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# Deconstructing Business Law Center Design, Mission, and Innovation

Patricia Hureston Lee\*

*The most beautiful thing we can experience is the mysterious.  
It is the source of all true art and science.*

*--Albert Einstein*

We have a beautiful mystery in the legal academy. Once we have a better understanding, it may be a source of true art and science. This article seeks to deconstruct the mystery in our understanding of business law centers, particularly those intersectional spaces that focus primarily on transactional, business, corporate, entrepreneurship, and technological subject matter (“Law Centers”).<sup>1</sup> As these Law Centers are generally considered a central part of their affiliated law school’s educational experience and engagement, but are neither a school, a department nor a clinic, this article sheds an “early” light on the frameworks of their design, mission, and innovation.

Through this lens, we explore the methodological framework of Law Centers and gain a better understanding of plausible outcomes stemming from their curricular, community engagement, and interdisciplinary efforts. Insights on Law Center framework offer a toolkit of ideas of how these Law Centers are currently innovating in their spaces. More importantly, as opportunity grows for these centers to innovate novel approaches, in light of the many emerging business, law, and societal challenges, we offer a toolkit of ideas on these offerings.

This article identifies the mission, goals, and objectives in Law Centers and provides insights and a taxonomy on the distinct types of Law Center offerings. Next, the article offers a toolkit of ideas to advance stakeholder knowledge, skills, and learning outcomes. Further, the article sets forth a Law Center case study, discussing the Loyola University Chicago Center for Business Law’s design, mission, goals, objectives, and programs. This article recommends that Law Centers reassess their mission, goals and objectives and re-consider enhancing their impact on corporate governance and the emerging local, national, and global issues. There is no better time for innovation. While this article examines frameworks through the lens

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1. This article does not include specialized centers named as intellectual property, privacy law, cyber security, and antitrust centers although the focus of these programs will also cover specific business targets. The article also does not include the many law centers primarily, with non-business-related areas of focus, e.g., criminal law and health law.

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of business-oriented law centers, the information provides useful guidance for law centers in general.

## I. INTRODUCTION

*In memory of Barbara Bader Aldave (December 28, 1938–May 23, 2023)*

*“We ought to strive mightily to meet the demands of our calling. After all, of those to whom much is given, much is required.”<sup>2</sup>*

The idea of mission driven Law Centers that successfully engage their stakeholders has great appeal and potential. Yet, the Law Center methodology and practices have not been researched adequately, if at all. The scholarly literature on Law Centers is scant as to developments, trends, and practices. However, digitally, there remains a wealth of retrievable information to be studied.

Exploring these practices and designs can have added benefits. For the past two decades, the scholarly inquiry on law school clinical and experiential programs focused on transactional, business, corporate, entrepreneurship, and commercial areas of law has had tangible effects on the expansion and growth of these types of clinical programs and curricular initiatives.<sup>3</sup> These articles have set forth the emerging clinical methodology, advancements in scholarly research, best practices,<sup>4</sup> and innovation in operating these specialized programs,<sup>5</sup> in addition to shedding light on their impact.<sup>6</sup> As a partner to law school clinical initiatives, law school centers have

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2. *Oregon Law Mourns the Loss of Professor Emerita Barbara Bader Aldave*, U. OR., <https://law.uoregon.edu/oregon-law-mourns-loss-professor-emerita-barbara-bader-aldave> (last visited June 8, 2023) (recognizing the many contributions of Professor Barbara Bader Aldave, who held the Loran L. Stewart Chair in Corporate Law and directed the Center for Law and Entrepreneurship at the University of Oregon Law School. Professor Aldave, the University of Oregon shared that in 1970, “Aldave was hired as Oregon Law’s first woman faculty member. She was only the third woman to teach corporate law at an accredited U.S. law school, and she was one of the first to teach securities regulation. Aldave educated current and future lawyers and leaders, supported the work of Oregon’s entrepreneurs, and championed the cause of justice.”).

3. Susan R. Jones, *Small Business and Community Economic Development: Transactional Lawyering for Economic Justice*, 4 CLIN. L. REV. 195, 195 (1997); Margaret Martin Barry, Jon C. Dubin & Peter Joy, *Clinical Education for this Millennium: The Third Wave*, 7 CLIN. L. REV. 1, 9 (2000); William H. Mellor & Patricia H. Lee, *Institute for Justice Clinic on Entrepreneurship: A Real World Model in Stimulating Private Enterprise in the Inner City*, 5 J. SMALL & EMERGING BUS. L. 71 (2001) (providing a case study of designing an entrepreneurship clinic); Rebecca L. Sandefur & Jeffrey Selbin, *The Clinic Effect*, 16 CLIN. L. REV. 57 (2009); Eric J. Gouvin, *Teaching Business Lawyering in Law Schools: A Candid Assessment of the Challenges and Some Suggestions for Moving Ahead*, Vol. 78:2 UMKC L. REV.; Lynnise E. Phillips Pantin, *The Economic Justice Imperative for Transactional Law Clinics*, 62 VILL. L. REV. 175 (2017); Carrie Hempel and Robert Solomon, *The Community & Economic Development Clinic: U.C. Irvine School of Law*, 17 CAL. LEGAL HIST. 83 (2022) (exploring community and economic development clinics).

4. DEBORAH MARRANVILLE ET AL., *BEST PRACTICES: TRANSFORMING LEGAL EDUCATION IN A CHANGING WORLD* (Carolina Academic Press, 2015) (in this book, the authors recommended a more intentional approach to legal education, with each school setting forth its mission and continuing with educational goals articulated in terms of outcomes). *See also* Paul R. Tremblay, *The Emergence and Influence of Transactional Practice Within Clinical Scholarship*, 26 CLIN. L. REV. 375, 376 (2019) (noting that publications on transactional practice increased demonstrably between 1994 and 2019.).

5. Alicia E. Plerphoples & Amanda Spratley, *Engaging Outside Counsel in Transactional Law Clinics*, 20 CLIN. L. REV. 379, 387 (2014) (describing the manner in which law schools expanded their clinical and experiential programs through the hiring of or collaboration with outside legal counsel).

6. *See generally*, Patricia H. Lee, *THE ROLE AND IMPACT OF CLINICAL PROGRAMS ON ENTREPRENEURSHIP AND ECONOMIC GROWTH*, 2 (Northwestern Univ. Medill Sch. of Journalism ed.,

provided both formal and informal structures to house these experiential, teaching, and research initiatives, and to serve as a foundation for other students, faculty, alumni, and extended community engagement.

To add to the scholarship, this article provides insights on the mission, goals, and a taxonomy of programmatic initiatives hosted by Law Centers. As noted earlier, the article studies Law Centers within broad and specialized categories, primarily centers designed to advance “transactional,” “business,” “entrepreneurship,” “corporate,” and “commercial” subject areas.<sup>7</sup> Nevertheless, there are other emerging categories ripe for research. These additional emerging Law Centers are designed to advance intellectual property, privacy law, cyber security, and technological curriculum, research, and engagement.<sup>8</sup> The breadth of these innovative technological and intellectual property centers requires additional research for another article. Law Centers are considered a central part of the participating law schools’ educational experience and engagement.

However, Centers are neither a school, a department, nor a clinic, and do carry a certain set of characteristics in the design. This article seeks to deconstruct the Law Center to better understand its design, mission, goals, and initiatives. The methodology of this article involved reviewing articles and materials written about Law Centers and the programs that they sponsor. Also, the research reviewed Association of American Law Schools “AALS” law schools with Law Centers and included several interviews with Law Center directors and deans. Based on available information, this article reviews thirty-one Law Centers set forth in Appendix A,<sup>9</sup> and provides a taxonomy of the types of initiatives implemented by them nationally.<sup>10</sup>

As an organizational unit of law schools, these Law Centers are not one size fits all. Rather, these Law Centers diverge in a variety of ways, which include diverse types of goals, missions, activities, stakeholders, and initiatives. With a taxonomy of practices, Law Center directors can better innovate and enhance their relevance, for the intended purpose for which they were formed. Learning about the practices of Law Centers allows those designing innovative programs the ability to

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2011), <https://ssrn.com/abstract=1853923>; see generally, Michael Risch, IP AND ENTREPRENEURSHIP IN AN EVOLVING ECONOMY: A CASE STUDY 1 (Megan Carpenter, ed., 2011), <https://ssrn.com/abstract=1887029>.

7. This article studies law centers within the band of a general, but diverse and broad categories, including centers designed to advance “transactional,” “business,” “entrepreneurship,” “commercial,” or “corporate,” (collectively, Law Centers).

8. This article does not include specialized centers named as intellectual property centers, privacy law, cyber security, antitrust although the focus of these organizations may also cover specific business subject matter. The focus of these specialized centers address patents, developments in A-I and a plethora of emerging developments. The article also does not include the many traditional centers that are not transactional in nature, litigation, mediation, criminal justice, immigration, or health law initiatives.

9. Although not discussed in this article, several Institutes were of particular interest. Although these five Institutes were not named as a Center, they stand alone at their law schools and have many of the characteristics found in Law Centers. The following five institutes noted are: Cornell Law School’s Clarke Business Law Institute; Loyola Law Marymount’s The Transactional Law Institute; University of Minnesota’s Corporate Institute; University of Mississippi School of Law’s Business Law Institute; Widener University Delaware Law School’s Institute of Delaware Corporate and Business Law. The main reason these programs are not a focus, is because of the number of Institutes that are included in many of the Centers named herein. The many Institutes nationally is outside of the scope of this research project.

10. See *Attachment A* for the list of Centers whose publicly available information and returned surveys were reviewed.

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consider a menu of choices of how to organize for maximum results. Part II identifies missions, goals, and objectives of Law Centers located in law schools nationally. Part III provides insights from the study and a taxonomy of types of Law Center offerings attached as Appendix B and a toolkit of ideas to advance knowledge, skills, and learning outcomes. Part IV provides a case study on the Loyola University Chicago Center for Business Law's design, mission, goals, objectives, and programs. Part V recommends that Law Centers continue to reassess their missions, goals, and objectives with a view toward enhancing their impact on emerging societal dilemmas.

## II. DECIPHERING LAW CENTER DESIGN, MISSION, AND GOALS

*"Someone is sitting in the shade today  
because someone planted a tree a long time ago."  
– Warren Buffet*

Whether informally or formally, Law Centers are a foundational space to support a variety of collaborations, activities, synergy, and innovation. They are structured and purposed to serve as housing of clinical, experiential legal services, and to respond to the needs of their respective stakeholders, students, alumni, faculty, and the extended community. These spaces organize the program of instruction and generally, deliver the instruction, in innovative ways as law schools are charged to do.<sup>11</sup> Despite the fact that the scholarly literature is scant as to the developments and trends occurring in these types of Law Centers, we are able to surmise certain aspects of their development and formulate a taxonomy of initiatives. The good news is that there is available information found through law school websites, blogs, social media, and publications. These sources of information provide a peek at the abundance of activity of engagement, mission, research, and experiential education developing in law school settings.

Understanding the Law Center space is important for the nation and law schools for several reasons. First, law schools have a duty to educate students to develop as lawyers and to pass the bar.<sup>12</sup> With the National Conference of Bar Examiners recent completion of a three-year study to evaluate the knowledge and abilities that the bar exam tests, there is again a need for law schools to be proactive in the topics tested.<sup>13</sup> Second, there is no shortage of legal, regulatory, governance,

11. ROY STUCKEY AND OTHERS, BEST PRACTICES FOR LAW SCHOOLS: A VISION AND A ROAD MAP 16-17 (Clinical Legal Educ., 1st ed., 2007), <https://www.cleaweb.org/Bes> (describing recommendations for improving legal education by seven categories of best practice) ("1) setting goals, 2) organizing the program of instruction, 3) delivering instruction, generally, 4) conducting experiential courses, 5) employing non-experiential methods of instruction, 6) assessing student learning, and 7) evaluating the success of the program of instruction. We also include an example of a 'model' best practices program of instruction.").

12. Stephanie Hunter McMahon, *What Law Schools Must Change to Train Transactional Lawyers*, "PACE L. REV. 43 (2022): 106-171.

13. NATIONAL CONFERENCE OF BAR EXAMINERS, NEXTGEN BAR EXAM OF THE FUTURE, <https://nextgenbarexam.ncbex.org/process-that-produced-the-content-scope-outlines/> (last visited Oct. 7, 2023) (In 2021, the NCBE appointed a Content Scope Committee to consider the breadth of topics to be covered within each subject. The NCBE identified 8 Foundational Concepts and Principles, including two relevant here: Business Associations and Corporation Law, plus 7 Foundation Skills (Legal Research; Legal Writing; Issue Spotting and Analysis; Investigation and Evaluation; Client Counseling

compliance issues that affect business in some way, large or small. Corporations and small businesses have a myriad of challenges, including understanding better corporate governance practices.<sup>14</sup> Domestically, the recent rise of artificial intelligence (AI) raises new questions for business; constitutional questions of individual rights, privacy and the role of business are before the courts; and the fast-approaching digital adoptions in fintech, blockchain and currencies affecting the monetary system; and globally, the issue of war, are matters that call for responses by law schools.

If we are slow to change, what may be at stake is our very own humanity. The way business is conducted in the emerging digital world, whether through human or artificial resources, will need to be understood. Moreover, through dialogue and debate, Law Centers are places to critically think about domestic and global issues, some of which are foreboding.<sup>15</sup>

### A. Law Center Design

The growth of organizations from the late nineteenth century has been significant in that "...in the late nineteenth century there were few organizations of any size or importance—no labor unions, no trade associations, and few large businesses, nonprofit organizations, or governmental agencies."<sup>16</sup> As we think about organizational structures, in the broadest sense of the word today, there are a variety of types of structures which have historically impacted society.<sup>17</sup> These categories range from nonprofit organizations, local, state and governmental entities, the military, community development organizations, religious and charitable institutions, as well as multi-national and large businesses and a host of smaller business enterprises.<sup>18</sup> Today, organizations are all around us and shape our lives in many ways.

Within law school or university settings, the Law Center is a type of organizational structure or substructure that is established to provide one or more key components to the greater organization. Some of the key components in the classical definition of organization structure generally includes designating formal reporting relationships, including the number of levels in the hierarchy and the span of control of managers and supervisors; Identifying the grouping together of individuals into departments and of departments into the total organization; and including the design

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and Advising; Negotiation and Dispute Resolution; and Client Relationships and Management. The Committee considered the likelihood of newly licensed lawyers encountering the topics through three factors: Frequency – how often they would encounter the topic; Universality – how likely to encounter in more specialized types of entry-level practices; and Risk – the serious consequences of not having any knowledge of the topic when it arises).

14. David F. Larcker & Brian Tayan, *Seven Gaping Holes in Our Knowledge of Corporate Governance* 1 (European Corporate Governance Institute, Economics Working Paper No. 914/2023, April 12, 2023), <https://ssrn.com/abstract=4416663>.

15. CARL SAGAN, *THE DEMON-HAUNTED WORLD* 24–25 (1995) ("the dumbing down of American is most evident in the slow decay of substantive content in the enormously influential media, the 30 second sound bites . . . , lowest common denominator programming, credulous presentations on pseudoscience and superstition, but especially a king of celebration of ignorance").

16. RICHARD L. DAFT, *ORGANIZATION THEORY AND DESIGN* 12 (10th ed. 2009).

17. *Id.* at 10–12.

18. The author includes in the category of organizations, professional associations, entrepreneurs, family owned and small business and educational institutions. *Id.* at 90–91.

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of systems to ensure effective communication, coordination, and integration of efforts across departments.

A Law Center designates the faculty, staffing, and administrative and reporting relationships. Although it may not have departments within the Law Center, it must identify its grouping with the sponsoring law school organization. Last, these Centers have designated the system to engage with its stakeholders, in order to implement the mission, programs, research activities, experiential learning, and fuel its recipe for social and economic results.

Within Law Centers, there are organizational challenges, whether that is within the operation or placement of the Law Center itself, as a function of their Clinical programmatic requirements, or connected to their affiliations and interdisciplinary collaborations. Organizational challenges may range from ineffective structural designs, inadequate capacity, organizational cultural miscommunications, and failure for organizations to align with a national strategic focus. However, due to the constraints on the scope of this research coverage, Law Center challenges is a topic reserved for future research.

### ***i. Law Center Mission and Goals***

Establishing vision, mission, goals, and objectives are especially important in designing a Law Center. When we think of vision, we imagine those making decisions expressing what is hoped for by the structured efforts to happen in the future. An example of that might be the idea of “practice ready attorneys,” “dismantling social and economic inequality,” or envisioning the “end of food insecurity and human suffering.”

The mission statement is another important part of understanding the roadmap of the center priorities. A consensus of “leading experts who have [] studied U.S. legal education assert that a clear mission is vital for law schools to survive and thrive.”<sup>19</sup> A well-crafted mission statement should clearly state some parameters, such as “what business the designed organization is in”<sup>20</sup> or the structure’s “reason for being.”<sup>21</sup> Each of these concepts are inextricably intertwined to each other. Without articulating them, a structure’s activities and initiatives are just a hodgepodge of tasks. Also, we heed the following warning:

Having all participants understand the school’s mission statement is one thing. Ensuring that resources, schedules, professional development, student services, curriculum, co-curricular activities, and other school systems are in full support of the school’s mission is another... A significant finding in these high-performing schools is that all of the oars are in the water and rowing in the same direction.<sup>22</sup>

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19. Irene Scharf & Vanessa Merton, “*Your Mission, Should You Choose to Accept It ...*”: *Taking Law School Mission Statements Seriously*, 56 WASHBURN L. REV. 289, 292 (2017).

20. ANGELICA EMIL, CRAFTING EFFECTIVE MISSION & VISION STATEMENTS 3 (Vincent Hyman & Dale S. Thompson eds., 2008).

21. Les MacLeod EdD, MPH, LFAche, *Making Smart Goals Smarter*, Vol. 38, Iss. 2, 68-70, 72 (Aug. 2013).

22. Michael Corso et al., *Living the Mission*, AM. SCH. BD. J. (Oct. 2012), [https://quagliainstitute.org/uploads/legacy/LivingTheMission\\_98.pdf](https://quagliainstitute.org/uploads/legacy/LivingTheMission_98.pdf).

As Law Centers are generally “spaces” within law schools, their mission statements provide insights on their specific priorities. The mission statement describes the stakeholders who are to be served and this foundation will serve as an important aspect of the design and strategy of the center. Below is a brief overview of the missions categorized by stakeholders, those persons mentioned by the mission as the intended recipient of the mission’s aim (students, faculty, alumni, the law school, the university, and the extended communities).

Law Centers displayed their mission statements on marketing materials, websites or kindly provided information in the survey. There are many variations in Law Center mission statements. We set forth a summary of the notable missions noted in light of the stakeholder aim.

## *ii. Mission through the Lens of Stakeholders Served*

### ☐ **Student Oriented Teaching Missions**

- ☐ Provide students opportunities to observe, participate in, analyze, and reflect upon the work of a business lawyer or business professional;
- ☐ Provide educational concentrations and certifications for students to be prepared for the practice of law;
- ☐ Facilitate student competitions;
- ☐ Provide students with a rigorous and integrated approach to skills and practice training;
- ☐ Unite faculty, practitioners and students who teach, work on and study business legal issues posed by technological advancements in business areas.

### ☐ **Faculty Oriented Research and Development Mission**

- ☐ Foster and engage in business, corporate law research;
- ☐ Develop scholars and scholarship;
- ☐ Advance empirical scholarship related to law and business;
- ☐ Attract diverse scholars.

### ☐ **Alumni and Practitioner Oriented Mission**

- ☐ Train lawyers (for business law practice; to represent entrepreneurs & startups);
  - ☐ Improve training of business lawyers in both transactional and litigation practices;
  - ☐ Provide a platform for students, faculty, and alumni to engage in the study, teaching and practice of business and business law;
  - ☐ Attract lawyers, innovators, and startups.
  - ☐ **Legal Education and Law School Mission**
  - ☐ Create a hub for cross-disciplinary programming, coursework, and learning opportunities;
  - ☐ Innovate Legal Education;
  - ☐ Foster Public Policy Debate;
  - ☐ Establish the law school as a thought leader;
  - ☐ Advance an entrepreneurial mindset in faculty, alumni, students, and the extended community;
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- ☐ Enrich scholarly and popular debate on corporate governance, financial regulation, law and economics and other business law topics.
- ☐ **Extended Community, Economic and Social Justice Mission**
- ☐ Combine the study of innovation and creative with the law school's social justice mission;
  - ☐ Advance social justice;
  - ☐ Fuel economic growth & development;
  - ☐ Provide legal services to communities;
  - ☐ Advance minority and women enterprises (MWBES);
  - ☐ Attract and provide legal services to entrepreneurs, artists, inventors, small businesses, and non-profit organizations;
  - ☐ Advance local, state, national or global conferences, workshops, symposia, and events.

### *iii. Law Center Goals*

In addition to mission, there are goals and objectives, and they add to our understanding of the fundamental “what” is to take place; the “how” it may happen and for “whom.” This area of inquiry has other components such as the more generalized goal Law Centers articulate as their vision. But also, the components of values that are the foundation for these goals and the operational inquiry in a written strategic plan.

Turning to Law Center goals, they would be more general ends. These structures may further proscribe sub-goals or objectives or target these objectives to the law school's mission, goals, and objectives. One way of thinking about goals, which differ from objectives<sup>23</sup> is the concept of SMART goals.<sup>24</sup> SMART goal setting has been around for years and in scrolling the literature, the letters stand for different words, albeit close in meaning. S.M.A.R.T. generally stands for S – Specific, M – Measurable, A – Achievable, R – Realistic, and T – Time Bound.<sup>25</sup>

One can envision that a host of activities and events takes place in Law Centers through goal setting. As noted in the prior section, the stakeholders were students, faculty, alumni, the community, the law school, and the university. As Law Centers set forth particular goals, to involve their stakeholders, a host of goals were noted in the survey. Next, we discuss in more depth, the types of goals that seek to train, create career and research opportunities for students, innovate in the legal academy, foster, and engage legal research, collaborate with alums, develop scholars, encourage public policy debates, provide community-wide legal services, and further economic growth and development. Below is a synopsis of goals articulated within these Law Centers and could be considered best or better practices once SMART goals are defined.<sup>26</sup>

23. *Id.* at 23–24.

24. Julia Martins, *How to Write SMART Goals (and why They Matter)*, (April 15, 2023), <https://asana.com/resources/smart-goals>.

25. *Id.* (where the terms strategic for S, attainable for A and relevant for R are referenced: S – Strategic or Specific; M – Measurable; A – Attainable or Achievable; R – Relevant or Realistic; T – Time Bound.); see also Anne Conzemius et al., *THE POWER OF SMART GOALS: USING GOALS TO IMPROVE STUDENT LEARNING* (2006).

26. Joe Osburn, et al., *The Origins of “Best Practices” in the Principle of Normalization and Social Role Valorization*, 8 TEMP. UNIV., J. OF POL’Y AND PRACTICE IN INTELLECTUAL DISABILITIES 3 191, 193 (2011).

☐ **Training Goals**

- ☐ Providing students and lawyers hands-on training (for business and transactional law practice; to represent entrepreneurs, startups and nonprofits);
- ☐ prepare future leaders to understand business issues facing business entities;
- ☐ help students to better understand the world of business law;
- ☐ foster an entrepreneurial mindset in students, faculty, alumni, and extended community;
- ☐ prepare students to be effective transactional lawyers able to operate in today's dynamic business law environment;
- ☐ bring together faculty, alumni, business leaders, and government officials to provide students with the opportunity to fully develop their professional skills;
- ☐ promote the development of business law practitioners by involving students;
- ☐ faculty teach and write in many areas of the law, including copyright and patent law, bankruptcy, commercial law, corporations, antitrust, international trade, and civil procedure.

☐ **Goals to Innovate Legal Education**

- ☐ Curricular innovation;
- ☐ Serve as a point of contact with university affiliates and entrepreneurship-related programming it provided to the community;
- ☐ Improve the training of business lawyers in both transactional and litigation practices through the concentration in business transactions for JD candidates.

☐ **Goals to Foster and Engage in Research and Develop Scholars and Scholarship**

- ☐ On the role and impact of government in the regulation of business;
- ☐ Enhance multi-disciplinary scholarship;
- ☐ Focus on the intersection of law and finance, including analyses of business relationships from a finance perspective, as well as the structure of the financial markets, the behavior and governance of the institutions that comprise them, and the transactions that occur within them;
- ☐ Develop scholars with an expertise/interest in transaction-related studies;
- ☐ Develop corporate and business law scholarship in service of practice;
- ☐ Host speakers from practice and the business world, along with several professors from business schools and law schools to share their innovative scholarship with faculty and students;
- ☐ Foster research and study on a variety of topics at the intersections among law, business, and economics;
- ☐ Create empirical and transactional studies.

☐ **Goals to Foster Public Policy; Corporate Law and Governance.**

- ☐ Foster public debate on the role of government in the regulation of business;
- ☐ Be a resource for corporate law and governance issues for the legal, business, and nonprofit communities;
- ☐ Serve as a forum for interaction between business law scholarship and business law practice;
- ☐ Contribute solutions to emerging complex legal issues in a global economy;

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- ☐ Provide an understanding of the laws governing corporations and other business entities, tax, and bankruptcy benefits, and advance engagement among the lawyers, judges, legislators, and scholars who practice, study, and define it;
- ☐ Serve as a hub for academic and practical discussions regarding business and the law.
- ☐ **Goals to Provide Legal Services and Engage Clients.**
- ☐ Represent underprivileged small and microbusinesses;
- ☐ Represent nonprofit organizations;
- ☐ Represent creatives, artists, scientists, and innovators;
- ☐ Represent faculty led initiatives and innovation.
- ☐ **Goals to Provide Career, Networking and Research Opportunities for Students**
- ☐ Hiring bridge fellows before or after law school graduation;
- ☐ Advising student organizations, such as Business Law Society, Tax and Estate Planning Association, Intellectual Property Society;
- ☐ Host endowed scholarships for students seeking to specialize in business and transactional law;
- ☐ Coordinate externships, local, regional, or nationally.
- ☐ **Goals to Advance Collaborations with Alumni**
- ☐ Advance Alumni Training Initiatives;
- ☐ Develop and recruit Practitioners in Residence or Board of Advisors;
- ☐ Coordinate Mentor/Mentee Initiatives Between Alums and Students;
- ☐ Collaborate on complex joint legal research and services.
- ☐ **Goals to Fuel Economic Growth & Development**
- ☐ Promote through a focus on a geographic area;
- ☐ Promote through a focus on business enterprises.

#### *iv. Funding to Support Law Center Mission and Goals*

Law Centers are supported by the law schools' budgets and by a robust source of fundraising approaches, such as funding the programs through endowments, Cy Pres awards, public and private donations, gifts, grants, law firm or attorney sponsorships, and interdisciplinary collaborations. A description of distinct types of funding approaches utilized by Law Centers are below.

Endowments function like a mutual fund and constitute financial and real assets held by colleges and universities to generate income for current and future operations.<sup>27</sup> A donor gives the institution the specified amount to be held in perpetuity. The recipient is able to spend the cumulative sum of over time, according to state or federal law.<sup>28</sup>

Cy Pres Awards are derived from the Cy Pres doctrine, which is a well-recognized device that permits the court to designate organizations to receive the funds.<sup>29</sup>

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27. Ronald G. Ehrenberg, *ADVANCING HIGHER EDUCATION, DEMISTIFYING ENDOWMENTS 2* (2009) (Law Center examples generous endowments such as, the permanent endowment of Donald Pritzker Entrepreneurship Law Center; Pepperdine Law School's alumni endowment for the Geoffrey H. Palmer Center for Entrepreneurship and the Law).

28. *Id.* at 2.

29. Wilber H. Boies and Latonia Hancy Keith, *Class Action Settlement Residue and Cy Pres Awards: Emerging Problems and Practical Solutions*, 21 VA. J. SOC. POL'Y & L. 267, 269 (2014) (for example,

These awards have been used by public interest organizations and legal services organizations.

Law firm or Attorney sponsorships is another way for a Law Center to obtain funding for its programs. A law firm can build awareness of their legal practice areas by sponsoring a Law Center. Examples of law firm or attorney sponsorship can be utilized through naming or at particular events.<sup>30</sup>

Grants typically come from three sources: private institutions;<sup>31</sup> community foundation and trusts, or governmental grants. Governmental grants are those grants of “authorized expenditure[s] to a non-federal entity for a defined public or private purpose in which services are not rendered to the federal government.”<sup>32</sup>

Private gifts and donations<sup>33</sup> provide donors an opportunity to provide funds, through donations or seed gifts, to law school programs.

Interdisciplinary collaborative funding,<sup>34</sup> provide a vehicle for Law Centers to enhance interdisciplinary, cross, or multi-disciplinary work, at the same time as leveraging multiple budgets for the common goals and objectives pursued.

Funding Law Centers is an important part of a well-functioning program. In the next section, we provide our insights and a taxonomy of the variety of initiatives within Law Centers.

### III. LAW CENTER INSIGHTS AND TAXONOMY OF OFFERINGS

*People think focus means saying yes to the thing you've got to focus on. It means saying no to the hundred other good ideas that there are. You have to pick carefully. – Steve Jobs*

There are a variety of approaches Law Centers choose from in providing a host of services and activities. First, there is designing the structure of the entity. Then, once structured, what are the mission, goals, and objectives? Next, what methods will be utilized to perform these activities?

As our survey of Law Centers demonstrates that they are not one size fits all, we can grasp ideas from the plethora of distinct types and characteristics of the mission, goals, and objectives. Also, decision-makers can choose from the many activity choices, stakeholders, goals, and mission. Ideally, the design will produce

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see how Loyola Law Chicago's Center for Business Law and Clinic has received Cy Pres awards for the funding of the Center and Clinic programs).

30. StartUp@Berkeley Law, BERKELEY LAW, <https://www.law.berkeley.edu/experiential/startupberkeleylaw> (last visited Oct. 29, 2023) (receiving law firm sponsorship from Wilson Sonsini Goodrich & Rosati to fund Startup@Berkeley).

31. Sarah L. Pettijohn, *Federal Government Contracts and Grants for Nonprofits*, URBAN INSTITUTE, [www.urban.org](http://www.urban.org) (last visited Aug. 1, 2023).

32. An example of a private grant funder, the John Olin Foundation supports the John M. Olin Center for Law, Economics, and Business with a grant to further student understanding of law and economics, promote faculty research, and help the bar and public be better aware of the economic approach.

33. See *Cornell Law School Benefactor Jack Clarke Dies at 91*, CORNELL CHRONICLE (May 2, 2019), <https://news.cornell.edu/stories/2019/05/cornell-law-school-benefactor-jack-clarke-dies-91> (for an example of Jack G. Clark, LL. B's lead gift to Cornell's law school); Xing Fang, *Why We Hide Good Deeds? The selfless and anonymous donation behavior in crowdfunding*, 71 TECH. IN SOC'Y (2022).

34. See BUSINESS TEACHING BEYOND SILOS: INTERDISCIPLINARY AND MULTIDISCIPLINARY LEARNING 2 (Lauren Tracykowski et al., 2023) (“[C]ross-discipline work that informs the business knowledge of a student from a non-business discipline OR, in reverse, how a discipline's focus and expertise can/should be integrated into learning, teaching and assessment of business subjects.”).

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and maximize better<sup>35</sup> practices and outcomes for stakeholders. The taxonomy may also illustrate to the reader that there are gaps within a Law Center and a realization leading to greater reflections on creative or innovative ideas.

### *A. Insights about Law Center Initiatives*

#### *i. Clinical Programs to Provide Legal Services*

Many of the Law Centers host law clinics to provide community or statewide legal services. In these Clinics, the legal services are sought by entrepreneurs, small business, nonprofits, and other social enterprises. Of the thirty-one centers, most had Clinics that were designed to provide transactional, business, corporate, entrepreneurship and tech legal services.

Geographical service areas ranged from local and county-wide focus,<sup>36</sup> to a larger metropolitan area,<sup>37</sup> to regional,<sup>38</sup> and statewide.<sup>39</sup> The outreach to a designated community tied to the expertise of the faculty legal representative(s). For example, affiliated with the John Olin Center for Law, Economics, and Business, Harvard has four clinical programs that focus on transactional law initiatives, with different targeted clients and geographical targets. The work is divided into four types of clinical programs: i) Business and Non-Profit Clinic; ii) Real Estate Clinic; iii) Entertainment Law Clinic; and iv) Community Enterprise Clinic.<sup>40</sup>

Clinics have a law school curriculum component as well as a clinical component. The faculty teach experiential classes so that students learn doctrine, practice, and other skills needed to practice law. The Law Center's inclusion of a clinical program, with a course component, is similar to the approach Loyola University Chicago Law School has taken in its Business Law Clinic. The Loyola Business Law Center is discussed more in depth as the Part III case study of this article.

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35. Here, we refrain from the use of the term 'best practice' as it differs between professions. What is a 'best practice' depends on the context under consideration, and its principles will need to be customized based on the specific context in which they will be used.

36. *Clinics, Internships & Externships: Experiential Learning Opportunities*, T. JEFFERSON SCH. OF LAW, <https://www.tjssl.edu/academics/clinics-internships> (last visited Oct. 16, 2023) (providing law students with practical skills opportunities that support community economic development in San Diego County); *Small Business & Nonprofit Transactional Law Clinic*, WASHBURN U. SCH. OF LAW, <https://www.washburnlaw.edu/practicalexperience/transactional/clinic.html> (last visited Oct. 16, 2023) (complementing the Business and Transactional Law Center and provides services to small businesses and nonprofit organizations in Topeka and surrounding areas).

37. *Client Application*, LOY. UNIV. CHI., <https://www.luc.edu/law/academics/clinical-programs/businesslawclinic/clientapplication> (last visited Oct. 16, 2023), (focusing on greater metropolitan area and for selected matters within the state of Illinois).

38. *Entrepreneurship Law Center Clinic*, UNIV. AT BUFF. SCH. OF LAW, <https://www.law.buffalo.edu/beyond/clinics/entrepreneurship-law-center-clinic.html> (last visited Oct. 16, 2023) (stating one of the regional goals is to support economic development in western New York and supporting minority and women-owned business enterprises).

39. *The Rutgers Center for Corporate Law and Governance*, RUTGERS L. SCH., <https://cclg.rutgers.edu>, (last visited Oct. 16, 2023) (providing services aimed at New Jersey's legal, business, and nonprofit communities).

40. *Transactional Law Clinics*, HARV. L. SCH., <https://hls.harvard.edu/clinics/in-house-clinics/transactional-law-clinics> (last visited Oct. 16, 2023) (showing Harvard's four Transactional Law Clinics that are organized corresponding to transactional practice areas that provide students with firsthand experience of the practice of law, observing the differing roles and goals of lawyers, clients, and other parties).

University of Buffalo School of Law's Entrepreneurship Law Center Clinic provides legal services to entrepreneurs and startups who are not yet able to engage outside legal counsel. This clinical program has four primary objectives in servicing student and faculty businesses and high-growth ventures. For students, the goal is to challenge them in experiential learning while developing critical thinking and practical research.<sup>41</sup> In terms of geographic reach, this e-Law Center Clinic has as its goal to support Western New York economic development and cultivate both entrepreneurship and innovation.<sup>42</sup> Brooklyn's e-Law Center Clinic supports minority and women-owned business enterprises (MWBES) with the goal of accelerating MWBES with a particular focus on high growth companies.<sup>43</sup>

Several of the Centers participated in the federal trademark program hosted by the United States Law School Clinic Certification Program. In the United States Patent and Trademark Office Certification program, a law school's program becomes certified to provide trademark, patent or both types of services to the community. Approximately sixty-two law schools participate in this program.<sup>44</sup> One example is Southern University's Law Center, wherein the law school provides a Technology and Entrepreneurship Clinic, which participates in the USPTO Certification program to provide patent and trademark programs. Although Southern does not have a separate center for these initiatives, these programs have components of entrepreneurial initiatives occurring within law schools.

## ii. *Law Center Curriculum*

According to a recent Bloomberg Law first-of-its-kind survey of practicing attorneys, the statement "that new lawyers should be better prepared for the broad range of tasks and interactions that they will face in daily practice" was found to be generally true, while there wasn't such an agreement as to who amongst different groups of respondents should be responsible for the teaching soft skills and management skills: law schools, undergraduate colleges, or employers.<sup>45</sup> When we drill down into the law school curriculum, one recognizes that the curriculum includes a mix of different types of courses, all of which are important to the growth and development of new attorneys. Those courses include doctrinal, experiential, and other skills-based courses.<sup>46</sup>

For attorneys interested in business-oriented practices, the development of new, business, transactional, and entrepreneurial courses within law schools have been a more recent phenomenon as is further described in the case study at the end

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41. U. at Buff. Sch. of L., *supra* note 38.

42. *Id.*

43. *Id.*

44. *Law School Clinic Certification Map*, USPTO (May 2022) (including a site map of law schools enrolled in the USPTO Law School Clinic Certification Program).

45. Karen Miller Kuwana & Linda Ouyang, *ANALYSIS: Survey Grades Law Students' Preparedness for Practice*, BLOOMBERG, (Jan. 31, 2022, 5:00 AM), [https://news.bloomberglaw.com/bloomberg-law-analysis/analysis-survey-grades-law-students-preparedness-for-practice?utm\\_source=ANT&utm\\_medium=ANP](https://news.bloomberglaw.com/bloomberg-law-analysis/analysis-survey-grades-law-students-preparedness-for-practice?utm_source=ANT&utm_medium=ANP).

46. The list of courses teaching business related doctrine and skills include deals courses, core courses such as Business Organizations, Business Associations, Individual, Corporate and Partnership Tax, Securities Regulation, Specialty courses: Mergers and Acquisitions, seminars, Accounting; Skills courses – clinical business, tax, technological, community economic development, nonprofit, entrepreneurship, business, and legal ethics.

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of the article. One might wonder whether the emergence of new career opportunities and entrepreneurial innovations inspired law schools to develop a certain set of core competencies and training of law students; or whether faculty innovation and student encouragement caused law schools to create additions to law school business curriculum to better preparing graduates for the workforce. We may never know all the reasons for the additions to the curriculum, but innovation and change in business, transactional and entrepreneurial curriculum is an ever-evolving reality.

Within experiential curricular settings, we trace back to the early 2000's when scholars began developing resources to aid law professors and directors of law school programs in areas of transactional law curriculum. One such resource was the Transactional Training Resource Guide.<sup>47</sup> This guide provided a better understanding of the meaning of "practice ready" lawyers and an appreciation for what the workplace needs has informed law school curriculum.

### *iii. Externships for Credit*

As a part of the curriculum, externships provide private placement opportunities for law students, separate and distinct from clinics housed within law schools. For example, Mitchell Hamline Law School's Center for Law and Business, provides students with the opportunity to observe, participate in, analyze, and reflect upon the work of a business lawyer or business professional.<sup>48</sup>

### *iv. Student Career Development and Summer Fellowships*

At the University of Iowa Law School, its Innovation, Business & Law Center is an educational venture that seeks to "unite faculty, practitioners and students who teach, work on and study legal issues posed by technological advancements, particularly in the business context."<sup>49</sup> This center provides summer stipends for students doing unpaid legal work in intellectual property, technology, corporate or business law, antitrust, health law, and related fields.

A financial resource available to Iowa law students, are "summer fellowships and stipends that provide financial assistance to students who would otherwise not be able to accept low-paying or non-paying public interest summer employment."<sup>50</sup> According to the American Bar Association, law students raised funds and law schools match or contribute to these amounts.<sup>51</sup> These initiatives allow the students to gain additional knowledge in the subject area and allow them to network within the field. Also, students earn summer stipends through the Public Interest Law Fellows program (PILF). Loyola Law funds between twenty-five and thirty-two PILF summer students who work with various clinical programs and with faculty as

47. Tina L. Stark, *Transactional Training Resource Guide*, EMORY L. & ECON. RSCH. PAPER NO. 9-44 (August 17, 2009).

48. *Center for Law and Business Externships*, MITCHELL HAMLINE SCH. OF L., <https://mitchellhamline.edu/center-for-law-and-business/externships>, (last visited on June 29, 2023).

49. *The Iowa Innovation, Business & Law Center*, THE UNIVERSITY OF IOWA, <https://ibl.law.uiowa.edu> (last visited July 1, 2023).

50. *Summer Fellowships*, AMERICAN BAR ASSOCIATION, [https://www.americanbar.org/groups/center-pro-bono/resources/directory\\_of\\_law\\_school\\_public\\_interest\\_pro\\_bono\\_programs/definitions/pi\\_summer\\_fellowships](https://www.americanbar.org/groups/center-pro-bono/resources/directory_of_law_school_public_interest_pro_bono_programs/definitions/pi_summer_fellowships) (last visited July 1, 2023).

51. *I.*

summer law student research assistants. Also, the Center for Business Law collaborates with the Public Interest Intern Initiative to host three to four Public Interest Law Interns (PILIs) who are sponsored by Chicago-based large law firms. These students work on client matters and assigned projects during the summer months before they take the bar examination. At Rutgers Center for Corporate Law and Governance, the Center hires student fellows to work on various subjects on corporate and business law. Other summer fellowship funding is provided by grants from foundations and gifts from alumni.

Student Mentorships provide another way that students have access to mentors for their professional and personal development. Most common are mentorship initiatives with alumni, but also practitioners who are willing to share knowledge with students are welcomed.

#### ***v. Interdisciplinary Courses and Collaborations***

The John F. Scarpa Center for Law and Entrepreneurship provides cross-disciplinary programming, coursework and learning opportunities for Charles Widger School of Law at Villanova Law School.<sup>52</sup> The aim of their courses is to immerse their students in the practical application of their law studies and to better prepare for today's business-centric legal practice.

At Northeastern Law, the collaborations cover a wide variety of disciplines, including science, sustainability, computer and data science, music, engineering, journalism, and ethics. The Interdisciplinary Fellowship Program at Pepperdine Palmer Center provides yearlong fellowships for 2L and 3L students.

#### ***vi. Certificate and Concentration Programs***

In 2011, several authors, Worley, Okamoto, and Porter, discussed issues affecting transactional law centers including the development of certificate programs in law school settings.<sup>53</sup> As law schools evolved from providing litigation focused course work to advocacy and transactional initiatives, the idea of transactional Law Centers evolved. Once the view broadened beyond litigation courses, there was a better understanding of the myriad of transactional curriculum needed. Once law schools changed the curriculum to include these types of courses, certificates became a guidebook or a roadmap for students seeking a core set of competencies that law schools could offer.<sup>54</sup> Also, concentrations, a field of study short of a certificate, also provided a way to focus student educational learning within a specified area of law.

Worley, Okamoto, and Porter provided some general observations about the purpose and value of certificate programs. They noted that a certification program:

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52. *The John F. Scarpa Center for Law and Entrepreneurship*, VILLANOVA UNIV., <https://www1.villanova.edu/university/law/faculty-scholarship/centers/scarpa-center.html> (last visited June 29, 2023).

53. John J. Worley et al., *Transactional Centers and Certificate Programs*, 12 TENN. J. BUS. L. 299 (2011).

54. *Id.* at 2.



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“...provides [] students....added knowledge and skills that our students....will make them practice ready upon graduation and passing the bar exam.”<sup>55</sup>

“...provided a coherent course of study for students who are interested in preparing to engage in a business transactional practice.”

“...provided a concentrated educational opportunity that will get students to be....” practice ready.” “...enable them to be immediately productive lawyers upon their graduation from law school.”<sup>56</sup>

In highlighting three programs, the program designs included branded names, such as the “Capstone Experience”<sup>57</sup> A few examples of certificate and

55. *Id.* at 3.

56. *Id.*

#### Appendix B: Taxonomy of Initiatives

Student Focused Initiatives:	<input type="checkbox"/> <i>Certifications and Concentrations</i> <input type="checkbox"/> <i>Law and Business Competitions</i> <input type="checkbox"/> <i>Curriculum (Doctrinal, Skills, Experiential Courses)</i> <input type="checkbox"/> <i>Degree Programs (JD, LLM)</i> <input type="checkbox"/> <i>Externships, Internships, Fellowships and Stipends</i> <input type="checkbox"/> <i>Journals and Law Review Writing Opportunities</i> <input type="checkbox"/> <i>Mentorship Programs</i> <input type="checkbox"/> <i>Competitions and Prizes</i>
Community and Client Focused Initiatives:	<input type="checkbox"/> <i>Clinical Programs to Provide Legal Services</i> <input type="checkbox"/> <i>Topical Research Reports</i> <input type="checkbox"/> <i>Advancing Public Policy and Thought Leaders</i>
Alumni Focused Initiatives	<input type="checkbox"/> <i>Mentor Protégée Initiatives</i> <input type="checkbox"/> <i>Externs and Employees</i> <input type="checkbox"/> <i>Training and Teaching Opportunities</i>
Faculty Focused Initiatives	<input type="checkbox"/> <i>Research Opportunities</i> <input type="checkbox"/> <i>Grants and Fellowships To Research</i> <input type="checkbox"/> <i>Working Groups</i>
Law School and University Focus	<input type="checkbox"/> <i>Interdisciplinary Course Collaboration</i>

concentration programs include Emory Law School's Transactional Law Certificates Program; Loyola University Chicago's Transactional Law Certificate; Mitchell Hamlin's Law and Business Certificate with Intellectual Property Concentration; and Rutgers Corporate and Business Law Center's Certificate Program in Corporate Law and Business.

### *vii. Symposia, Events, Conferences and Working Groups*

Another staple of Centers are the conferences and events that explore topics of interest in areas of business, corporate governance economics, law, intellectual property, and the new digital economy. Examples of conferences and events are illustrated by Berkeley's Center for Law and Business and a few of the events held in 2020. During Women's History Month, they held an event regarding Women in Business Law, Women in Private Equity, and Women in M&A, and Women on Board: *The Global Picture in Milan, Italy*. Recently, Berkeley's Center for Law and Business hosted a global event with breakout sessions.<sup>58</sup> The Donald Pritzker Entrepreneurship Law Center hosts a series of events and conferences throughout the year, featuring an annual conference and a speaker series.<sup>59</sup> The University of Texas School of Law hosted a workshop series that served as a forum for research on the economic analysis of law and business. Presenters from outside of the law school presented on topics such as Expansionary Legal Policy Options, Norm-Based Enforcement of Promises and Corporate Liability and Capital Structure. Students provided feedback on the presentations.

	<input type="checkbox"/> <i>Designed Projects</i>  <input type="checkbox"/> <i>School wide Innovation</i>  <input type="checkbox"/> <i>Fundraising, Grants, Cy Pres, Donations, Gifts, Sponsorships and Contracts and Interdisciplinary Collaborations</i>
All stakeholders	<input type="checkbox"/> <i>Lunch and Learn Sessions</i>  <input type="checkbox"/> <i>Symposia, Events, Conferences and Working Groups</i>  <input type="checkbox"/> <i>Collaborative Research Opportunities</i>  <input type="checkbox"/> <i>Feedback Loops to Advance Innovation, Creativity and Entrepreneurship</i>

58. *GLOBL x BCLB x ADP: Panel & Networking Event on Cross-border Transactional Law*, BERKELEY LAW, <https://www.law.berkeley.edu/event/global-x-bclb-x-adp-panel-networking-event-on-cross-border-transactional-law> (last visited June 29, 2023).

59. *Events and Conferences*, NORTHWESTERN PRITZKER SCHOOL OF LAW, <https://www.law.northwestern.edu/academics/entrepreneurship/events> (last visited on June 29, 2023).

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### **viii. Student Competitions and Prizes**

Another important function that Law Centers serve is to facilitate student competitions. Some of the competitions also had student prizes, which provides a strong incentive for student participation. Examples of these competitions were:

- Student Entrepreneurship Awards at the Donald Pritzker Entrepreneurship Center with \$1,000 prizes;
- Negotiation Team Competitions - Students face off in a competition round in a “moot court-like” transactional setting experience;<sup>60</sup>
- Law Meets Competition;
- Canada – U.S. Institute Business Law Case Competition;
- Hackathons, such as the one hosted by New York Law School included \$1,000 prizes for winning the competition consisting of students and recent alums.

### **ix. Research Opportunities for Students**

Law Centers sponsor law journals that contribute to the advancement of knowledge in a variety of fields.<sup>61</sup> One example is the Clayton Center for Entrepreneurial Law at the University of Tennessee School of Law; they have as a mission to “...improve the training of business lawyers in both transactional and litigation practices...” One way that they help students with research opportunities is through the law journal: *Transactions: The Tennessee Journal of Business Law*.<sup>62</sup> Similarly, is the *Journal of Business, Entrepreneurship, and the Law* at Pepperdine Law School in California.

### **x. Advancing Public Policy and Thought Leaders**

Developing critical thinkers who will advance public policy is an important goal. An example of this type of initiative is The University of Missouri’s Center for Intellectual Property & Entrepreneurship, which has as its goal to establish the law school as a thought leader in “law and innovation by preparing students for the changing legal marketplace and supporting campus interdisciplinary efforts in related fields.”<sup>63</sup>

60. The Transactional Lawyering Institute of Loyola Marymount University hosts Transactional Negotiation Teams in a competition begun at Loyola University Los Angeles Law School. *Transactional Negotiation Team*, LOYOLA UNIVERSITY SCHOOL OF LAW MARYMOUNT, <https://www.lls.edu/academics/experientiallearning/transactionallawyeringinstitute/transactionalnegotiationteam> (last visited June 29, 2023).

61. Top technology and intellectual property law journals are ranked. See Bryce Clayton Newell, *Ranking Law & Technology Journals – 2022*, U. OR. (Sept. 19, 2022), <https://blogs.uoregon.edu/bcnewell/2022/09/19/ranking-law-technology-journals-2022>. See also Bryan Clayton Newell, *Law Journal Meta-Ranking, 2022 Edition*, (updated September 16, 2022), <https://blogs.uoregon.edu/bcnewell/meta-ranking> [<https://web.archive.org/web/2022092220959/https://blogs.uoregon.edu/bcnewell/meta-ranking>].

62. *Transactions: The Tennessee Journal of Business Law* “publishes articles geared towards practitioners in business transactional law. With a readership of over 4,000 subscribers, the journal publishes two editions per school year.” *Transactions: The Tennessee Journal of Business Law*, UNIVERSITY OF TENNESSEE, KNOXVILLE, <https://utk.campuslabs.com/engage/organization/Transactions>, (retrieved on July 8, 2023).

63. *Center for Intellectual Property & Entrepreneurship*, THE UNI. OF MO. SCH. OF L., <https://law.missouri.edu/ip> (last visited July 1, 2023).

### ***xi. Law Reviews, Journals and Research Reports***

Columbia Law School and its Charles Evans Gerber Transactional Studies Center “facilitate the formal and informal exchange of ideas among business, faculty, prominent practitioners, judges, government officials, business leaders, economists, and other experts.”<sup>64</sup> Conferences and symposia, on topics such as tax policy, payday lending, private equity, regulation in emerging markets, and the evolution of capital markets provide cutting-edge articles published in the *Journal of Financial Regulation*. This Journal is a peer-reviewed journal dedicated to examining theoretical, policy, and practice-related issues in the area of financial regulation. The Journal seeks to publish a world-class scholarship that examines these issues from an interdisciplinary, international, and comparative perspective. The Journal is published by Oxford University Press.

Historically, Centers may have had a greater role in publishing law journals. In the early 1990’s, Loyola Law’s Center for Business Law hosted Business Law Journal publications. After some years, the Business Law Journal found a new home affiliation.<sup>65</sup> Also, the New York Law School had a long history of publishing the Journal of Taxation and Regulation of Financial Institutions (JTRF). An archive of historical editions of the JTRF journal are currently hosted online by the Civic Research Institute.<sup>66</sup>

### ***xii. Lawyer and Academic Training***

Emory’s Center for Transactional Law and Practice sponsors 18 sections of Contract Drafting, nine sections of Deal Skills and ten different capstone courses with 40 plus expert practitioners teaching as adjunct professors.

Consequently, Law Centers have a plethora of initiatives. These initiatives stem from their mission development and implementation of their goals and objectives. As a recap, next is a taxonomy of these initiatives discussed, set forth as an outline for further consideration in the advancement of programs, best or better practices, and thoughts of furthering innovation.

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64. *Courses, Events, and Activities*, COLUMBIA LAW SCHOOL: THE CHARLES EVANS GERBER TRANSACTIONAL STUDIES CENTER, <https://transactional-studies.law.columbia.edu/content/courses-events-activities> (last visited Aug. 2, 2023).

65. The American Bar Association, describes its Business Law Journal as producing the “preeminent source of business law developments; featuring peer-reviewed analytical article, current surveys, and in-depth analysis.” See *The Business Lawyer* AM. BAR ASSOC., [https://www.americanbar.org/groups/business\\_law/resources/business-lawyer](https://www.americanbar.org/groups/business_law/resources/business-lawyer) (last visited on October 16, 2023).]

66. The Civic Research Institute hosts an online archive of prior editions of the Journal of Taxation and Regulation of Financial Institutions. *Journal of Taxation and Regulation of Financial Institutions*, THE CIVIC RESEARCH INSTITUTE, <https://www.civicresearchinstitute.com/tfi.html> (last visited Nov. 12, 2023). The Institute states that “[f]or 31 years,” the journal was “devoted exclusively to helping financial institutions lower tax liability and comply fully with complex regulations.” *Id.*

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#### IV. CASE STUDY: CENTER FOR BUSINESS LAW—LOYOLA CHICAGO LAW SCHOOL

*In memory of former Professor and Director, Center for Business Law  
James Stephen Curtin (June 4, 1937 – May 10, 2023)*

##### A. Background History

Before we can delve into the Center for Business Law at Loyola Law Chicago, first we provide a bit of background about the history of Loyola Law Chicago. According to historical accounts of the founding of the Law School, in 1906, a group of prominent Chicago lawyers proposed to Loyola's predecessor, St. Ignatius College, that it create a law department.<sup>67</sup> That hope became reality when by 1908, as St. Ignatius College was reorganized into Loyola University and the original name, the Lincoln College of Law, became the Loyola University Law Department and then ultimately Loyola University Chicago School of Law. The reputation of the Law School grew tremendously over the years, and it became well known for litigation, trial advocacy, and its social justice mission. These strengths were early foundational attributes that inspired its excellent reputation through the present times.<sup>68</sup>

On another national front in the late 1980s, there became a growing need for lawyers trained in transactional, regulatory, and compliance areas of the law. Under the leadership of Dean Nina Appel,<sup>69</sup> the first female dean of Loyola Law Chicago, she explored ways for the law school to provide a balance in the curriculum, which at the time was well known for litigation and trial advocacy.<sup>70</sup> Dean Nina Appel served as Loyola Law's dean and considered the idea to buttress the transactional side of the Law School's legal practice teaching, research, and service offerings. In

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67. Thomas Haney, *The Founding of the Law School: The First 100 Years, The Centennial History of Loyola University Law School*, 41 Loy. U. Chi. L. J. 651, 652 (2010) ("five lawyers—William Dillon, Michael V. Kannally, Judge Marcus Kavanagh, Patrick H. O'Donnell, and Howard O. Sprogle—wrote to Henry J. Dumbach, S.J., president of St. Ignatius College, on January 13...urging the creation of the law school."); see also *History of Leadership, Innovation, and Service*, LOYOLA UNIV. SCH. OF L., <https://www.luc.edu/law/about/history/index.cfm> (last visited on July 22, 2023).

68. Loyola Law Chicago's Trial Advocacy program ranked #13 in the Nation by US News & World Report. *Dan Weber Center for Advocacy*, LOYOLA UNIVERSITY CHICAGO: CENTERS, INSTITUTES, AND PROGRAMS, <https://www.luc.edu/law/academics/centersinstitutesandprograms/dankwebbcenterforadvocacy> (last visited Nov. 12, 2023). As of 2023, the Dan K. Webb Center for Advocacy has a wide-ranging curriculum offering students a wealth of expertise, distinguished academics, and courses taught by experienced attorneys in trial advocacy, appellate advocacy, and dispute resolution. *Id.* Student teams regularly compete and win regional, national, and international competitions. *Id.*

69. In 1983, Dean Appel, succeeded Former Dean Charles W. Murdock, becoming the first female Dean of Loyola Law School. Thomas Haney, *A Tribute to Dean Nina Appel on Her Retirement*, 49 LOY. U. CHI. L.J. 701, 701 (Summer 2018). Dean Appel served as dean until 2004. *Id.* at 701–02; Diane Geraghty, *Paying Homage to a Colleague, Friend, and Mentor: Dean Nina Appel*, 49 LOY. U. CHI. L.J. 697, 698 (Summer 2018).

70. *History of Leadership, Innovation, and Service*, LOYOLA UNIV. SCH. OF L., <https://www.luc.edu/law/about/history/index.cfm>.

the early 1990s, that idea became a reality as the Law School formed the Center for Business Law.<sup>71</sup>

### *B. Mission and Purpose*

The Center for Business Law offers an exceptional curriculum comprised of more than seventy-five courses. Doctrinal courses include a wide variety of foundational offerings such as: Securities Regulation, Business Organizations, Antitrust, Intellectual Property, Bankruptcy, Tax, Secured Transactions, Real Estate, and Business Ethics. Students are also able to participate in skills-based courses focused on drafting and negotiating agreements, structuring transactions, and counseling clients. Whether students choose to pursue a career in private practice, as an in-house counsel, in government service or in public interest, the business law curriculum at Loyola provides a robust legal education that prepares them for practice and life-long settings.

### *C. Operations and Staffing*

The program has had several directors over the past thirty years. Former Professor and Director, James Stephen Curtin, was appointed a director by Dean Appel. Later, former Dean, Michael J. Kaufman, who previously served as Acting Provost and Chief Academic Officer for Loyola Chicago University served as a director during mid-1990.<sup>72</sup> Several notable activities took place during the early Center years. One relates to a collaboration with the American Bar Association. This collaboration was to publish the *Business Lawyer Journal*. This early law journal included faculty and students in the *Business Lawyer Journal*. Second, the Center and Law School developed an affiliation with the Institute for Investor Protection (IIP) and the Institute for Law & Economic Policy (ILEP). Through these institutes, annual symposia were developed and hosted at the Law School. Both involved faculty, students, and the extended community.

Over the years, the Center for Business Law has staffed its center with directors to serve and develop the program's broad offerings.<sup>73</sup> The current directors are Professor Steven Ramirez, *Abner J. Mikva Professor of Law Director, Center for Business Law* who has served from 2006 to the present, and Professor Patricia Lee,

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71. *Id.*; see also *Transactional Law*, LOYOLA UNIVERSITY OF CHICAGO SCHOOL OF LAW, (2023) <https://www.luc.edu/law/academics/areasofstudy/specializations/transactional-law>.

72. *Michael Kaufman*, SANTA CLARA UNIVERSITY SCHOOL OF LAW, (2023), <https://law.scu.edu/faculty/profile/michael-kaufman> (Kaufman has since moved on and became Dean and Professor of Law at Santa Clara University School of Law.) for five years and as associate dean for academic affairs for 11 years. He also served as Loyola University Chicago's Acting Provost and Chief Academic Officer, leading the University's academic vision and inclusive strategic planning process.

73. *Christian A. Johnson*, WIDENER UNIVERSITY COMMONWEALTH LAW SCHOOL, <https://commonwealthlaw.widener.edu/academics/faculty/detail/112> (last visited June 3, 2023); *Shelly Dunck*, LOYOLA UNIVERSITY CHICAGO: FACULTY CENTER FOR IGNATIAN PEDAGOGY (2023), <https://www.luc.edu/fcip/programs/opedproject/2018cohort/archive/shelleydunck.shtml>; *Professors Help Students Build Client Skills*, LOYOLA UNIVERSITY CHICAGO, SCHOOL OF LAW (2023), <https://www.luc.edu/law/stories/banner/business-with-a-heart/professorshelpstudentsbuildclientskills> (former professor and consultant Joseph Stone became the Founding Director of the Loyola Business Law Clinic and has remained as a visiting professor and consultant for the Clinic).

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Randy L. and Melvin R. Berlin, Clinical Professor of Business Law, serving as its Executive Director and director of the Business Law Clinic since 2019.

In addition to these faculty member directors, the Center involves and collaborates with many faculty, adjuncts and consultants in its curriculum development, certification programs and research and other collaborations. Currently, Loyola faculty and adjuncts teach doctrinal and skills courses, as well as provide expertise in conferences and symposia. Some of the pre-eminent faculty teach doctrinal, skills-based course, and provide leadership on a variety of matters.<sup>74</sup>

#### *D. Programs and Initiatives*

Next, is a discussion of the various programs and initiatives developed within Loyola Chicago's Center for Business Law.

##### *i. Business Law Clinic: Clients and Community Engagement*

In 1999, former Dean Appel brought Attorney Joseph Stone<sup>75</sup> on board to establish a Business Law Clinic at Loyola Law School. This plan would become a place where student clinicians represented underrepresented business in a real-world law firm (clinical) setting.<sup>76</sup> Joseph Stone became the founding director of the clinic and under faculty supervision, students began representing not-for-profit organizations, entrepreneurs, and small business owners on transactional matters.<sup>77</sup> More information about the clinical program is provided below.

##### *ii. Classroom Component*

The classroom component is extremely important to the clinical work in the clinic. For example, in the first class, students are provided an orientation and nuts

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74. See Cynthia Ho, LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW, (2023), <https://www.luc.edu/law/faculty/facultyandadministrationprofiles/ho-cynthia.shtml>. (Clifford E. Vickrey Research Professor); Jeffrey Kwall, LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW, (2023), <https://www.luc.edu/law/faculty/facultyandadministrationprofiles/kwall-jeffrey-l.shtml>. (Kathleen and Bernard Beazley Research Professor of Law); Charles Murdock, LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW, (2023), <https://www.luc.edu/law/faculty/facultyandadministrationprofiles/murdock-charles-w.shtml>. (Professor and Loyola Faculty Scholar); *Business Law Clinic*, LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW, (2023), <https://www.luc.edu/law/academics/clinical-programs/businesslawclinic/> (Charles Saulsberry, Adjunct Professor, Business Law Clinic). *Spencer Weber Waller*, LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW, (2023), <https://www.luc.edu/law/academics/clinical-programs/businesslawclinic/> (Professor and Director for the Institute for Consumer Antitrust Studies); *Neil Williams*, LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW, (2023), <https://www.luc.edu/law/faculty/facultyandadministrationprofiles/williams-neil.shtml> (Nathaniel R. Jones Professor of Law).

75. LOYOLA UNIVERSITY CHICAGO, SCHOOL OF LAW, *supra* note 72 (Joe Stone worked with the Business Law Clinic from 1999 until January 2022).

76. During this same time-frame, emerging clinical business-oriented programs from across the country. Clinical faculty hosted a series of teleconferences via [freeconferencecall.com](http://freeconferencecall.com); met at UMKC at a meeting hosted by the UMKC with sponsorship by the Ewing Marion Kauffman Foundation in early 2000's.

77. Former faculty supervisors in this Business Law Clinic included attorneys, Rachel Fardon, Iris Sims, Mary Hanisch, Shelley Dunck, Joseph McKay and Charles Saulsberry.

in bolts related to the Illinois Supreme Court's ethical rules of professional responsibilities. Rules apply to them and students are made aware of topics such as confidentiality, observing conflicts of interest, and lawyer/client responsibilities. Students learn about specific subject topics that concern in-house corporation counsel, and lawyers in transactional and not-for-profit areas of practice. Speakers are invited to the class, from private and public practice, and they provide practical insights on topics that a lawyer/counselor needs to know. In addition, students provide periodic grand rounds on their assigned client matters and projects in the class, culminating in a final presentation at the end of the semester.

Over the years, faculty have re-envisioned the Law School to prepare graduates to be ethical advocates for justice and equity; to lead efforts to dismantle the legal, economic, political, and social structures that generate and sustain racism and all forms of oppression; and to advance a rule of law that promotes social justice. Staying true to the Law School's mission, the Center and Business Law Clinic provide critical services to its various stakeholders. To that end, the Business Law Clinic takes innovative approaches to the mission so that the clinical offerings are current and innovative. Moreover, a student and client-centered approach is taken to best serve the diverse stakeholders in the Chicago metropolitan area and Illinois.

A significant and distinguishing way the Business Law Clinic<sup>78</sup> innovates is through its approach to fulfilling the Law School's mission. The mission to prepare graduates to be ethical advocates for justice and equity is quite important as it has resonance in the Chicago metropolitan area. The Center and Clinic operate within the Chicago metropolitan area. In this area, there are significant challenges of severe racial segregation, racial disparities in income, housing, education, and crime/justice.<sup>79</sup> Solutions to these challenges are a priority for the Clinic and the Center.

One priority is our recognition that most new businesses, in the Chicago metropolitan area and beyond, are starting without the help of an attorney. That fact is true whether the organization is a not-for-profit or a for-profit organization. Those aspiring organizations start with dreams of creating a for-profit or non-profit and seek the help of available pro bono legal services. Otherwise, they are typically using self-help instruction, online legal services which results in challenges that more resourced businesses do not experience.

Through its Business Law Clinic, the Center provides a curriculum for students to learn transactional lawyering skills while providing clients with affordable quality legal services. Students in the Business Law Clinic have the opportunity to develop essential lawyering skills in a professional, interactive live-client environment. Students work under the direct supervision of licensed attorneys to represent entrepreneurs and small business owners, as well as individuals who are seeking legal assistance with not-for-profit organizations.<sup>80</sup> The opportunity to represent and counsel clients in a transactional clinical setting allows them to experience

78. *The Story of Urban Tables*, LOYOLA UNIVERSITY CHICAGO, SCHOOL OF LAW: BUSINESS LAW CLINIC (2023), <https://www.luc.edu/law/stories/banner/business-law-clinic> (as an example of the good the clinic can do, the Business Law Clinic at Loyola University Chicago School of Law helped Autumn Williams manage the legal and logistical challenges of launching a successful new business).

79. Twyla Blackmond Lamell, et al, *Chicago Urban League State of Black Chicago 2023*, URBAN LEAGUE (June 1, 2023), <https://chiul.org/2023/06/01/read-our-2023-state-of-black-chicago-report>.

80. *Small Business Week: April 30-May 6, 2023*, UNITED STATES CENSUS BUREAU (April 30, 2023), <https://www.census.gov/newsroom/stories/small-business-week.html> (describing how small businesses account for millions of jobs annually and drive a substantial portion of the economic activity in the United States).



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firsthand what it is like to be a business lawyer and to begin your transition from academic student to professional attorney in a meaningful way. The not-for-profit clients you will work with include organizations that encompass child welfare, teen health, animal welfare, sports clubs, churches, museums, community welfare, religious organizations, etc. The for-profit clients you will work with include entrepreneurs, inventors, service providers, and web-based business owners who participate in a variety of industries.

An integral part of the Business Law Clinic is the fulfillment of experiential courses that are offered over the fall, spring, and summer semesters. The curriculum serves both JD, LLM and JD/MBA students. In the Clinic, students work on transactional law with for-profit and non-profit organizations. Students learn how to form varied business entities, counsel clients, draft contracts, protect copyrights and trademarks, and communicate with government agencies including the Illinois Secretary of State, the Illinois Attorney General, the Internal Revenue Service and United States Patent and Trademark Office. The Clinic is one of only a few law school clinics to offer a number of legal services subject areas under one umbrella.

During the pandemic, like other clinical programs, The Business Law Clinic reimagined the possibilities of remote work. While still maintaining its physical offices at Loyola Law Chicago and requiring in-person student clinician hours, the Clinic built a virtual law clinic that allows student clinicians with the possibility of remote work to best serve the Center's clients. While the Clinic finds several clients prefer in-person meetings, clients can now decide if meeting virtually best serves their needs. From the initial client intake to providing options for e-signatures on legal documents, to storing client information securely on the cloud for easy accessibility. This clinic is committed to best serving its students and clients with a virtual option. Loyola Law Chicago, like other law schools nationwide, serves a much more diverse student population. The Clinic recognizes that creating a virtual law clinic provides a more inclusive environment for both students and clients alike. The Center for Business Law<sup>81</sup> has also taken an innovative approach of creating a virtual law clinic at Loyola Law Chicago which has been impactful for students such as the Weekend JD students.<sup>82</sup> By creating opportunities to participate virtually, the students are able to provide an opportunity for better work-life balance not just for women, but for everyone.

### *iii. Conferences, Workshops and Symposia*

To make sure that an ongoing dialogue continues in legal instruction, scholarship, and pedagogy, the Center has hosted annual legal conferences. Events are hosted throughout the year both in-person and virtually. For the school year 2022-2023, the Center for Business Law hosted three conferences at Loyola Law School. During the fall of 2022, the Center co-hosted with the Society of American Law Teachers (SALT), their annual conference. During the spring of 2023, the Center for Business Law hosted one career-oriented workshop for law students, *Diversity*

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81. *Clinical Programs*, LOYOLA SCHOOL OF LAW, <https://www.luc.edu/law/academics/clinical-programs/index.cfm> (Last visited Oct. 31, 2023).

82. *Weekend JD*, LOYOLA SCHOOL OF LAW, <https://www.luc.edu/law/academics/degreeprograms/jurisdoctor/weekendjd> (last visited Oct.31,2023).

*Pathways Toward Business Leadership* and one symposium entitled, *Financial Regulators Under Siege: From COVID to Crypto to SPAC's and Beyond*.

Additionally, two ongoing collaborations have provided robust engagement to the extended community. The Institute for Investor Protection (“IIP”) is a non-partisan, independent academic center that promotes investor protection for the individual consumer and the public and seeks to shape policy issues affecting investors.<sup>83</sup> Students attend the annual IIP conference. *The Rooftops Project Symposium*<sup>84</sup> has been a resourceful annual event for the not-for-profit sector focused on the role of real estate in the operations, financial performance, and achievement of the mission of not-for-profit organizations.

The Center for Business Law has been committed to training the business leaders of tomorrow. While knowing women are underrepresented in business and C-suites across the country, Loyola Law is committed to creating a pipeline from law school to the legal business sector. Work life balance has become extremely important, especially since the start of the pandemic. During the 2022-2023 academic year, 67% of Loyola’s incoming 1L class were women.

#### ***iv. Student Initiatives***

The Center seeks to foster a community of learners who develop a strong connection with each other over their shared work. Cohort development is done by requiring in-clinic hours; external activities for student clinicians; and networking events for student clinicians to meet Loyola Law Chicago’s extensive alumni network throughout Illinois and the country, both in-person and virtually.

Also, Center staff serve as advisors to the student organizations. The Business Law Society provides opportunities for students to gain practical knowledge in areas of business law, meet other students with similar interests, and gain insight from practicing lawyers in all areas of business law. Past events include a mentorship program, a Chicago Board of Trade visit, panel discussions with new and seasoned law firm associates, a symposium on working in-house, curriculum planning sessions, and social gatherings.

#### ***v. Interdisciplinary Initiatives***

The Center is committed to an interdisciplinary approach of collaborating with other schools at Loyola such as the Quinlan School of Business and School of Environmental Sustainability (“SES”). For example, the Center offers help to the SES’s Abrams Sustainable Business Challenge. The Abrams Challenge is an annual pitch competition for Loyola students who want to envision, plan, launch, and scale eco-friendly ventures or products. The Center offers legal services and educational legal seminars to contestants to help better position themselves for success. Technology has simplified the planning, development, and execution of interdisciplinary opportunities.

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83. *Institute for Investor Protection*, LOYOLA SCH. OF L., <https://www.luc.edu/law/academics/center-institutesandprograms/instituteforinvestorprotection> (last Visited Oct. 31, 2023).

84. *James Hagy*, LOYOLA UNIVERSITY SCHOOL OF LAW, <https://www.luc.edu/law/faculty/facultyandadministrationprofiles/hagy-james.shtml> (last visited Oct. 31, 2023).

### ***vi. Degree Programs***

Loyola Law Chicago and affiliated centers host seven certificate programs, tailored to the student's specific business-related interests. The Certificate in Transactional Law for JD Students is hosted by the Center for Business Law. Other certificate programs include: a Certificate in Tax Law for JD students, a Certificate in Transactional Law for JD students, a Certificate in Compliance Studies for JD students, an MJ in Business Law and Compliance, an LLM in Business Law and Compliance, an LLM in Business Law, and an LLM in Tax Law. These programs are designed to prepare law students, practicing attorneys, and other business professionals to excel in various business-related settings.

### ***vii. Global Collaborations***

Beyond work in Chicago and throughout Illinois, the Center is committed to global outreach. Loyola Law Chicago also has an international presence. Loyola's Rome Campus serves JD study abroad programs and an international LLM program. In Rome, students are able to take international business law-related courses. The Center also has international capabilities. For example, the Center is able to accept legal fellows who are working on international projects. Currently, the Center is hosting a legal fellow from Albania, funded by the United States Department of State, who is conducting research on creating business and civil legal clinics in eastern Europe.

### ***viii. Initiatives to Advance the Legal Industry***

The Center for Business Law is committed to and seeks to advance and improve the legal industry through innovative approaches through technology. While technology is extremely important because it allows for the legal industry to offer more services to more people at better efficiencies, the Center recognizes the importance of legal ethics. On day one of the BLC courses, ethics are discussed in great depth with an emphasis on Loyola's mission of social justice. The BLC is focused on training ethical attorneys who want to do good for society and others. While technology allows the Center to expand the footprint of serving more people in greater efficiency throughout Illinois, legal ethics are never compromised or overlooked.

The Center has had many accomplishments over the years, just to name a few: enhancing the Clinical offerings by hiring staff and faculty; formalizing and expanding curricular offerings in the Transactional Law Certificate, obtaining approval with the Law Faculty and The Loyola University Graduate Studies Coordinating Board approval; teaching more business and transactional oriented courses to more students; hosting timely, nationally focused events at the Law School; engaging the legal community through pro bono legal services; continuing scholarly activity and research; and fostering student, faculty, and staff activities through social media.

## V. CONCLUSION

*“Those who say it can’t be done are usually interrupted by others doing it.”*

– *James Baldwin*

Law Centers have a plethora of extraordinary activity occurring within their law school settings. That is good news for the development of new lawyers who seek to practice in the areas of business, corporate, transactional, commercial, and technological areas of the law. The level of engagement stems from the profound and diverse designs of the Center mission, goals, and objectives. The development of the diverse missions and the toolkit of ideas will hopefully provide a nudging for those considering these types of products to take the time to reflect on their future plans. Surely, our nation needs these programs to continue to provide positive impacts on our local, county, statewide, or national settings and provide helpful solutions to address many of our societal, regulatory, and business dilemmas.

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## APPENDIX I: LAW CENTER INDEX<sup>85</sup>

Name of Law School	Name of Law Center
Brooklyn Law School	The Center for Urban Business Entrepreneurship (CUBE)
Case Western Reserve University School of Law	Business Law Center
Columbia Law School	Charles Evans Gerber Transactional Studies Center
Columbia Law and Business Schools (JV)	Richard Paul Richman Center for Business, Law, and Public Policy
Emory Law	Center for Transactional Law and Practice
Fordham University School of Law	Fordham Corporate Law Center
Harvard Law School	The John M. Olin Center for Law, Economics, and Business
Loyola University Chicago School of Law	Center for Business Law
Mitchell Hamline School of Law	Center for Law and Business
New York Law School	Center for Business and Financial Law
Northeastern University School of Law	Center for Law, Innovation and Creativity (CLIC)
Northwestern U. Pritzker School of Law	Donald Pritzker Entrepreneurship Law Center
Pepperdine Caruso School of Law	Geoffrey H. Palmer Center for Entrepreneurship and the Law
Rutgers Law School	The Rutgers Center for Corporate Law and Governance
Southern University Law Center	Southern Law Center Technology and Entrepreneurship Clinic
South Texas College of Law, Houston	Transactional Practice Center
Stanford Law School	Arthur and Toni Rembe Rock Center for Corporate Governance
Thomas Jefferson School of Law	Small Business Law Center
University of Buffalo School of Law	Entrepreneurship Law Center Clinic
University of California, Berkeley Law	Berkeley Center for Law and Business
University of California San Francisco	Center for Business Law
University of Iowa School of Law	The Iowa Innovation, Business & Law Center
University of Kansas School of Law	Polsinelli Transactional Law Center
University of Missouri School of Law	Center for Intellectual Property & Entrepreneurship
University of Pacific McGeorge School of Law	Global Center for Business & Development
University of San Diego	Center for Corporate and Securities Law

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85. Also of interest to this study were five institutes with similar attributes to the Law Centers: Cornell Law School's Jack G. Clarke Institute for the Study and Practice of Business Law; University Delaware Law School's Institute of Delaware Corporate and Business Law; Loyola Law School, Los Angeles' Transactional Lawyering Institute; University of Minnesota School of Law's Corporate Institute; and University of Mississippi School of Law's Business Law Institute.

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University of Tennessee Knoxville  
University of Texas at Austin School of  
Law  
Villanova University School of Law  
Washburn University School of Law  
Western New England University  
School of Law

Clayton Center for Entrepreneurial Law  
Center for Law, Business & Economics  
The John F. Scarpa Center for Law and Entrepreneurship  
Business and Transactional Law Center  
Center for Innovation & Entrepreneurship