



A Message from Dean Larry Kramer:
Transforming Legal Education

“WE ARE NOW ENGAGED IN A CAMPAIGN WHOSE GOAL AND PURPOSE IS NOTHING LESS THAN TO REINVENT LEGAL EDUCATION. THAT SOUNDS AUDACIOUS AND AMBITIOUS. BUT IT TRULY IS OUR GOAL, AND I BELIEVE THAT IF ANY INSTITUTION IS CAPABLE OF PULLING IT OFF, IT IS STANFORD.”

LARRY KRAMER
THE RICHARD E. LANG PROFESSOR OF LAW AND DEAN



Larry Kramer
The Richard E. Lang Professor of Law and Dean

“Lawyers today need to be educated more broadly if they are to serve their clients and society well... To play their essential part, lawyers will require a new set of tools that can be forged only from a solid multidisciplinary education—a bold step that will transform legal education as we know it.”



Transforming Legal Education

The world in which lawyers operate today has changed dramatically in the last decade. And the pace of change is accelerating. Business, medicine, government, education, science, and technology all have been transformed, have grown immensely more specialized, and have become far more complex. Legal education must address these changes and adapt. Understanding the fundamentals of law and learning to “think like a lawyer” are important and remain the very heart of what it is to be a lawyer. At their best, lawyers are problem solvers, and today’s problems—whether in the public or private sector—require skills beyond those taught in the traditional legal curriculum. How can a lawyer truly comprehend and grapple with a complex intellectual property dispute without understanding the technology at issue? What counselor can effectively advise a client about investing in China or India without understanding their particular legal structures or lack of structure, to say nothing of their different cultural expectations and norms?

Lawyers today need to be educated more broadly if they are to serve their clients and society well. It will take law and lawyers to translate the discoveries and innovations of researchers in other fields into practical policy. It will take law and lawyers to ensure that these solutions are fairly and properly implemented and that individual rights and interests are secured. To play their essential part, lawyers will require a new set of tools that can be forged only from a solid multidisciplinary education—a bold step that will transform modern legal education as we know it.

Why Stanford? The answer is simple but compelling. Of the great research universities, Stanford is unmatched in its excellence across the many relevant disciplines—law, business, medicine, engineering, computer science, natural and biological sciences, economics, political science, education, environmental science, and on and on. The Stanford Challenge will bring this cross-disciplinary excellence together in a focused and unprecedented way. Three multidisciplinary research initiatives define this undertaking: the International Initiative, the Initiative on the Environment and Sustainability, and the Initiative on Human Health. The Law School has a crucial role to play in each as we train the next generation of leaders through innovative interdisciplinary and international programs, new and expanded forms of clinical education, and a renewed commitment to public service.

The following pages highlight our aspirations—aspirations we believe can and must be realized. We aim to build on the strength of our faculty by enhancing interdisciplinary teaching and research, expanding our infrastructure, broadening our international curriculum, providing the best clinical education in the country, cultivating the value of public service among our students, and growing our financial aid and loan repayment programs. These represent critically important investments in not just the future of Stanford Law School, but of legal education.

Please join us. We need your energy, your time, your ideas, and, yes, your financial contributions. I promise you will find the effort worthy of your support.

With warmest appreciation,

LARRY KRAMER
THE RICHARD E. LANG PROFESSOR OF LAW AND DEAN



Stanford Law School and The Stanford Challenge

“PEOPLE WON’T ALWAYS AGREE, AND NEITHER SHOULD THEY. YOU GET BETTER ANSWERS WITH DEBATE AND COMPROMISE. THAT KIND OF INTELLECTUAL DISCOURSE IN A COLLEGIAL WAY IS A PART OF THE STANFORD LAW SCHOOL CULTURE THAT IS GREAT.”

G. BRADFORD JONES, JD/MBA '80
GENERAL PARTNER, BRENTWOOD VENTURE CAPITAL
FOUNDING PARTNER, REDPOINT VENTURES

“Legal education has changed little over the past century. Yet the challenges today’s lawyers must meet are wholly new and different. Lawyers can contribute creative and effective solutions if we prepare them to do so. Through The Stanford Challenge, Stanford Law School will redefine legal education with innovative interdisciplinary and international programs, expanded clinical education, and a deepened, nonpartisan commitment to public service. We are ensuring that tomorrow’s lawyers will succeed in tomorrow’s world.”

JOHN L. HENNESSY
STANFORD UNIVERSITY PRESIDENT

Stanford Law School and The Stanford Challenge

The world today faces both enormous challenges and extraordinary opportunities. Globalization, for all its great benefits, has exacted a heavy toll by making the problems of each society into the problems of every society.

Solutions to the challenges we face are within our reach. And if any organizations exist capable of solving the immense challenges before us, surely they are our great universities whose search for knowledge and commitment to producing successive generations of leaders defines their very existence. Nowhere is there a university so singularly qualified, so perfectly poised, as Stanford to seize the opportunity to make a lasting difference in the world.

We pledge to devote the very best of ourselves—the distinction of our faculty, the promise of our students, and the innovative spirit that has long inspired us—to this endeavor. The engine that will drive our efforts is The Stanford Challenge, a five-year, \$4.3 billion campaign organized around three themes:

SEEKING SOLUTIONS

More than ever before, geographic, cultural, and professional boundaries are disappearing, requiring experts in widely disparate fields to pool their knowledge and perspectives in unprecedented collaborative efforts.

Three university-wide, multidisciplinary research initiatives—the Initiative on Human Health, the Initiative on the Environment and Sustainability, and the International Initiative—will draw faculty and students from every discipline and all seven schools together to share their expertise and focus their energies on deepening our understanding of society’s complex, intractable

problems—and creating new and effective solutions. Stanford Law School is participating in each of these initiatives, investing its leadership and dedicating its scholarship to advancing the health of people everywhere; to protecting our increasingly fragile planet and its precious resources; and to shaping a safer, more secure world. With a faculty of renowned legal scholars and thought leaders who not only teach law, but also shape it—whether through scholarly empirical research and policy analysis, litigating before the Supreme Court, or teaching in one of our groundbreaking clinics—we are preparing our students to tackle the most challenging problems facing our world today.

EDUCATING LEADERS

Education is a powerful means for improving human lives. At Stanford, our commitment to inspiring and training students to achieve their full potential stretches back more than a century to Jane and Leland Stanford’s original exhortation “to qualify students for personal success and direct usefulness in life.”

At the Law School, we honor that commitment by training lawyers to assume positions of leadership in a diverse range of fields. To achieve that end, it is crucial for students to gain a thorough understanding of the process of legal analysis. But we are convinced that the most promising solutions to today’s problems will emerge through partnerships with faculty and students in other fields across the university. A multitude of opportunities exist for such collaboration—from formal joint degree programs to team-oriented problem-solving courses and concentrations in fields ranging from engineering to business to environmental science. If properly structured and supported, these opportunities will enable law students to gain the skills they need to contribute creative and successful solutions as practicing lawyers and leaders.

Our collaborations with Stanford’s other schools are strengthening our academic program, and our commitment to a rich, multidisciplinary approach that leverages all of Stanford’s great strengths is changing the nature of legal education.

SUSTAINING A FOUNDATION OF EXCELLENCE

If we are to successfully navigate a new path forward, we must ensure that the foundation that sustains the university remains strong. Enthusiasm for the benefits of multidisciplinary work in no way diminishes our resolve to support and strengthen our core priorities and programs, but rather enhances it.

Our ability to recruit world-class legal scholars and to support their work, to attract the very best students through need-blind admissions with essential scholarship and loan repayment programs, and to support innovative basic research will continue to define our capacity to make lasting contributions. Through The Stanford Challenge, we aim to build upon our strengths to ensure that Stanford Law School continues to draw the most talented legal minds.

THE LAW SCHOOL’S CHALLENGE

Our faculty and students have a vital role to play as we work to transform legal education. So too do our alumni and friends, whose generosity, intellectual engagement, and support have always made it possible for us to turn the promise of our dreams into practical solutions.

The Law School has identified priorities that total \$205 million, an unprecedented undertaking that will require tremendous effort. On the pages that follow, each of our five priorities is further explained:

- **A New Model for Legal Education:** Forging Interdisciplinary Opportunities. We must invest in the best and brightest scholars and students to seek new and effective solutions to our world’s greatest challenges. Stanford Law School seeks support to add new faculty, increase funding for scholarships and fellowships, support innovative interdisciplinary and joint degree programs, and build a collaborative teaching and learning environment.
- **An Essential International Perspective:** Teaching in a Global Environment. We must equip our students—our future leaders—to work across borders and cultures to ensure that effective solutions to our global challenges are fairly and properly implemented. Stanford Law School seeks support to augment our faculty with experts in the areas of international trade, tax, business, and development, to broaden the focus of our traditional legal curriculum, and to grow our advanced degree programs for international students.

The Law School has identified priorities that total \$205 million, an unprecedented undertaking that will require tremendous effort. These priorities include:

- **A New Model for Legal Education:** Forging Interdisciplinary Opportunities
- **An Essential International Perspective:** Teaching in a Global Environment
- **The Case for Clinical Education:** Bridging the Gap between the Classroom and the Courtroom
- **A Center for Public Service and Public Interest Law:** Renewing Our Commitment
- **Core Support:** Sustaining the Law School’s Foundation of Excellence

- **The Case for Clinical Education:** Bridging the Gap between the Classroom and the Courtroom. We must provide our students with additional opportunities to hone their legal skills through hands-on, practical experience, while instilling in them a sense of the immense influence lawyers have on improving the lives of others whether as practicing attorneys, business leaders, or public servants. Stanford Law School seeks support to expand our clinical program and faculty.
- **Public Service and Public Interest Law:** Renewing Our Commitment. We must educate our students about the special role lawyers can play in our society and across the globe—whether in the context of complex business mergers, international treaty negotiations, or criminal defense. Stanford Law School seeks support to establish a new Center for Public Service and Public Interest Law and to expand our Loan Repayment Assistance Program for public service graduates.
- **Core Support:** Sustaining the Law School’s Foundation of Excellence. We must continue to attract the most talented scholars and students and provide them with sufficient space to do their best work. Stanford Law School seeks support to endow professorships, faculty scholar chairs, and graduate scholarships and fellowships; to increase funding for financial aid and innovative interdisciplinary programs; to build new academic and residential space; and to fund a wide range of annual programs.

Please join us as Stanford Law School continues to inspire, innovate, and lead.

ENVIRONMENTAL LAW JOURNAL

Blue Vinyl

A Toxic Comedy

Wednesday, March 22

7 PM

Law Lounge

THAI DINNER

Discussion with Dave Phillips,
of Earth Island Institute.

Intellectual Property
and
Agricultural Development
in the Global South

A Panel Discussion

with

John Bart
Stanford Law School

Dan Burk, Univ
Wright, UC Berke

Thursd
Stanford

The Symposium on the
First Amendment
and the Environment

a Conference in three panels

Friday, 21 April 2005

Stanford Law School Room 180

Opening Remarks • 12 pm

Freedom of Information Act/Public Records Act • 12:30 pm

SLAPP Suits Panel • 1:45 pm

Media Panel • 2 pm

Reception to follow

ANIMAL LAW 101

A New Model for Legal Education: Forging Interdisciplinary Opportunities

"THE JD/PHD PROGRAM HAS BEEN INCREDIBLE. IN ANY GIVEN TERM, I MIGHT BE TAKING CRIMINAL PROCEDURE, SOCIAL PSYCHOLOGY, CONSTITUTIONAL LITIGATION, AND QUANTITATIVE RESEARCH METHODS. IT'S EXHILARATING. SPENDING TIME IN EACH DISCIPLINE FUELS MY WORK IN THE OTHERS. I BELIEVE THAT THIS PROGRAM IS PREPARING ME EXTREMELY WELL FOR A CAREER IN RESEARCH AND TEACHING, AS WELL AS FOR PRACTICING LAW."

KATIE TAFOLLA YOUNG, JD/PHD '07

Remember when



Margaret R. Caldwell, JD '85
Senior Lecturer in Law
Director, Environmental and Natural Resources Law & Policy Program

TEAM TEACHING IN ACTION

Senior Lecturer **Meg Caldwell**, JD '85, is director of Stanford's Environmental and Natural Resources Law & Policy Program and a land-use expert who chairs the California Coastal Commission. Her Stanford colleague Gretchen Daily is a professor of biological sciences who specializes in biodiversity conservation. By pooling their passion and their expertise, they are working—together with students—to devise innovative strategies to encourage conservation activities on private lands in Hawaii and Costa Rica. "Our ultimate goal," Caldwell says, "is to generate new approaches that use the best of both disciplines." This sharing of expertise between law and science will give lawyers a better grasp of the science inherent in their clients' cases, while scientists will be better equipped to understand the issues important to landowners.

Photo credit: Michael Johnson

A New Model for Legal Education: Forging Interdisciplinary Opportunities

The best lawyers don't just think like lawyers; they also think like clients. They understand, anticipate, and further their clients' interests, because they know their clients' needs and understand how their clients work and speak. Here is one of the chief ways in which traditional legal education falls short of its aspirations: We purport to be training young men and women to perform the multiplicity of roles that lawyers play, yet the education we currently offer remains one-dimensional.

By teaming up with professional schools and graduate programs from across the university, Law School students will study with their future clients, partners, and colleagues—expanding their knowledge of those fields, and the people within them. Students can master the core legal curriculum, but how we build on that core could be different for every student. Here are some of the ways in which we plan to create in-depth interdisciplinary opportunities:

EXPANDING JOINT DEGREE PROGRAMS

For a new lawyer planning a career in intellectual property or venture capital, a master's degree in management science from the School of Engineering would provide indispensable knowledge of the science and technology he or she will need in practice. A lawyer focused on environmental law will gain necessary expertise in environmental policy through the Interdisciplinary Graduate Program in Environment and Resources offered by the School of Earth Sciences. A lawyer looking toward a practice on the Pacific Rim would be well served by some knowledge of Chinese or Japanese culture and business practices. Similarly, a lawyer contemplating a practice in social services will require knowledge of public policy analysis and methodologies. And so on.

By leveraging the extraordinarily rich resources of the entire university, we can offer students seeking expertise in a particular practice area the opportunity to complete a master's program along with a JD, often in three years. In addition to the successful and long-standing JD/MBA program with the Graduate School of Business, new joint degree programs include JD/PhD programs with relevant departments in the School of Humanities and Sciences and JD/Master's programs with the schools of engineering, education, earth sciences, and medicine, as well as with the Freeman Spogli Institute for International Studies and the Stanford Institute for Economic Policy Research.

TEAMWORK COURSES AND CONCENTRATIONS

Even students who may not want to pursue a formal joint degree can still benefit from a new brand of team-oriented/problem-solving courses that include students from different disciplines and are co-taught by faculty from Stanford's other top-rated schools and departments. A course in expert witnessing mixes law students with students from the natural and social sciences and teaches them how to work together through simulated exercises in preparing a witness to testify. A planned course would give students from the law, business, and engineering schools the task of taking an invention to market in a simulated format—requiring them to join their efforts to evaluate technology, prepare a business plan, protect intellectual property, and manage the regulatory system.

Through courses like these and others we would like to create, students learn how to take possession of their discipline and how to explain it to others. Most important, they learn how to work in teams—something they will do in all their work after graduation that is, inexplicably, overlooked in traditional legal education.

Another multidisciplinary innovation is the establishment of "concentrations" that will enable students with interests in subject matters outside of law to supplement their legal studies with courses in other parts of Stanford University. Many more students will become business lawyers than will earn a JD/MBA. We must make it possible for these students to take the core business courses that will be essential to their success.

Seeking Solutions, Educating Leaders

The same thing is true in other areas where we will have joint degree offerings. To this end, we are working to reach agreements with other schools to cooperate on teaching and making courses available. Faculty at the Graduate School of Business, for example, will teach accounting and finance at the Law School, and a variety of advanced GSB courses will become available to law students. We will help organize and facilitate this process by making information about relevant courses outside the Law School available to our students and by easing the formerly onerous requirements for registration.

MULTIDISCIPLINARY LIVING AND LEARNING

Interdisciplinary education can be greatly enhanced by offering students opportunities for increased social interaction and collaborative learning. Two critical building projects will contribute enormously to achieving this end. The Munger Graduate Residence, a new concept in university living, will bring together graduate students from across the university, promoting interaction among the different professions and disciplines. But new living accommodations are not enough if we are to build out our faculty and interdisciplinary programs. We must also expand our office and classroom infrastructure. To accommodate this anticipated growth, the Law School will complete the Crown Quadrangle with a new academic building.



Artistic rendering of the Munger Graduate Residence.

Image on reverse: Upcoming Law School event announcements, spring 2006.
Photo credit: Michael Johnson



An Essential International Perspective: Teaching in a Global Environment

"THE LAW SCHOOL'S NEW EMPHASIS ON INTERNATIONAL PROGRAMS IS TIMELY AND VITAL. IN AN AGE OF GLOBALIZATION, THE RULE OF LAW STANDS OUT AS THE ESSENTIAL FOUNDATION FOR WORLDWIDE SECURITY AND PROSPERITY. BECAUSE MANY, PERHAPS MOST, LAWYERS HAVE AN MULTINATIONAL DIMENSION TO THEIR PRACTICE, THE CURRICULUM SHOULD PROVIDE A THOROUGH GROUNDING IN THE RULE OF LAW AND ITS GLOBAL CHALLENGES."

THE HONORABLE WARREN CHRISTOPHER, JD '49
FORMER SECRETARY OF STATE
SENIOR PARTNER, O'MELVENY & MYERS LLP



Thomas C. Heller

The Lewis Talbot and Nadine Hearn Shelton
Professor in International Legal Studies

AT THE INTERSECTION OF BUSINESS, ENERGY, AND THE ENVIRONMENT

Professor **Tom Heller's** academic journey has taken him from his beginnings as a tax teacher to studying the development of new economies in a world of shrinking resources and corruption. As director of the Law School's Rule of Law Program and a senior fellow in the Center for Development, Democracy, and the Rule of Law (CDDRL) at the Freeman Spogli Institute for International Studies,

Professor Heller teaches courses and conducts research on some of the world's most intractable and important problems. A course on International Business Transactions looks at how lawyers can (or cannot) help to structure deals in ways that mitigate commercial, political, and social risks in developing countries where legal institutions are weak. A workshop, designed in conjunction with CDDRL, examines the "resource curse" and corruption: 20 students from the Law School and other graduate departments design a study to analyze the impact of natural resource wealth (especially gas and oil) on governance and to assess the potential effectiveness of international initiatives in curbing corruption. Students do fieldwork in the countries being examined and bring back their experiences and data, equipped to make major contributions to policy debates on the complex intersection of law, energy, climate change, and economic development.

Photo credit: Michael Johnson

An Essential International Perspective: Teaching in a Global Environment

Whether we are talking about people, goods, or services, little today stops at the borders between nations. When one country consumes resources, another may feel the lack keenly. Immigration has become a major issue in much of the world, as has outsourcing of labor and services. Modern travel makes it possible for an infectious disease emerging in a remote corner of the globe to find its way to crowded population centers in a matter of days. And transactions between people and firms from different countries define the world of business today. "Globalization" may be an overused buzzword, but its reality cannot be denied.

A CHANGING LEGAL LANDSCAPE

Only a generation ago, a graduate of Stanford Law School might have spent his or her entire career never encountering foreign or international law or handling a transaction across national boundaries. Today the opposite is true. Cross-border deals are commonplace in business law, and in every field—from environmental law to labor and intellectual property law—our graduates find themselves working in a complex global legal environment.

The Law School's current international program is excellent and provides a superb platform on which to build. Equally important, Stanford University has great strengths in international studies, which can offer law students and faculty rich opportunities for collaboration across schools and disciplines.

But the Law School's current program, like that of all American law schools today, is heavily focused on public international law, meaning chiefly dealings between governments and international human rights. While these remain essential components of an international law program, international developments today—including the evolving shape of public international law—are being driven by the cross-border activities of individuals and businesses.

An international law program for the 21st century must begin with an equal emphasis on international business, trade, tax, and development and must explore the relationship between these and more conventional fields of public international law. Another important development is the need to ensure national security, a development that dissolves any division between the domestic and international and has implications for individuals as well as for governments.

Through this campaign, we will capitalize on our strengths and develop a program that fulfils these aspirations.

BUILDING FROM STRENGTH

Four key components define our effort to create a broad and innovative program in international law.

Faculty and curriculum development

The first step is to build the Law School's own faculty by endowing several new positions. Adding coverage in the areas of private international law and national security does not substitute for something we currently offer but rather necessitates enlarging our program.

Eventually a global focus must also influence what we do throughout the curriculum: torts and contracts and corporations must equally be taught from a global perspective. In hiring new faculty, then, we seek top-notch scholars who appreciate the relationship between domestic and foreign law and between public and private law: scholars who can broaden the focus of conventional law courses to incorporate the converging laws of different nations.

Seeking Solutions, Educating Leaders

Centers for the study of international law

Once a new cohort of international law faculty is on board, we envision creating interdisciplinary centers to enhance both teaching and research—much as we have done so successfully in areas of domestic law with the Program in Law, Economics, & Business and the Program in Law, Science, & Technology. These centers will bring together students and scholars from across Stanford and around the world to work on the key areas in international law that will play an increasingly important role in the 21st century. What these centers do or look like will, of course, depend on our faculty and students. Possible areas of focus might include a Center on National Security Law and a Center on International Economic Law and Development.

Advanced degrees for international students

When bright and ambitious students from other countries have the opportunity to immerse themselves deeply in American law and legal education, everyone benefits—their home countries, the United States, the entire world. Our current programs for international students, including the master of laws (LLM) programs in Corporate Governance and in Law, Science, & Technology and the Stanford Program in International Legal Studies, provide a good foundation. But we hope to do more through modestly expanding the number of students we can accept by offering financial aid, and by transforming our current JSD program into a more rigorous research program. If we can attract the best and brightest foreign students to the Law School and provide them with all the rich resources Stanford has to offer, we can prepare leaders who will contribute significantly to a more just and peaceful world.

Library and information resources

Finally, in order fully to support our new international initiatives, we need to build our international law collection, to ensure that it contains essential resources for both students and faculty.

Image on reverse: L to R: **Hon. Richard L. Morningstar**, JD '70, former U.S. Ambassador to the European Union, **Josh B. Bolten**, JD '80, White House Chief of Staff, **Reuben Jeffery III**, JD/MBA '80, Chairman, Commodity Futures Trading Commission, and **Leon Panetta**, former White House Chief of Staff, participate in Alumni Weekend 2005. Photo credit: Bob March



The Case for Clinical Education:
Bridging the Gap between the
Classroom and the Courtroom

“THE ENVIRONMENTAL LAW CLINIC HAS BEEN HANDS DOWN ONE OF MY BEST EXPERIENCES AT STANFORD. THE CLINIC DIRECTORS ARE THE BRIGHTEST LAWYERS IN THEIR FIELDS AND ALWAYS AVAILABLE FOR THEIR STUDENTS. UNDER THEIR CLOSE GUIDANCE, I’VE HAD THE OPPORTUNITY TO TESTIFY AT STATE HEARINGS AND TO ARGUE A COMPLEX ENVIRONMENTAL CASE IN AN APPELLATE COURT—EXPERIENCES MANY FIFTH YEAR FIRM ASSOCIATES ONLY DREAM OF. THE MIX OF PRACTICAL AND THEORETICAL TRAINING IS UNPARALLELED; NOBODY SHOULD LEAVE STANFORD WITHOUT DOING A CLINIC.”

RHETT MILLSAPS, JD '07



William Koski, PhD '03
The Eric and Nancy Wright Professor of Clinical Education
Director, Youth and Education Law Clinic

The Case for Clinical Education: Bridging the Gap between the Classroom and the Courtroom

Practically every profession — from teaching and social work to dentistry and the ministry — requires substantial clinical training. Yet law schools have been content to send their graduates into the world without requiring them to take advantage of even a single opportunity to apply what they are learning in the classroom in a real-life setting. We at Stanford have come to see it as a central part of our mission to provide students with the kind of clinical experience that will enable them to gain hands-on, practical experience under the close supervision of expert practitioners.

Through this campaign — and in partnership with faculty from across the university — we aim to offer the very best clinical program in the country. Today, approximately 60 percent of our students participate in a clinic during their time in law school. With the support of our alumni and friends, we hope that all Stanford Law School students will benefit from a clinical experience before they graduate.

BRIDGING THE GAP BETWEEN THE CLASSROOM AND THE COURTROOM

Clinical education dates back to the political movements of the 1960s, when students demanded more socially relevant coursework and Lyndon Johnson's War on Poverty provided the first-ever federal funding for legal assistance to the poor. Yet even as clinics grew in popularity, they remained on the margins of the curriculum at most law schools — underfunded

and underutilized, a nice but hardly essential experience. Clinical education was seen as less about education than community service.

A significant shift in perception is presently under way, and top-rated law schools around the country have begun making clinical education an integral part of their programs. This is due in large part to the fact that in recent years a real theory of clinical pedagogy has emerged, shaping the way legal clinics are structured and redefining their operations.

The value of this practical training cannot be overstated. In a controlled clinical setting, we can select cases for their pedagogical value, give students ways to identify good versus bad practices, teach ethics and advanced legal research and writing, and help students reflect on the lessons and values the cases are teaching.

BEYOND THE SOCRATIC METHOD

The case method is necessarily abstract and hypothetical. Clinical experience, in contrast, offers students the chance to juggle the complex needs of a real client in the context of an actual attorney-client relationship. It gives them an opportunity to hone their interviewing skills, to build legal theories and craft strategies for representation, and to come face-to-face with the ethical issues that invariably arise in practice. And more important than these tangible skills is the reminder that every case concerns the real lives of people — a fact that is easily lost in the Socratic discourse of the classroom.

Clinical education serves another essential function as well. The majority of law students may not plan on careers in the public service sector, but a vital clinical experience can instill in students a sense of the immense power lawyers have to improve the lives of others, thus fostering an understanding that lawyers have both the opportunity and the responsibility to serve the larger community and help those who will otherwise go unrepresented.

Today Stanford Law students can get valuable experience in a broad range of clinics, some of which are recognized as among the best in the country. These include:

Seeking Solutions, Educating Leaders

- **The Community Law Clinic in East Palo Alto**, which represents low-income residents of the Peninsula in matters relating to housing, employment, and government benefits
- **The Prosecution Clinic**, in which students work with experienced prosecutors in the Santa Clara County District Attorney's office
- **The Cyberlaw Clinic**, which gives students the opportunity to participate in litigation and policy formation on emerging issues in computer and Internet law
- **The Youth and Education Law and Policy Clinic**, which enables students to experience a wide variety of educational rights and reform work, including direct representation of youth and families in special education and school discipline matters, education reform litigation, and policy research and advocacy
- **The Environmental Clinic**, which provides legal assistance to national, regional, and grassroots nonprofit organizations on a variety of complex environmental issues at the intersection of law, science, and policy
- **The Immigrants' Rights Clinic**, which represents individual immigrants and immigrants' rights organizations on a wide variety of legal issues
- **The Supreme Court Litigation Clinic**, which gives students the opportunity to experience both the highs and the lows of litigation before the United States Supreme Court

LOOKING AHEAD

If we are to continue building a robust and vital clinical education program, one in which every Stanford Law student participates, we have much work ahead of us. We are committed to enhancing the scope and value of our clinics by adding programs in new areas, especially non-litigation and transactional settings, and by increasing our staffing so as to maintain the low teacher-student ratios that make clinical teaching so effective. For many years, law schools believed they couldn't afford to maintain legal clinics. At Stanford, we know that we cannot afford not to.



**A Center for Public Service
and Public Interest Law:
Renewing Our Commitment**

“THE HAPPIEST, MOST FULFILLED LAWYERS I KNOW ARE THOSE WHO SPEND AT LEAST PART OF THEIR TIME WORKING IN THE PUBLIC INTEREST. OUR PROFESSION’S LONG-STANDING COMMITMENT TO WORKING PRO BONO PUBLICO MAKES ME PROUD TO CALL MYSELF A LAWYER, AND STANFORD LAW SCHOOL’S EXTENSIVE PROGRAMS CULTIVATING OUR STUDENTS’ ENGAGEMENT IN THIS ENTERPRISE MAKE ME PROUD TO BE PART OF THE STANFORD COMMUNITY.”

LAWRENCE C. MARSHALL
PROFESSOR OF LAW AND ASSOCIATE DEAN FOR PUBLIC INTEREST AND CLINICAL EDUCATION
THE DAVID AND STEPHANIE MILLS DIRECTOR OF CLINICAL EDUCATION





Pamela Karlan
The Kenneth and Harle Montgomery
Professor of Public Interest Law

A Center for Public Service and Public Interest Law: Renewing Our Commitment

In addition to benefiting people everywhere, we believe that by embracing the value of service, our graduates will enjoy richer, more satisfying careers. We also believe that sending students into the world with a grounded sense of the special role and responsibility that legal professionals have to serve the public will instill a sense of our profession's highest and most noble purpose.

FOR BETTER, NOT FOR WORSE

Lawyers, with their special skills for leveling the playing field and helping people navigate complex systems, have tremendous capacity to make things better.

Here is what we tell our students: You don't have to choose a career in full-time public service to demonstrate a commitment to public service law. These are, of course, satisfying and honorable careers, and we do a great deal to ensure that students can pursue them. But at Stanford Law School, our goal is broader: to infuse in all our students—without regard for specific career plans or political ideology—an appreciation of the special role lawyers can play in our society, together with a sense of responsibility to make public service in some form a part of their professional lives.

AFFIRMING BASIC RIGHTS

Perhaps nothing is more central to our notion of democracy than the right of an individual to vote. Yet it wasn't until 1965 that the Voting Rights Act was passed, outlawing such practices as poll taxes and literacy tests that were designed to prevent African-Americans from voting. **Pam Karlan**, the Kenneth and Harle Montgomery Professor of Public Interest Law, worked with her students compiling evidence to reauthorize the Voting Rights Act, several provisions of which were due to expire. A constitutional law expert, Professor Karlan has been dedicated to voting rights issues since serving as assistant counsel to the NAACP Legal Defense and Educational Fund in the mid-1980s, including arguing several voting rights cases before the Supreme Court.

Photo credit: Michael Johnson

A COMPREHENSIVE PLAN

Our overarching objective—to create a Center for Public Service and Public Interest Law—will give us the means to achieve these aims through a variety of programs and initiatives. While some of these services are already offered through our existing Public Interest Program, we envision a much broader, more comprehensive program under the new center, including:

- New electives, seminars, and colloquia that include opportunities for experiential and service learning and that provide a forum for students to understand the myriad ways in which lawyers can serve the community
- Career advising and placement assistance for students interested in public service jobs and non-traditional legal careers
- A Pro Bono Program, in conjunction with other public service programs around the university, which engages students and helps to generate a lasting, sustained commitment to pro bono work
- A Public Service Lecture Series bringing prominent practitioners, policy makers, and scholars to campus to raise interest in issues related to public service practice
- Public Service Awards for prominent alumni who have devoted their careers to public service and for those who have found ways to contribute to the public good from within private practice
- Public Service Leadership Fellows for students who have demonstrated their commitment to public service and are committed to developing their leadership and professional skills
- An Annual Summer Conference that will explore issues in public interest lawyering and provide focused skills training for new practitioners
- A Postgraduate Public Service Fellowship for Stanford Law School graduates

Image on reverse: Jayashri Srikantiah, Associate Professor of Law (Teaching) and Director of the Immigrants' Rights Clinic, meets with clinic students. Photo credit: Michael Johnson

Seeking Solutions, Educating Leaders

A glimpse of some of the ways in which our students spend their summers offers an inspiring view of their passions and priorities. One student worked for the Washington, D.C. Public Defender Services in the Juvenile Services Protection Division, where she advocated for the rights of incarcerated youth. Another went to South Africa, where he developed a project relating to police dereliction of duty in domestic violence cases for the University of Cape Town's Gender, Health, & Justice Research unit. Another worked on complex class action gender discrimination cases against several big-box stores at the Impact Fund in Berkeley. Still others went to the Gulf Coast to assist victims of Hurricane Katrina.

Each year, in dozens of different ways, our students demonstrate their commitment to public service. Our job is to nurture this instinct and help students understand the many ways they can carry this commitment forward into their professional lives.



Stanford Law School students in Ghana, where they worked with lawyers and community organizations to secure education, health care, and basic human rights protections for prisoner detainees.

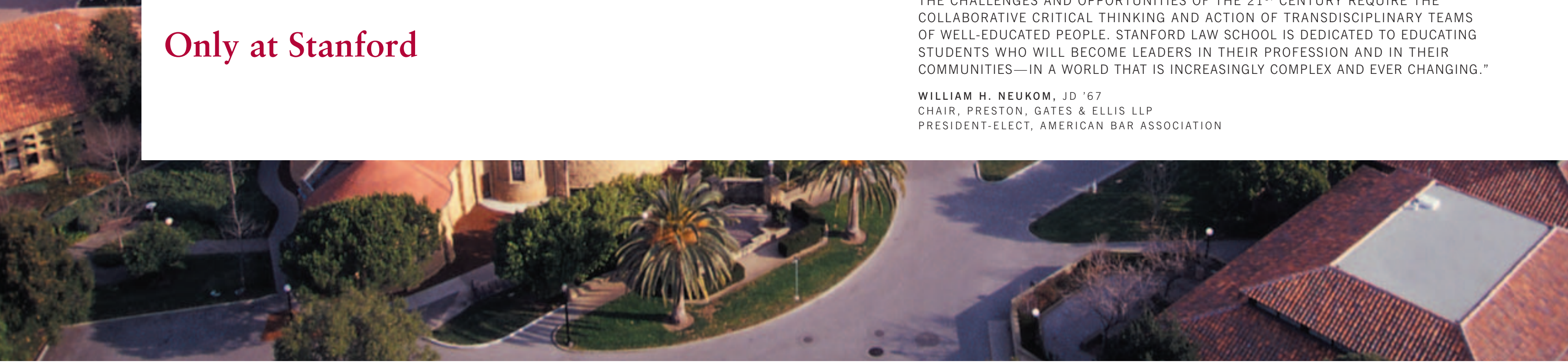
Photo credit: Spencer Jones, JD '07



Only at Stanford

“THE CHALLENGES AND OPPORTUNITIES OF THE 21ST CENTURY REQUIRE THE COLLABORATIVE CRITICAL THINKING AND ACTION OF TRANSDISCIPLINARY TEAMS OF WELL-EDUCATED PEOPLE. STANFORD LAW SCHOOL IS DEDICATED TO EDUCATING STUDENTS WHO WILL BECOME LEADERS IN THEIR PROFESSION AND IN THEIR COMMUNITIES—IN A WORLD THAT IS INCREASINGLY COMPLEX AND EVER CHANGING.”

WILLIAM H. NEUKOM, JD '67
CHAIR, PRESTON, GATES & ELLIS LLP
PRESIDENT-ELECT, AMERICAN BAR ASSOCIATION





The Thinker, by Auguste Rodin.

“Within my first semester, I realized that not only would Stanford prepare me to think more critically about legal issues, but—by immersion in a culture of entrepreneurship, creativity, and learning—Stanford would empower me to consider, design, test, and deploy innovative solutions to the unique policy, business, and legal issues facing my generation. Stanford’s 360-degree pedagogical approach is an exceptional way to learn, and it launched for me a new vision of integrating business, policy, and law in my professional development.”

PHOEBE YANG, JD '95
VICE PRESIDENT, NEW MEDIA DEVELOPMENT AND OPERATIONS,
DISCOVERY COMMUNICATIONS, INC.

Only at Stanford

A distinctive intellectual and educational intimacy • A challenging core curriculum with a global perspective • Rich opportunities for multidisciplinary partnerships with faculty and students across top-tier professional schools and departments • Innovative faculty research initiatives in fields, ranging from international human rights to environmental protection to intellectual property • Influence, ability, and commitment to affect the law • A pioneer in clinical education now creating a model clinical program for the 21st century • A commitment to the values of public service • Alumni who make a difference as innovators, inventors, problem solvers, policy makers, negotiators, and peacemakers

Stanford Law School, known for its intimate and collegial environment, brilliant legal research, and an innovative curriculum, is consistently rated by peer institutions as one of the top law schools in the country.

PROMINENT ALUMNI

From Supreme Court justices to leading corporate and commercial law firms to major public interest and public advocacy organizations, from the executive boards of blue-chip corporations to countless start-ups that embody and reflect the Silicon Valley’s innovative, entrepreneurial spirit, Stanford-trained lawyers are leading the way.

WORLD-RENOWNED FACULTY

Stanford’s small but stellar faculty include experts in a wide range of fields, from public interest law to securities law, and from education law to corporate law. What they share is an allegiance to the highest standards of scholarly research along with a deep commitment to preparing the next generation of lawyers.

GIFTED STUDENTS

Each year approximately 550 students bring a wide range of personal and professional experience to Stanford Law School, creating an enthusiastic, intellectually diverse, and mutually respectful community.

COLLABORATIVE PARTNERSHIPS

As an integral part of one of the world’s great research universities, we benefit from partnerships with students and faculty across campus, working together to contribute thoughtful and creative solutions to the world’s new and enduring challenges.

With these unparalleled resources, Stanford Law School is in a position to do something no other school in the country can do: reshape legal education to fit the changing needs of our profession and our society. To accomplish this we must, of course, preserve the core excellence that has made Stanford Law School a leader in the profession. But with your help, we can build on this core by drawing on our own strengths and those of the larger university to create a better legal education—to inspire, innovate, and lead in the transformation of legal education as we know it.

Giving Opportunities

The Stanford Challenge offers an opportunity to make a lasting contribution to the future of the Law School, Stanford, and—through the results of our research and the leaders we educate—the world. The following section provides an overview of the school’s campaign priorities as well as details on ways to give. Opportunities exist to support our extraordinary faculty and students as well as transformative programs and cutting-edge facilities.

Investing in the Best and the Brightest

At the heart of any great institution are the people whose vision and talent define it. At the Law School, we seek funding that will enable us to attract and retain world-class scholars and rising stars, especially faculty with interdisciplinary interests and strengths, and those with international law and clinical education expertise. In addition, in order to continue to attract the most promising students, we must have a robust financial aid program.

PROFESSORSHIPS

Endowed professorships are critical to Stanford's ability both to attract and retain top faculty. They are the highest honor the university can bestow upon current faculty who have made extraordinary contributions to research and teaching. They also enable us to offer competitive compensation packages in recruiting scholars who are in high demand around the country and the world.

Just as the roster of endowed chair holders stands as an honor roll of the most distinguished faculty members in any generation, the roster of professorship donors represents an elite group of Stanford's most farsighted and generous friends who have made enduring contributions to the university's excellence and independence. Donors may establish professorships in their own names or in the names of others whom they wish to honor, and the chairs will exist in perpetuity. Income from the endowed gifts pays the faculty members' salaries and associated costs. In many cases, the income also defrays expenses related to the faculty members' work, such as library, staff support, travel, and other research-related expenses.



Jenny S. Martinez, Assistant Professor of Law

FACULTY SCHOLAR CHAIRS

Some of the most exciting and innovative teaching at Stanford is being done by younger faculty members. As they work their way up the academic ladder, these teachers are also launching their research programs, and they are often at a disadvantage when competing for research support with senior faculty who may be leading more mature, established research programs. Private support for research, particularly in the form of faculty scholar chairs, is crucial for the development of junior faculty.

To help ensure the excellence of its faculty over the long term, Stanford has devised faculty scholar chairs as a means to honor, encourage, and support outstanding younger faculty as their careers develop. Gifts endowing faculty scholar chairs strengthen Stanford's future, enabling the university to attract and retain the most brilliant young faculty members in their fields. Income from faculty scholar chair endowments pays the holders' salaries along with related expenses, including research support, travel costs, and summer salaries.

GRADUATE SCHOLARSHIPS AND FELLOWSHIPS

The university's mission of excellence in teaching, learning, and research is fully embodied in its graduate students. The primary criteria for admission are superior academic achievement and a potential to contribute to the academic and professional communities and to society as a whole. The competition is intense, and only the top candidates in each school and department are admitted. Once admitted, students are offered financial support that usually comprises a combination of fellowships, loans, and teaching or research assistantships. Fellowships are key to our ability to offer the graduate support needed to continue attracting the most talented graduate students.

We seek funding for scholarships and fellowships for JD, graduate law students, and postgraduate fellows as well as for our Loan Repayment Assistance Program, which provides support to our students pursuing public or nonprofit service careers by subsidizing a portion of their educational loans.



Stanford Law School seminar:
Intellectual Property as a Strategic Asset.

Supporting World-Class Programs

With the world changing so rapidly, we cannot stand still but must garner the resources to adapt to new realities and new challenges. We seek funding for the programs and priorities that will enable us to shape a new model of legal education, including:

NEW INTERDISCIPLINARY OPPORTUNITIES

In order to build a new model of interdisciplinary education, we aim to expand our joint degree programs, leveraging the resources of the entire university to offer students seeking expertise in a specific practice area—say, business or the environment—the opportunity to complete a master’s degree or a PhD along with a JD.

In addition, even those students who may not wish to pursue a second degree will benefit from an expanded number of multidisciplinary courses that we plan to develop and team-teach with our colleagues in other schools and departments.

INTERNATIONAL LAW PROGRAM

The trends and consequences of globalization mean that all of our graduates will find themselves working in a complex global environment. To prepare them to meet the challenges they will encounter, we must grow our excellent but still modest international law program. Our four-step plan includes significant expansion of our international law curriculum, development of new interdisciplinary centers for the study of international law, expansion of our advanced degree program to bring international students to Stanford, and development of an international law library to support all of these efforts.

CLINICAL EDUCATION

As we aim to bridge the gap between the classroom and the courtroom or boardroom, we must significantly expand our clinical education program, giving students opportunities to hone their skills in supervised, real-world settings. Specifically, we seek to add programs in emerging areas of law and to increase our staffing so that we can maintain the low teacher-student ratio that makes clinical education such a powerful tool.

A NEW PUBLIC SERVICE CENTER

As we seek to instill in our students an appreciation of the value of public service as a part of their professional lives, we plan to bolster our commitment to public service by establishing a center that will offer new courses and seminars, a pro bono program, a lecture series, career advising and placement assistance, a summer conference, support for Public Service Leadership Fellows, and a Postgraduate Public Service Fellowship for Stanford Law graduates.



First-year lecture: *Constitutional Law I*.

Photo credit: Michael Johnson



L to R: Judge **Frank H. Easterbrook**, United States Court of Appeals for the Seventh Circuit; Judge **Mary M. Schroeder**, United States Court of Appeals for the Ninth Circuit; and Associate Justice **Carlos R. Moreno**, JD '75, Supreme Court of California, participate in the Stanford Law School Moot Court Finals, May 2006.

Photo credit: Michael Johnson

Building for the Future

In order to expand our programs and curriculum as we have described and be able to add the faculty who will drive these new efforts, we need a Law School building that will give both faculty and students sufficient space to do their best work. We also want to provide our students with a new residence that will offer opportunities for residential education and a much-needed alternative to the Peninsula's high rents.

A NEW STANFORD LAW SCHOOL BUILDING

A new academic building will relieve the overcrowding we face—providing much-needed space for the new and expanded academic programs and initiatives that are essential to our growth. While student enrollment has remained essentially stable, our faculty has grown and, even more significant, the number of research, student, executive education, and clinical programs has grown. As the school continues to evolve, so must its physical structure.

THE MUNGER GRADUATE RESIDENCE

This new residential building is designed to integrate living and learning. While helping to meet the university's need for on-campus graduate student housing, the Munger Graduate Residence also will encourage interdisciplinary learning, as law students and graduate students from a variety of other schools live together and learn from each other.



L to R: Charles T. Munger, Nancy B. Munger, AB '45, and Law School Dean Larry Kramer at groundbreaking celebration for the Munger Graduate Residence, June 2, 2006

Photo credit: Steve Castillo

“Among all the world’s many possible good causes, you have chosen to make us, Stanford Law School, an important part of your philanthropic life. It is a gift we are humbled by and grateful to receive.”

LARRY KRAMER

THE RICHARD E. LANG PROFESSOR AND DEAN

Ways to Give

There are a variety of ways to invest in The Stanford Challenge at the Law School, including those highlighted below. While a major focus of this campaign is to secure long-term support, we need gifts at all levels to ensure success.

ENDOWED FUNDS

An endowed fund—most often for a professorship or fellowship—establishes a permanent fund that recognizes the donor or someone the donor wishes to honor in perpetuity and provides Stanford with a continuing source of support.

CAPITAL GIFTS

Gifts made for capital projects support construction and renovation costs associated with a particular building.

TERM ENDOWMENT

Term endowment funds are spent over a specific period of time during which they are invested with the university's endowment to take advantage of potentially higher investment returns. These gifts recognize that a valuable set of activities may not exist in perpetuity, but that a significant investment for a period of time can help them grow and achieve a measure of stability.

PLANNED GIVING

Through careful planning, a donor may be able to make a sizable contribution to the school through a bequest or living trust; by designating Stanford as the beneficiary of a life insurance policy, IRA, or other retirement plan; or by means of a “life income gift” that can provide a donor with considerable tax savings currently as well as an income for life.

THE LAW FUND

Annual gifts to the Law Fund allow the dean to earmark funds for the school's highest priorities, including faculty support, student scholarships, and capital improvements.

EXPENDABLE FUNDS

Gifts to expendable funds are spent as they come in and may be made in support of specific programs, research, or people of the donor's choosing—for example, an established or new interdisciplinary program or clinic.

To Learn More

We welcome the opportunity to tell you more how you can take part in The Stanford Challenge by supporting the Law School. For more information on ways to contribute or to make a gift, please call 650.736.1238 or visit law-thestanfordchallenge.stanford.edu.