Andrea: I am writing to submit materials for the Commission on the Future of Legal Education.

**Background and Law School Teaching Experience:** I am a corporate transactional partner at DLA Piper (35+ years) and a member of the adjunct law faculties of Stanford, Berkeley, Georgetown, and University of Pennsylvania.

I have been teaching a class called International Business Negotiations for over 15 years. IBN is a practical skills, experiential, collaborative (taught between partnered law school classes), extended simulation class, which is also a general introduction to transactional legal practice. The class has been profiled by Educating Tomorrow’s Lawyers: [http://educatingtomorrowslawyers.du.edu/course-portfolios/detail/international-business-negotiations](http://educatingtomorrowslawyers.du.edu/course-portfolios/detail/international-business-negotiations). A textbook for the course (co-authored) has been published by Wolters Kluwer, Aspen Coursebook series: [http://www.aspenlawschool.com/books/negotiating_business/default.asp](http://www.aspenlawschool.com/books/negotiating_business/default.asp).

The IBN class is now taught (by myself or others) at more than 30 law schools world-wide, including seven of the “top 14” US law schools. The class has been offered on six continents and has grown to include numerous US/US and US/International collaborative partnerships among law schools, as well as growing international/international collaborations to offer the class.

The class is offered in multiple formats, including the traditional full-semester version and various condensed, intensive versions, as well as a version which involves US law students traveling (e.g., between semesters or over Spring Break) to conduct the transactional negotiation exercise with a counterpart class at an international law school. The “travel class” has been offered at Stanford, Berkeley, and Northwestern (all of which also offer regular semester-long or quarter-long IBN classes in other partnerships).

Since the adoption of the ABA Accreditation Standard 303 requiring six credits of experiential learning, there have been regular inquiries from law schools about the class.

**Submission:** I have written extensively concerning the lack of focus in law school on transactional legal practice and practical skills. I am attaching three law review articles that I have published in recent years that set forth my analysis and recommendations for expanding the opportunities for law students to learn transactional legal practice skills and my experience as an adjunct faculty member working with multiple law schools. I believe these articles present, from the perspective of a transactional partner and adjunct faculty member, both current and forward looking perspectives about change in the law school curriculum, and the involvement of more adjunct faculty with practical skills, particularly related to the teaching of transactional law courses, that are relevant for consideration by the Commission.

I would be happy to talk further with the Commission. Best regards. JGF

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