CALL FOR PAPERS- DEADLINE 30 SEPTEMBER 2025

SPECIAL EDITION OF THE LAW TEACHER

MANAGING RESPONSE TO ERROR IN LEGAL EDUCATION AND THE PROFESSION; FAILURE, FEELINGS AND (POTENTIAL) FIXES.

Abstracts of no more than 400 words are invited for a special edition of the Law Teacher journal focusing on how response to error is linked to wellbeing in legal education and the profession, edited by Professor Caroline Strevens (University of Portsmouth) and Associate Professor Lucinda Bromfield (BPP University).

Work on wellbeing in legal education and the legal profession has identified numerous issues that negatively impact lawyers' mental health and wellbeing, with students and junior fee earners being particularly affected. These issues include low choice, high workload environments with high stakes tests, constant competition and fixed ideas about what makes a 'good lawyer'.[1] It is a global issue, the International Bar Association[2] found that in the next five years, over 50% of lawyers under 40 plan to leave their current role, and 20% plan to leave the profession entirely. The high levels of anxiety caused by fear of making even minor errors/failures and the general negative impact on mental health were cited by participants as key reasons for their decision to leave the profession.

There have been various suggestions for how to support lawyer wellbeing (primarily at an individual level)[3]. This special edition would aim to further the current debate by including views on managing the response to error, including why issues such as concealment arise and what can be done to foster a positive response, and promote learning at both individual and institutional levels. The edition aims to incorporate both international and interdisciplinary perspectives in order to disseminate work not usually applied to the context of legal education and the profession.

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[1] Chunmei Chen et al., 'The Effect of Academic Adaptability on Learning Burnout Among College Students: The Mediating Effect of Self-Esteem and the Moderating Effect of Self-Efficacy' (2023) 16 Psychology research and behavior management 1615; Carol S. Dweck, *Self-theories: Their role in motivation, personality, and development* (Psychology Press, 2006); Emma Jones and Caroline Strevens (eds.), *Wellbeing and transitions in law: Legal education and the legal profession*, (Palgrave Macmillan, 2023); Lawrence Krieger and Kennon Sheldon, 'What makes lawyers happy? A data-driven prescription to redefine professional success' (2015), 84 George Washington Law Review, 554; Solicitors' Regulation Authority, Workplace culture thematic review (2022) https://www.sra.org.uk/sra/research-publications/workplace-culture-thematic-review/ accessed 4 January 2025. Martin Seligman et al., 'Why lawyers are unhappy' (2005) 10 Deakin Law Review 49. Ann Juliano, 'How to look like a lawyer' (2021), 34(2) Journal of Civil Rights and Economic Development, 151.

[2] International Bar Association, IBA Young Lawyers' Report. A report prepared by the Legal Policy and Research Unit International Bar Association (2022) https://www.ibanet.org/document?id=IBA-Young-Lawyers-Report-2022 accessed 2 March 2025.

The editors are particularly keen to hear from authors in other disciplines (e.g., psychology, medicine, learning and teaching) whose work can be applied to legal education and/or the legal profession, and those currently in legal practice. If you are from a different discipline and would like to work with a co-author from a background in legal education/the legal profession, please let us know when you submit your abstract or email us with an inquiry. We will then look to introduce potential co-authors to you to encourage interdisciplinary articles.

Topics for abstracts could include (but are not limited to):

- Authenticity in practice/impostor syndrome
- Anxiety and fear of failure
- Comparisons between cultures or disciplines
- Supporting under-represented groups
- Perfectionism

Submitted papers will be required to follow the author guidelines for the Law Teacher, with a word limit of 8,000 - 10,000 words (inclusive of the abstract, tables, references, figure captions, and footnotes). Shorter articles (4,000-6,000 words) could potentially be included, if appropriate.

Deadline: 30 September 2025

For more information or to submit an abstract, please contact Lucinda Bromfield on lucindabromfield@bpp.com and/or Caroline Strevens on caroline.strevens@port.ac.uk

Timeframe:

Call for papers/submission of abstracts: May 2025 – 30 September 2025
Selection of abstracts/notification of authors: 30 November 2025
Submission of initial draft papers – October 2026
Review process – October 2026 – January 2027
Revision process – February 2027 – May 2027
Submission of final drafts – July 2027
Final review process – August – October 2027
Final submission – November 2027

CALL FOR PAPERS – DEADLINE 29 AUGUST 2025

SPECIAL EDITION OF THE LAW TEACHER

SEEING THE WHOLE PERSON: WELLBEING AND RESILIENCE IN FRAGMENTED, POLARISING TIMES.

Abstracts of no more than 400 words are invited for a special edition of the Law Teacher journal. publishes high-quality research on legal education. The journal is particularly interested in reporting pedagogical developments, grounded in theory and effectively researched and analysed and/or the results of empirical research into matters of concern to law teachers.

This special edition will be edited by Rose Parkes (Institute of Law Jersey), Professor Emeritus Nigel Duncan (The Law School, City St. George's, University of London) and Professor Rachael Field (Bond University, Australia).

We wish to explore the wellbeing and resilience of law students and legal educators from holistic and interdisciplinary perspectives. We are looking to publish papers that examine wellbeing and resilience through tensions that can arise in multiple ways, including personal values, technological methods, cultural practices, community ideals, organisational cultures, structural forms of power, and broader political contexts.

We will investigate wellbeing and resilience across the global community by drawing on scholarship, lived experience, and professional practice. We hope to feature the work of first-time authors, early career researchers, and service users in this edition. Contributors from non-academic backgrounds will be paired with academic colleagues for writing and publication support to meet deadlines and ensure accessibility. We also plan to include papers that utilise creative and innovative communication methods to present wellbeing and resilience in a holistic and person-centred manner. We will implement a robust peer review process to ensure high-quality submissions, recognising that the General Editor of the Law Teacher will have the final say regarding the contents of the special issue.

Submitted papers will need to meet the and be of no more than 8,000-10,000 words (including all references, tables, figures, footnotes etc.).

Deadline for abstracts – Monday 29 August 2025 by 17:00

To discuss any intended submission or to send a completed abstract, please email

Timetable

Submission of abstracts: 29 August 2025
Selection of abstracts/notification of authors: 29 September 2025
Submission of initial full draft papers – 12 January 2026
Review process – 12 January 2026 to 6 April 2026
Revision process – 7 April 2026 to 10 July 2026
Submission of final drafts – 13 July 2026
Final review process – 14 July 2026 to 28 August 2026
Final submission – 31 August 2026
Publication – October 2026