEDULE SUMMARY

- Sat., Feb. 10: New Board Selection
- Sat., Feb. 10 - Sat., Mar. 16: Event #1: Individual Meeting* (2 hrs)
- Sat., Feb. 10 - Sat., Mar. 23: Event #2: Team Meeting* (2 hrs)
- Sat., Feb. 24, 10 a.m. - 12 p.m.: Class #1 (2 hrs)
- Date and Time TBD Class #2 (2.5 hrs)
- Date and Time TBD Class #3 (2.5 hrs)
- Date and Time TBD Class #4 (2 hrs)
- Date and Time TBD Event #3: Joint Journal Session (2 hrs)

Any event marked with a (*) has a required follow-up written assignment.

Please note that there will be a total of 15 hours of instruction provided this semester. Although I strongly encourage you to attend all class meetings, you must only complete at least **11 hours** of the **15 hours** available to receive credit for this class.

SCHEDULE

Event #1:

February 10-March 16: Individual Transition Meeting (2 hrs)

Each incoming editor should conduct a two-hour transition meeting with a corresponding outgoing editor, or closest equivalent for newly created positions, to review editorial responsibilities, receive relevant documents, and begin to discuss lessons learned. Ensure a full review of relevant position Standard Operating Procedures. (Example: each incoming Research Editor should meet one-on-one with an outgoing Research Editor.)

Please also discuss the following topics/questions:

- What was the best and worst part of your *Law Review* experience as a whole?
- What was the biggest lesson you learned about your position?
- In retrospect, what do you wish you had known at the beginning of your editorship?
- What is something that you wanted to accomplish during your term, but were unable to, and why?

Assignment: Each of you must e-mail me by 11:59 p.m. on March 16th to confirm that you have held your individual transition meeting. Please also include summaries of the responses from the outgoing editor you met with **and your thoughts** for **each question** listed above. This e-mail message is part of the assignment and must be sent as directed in order to receive credit.

Event #2: February 10-March 23: Team Meeting (2 hrs)

Each incoming editor team (see below) should schedule a two-hour meeting to discuss goals and plans for the year.

- Team 1: EIC, EEs, ME, PE, SE, CE
- Team 2: FEs
- Team 3: AEs
- Team 4: NEs
- Team 5: REs

Assignment: One member of each team must email me by 11:59 p.m. on March 23rd to confirm that you have held your team meeting **AND** outline at least three major goals for the year and the steps you plan to take to achieve these goals. The names of all editors and associate editors who attended the meeting should also be provided. This e-mail message is part of the assignment and must be sent as directed in order to receive credit.

Class #1: Saturday, February 24, 10 a.m.-12:00 p.m. (2 hrs)
Introductions & Role of Board of Editors (“BoE”)

- Current State of the *Law Review*
- Introductions and Icebreakers
- Role of BoE
- GMLR History
- A Year on the BoE
- Goal Setting

Suggested Reading on Class #1 Topics:

- Barry Friedman, “Fixing Law Reviews”
<https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=3936&context=dlj>

Class #2: Date & Time TBD (2.5 hrs)
Business, Production, Management, Correspondence, and Symposium

- **Executive Team**
 - Production Calendar
- **Management**
 - Interacting with Faculty, Administration, SBA
 - Budget
 - Law Review Distribution
 - Faculty Relations
 - TWEN/Calendar
- **Publication**
 - Final Edits and Macro
 - Dealing with Publisher

- **Alumni: Outreach, Interaction, Vision**
- **Correspondence**
 - Website
 - Social Media
- **Symposium**
 - Goal and Purpose
 - Finding Speakers and Securing Publications
 - Status Update from SE

Suggested Readings on Class #2 Topics:

- Fred Redell, “Goodbye to Law Reviews”
http://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=3794&context=fss_paper_s
- Richard A. Posner, “Against the Law Reviews: Welcome to a World Where Inexperienced Editors Make Articles About the Wrong Topics Worse”
http://legalaffairs.org/issues/November-December-2004/review_posner_novdec04.msp

Class #3: **Date & Time TBD (2.5 hrs)
Article Selection, Forum, and Research**

- **Article Selection**
 - AE Roles
 - EiC/EE Roles
 - Articles Criteria
 - Editing Articles
 - Interacting with Authors
 - Citations/Footnotes
 - Article Selection Update from SAE
- **Forum**
 - Article Selection
 - Update from SFE on future of GMLR’s forum
- **Research**
 - Research Team: Roles, Responsibilities, Expectations
 - Spading Process
 - Training Candidate Members
 - Style Guide and Bluebook

Suggested Readings on Class #3 Topics:

Article Submission Process:

- Harvard Law Review Letter Regarding “Exploding Offers”
<https://harvardlawreview.org/wp-content/uploads/2014/03/Joint-Letter.pdf>

- Dan Subotnik, “A Law Review Editor and Faculty Author Learn to Speak Honestly”
<https://digitalcommons.tourolaw.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=2728&context=lawreview>

What to Publish:

- Alfred L. Brophy, “The Relationship Between Law Review Citations and Law School Rankings”
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=868541
- Albert H. Yoon, “Editorial Bias in Legal Academia”
<http://jla.oxfordjournals.org/content/early/2013/09/13/jla.lat005.full?sid=6881c0e3-e63f-4786-b39c-fe618d1e45c4>

Citability:

- Gregory Sisk, Nicole Catlin, Alexandra Anderson & Lauren Gunderson, “Scholarly Impact of Law School Faculties in 2021: Updating the Leiter Score Ranking for the Top Third”
<https://deliverypdf.ssrn.com/delivery.php?ID=047093101091071106072125091097087067010037073076067052094080121127029026113087014126099054038127042010098066082125104001068088098048031000085083004108002066097076051016084127086030085090068072012086025123096007087019002101092113067003072124008103004&EXT=pdf&INDEX=TRUE>
- Dennis J. Callahan, “Law Review Article Placement: Benefit or Beauty Prize?”
<http://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=1156&context=facpubs>
- Thomas A. Smith, “The Web of Law”
<https://digital.sandiego.edu/cgi/viewcontent.cgi?article=2779&context=sdlr>

Class #4: **Date & Time TBD (2 hrs)
Notes & Membership Selection**

- **Notes**
 - Write-On Competition
 - Note/Comment Evaluation
 - Editing/Providing Meaningful Feedback
 - Selection
- **Membership Selection**
 - How to Select Members
 - Write-On Status
 - Full-Member Selection Process
- **Working with Other Journals**

Suggested Reading on Class #4 Topics:

- Stephen I. Vladeck, “That’s So Six Months Ago: Challenges to Student Scholarship in the Age of Blogging,” <http://www.yalelawjournal.org/forum/thats-so-six-months-ago-challenges-to-student-scholarship-in-the-age-of-blogging>

Event #4: Date & Time TBD (2 hrs)
Topic: All-Journal Joint Session

- Introductions and meet-and-greet
- Incoming editor group discussions
- Topic-specific roundtable discussions