**INTRODUCTION**

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. However, all too often, their institutional knowledge is lost when they graduate. Law Journal Management is designed to facilitate the transfer of knowledge between outgoing and incoming editors and to improve the management of GMUSL journals as a whole.

**EDUCATIONAL OBJECTIVES**

By the end of this course, you will accomplish the following.

- Begin to **build a team relationship** with fellow editors.
- Consider the **role of student-run law journals** in legal scholarship.
- Hear **outgoing editors’ experiences** in order to inform your decisions.
- **Discuss lessons learned**, hints, tips, and tricks with outgoing editors.
- **Gain an overall view of law journal management** and identify things to think about for each function, including selecting and editing articles, publishing the journal, and selecting journal membership.
- **Obtain specific knowledge** applicable to your editor position.
- Participate in a **dialogue with representatives from other journals**.
- Have the **opportunity to meet colleagues in similar board positions on other journals** with an emphasis on developing professional collegiality and camaraderie.

**RESOURCES (ALL OPTIONAL)**

- http://www.law.udc.edu/resource/collection/DE26ACC4-6565-49AF-ABB0-59C26B1A40C0/resources_law_reviewEditors.pdf
- http://law.bepress.com/expresso/
**GRADING AND REQUIREMENTS**

Law Journal Management will be graded on a pass-fail 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.
- Participate in classroom discussion.
- Attend individual meetings as described by this syllabus (Reminder: Academic Regulation 4-1 requires each student to be responsible for maintaining a record of his or her attendance in each class, which includes a record of the individual meetings).
- Meet deadlines and other editorial requirements set forth by the journal.

**SCHEDULE**

*By March, March 16 please respond to the class survey and please complete the online “Strengths Finder” instrument and email Stephanie your five strength “themes.” (Or, by Friday, March 6 if you want to get it done before Spring Break!)*

**Session 1:**  Now – Thursday, March 19 – Individual Mtg One – “Overview” (1 class hr)
- Incoming editors reach out to the applicable outgoing editor to schedule and hold a meeting during this time. The purpose of this initial meeting is to review editorial responsibilities, receive relevant documents, and begin to discuss the position and lessons learned from an overview perspective. (You will meet again after the plenary session to review all remaining details). (I ask outgoing editors to please send me a message after you’ve met.)

**Session 2:**  Date: Saturday, March 21
- Time: 1 - 7 p.m. (6 class hours)
- Room: (Seminar Room)

**Introduction and Overview (45 min) (Hemmert, Bell, Reksulak)**
- Ice Breaker
- Introductions of adjunct and new editors
- Outline and purpose of the course
- Incoming editors’ expectations
- The role of a student-run law journal and the editorial board
- The planned transition between editorial boards
- Journal Constitution
- Production lifecycle of an article and journal

**Managing Up/Down/Sideways and Being a Team (35 min) (Hemmert)**
- Effective Goal Setting and Planning for this year, next year, and in 10 years
- Distinctions between Managing and Leading
- Building a cohesive team
- Communication and Working Style Preferences
- Lead where appropriate, follow where appropriate
- Delegating
- Communicating
- Concerns/Challenges/Expectations
- Scheduling Editorial Board Meetings and General Membership Meetings

**Obtaining New Candidate Members (30 min) (Bell, Reksulak)**
- Write-on Process Considerations
Lessons learned

Biggest Surprises

**Articles Selection and Process (25 min) (Mendenhall)**
- Article Solicitation
- Article Selection
- Exclusive Submissions Agreements
- The Peer Review Process
- Editing and the Role of the Articles Committee
- Ideas for expanding published materials
- Challenges and Lessons Learned

Biggest Surprises

**Symposium and Lecture Events (30 min) (Bell, Mendenhall, Reksulak)**
- Selecting a topic and location
- Finding speakers and commentators
- Logistics (food, audio/visual, materials)
- Ideas for improvements

Biggest Surprises

**Editing Articles (25 min) (Thaler, Marshall, Sunkara)**
- Editing professional pieces
- Coordinating the editing process
- Relationships with Authors
- Roles of/interaction with EE or EIC
- Usage and consistency issues – JLEP specific rules
- Editing student pieces

Biggest Surprises

**Research and Spading (30 min) (Thaler, Marshall, Sunkara)**
- Spading and the Role of the Research and Articles Committees
- Source gathering
- Summer spading
- Training candidate members
- Checklists
- Style Guide and the Bluebook
- JLEP-specific rules
- Delegating assignments

**Budget and Subscriptions (30 min) (Kubo, Bell)**
- Budget cycle
- Sources of Funds
- Formulating & Presenting Budget Requests to the SBA
- Treasurer responsibilities
- Subscription fulfillment and expanding subscription base
- Customer relations

Biggest Surprises

**Publication (30 min) (Kubo, Bell, Reksulak)**
- Publication Schedule
- Working with the publisher
Final Edits and the Macro
Biggest Surprise

**Outreach and Planning (30 min) (Kubo, Bell)**
- Faculty Advisors
- Campus presence
- Outreach to Alumni, and external organizations
- Administrative matters
- Constitutions, handbooks, and other institutional materials
- Communication with journal members
- Maintaining relationships with other journals
- Short and long-term planning

**Biggest Surprises**

**Greatest Take-aways (20 min) (Hemmert)**

**Session 3:**
**Date:** Sunday, March 22
**Time:** 12 - 6 p.m. (6 class hours) (Note: To take advantage of being together, incoming editors encouraged to take the opportunity to meet longer. Room is reserved until 8:30.)
**Room:** (Seminar Room)

**Check-in (10 min) (Hemmert)**

**Notes - Student Casenote/Comment Selection (30 min) (MacDonald, Carmin)**
- Timeline and Scholarly Writing
- Roles, Responsibilities, and Expectations of the Notes Editor
- Editing and providing meaningful feedback
- Topic selection and summer assignments
- Comment selection

**Biggest Surprises**

**Overview of Production Process (30 min) (Kubo, Bell, Reksulak)**
- Big Picture Review of Production Process and Flow

**Overall Journal Management and Production (40 min) (Bell, Reksulak)**
- Editor-in-Chief and Executive Editor Responsibilities
- Working as a Team
- Big Picture for All Team Members
- Current Status of Issues
- Lingering Questions

**Team Effectiveness (45 min) (Hemmert)**
- Building Trust
- Mastering Conflict
- Achieving Commitment
- Embracing Accountability
- Focusing on Results
- StrengthsFinder Themes

**Management Issues and Challenges and Communications (45 min) (Hemmert)**
- Discussion of Membership Selection Procedure, Membership Policies, and Disciplinary Procedures
Improving Member/Editor Performance
Maximizing Effective Communication
Letter to Future

**Strategy, Goal Setting, and Working Together (140 min) (Hemmert, Incoming Editors)**
- Brainstorming and Planning
- Communication Styles
- Personal Commitments
- Putting Individual Strengths to Work
- Team Building

**Session 4: Monday, March 23 – Thursday, April 2 – Individual Mtg Two – “Details” (1.5 class hours)**
Incoming editors should schedule and hold at least one additional meeting with outgoing editors. Topics may include the following details in depth. (Responsibilities for each position, though, may slightly change from year to year.) (I ask outgoing editors to please send me a message after you’ve met.)

**EIC:** The publication timetable from article selection to distribution and the role of each Editor during the process, journal policies, participation and discipline, being an editorial team member, and lessons learned.

**EE:** The publication timetable, journal policies, the role of each Editor during the process, editing responsibilities and schedule, communication tips with authors, being an editorial team member, and lessons learned.

**Managing/Publications:** Balancing the budget, making SBA requests, obtaining reimbursements, maintaining and expanding to the subscriber list, collecting and depositing payments, faculty advisors, Board of Advisors, campus presence, alumni outreach, external organization collaborations, maintaining relationships with other journals, budget, website, outreach, meeting the publication timeline, working with the publisher, making the final edits, being an editorial team member, and lessons learned.

**Submissions/Symposium:** Proactive strategies for finding articles, working with the Selection Committee in selecting articles, circulating articles for consideration, setting and achieving benchmarks, discuss specifics about the next Symposium or Speaker Event topic/topics, stages in planning and execution of the events, being an editorial team member, and lessons learned.

**Articles and Research:** Meeting deadlines, setting and achieving benchmarks, being an editorial team member, and lessons learned. Source gathering, the spading process and timeline, managing time, setting and achieving benchmarks, being an editorial team member, and lessons learned.

**Notes:** Working with the candidate members to produce quality articles, being an editorial team member, and lessons learned.

**Session 5: Friday, April 3 – All Journal Joint Session**
**Time:** 6:00 – 8:00 p.m. (2 class hours)
**Room:** Atrium

A session that will bring the incoming editors from all of the journals together along with some of outgoing editors. The purpose is to meet those in similar positions, discuss ideas with each other, and to set the stage for developing professional camaraderie.

*Remember to please submit the course feedback. We use your feedback to help shape future classes.*