



Stanford Law School
Stanford Center
for Racial Justice

2024-2025 Annual Report

Center for Racial Justice research by the numbers

12 briefs, reports, and
critical analyses

2,220 police use of force
polices analyzed

3 academic and
policy convenings

16 research assistants
and fellows

60 students in Stanford courses
led or supported by the Center

Letter from the Faculty Director

This annual report describes the mix of ongoing and new projects at the Stanford Center for Racial Justice. The policing and public safety work continues, including what we believe to be the most comprehensive, interactive database of use of force policies in the United States. A new project, *Private Universities in the Public Interest*, catalyzed discussion about higher education before the recent presidential election and has become even more timely and impactful since the election. We have extended the education work to pre-college settings by partnering with a local high school in San José to create a model for incorporating the insights and experiences of disadvantaged students into the policymaking process. New projects addressing the challenges and opportunities created by artificial intelligence are in the works. Throughout these and other projects, we continue to work with partners across the university and to bring together a wide array of students—law students, graduate students, undergraduates.

While these and other projects are described in detail in the report, let me take some time here to explain why the work of the Center is even more important during this tumultuous time. When Donald Trump was reelected, my response was “buckle up,” and he has certainly not disappointed. While the Trump administration has pursued a dizzying array of initiatives, race is a prominent theme in many of them.

Now especially, our society needs the sort of unbiased analyses that the Center for Racial Justice provides. We are not beholden to the orthodoxies of either the Left or the Right. We instead aim to develop clear-eyed analyses of important issues, along with practical reform possibilities. An overriding lesson of history is that truth, progress, and flourishing all reside at the intersection of the clash of ideas and the innovation and insight they make possible.



Ralph Richard Banks
Co-Founder and Faculty Director
Jackson Eli Reynolds Professor of Law

Our Issues

Education & Opportunity 8

Reimagining the relationship between universities and society, launching a research partnership with San José Unified, and analyzing the post-affirmative action landscape.

Justice & Safety 12

Opening courthouse doors to statistical evidence, harnessing AI to transform public safety research, and documenting America’s force policy transformation.

Race & Society 16

Confronting America’s enduring legacy of racial injustice, and navigating technology’s challenge to civil rights law.

In 2024-2025

Launching Bremond Fellowship 19

Redesigning Center for Racial Justice Site 20

The Brief: A New Digital Publication 21

In the News 20

Thought-Provoking Conversations 24

Student Programs 26

Our Team 28

Our Issues

Meeting America's most pressing challenges through focused research on education, justice, and race.

In response to the mounting challenges facing American society, we reorganized our research and policy work around three core issue areas: **Education and Opportunity**, **Justice and Safety**, and **Race and Society**. As our nation grapples with persistent race-related conflicts and political polarization—from the Supreme Court's dismantling of affirmative action to debates over DEI initiatives, AI advances, and police reform—we recognized the need to focus on these consequential debates, where rigorous research and trustworthy insights can make an impact. In each of these domains, competing visions of fairness, justice, and opportunity fuel intense conflicts that require careful analysis and evidence-based solutions.

Education & Opportunity



REIMAGINING THE RELATIONSHIP BETWEEN UNIVERSITIES AND SOCIETY

At a moment when America's leading universities face unprecedented levels of public skepticism and distrust, Faculty Director **Ralph Richard Banks** joined with Graduate School of Education collaborators Professors **Mitchell Stevens** and **Emily J. Levine** to convene a diverse group of education thinkers, innovators, and leaders at Stanford Law School in September 2024 to consider the role of private colleges and universities in society. The conference included former college presidents, leaders of national higher education organizations and foundations, distinguished scholars from top research universities, and policy experts who came together to examine the erosion of the academic social contract—the implicit agreement in which even nominally private institutions provide services to society in exchange for public funding, autonomy, and prestige.

Drawing from the convening's thoughtful discussions—and just days before the 2024 presidential election—

“In recent years the academic social contract has eroded as never before in U.S. history. Its continued decline would be a great detriment to the U.S. academy and to the nation.”

Ralph Richard Banks, Emily J. Levine, Emily Olick Llano, Hoang Pham, Mitchell L. Stevens, and Dan Sutton in **Private Universities in the Public Interest**

Banks, Levine, and Stevens, along with Director of Education and Opportunity **Hoang Pham**, Director of Justice and Safety **Dan Sutton**, and Center researcher **Emily Olick Llano** published *Private Universities in the Public Interest*, a white paper examining how the reciprocal relationship between universities and society has fractured. The timing could not have been more fitting. Within months



Photo by Christine Baker

of President Trump’s victory, his administration launched an extraordinary pressure campaign against some of the nation’s top universities, slashing hundreds of millions in federal grants from Columbia University, freezing billions in grants to Harvard after the university defied government demands, and attempting to cap research overhead reimbursements that could cost research universities billions more. Our analysis provided critical context for understanding these developments.

Building on this research, in April we released *An Agenda for America’s Universities*, a policy brief offering recommendations for how universities can pursue solutions that speak directly to Americans’ concerns about economic inequality and opportunity while defending their intellectual and institutional autonomy. The brief advocates for educational models that reorient higher education toward its civic mission and for expanding access through new campuses and community college pathways.

LAUNCHING A RESEARCH PARTNERSHIP WITH SAN JOSÉ UNIFIED

Working on the principle that those closest to educational challenges often have the best ideas for solutions, the Center formed a new research partnership with the San José Unified School District to launch the *Roses Talk Project*. This innovative initiative was developed through a Stanford Law School Law and Policy Lab and generously supported by grants from Stanford’s Office of Community Engagement and Haas Center for Public Service. The project aims to directly address persistent disparities in education by elevating the voices of “at-promise” students in education policymaking.

Co-led by **Hoang Pham**, Director of Education and Opportunity, and **Subini Annamma**, Associate Professor at the Graduate School of Education, the

project brought together a multidisciplinary team of Stanford student researchers: **Andrea Akinola** (JD ’27), **Zoe Edelman** (BA ’25), **Ev Gilbert** (MA ’25), **Kimberly González-Zelaya** (BAH ’25), **Rebecca Han** (JD ’26), **Antonio Preciado** (BAH ’25), **Chaélyn Anderson** (BAH ’25), and **Sara Sarmiento** (JD ’27).

The research team conducted in-depth interviews and focus groups with students at Gunderson High School—a low-income school in South San José—to better understand the students’ experiences and ideas for change, and to develop policy recommendations aimed at improving educational outcomes for the district’s most marginalized students.

Over two academic quarters, we collected and analyzed more than 1,500 minutes of raw interview data, conducted 16 individual student interviews, held member checking focus groups with 11 students, made eight trips from Stanford to San José, and delivered eight presentations of findings and recommendations to school and district leaders. To strengthen the connection between Stanford and the Gunderson community, the research team organized a special campus visit for Gunderson students and their families in May, providing them with an opportunity to explore Stanford’s campus and envision their educational futures.

The project culminated in a June convening where the research team presented its draft report to a broad group of education stakeholders—including SJUSD and Gunderson leadership, community members, Stanford faculty and staff, policymakers, and civil society leaders. Throughout the day-long event, attendees shared personal experiences and professional expertise, offered constructive feedback, and collaborated to help shape the project’s final report. The convening itself became a hub of co-learning, thought-provoking conversations, and a model for transforming public policy through

research, education, cross-sector collaboration, and community engagement.

As part of their coursework, the Stanford students authored a [series of reflections](#) on their experiences, documenting both the research process and moments of personal learning that contribute to ongoing national dialogues about education equity and reform.

ANALYZING THE POST-AFFIRMATIVE ACTION LANDSCAPE

In the wake of the Supreme Court’s landmark *Students for Fair Admissions* decision striking down race-based affirmative action, **Ralph Richard Banks** has provided extensive analysis of the evolving higher education landscape. Banks offered expert commentary on issues including California’s ban on legacy admissions, noting the contradiction of universities offering preferences to economically advantaged families while being prohibited from considering race for diversity. He delivered the Nathaniel L. Nathanson Memorial Lecture at the University of San Diego School of Law, examining how the Court’s ruling has upended nearly a half century of precedent and the challenges facing universities that had long relied on race-conscious admissions.

Banks’ analysis extends beyond immediate policy implications to broader questions about the role of higher education. His forthcoming book, *The Miseducation of America: How College Can Make or Break the American Dream*, scheduled for publication in 2026, will examine how American higher education has evolved into a ranking and sorting system and explore pathways to reform in this transformed landscape.



OPENING COURTHOUSE DOORS TO STATISTICAL EVIDENCE

We have been tracking California’s Racial Justice Act since its early implementation, building on our Center’s analysis exploring the intersection of race, bias, and America’s justice system. The Act represents California’s direct response to the U.S. Supreme Court’s 1987 decision in *McCleskey v. Kemp*, which effectively closed the courthouse doors to statistical evidence of racial disparities.

In *Data, Disparities, and Discrimination*, Director of Justice and Safety **Dan Sutton** examined how the landmark law creates new pathways to challenge and evaluate racial bias in criminal proceedings. With research support from **Rachel Broun** (PhD ‘29) and **Sarah Jung** (JD ‘27), our analysis dives into how courts, prosecutors, and defense attorneys are interpreting and applying the Act’s provisions, with particular attention to the methodological challenges of using statistical evidence to demonstrate that defendants were treated differently than other “similarly situated” individuals of other races.

In partnership with the Justice Innovation Lab, we turned these insights into a Toolkit that explains the complex issues arising from the Act’s implementation and offers practical guidance to practitioners. The Toolkit provides defense attorneys, prosecutors, and judges—people typically without much background in statistical analysis—with frameworks to craft, contest, and evaluate complex data-driven arguments. Using these resources, we also trained dozens of attorneys on applying core statistical principles to Racial Justice Act matters and on how the extensive body of case law on data as evidence in federal civil rights litigation can guide these cases. Much remains to be determined as we continue following whether the Racial Justice Act can succeed in one of its fundamental aims: identifying and removing racial bias in the criminal justice system where it exists.

HARNESSING AI TO TRANSFORM PUBLIC SAFETY RESEARCH

Body-worn cameras represent the largest new technology investment in policing in a generation, yet the vast majority of footage documenting police-



Photo by Andrew Broadhead

“I believe research is key to our future of policing.”

San Francisco Police Chief **William “Bill” Scott** at the **Summit on AI, Body-worn Cameras, and the Future of Policing**

community interactions remains unwatched and unanalyzed. Working with Stanford SPARQ and an interdisciplinary team of researchers, we are developing innovative frameworks to harness this untapped data for evidence-based police reform. Supported by a Hoffman-Yee research grant from Stanford’s Institute for Human-Centered Artificial Intelligence, our partnership combines AI analysis of routine traffic stop footage from Bay Area law enforcement agencies with thoughtful policy development to create approaches that can benefit communities across California and beyond. This fall, SPARQ Co-Director **Jennifer Eberhardt** and

Dan Sutton convened the *Summit on AI, Body-worn Cameras, and the Future of Policing*, bringing together more than 40 participants including police chiefs, policymakers, technologists, and privacy advocates. Our collaborative approach aims to transform how departments can systematically analyze police-community interactions to improve fairness, respect, and procedural justice—particularly in communities where Black and Brown Americans experience disproportionately frequent encounters with law enforcement.

DOCUMENTING AMERICA’S FORCE POLICY TRANSFORMATION

Five years after George Floyd’s killing ignited unprecedented demands for police reform, our research reveals the reform movement has produced a complex landscape of change around how America’s

police departments regulate the use of force. Our study, led by **Dan Sutton** with former research associate **Fatima Dahir**, represents what we believe to be the largest systematic analysis of American force regulations to date—examining 22 distinct policy dimensions across the nation’s 100 largest cities, comprising 2,200 total policy provisions collected through 2023. This analysis is one component of the Center’s three-part research initiative on use of force: the research report itself, an interactive database we developed that will provide unprecedented access to comparative policy assessments, and a comprehensive *Model Use of Force Policy* featuring 10 detailed policy modules addressing key areas from weapons to de-escalation strategies.

The research team—including former researchers **Riley Burton** (JD ‘25), **Isabelle Rose Coloma** (‘24) and **Mira Joseph**—collected, reviewed, and analyzed thousands of policy provisions across more than 11,000 pages of policy documents. Our findings reveal an emerging trend of police departments adopting force policies that exceed constitutional minimums, with 48% now employing some version of a “necessary” standard that sets a higher bar than the Supreme Court’s “objectively reasonable” standard from *Graham v. Connor*.

“The Department holds Department personnel to a higher standard than that articulated in *Graham v. Connor*, 490 U.S. 286 (1989) when performing their duties on behalf of the Department and the community.”

Albuquerque, New Mexico Police Department use of force policy analyzed in our report **Police Use of Force Policies Across America**.

While departments have largely converged on reforms like chokehold bans—surging from 22% to 92% since 2015-2016—significant variation persists on fundamental questions of when and how force should be used. As the Trump administration pulls back from federal interventions into local policing practices, evidence-based resources like the Center’s latest work may prove valuable to communities throughout America that are seeking to understand leading and effective policy practices.

In our report **Police Use of Force Policies Across America**, we analyzed regulations from police departments in the 100 largest U.S. cities

48% adopt a “necessary” standard for force use—exceeding the constitutional minimum

93% require officers to intervene and stop or prevent another’s officer’s excessive force

Race & Society



CONFRONTING AMERICA'S ENDURING LEGACY OF RACIAL INJUSTICE

Faculty Director **Ralph Richard Banks** joined with renowned civil rights attorney **Bryan Stevenson** and Stanford professor **Jennifer Eberhardt** to lead “Narrative Strategies for Racial Justice,” an immersive course that challenged students to confront the stories that have shaped American history. The interdisciplinary S-Term course, modeled after one Stevenson had taught at New York University, included 19 law students and 14 affiliates from Stanford SPARQ and was built on the premise that while the North won the Civil War, the South won the narrative war. The centerpiece was a transformative three-day field trip to Montgomery, Alabama, where students visited sites created by Stevenson’s Equal Justice Initiative,

“We are in a narrative struggle to overcome racial injustice in America and it’s important to develop the skills, strategies, and tactics to eliminate the bias that continues to haunt our nation. I think coursework on narrative strategies to help professionals, academics, and others working on a range of public policy issues is vital in this era.”

Bryan Stevenson in the **Stanford Report**

including the Legacy Museum and the National Memorial for Peace and Justice. Students described walking the same soil where enslaved people once lived and labored, listening to trains rumbling on tracks once used to transport families to auction blocks. As Banks explained, the course emphasized the importance of proximity—understanding that narratives about racial difference have shaped American history and law, yet students often don’t learn about such influences during their schooling.

NAVIGATING TECHNOLOGY’S CHALLENGE TO CIVIL RIGHTS LAW

At the intersection of rapidly evolving technology and shifting legal frameworks, antidiscrimination principles face unprecedented challenges. We are partnering with colleagues at several leading law

schools to launch an initiative examining how AI advances and algorithmic decision-making—that can reinforce existing biases or create new forms of discrimination—are clashing with legal frameworks that have guided America’s approach to antidiscrimination for decades. This collaborative effort addresses two critical developments: the exponential growth of technology and AI as influential mediums through which we engage the world, and the modern framework for understanding legal equality being in flux as courts and legal activists increasingly move away from traditional civil rights interpretations.

The project focuses on sorting out multiple competing conceptions of fairness, equality, and equity while addressing the interaction between an evolving legal landscape and opaque technology that threatens existing constitutional and statutory approaches to antidiscrimination law.

In 2024-2025

Photo by Scott MacDonald



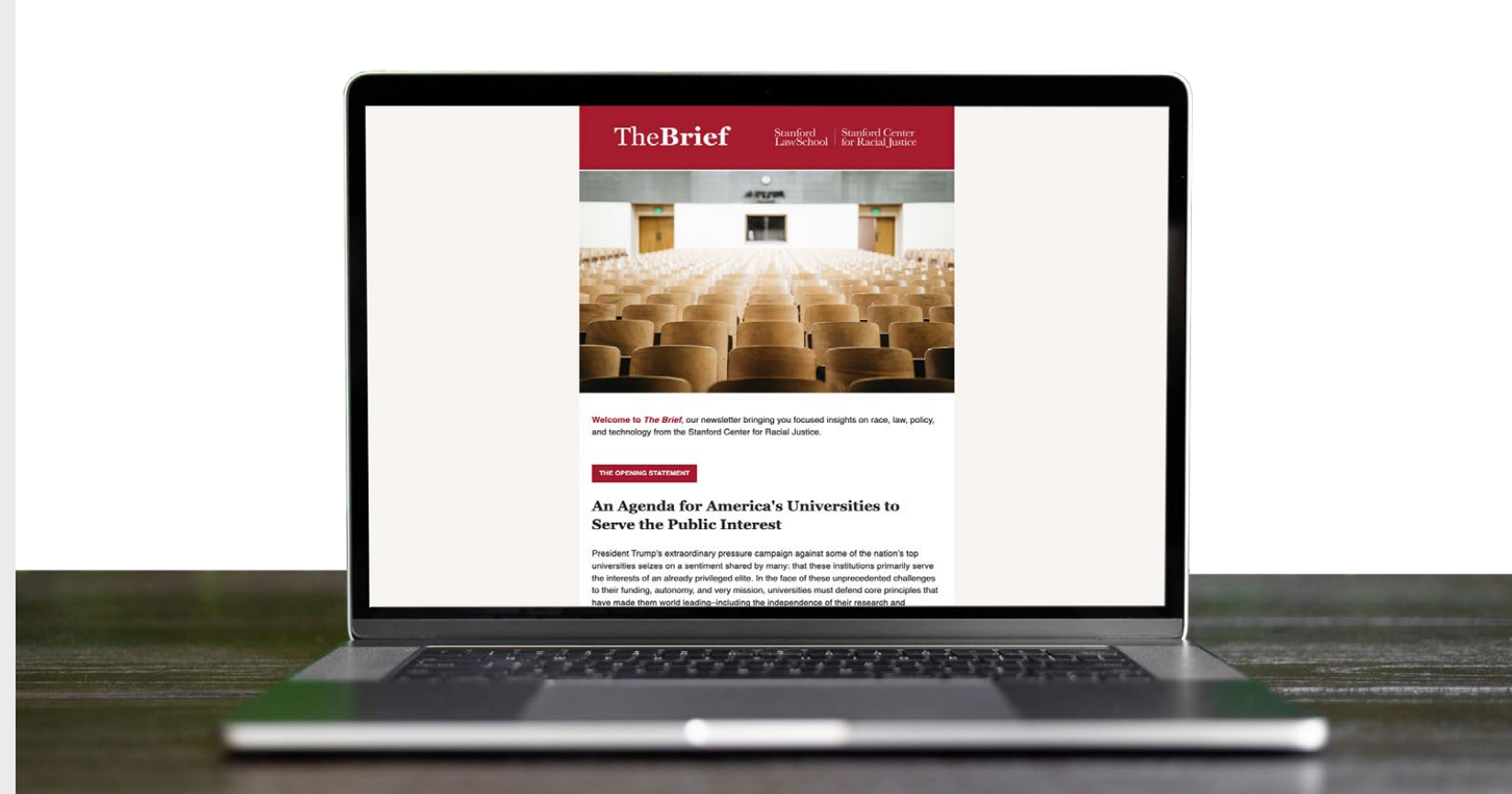
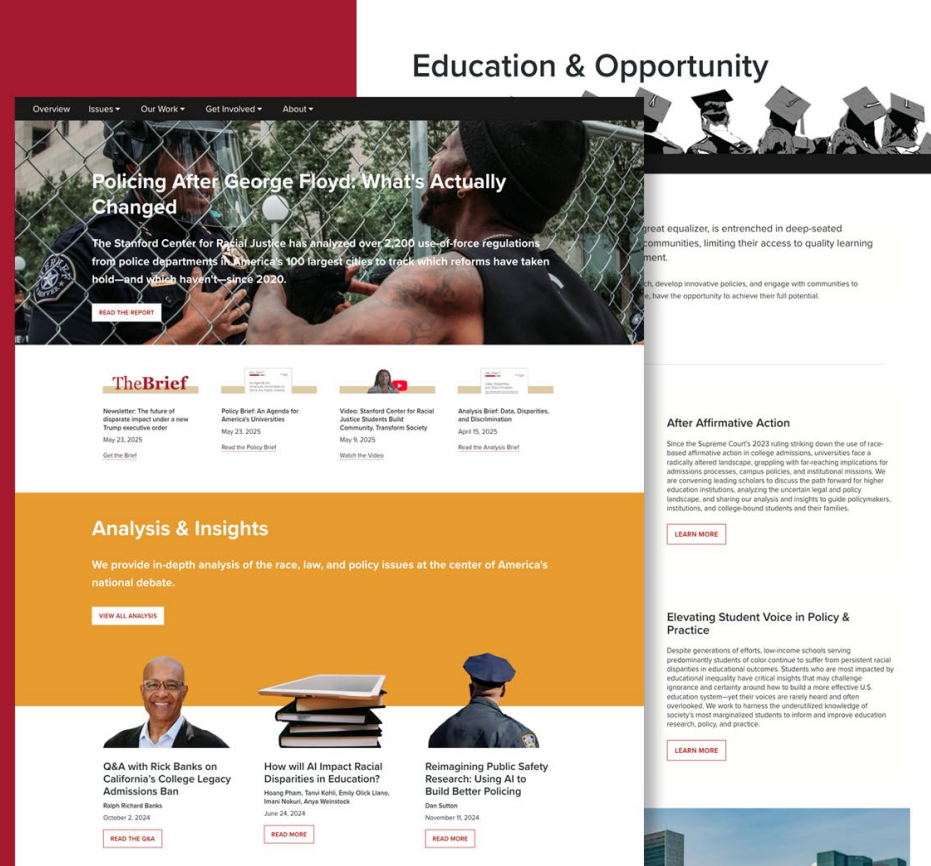
Launching Bremond Fellowship

This year we launched the inaugural Harry Bremond-Wilson Sonsini Foundation Student Fellowship, offering Stanford Law School 2L and 3L students a unique dual learning experience that immerses them in racial justice work while exploring pro bono practice pathways. This fellowship honors the legacy of **Harry Bremond**, a trailblazing attorney who joined Wilson Sonsini in 1967 as one of the first Black lawyers between San Francisco and San Jose.

Over his storied career, Bremond witnessed and helped shape Silicon Valley's transformation, representing companies that would change technology, American society, and the world, while mentoring generations of attorneys. A leader and founder of Wilson Sonsini's pro bono program and the broader pro bono movement within law firms, Bremond has been recognized for his racial equity

work by the Lawyers' Committee for Civil Rights Under Law, the Law Foundation of Silicon Valley, the Equal Justice Society, and the Charles Houston Bar Association—earning recognition as a “Black Legend of Silicon Valley.”

Supported by a generous gift from the Wilson Sonsini Foundation, the fellowship provides students with opportunities to advance innovative projects and initiatives at the Center while developing a deeper understanding of racial justice issues and honing their legal and policy research, writing, and advocacy skills. In January 2025, we welcomed our inaugural Bremond Fellows: **Brian Xu** (JD '26) and **Victor Wu** (JD '25, PhD '28). Both fellows began their work building a research database on AI usage across various sectors of society and its implications for race, law, and governance.



Redesigning Center for Racial Justice Site

This summer, the Center launched a comprehensive website redesign that better reflects and showcases our expanding body of work while making our research and analysis more accessible to diverse audiences. The overhaul reorganized content around our three core issue areas—[Education & Opportunity](#), [Justice & Safety](#), and [Race & Society](#)—with approximately twelve distinct projects that are either ongoing or recently completed now featured prominently throughout the site. The new site design provides users with multiple pathways to access our work: visitors can navigate from the main page to [Our Issues](#) and then to individual projects, or alternatively browse all our [Research & Reports](#) in one comprehensive section.

The redesign prioritizes accessibility and logical organization, ensuring that whether someone is

looking for [our white paper](#) on *Private Universities in the Public Interest* or [our toolkit](#) on statistical claims under California’s Racial Justice Act, they can find these resources through intuitive navigation. New project pages showcase research that is underway or recently completed, providing detailed information about our approaches, findings, and policy recommendations. The restructured site also features dedicated sections for our [Analysis & Insights](#), [Policy Solutions](#), and ways for visitors to [Get Involved](#) with our mission through [Partnerships](#), [Events](#), and opportunities to [Support Our Work](#). This digital transformation reflects our commitment to making rigorous research on racial justice accessible to policymakers, journalists, academics, and the public, ensuring our work reaches the audiences who can best use our findings to advance meaningful change.

The Brief: A New Digital Publication

The Center launched *The Brief*, our redesigned newsletter bringing focused insights on race, law, policy, and technology to readers seeking analysis of America’s most pressing racial justice challenges. Each issue features “The Opening Statement,” highlighting our latest research and publications, alongside Faculty Director **Ralph Richard Banks**’ dedicated “Faculty Director’s Corner,” where he provides commentary on current developments.

Recent issues have covered topics ranging from the erosion of trust between private universities and the American public to California’s Racial Justice Act creating new pathways for challenging racial bias in criminal proceedings. Banks’ columns have examined particularly timely subjects, including the complex racial dynamics revealed in the 2024 election, the Trump administration’s attacks on the rule of law, and the implications of executive orders targeting disparate impact doctrine in antidiscrimination

“Disparate impact nudges institutions toward more meritocratic decision-making. The Trump administration would have done well to recognize disparate impact as a useful tool rather than seeing it as part of the problem.”

Ralph Richard Banks in The Brief May 2025

law. The newsletter also includes a “Things You Should Know” section tracking developments across education, criminal justice, and society, from changes in college admissions following the Supreme Court’s affirmative action ruling to emerging challenges around AI bias and corporate diversity initiatives.

In the News

Faculty Director **Ralph Richard Banks** shared his insights and expertise with media outlets across the country:

October 31, 2024

Discussing the Narrative Strategies for Racial Justice course he co-taught with civil rights attorney Bryan Stevenson and Stanford professor Jennifer Eberhardt in the Stanford Report:

“The potency of narratives of racial difference has often undermined the neutrality of legal decision-makers. Purportedly color-blind law has too often operated in a racist fashion, to the detriment of African Americans.”

April 14, 2025

Discussing the College Board’s decision to strip down the official curriculum for its new AP African American Studies course following criticism from Governor Ron DeSantis and other conservatives about subjects such as Black Lives Matter, slavery reparations, and incarceration with the *Chicago Crusader*:

“What people seem to be doing is taking positions based on their identity, rather than their knowledge of the facts, whether they’re [Governor] DeSantis or one of his supporters or one of his critics. That said, the appearance here is that the College Board made a decision for political reasons, rather than substantive, pedagogical, or curriculum-oriented reasons. And that’s a bad thing.”

October 17, 2024

Discussing California’s new ban on legacy admissions with the *Christian Science Monitor*:

“That’s the bottom line: [Legacy admissions] are unfair in the sense that you’re giving one student an advantage over another because of who their parent is. That’s not the way things work in the United States of America, but it’s also the case that the universities have developed a business model that relies on that sort of preference. That’s what drives the fundraising.”

November 19, 2024

Explaining in *Voice of America* how the nation’s racial history is dividing voters as state governments and federal judges weigh in on critical race theory:

“What we are seeing is that America is having a very public argument about how to discuss race in our country. It is a conversation about how we talk about the racist incidents in our past but also about how the past continues to shape inequalities in the present.”

May 14, 2025

Assessing the future of DEI programs and initiatives in the Federalist Society’s short film examining *American Alliance for Equal Rights v. Fearless Fund*, a case challenging a race-based grant program under Section 1981 of the Civil Rights Act of 1866:

“People decide whether they’re against DEI or whether they’re for DEI, then they huddle with their own like-minded peers, they disavow and vilify the people on the other side. This is a poisonous dynamic. It’s a dynamic that not only divides us from each other, it also practically precludes the development of the sorts of programs that we do need because those sorts of programs are only going to come about if we can get the input and the best ideas from all segments of society.”

Thought-Provoking Conversations

Photo by Christine Baker



Throughout the year, we hosted scholars from across the nation and partnered with Stanford centers and programs on a range of impactful conversations that challenged conventional thinking and expanded understanding of racial justice issues. We brought authors to campus to discuss their latest scholarship relating to race, law, and public policy, including University of Michigan Law Professor **Michelle Adams**, author of [The Containment: Detroit, the Supreme Court, and the Battle for Racial Justice in the North](#), who joined Faculty Director **Ralph Richard Banks** for a conversation about the legal and historical drama that exposes the roots of today's backlash against affirmative action. The event examined how the Supreme Court's 1974 decision in *Milliken v. Bradley* brought a halt to school desegregation across the North and explored the devoted activists who tried to uplift Detroit's students amid the upheavals of riots, Black power, and white flight.

“The Trump administration has basically taken the position that even having the thought in your mind that what you’re trying to achieve is diversity, even if you use [facially race neutral methods] violates the Constitution. This is something I’ve worked on and have been worried about for twenty years.”

Michelle Adams, author of [The Containment: Detroit, the Supreme Court, and the Battle for Racial Justice in the North](#) and University of Michigan Law Professor

We also hosted Columbia Law Professor **Susan Sturm** to discuss her new book [What Might Be: Confronting Racism to Transform Our Institutions](#), which offers strategies and stories for confronting racism within predominantly white institutions, and Ohio State University Moritz College of Law's **Amna Akbar** for “Into the Wreckage: Law and the Courts in Struggles for Emancipation,” analyzing crises in theories of social change and identifying promise for rethinking legal institutions and reform.

Our major conferences brought together diverse stakeholders to tackle pressing challenges at the intersection of race, technology, and policy. In September, we convened more than 40 education thinkers, innovators, and leaders for our *Private Universities in the Public Interest* conference, bringing together former college presidents, leaders of national higher education organizations, distinguished scholars, and policy experts to examine the erosion of the academic social contract.

That same month, we partnered with Stanford SPARQ for the *Summit on AI, Body-worn Cameras, and the Future of Policing*, exploring how artificial intelligence analysis of police footage could reshape law enforcement while addressing critical privacy and civil liberties concerns.

In June, we hosted the *Roses Talk Project* convening, where district leaders, school administrators, and education researchers examined preliminary findings from our partnership with the San José Unified School District that centers at-promise student voices in education policy and practice, demonstrating how those most impacted by educational inequality have important insights for building a more effective education system. With Graduate School of Education partner **Mitchell Stevens**, we also convened “Negotiating the Academic Social Contract” featuring **Ralph Richard Banks** and Stanford Law School's **Paul Brest**.

Student Programs

Photo by Kurt Hickman



As the Center marks its 5-year anniversary in 2025, we reflect upon the central role of students in our work. Coming from departments across the university, law students, other graduate, and undergraduate students have gathered at the Center to support diverse projects and initiatives. Whether as interns, fellows, or practicum students, they have all found a unique community at the Center while engaging in rigorous research to advance racial justice. In May, we produced [a new video](#) highlighting their contributions and featuring their work, insights, and vision for the future. In an interview, **Remeny White** (JD '24), reflected: “Of all of the internships [and] research assistantships that I’ve done at the law school this one was the most hands-on and the most where I felt like I was a smaller part of a bigger whole.” **Brian Williams** (JD '27), a spring 2025 intern, also [published a reflection](#) on the anniversary milestone.

This year marked another significant milestone for our student programs with the launch of the inaugural Harry Bremond-Wilson Sonsini Foundation Student Fellowship, which offers Stanford 2L and 3L students a unique dual learning experience that immerses them in racial justice work while providing exposure to pro bono practice.

We also hosted a new cohort of students in our Internship Program, which offers students an opportunity to engage in real-world law and policy issues related to race and justice. In addition to supporting the Center’s research and policy work—which can range from drafting research memos to interviewing community stakeholders—interns engage in activities to build a community of peers from across campus dedicated to the advancement of racial justice at Stanford and beyond. Our Law and Policy Workshops serve as a cornerstone of the Internship Program, featuring experienced practitioners and

Stanford faculty members who offer students unique insights into cutting edge law and policy issues and provide career guidance for those pursuing a legal education.

The Center’s Policy Practicums are courses that investigate the role of law and policy in perpetuating or dismantling racial disparities and explore recent legal decisions and policy initiatives impacting racial justice. Practicum students undertake research involving real-world issues and develop policy recommendations for stakeholders, learning valuable technical skills applicable for law and policy careers. Our Practicums allow students to engage in open and respectful discussions, be exposed to diverse perspectives, and think critically and empathetically about the complexities of race in America. This year we offered two practicums both co-taught by Director of Education and Opportunity **Hoang Pham** and other Stanford faculty: a Law and Policy

Lab, *Roses Talk: Elevating At-Promise Student Voices in San José Unified* with **Subini Annamma** and a *Practicum on Racial Bias and Structural Inequality in the Law* with **Jordan Starck** of the Psychology Department.

Hoang Pham led the law component of the psychology practicum where students examined constitutional law, legal advocacy, and legislation within the context of racial justice. Throughout the course, they were regularly challenged to unsettle their beliefs and to think more critically about the complexities of race and bias within the legal system and broader society. For the practicum capstone project, students examined the Trump administration’s evolving attack on higher education, focusing particularly on the legality of the President’s actions to dismantle DEI programs and how different universities have decided to respond to shifting policy landscapes.

The Stanford Center for Racial Justice

The Stanford Center for Racial Justice works to counter racial division and political polarization through rigorous research and thought-provoking conversations that explore the racial dimensions of some of the most contentious and consequential issues facing America today. Our vision is to build a society free from race-driven polarization and inequality—a society where people recognize the far-reaching effects of racism and its intersection with economic inequality and understand that taking on these challenges requires the ideas and efforts of people with diverse backgrounds, perspectives, and ideologies.

To advance racial justice, we have designed a distinct model that guides our initiatives. We function as a research, writing, and dissemination engine for transformative ideas. We produce analyses and facilitate conversations that examine some of America’s most pressing controversies. And we aim to provide trustworthy insights for those seeking to comprehend the racial dimensions of divisive issues in our nation, particularly where these intersect with economic inequality, educational opportunity, and safety and wellbeing.

Support for the Center

We are grateful for the generosity of those who provide support to make our work possible. Their commitment to advancing racial justice and fostering understanding empowers us to drive meaningful progress, counter racial division, and tackle the complex challenges facing America.

The Center welcomes online gifts. Please contact us at scrj@law.stanford.edu with questions.

Our Team

- Ralph Richard Banks**
Co-Founder and Faculty Director
- Hoang Pham**
Director, Education and Opportunity
- Dan Sutton**
Director, Justice and Safety
- Dionna Rangel**
Administrative Coordinator

Interns and Fellows

- Rachel Broun** (PhD ‘29)
- Hannah Cha** (BS ‘25, MS ‘26)
- Isabelle Rose Coloma** (‘24)
- Kimberly González-Zelaya** (BA ‘25)
- Sarah Jung** (JD ‘27)
- Tanvi Kohli** (JD ‘26)
- Luna Laliberte** (PhD ‘29)
- Emily Olick Llano** (MA ‘24)
- Imani Nokuri** (JD ‘25)
- Mohamed Nur** (JD ‘27)
- Autumn Parrott** (MS ‘25)
- Rashon Poole** (MS ‘25)
- Chaélyn Anderson** (BA ‘25)
- Brian Williams** (JD ‘27)
- Victor Wu** (JD ‘25, PhD ‘28)
- Brian Xu** (JD ‘26)

The following students participated in the Center’s practicums:

- Andrea Akinola** (JD ‘27), **Abby Copeland** (BA ‘26), **Zoe Edelman** (BA ‘25), **Ev Gilbert** (MA ‘25), **Kimberly González-Zelaya** (BA ‘25), **Rebecca Han** (JD ‘26), **Crystal Jauregui** (BA ‘25), **Michelle Kalu** (BA ‘25), **Michael Malone** (BA ‘26), **Alondra Martinez** (BA ‘26), **Antonio Preciado** (BA ‘25), **Chaélyn Anderson** (BA ‘25), **Sarina Rye** (BA ‘25), **Sara Sarmiento** (JD ‘27), **Kimberly Shirai** (BA ‘25).

Rear cover photo by Kurt Hickman



Stanford Law School
Stanford Center
for Racial Justice

Crown Quadrangle
559 Nathan Abbott Way
Stanford, CA 94305-8610

law.stanford.edu/stanford-center-for-racial-justice
scrj@law.stanford.edu