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LETTER FROM THE CO-EDITORS

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To our readers,
The diversity of our voices at Lincoln Law School offers insight and creativity beyond expectations – witness the range of topics in this edition of the Voir Dire. It has been fascinating and humbling to learn about the richly varied interests and skills of our contributing authors.

The Voir Dire is more of a time-capsule than a chronicle. We could not begin to capture all the momentous events and issues of our time, but you'll find here a sampling of what our Lincoln family was doing, thinking, and caring about in this moment of our respective journeys through law school.

The Voir Dire is also about building friendships, challenging ourselves, testing our beliefs, and giving back to help others. Thank you to everyone who played a part – who brought ideas to the table, who built an idea into a story, who participated in the activities that are the subjects of articles.

Yours truly, Tiffany Mathews 2020 & Inga Holmquist 2021





By Inga Holmquist | Class of 2021

In just his second year at Lincoln Law School, Professor Fred Galves is certainly no stranger to legal academia. By his own admission, he was an unlikely law student, lawyer, and certainly law professor and legal scholar. At this point in his career, Galves has become more dedicated than ever to helping non-traditional students pursue legal careers—a journey reminiscent of his own improbable story of academic hard work, perseverance, and professional achievement.

ROAD LESS TRAVELLED

BACKGROUND

Galves is from Pueblo, Colorado, which is a blue-collar, “Steel Town,” with hard-working residents, many of whom have various immigrant Italian, Eastern European, and, like Galves, Mexican roots. From the age of five, Galves was raised in a single-parent household on governmental assistance, and he was one of the first in his family to graduate from high school, and the only one to graduate from college, and from law school. As a young man, the thought of going to law school seemed an immense world away for him. In fact, even attending college seemed like a pipe dream, but in high school he was the captain of the football team and he took third in state his junior year in track and field as a sprinter, so many colleges came knocking his senior year. It was at that point that Galves finally began to believe that perhaps he could go to college; but he remembers the stark warning his mother had given him: “Don’t read too much in college, or you’ll need glasses, and we can’t afford glasses.” He recalls, “for my mom, going to college was such a foreign idea, but she told me to just try my best.”

EDUCATION

And so, off to college it was. Although Galves was a running back and receiver on the football team, and he qualified for the NCAA Nationals in Track & Field three years in a row, he knew his athletic days would soon be over. However, pursuing higher education and academics—well now that would be a very different story. At Colorado College, he earned a GPA of nearly 4.0. In addition to sports, he was involved in various clubs, wrote for the school newspaper, and then managed to gain admission to Harvard Law School. While at Harvard, he taught moot court to first-year law students, he was a Harvard Human Rights/Amnesty International fellow, and he taught Principles of Economics to Harvard undergraduates during his third year, which helped pay the bills, as did his substantial financial aid and law school scholarships.

LAW PRACTICE

Upon graduation from law school in 1986, Galves clerked for Federal District Court Judge, John L. Kane, Jr., in Denver, for a year-and-a-half, and then worked five years as a litigation associate at Holland & Hart, which was the largest law firm in Denver at the time. Galves says he very much enjoyed practicing law, but he really loved teaching; so for five years, while he worked full-time at the law firm, he taught “Law & Social Justice” in the Political Science Department at Colorado College, until late 1993, when he began teaching law as a full-time, tenure-track law professor in Sacramento at McGeorge School of Law.

PAST LAW TEACHING

Galves has taught Civil Procedure, Evidence, Banking Law, Computer-Assisted Litigation, and Street Law. He also has taught at various other law schools over the years: King Hall Law School (UC Davis), Fordham Law School (New York City), Denver University Law School, and Southwestern Law School (Los Angeles). Galves also has extensive foreign law teaching experience. He taught for many years in the UC Davis' USA Law Orientation Program for foreign students and lawyers, and in Cologne, Germany (through the UC Davis International Law Program).

Galves has been recognized for his teaching. He won the "Faculty Innovation Award," for the entire University of the Pacific, for creating online learning modules for his Computer-Assisted Litigation class. He also received the university-wide "Eberhardt Faculty Scholar Award" for the articles he wrote and presentations he gave on legal technology, and for developing his "Street Law**" class. Galves is also a big proponent of online learning. He has taught a full online law course at Concord Law School (Trial Advocacy), at DU Law School (Evidence, a hybrid online/in person course), at Sacramento City College ("Law & Society"), and most recently, at Colorado State University-Pueblo (in the MBA Program—"Business Ethics").

LEGAL AUTHOR/SCHOLAR

In addition to teaching, Galves is a West Academic law school textbook author (Evidence Casebook, the 4th Edition available in January), and Legal APP developer (Introduction and Overview to Civil Procedure, and Introduction and Overview to Evidence). He has written several law review articles and has another West book: Evidence: Simulations.

RECENT TEACHING/GOALS

Galves now teaches "Civil Procedure," "Street Law,**" and "Applied Legal Reasoning" at Lincoln Law School of Sacramento. He is also a law professor at Drivon Law School (Humphries University), teaching "Civil Procedure." He also has recently taught where he believes there is much more of an acute need, even before law school—at the community college level. So, for a couple of years, Galves taught at Sacramento City College: "Business Law" and "Law & Society." While there, he was also the "Co-Faculty Director" of the "2+2+3 Pathway to Law School" California Bar Association Program. The program seeks to enroll high school students in community college for two years, then undergraduate school for two years, and then law school for three years ("2+2+3"). Lincoln Law is now a part of the Regional Northern California 2+2+3 Pathway to Law School Program, and we just learned that Lincoln will share an award, to be presented in Santa Clara on February 21 by the California State Bar, for our achievements with the 2+2+3 Pathway Program. And as if all of that has not kept him busy enough, Galves recently took on the Director Position of the new Paralegal/Legal Assistant Program at Delta College in Stockton, because he is dedicated to trying to help students gain entry into the legal profession, at all levels.

ROAD LESS TRAVELLED

A LEGACY OF "GIVING BACK"

In sum, Galves was a very non-traditional law student, who dared to dream beyond his own obstacles, and his own self-doubt. Now, at this stage in his career, he very much seeks to “give back” to students who, like him, may have much to overcome in terms of educational obstacles. Galves believes that “role models and mentors are of critical importance in the success of any learning institution’s mission.” In his case, he says that, were it not for the key instrumental teachers, professors, coaches, mentors, and counselors in high school, college, and law school, who encouraged and gave him several strategies and opportunities to succeed, he never could have overcome the obstacles he had. “I am honored to try to give back as much as I can to help students, especially underrepresented students, struggling with many obstacles that seem to persist. I want to provide the support and guidance that was given to me so many years ago, during my own very unlikely educational journey. I stand on the shoulders of giants, and I am truly thankful to them all.”

And so, the circle of life goes on, students stand on his shoulders, as they, too, dare to overcome obstacles, and boldly achieve their academic dreams.

**“Street Law” is now an elective course and Lincoln. In this innovative course, law students teach legal concepts and courtroom procedure to diverse inner-city high school students and thereby develop a crucial role-modeling and learning bond between the law students and high school students in the local community. The course culminates with participating high schools competing in a mock trial held at the federal courthouse. [Editor’s note: Having taken Street Law, I can say, it was the most fun and rewarding thing I have done as a Lincoln Law student.]*