

FOREWORD

THE *MISSISSIPPI LAW JOURNAL* PEER REVIEW PROCESS

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Established in 2014, the *Mississippi Law Journal's* innovative peer review process adds a valuable new dimension to the *Journal's* tradition of excellence. Like most American law reviews, the *Mississippi Law Journal* is a student-edited journal. The majority of its articles are selected by student editors—sometimes with input from University of Mississippi School of Law faculty. However, a few of its articles are now selected and workshopped through an alternative process involving formal review by faculty peer reviewers. These articles are published in the *Mississippi Law Journal* as peer reviewed articles.

The *Journal's* peer review process has two major components: (i) peer selection of articles and (ii) peer workshopping opportunities for authors.

The *Journal's* Editorial Board selects articles for publication in the peer review forum based on the recommendations of faculty peer reviewers—members of a Peer Review Board staffed by UM law faculty. The Editorial Board forwards a subset of articles from its general pool of submissions to peer reviewers for blind review. The articles are selected for peer review principally on the basis of the peer reviewers' common areas of scholarly expertise. The Peer Review Board meets each week during the fall and spring submission seasons to discuss articles in depth and endorse a small number as worthy of special peer review publication. The *Journal's* faculty peer reviewers are committed to the rigorous review of anonymized articles within their joint areas of specialization.

The *Journal* offers peer review authors who publish with the *Journal* substantial opportunities to workshop articles with peer

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reviewers in partnership with the Academic Workshop Program at the University of Mississippi School of Law. Authors receive initial written comments from the Peer Review Board and are also invited to participate in videoconference or in-person workshops with peer reviewers, other UM faculty, and student editors. These workshops emphasize constructive suggestions for refining the substance and presentation of articles. The *Journal's* faculty peer reviewers are dedicated to serious workshopping in a supportive environment designed to help authors bring out their best work. Further, authors are invited to present their works to faculty and students at the University.

The *Journal* believes that its new peer review process promotes academic excellence and scholarly engagement. While in some ways the process is not as elaborate as traditional refereeing in the liberal arts—an inevitable consequence of the customary law review practice of accepting simultaneous submissions—the *Journal* feels that it represents a faithful adaption of the professional norms of the peer review model to the different conventions of law review publishing. The *Journal's* student editors and faculty peer reviewers are confident that their peer review partnership will prove an important addition to the standard editorial practices of American law reviews.