

## RACHEL I. GURVICH

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University of North Carolina School of Law  
160 Ridge Road, CB 3380  
Chapel Hill, NC 27599

### EDUCATION

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- J.D. Harvard Law School, *magna cum laude*** June 2007  
Honors and activities: Editor-in-chief, *Harvard Latino Law Review*; two-semester participant, Harvard Immigration and Refugee Clinic; Equal Justice America Legal Services Fellow; three-time cast member, Harvard Law School Parody.
- B.A. U.N.C. Chapel Hill, Political Science and Spanish** May 2004  
Graduated with Highest Distinction  
Honors and activities: Phi Beta Kappa; William Davie Scholarship for Academic Excellence; Chancellor's Award for Excellence in Spanish; nominated and selected for membership in campus honorary society, Order of the Grail-Valkyries (inducted for "contribution to the University's atmosphere of intellectual engagement and moral concern"); president, Dialectic and Philanthropic Debate Society.

### JUDICIAL CLERKSHIP

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**U.S. COURT OF APPEALS FOR THE FIRST CIRCUIT**, Portland, ME  
Law Clerk to Judge Kermit V. Lipez (August 2008–August 2009)

### PROFESSIONAL EXPERIENCE

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**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**, Chapel Hill, NC  
Clinical Professor of Law (July 2024–present)  
Clinical Associate Professor of Law (July 2019–present)  
Clinical Assistant Professor of Law (July 2016–June 2019)  
Visiting Assistant Clinical Professor of Law (July 2015–June 2016)

**BOSTON COLLEGE LAW SCHOOL**, Newton, MA  
Adjunct Professor (January 2015–April 2015)

**WILMER CUTLER PICKERING HALE AND DORR LLP**, Boston, MA  
Counsel (January 2014–July 2015)  
Senior Associate (January 2011–December 2013)  
Associate (October 2007–August 2008; September 2009–December 2010)  
Summer Associate (Summer 2006)

**MIDDLESEX DISTRICT ATTORNEY'S OFFICE**, Somerville MA  
Special Assistant District Attorney (June 2013–December 2013)

**HARVARD IMMIGRATION AND REFUGEE CLINIC**, Boston, MA  
Clinic participant (January 2006–December 2006)

**GREATER BOSTON LEGAL SERVICES, HOUSING UNIT**, Boston, MA  
Summer intern (Summer 2005)

## **BAR ADMISSIONS**

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Massachusetts (2007); North Carolina (2017)

Also admitted to practice before the United States District Court for the District of Massachusetts and the United States Courts of Appeals for the First, Ninth, and Federal Circuits.

## **HONORS AND AWARDS**

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Spring 2023 | Selected by UNC Law Faculty to receive the Robert G. Byrd Award for Excellence and Creativity in Teaching

Spring 2023 | Selected by UNC Law Class of 2023 as one of five finalists for the McCall Award for Teaching Excellence.

Spring 2022 | Selected by UNC Law Class of 2022 as the recipient of the McCall Award for Teaching Excellence.

Spring 2018 | Selected by UNC Law Class of 2018 as one of three finalists for the McCall Award for Teaching Excellence.

December 2017 | Selected by American Bar Journal as one of top 25 legal tweeters: “This co-founder of #PracticeTuesday ‘provides great, practical advice for law students and beyond.’” See <http://www.abajournal.com/magazine/article/best-law-twitter-web-100>.

## **BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP**

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### **PAPERS OR ARTICLES**

Rachel Gurvich, L. Danielle Tully, Laura A. Webb, Alexa Z. Chew, Jane E. Cross, Joy Kanwar, *Reimagining Langdell’s Legacy: Puncturing the Equilibrium in Law School Pedagogy*, 101 N.C. L. REV. F. 118 (2023).

Alexa Z. Chew & Rachel Gurvich, *Saying the Quiet Parts Out Loud: Teaching Students How Law School Works*, 100 NEB. L. REV. 887 (2022).

### **REFEREED PAPERS OR ARTICLES**

Gurvich, Rachel, *Tweets to a Young 1L*, 21 GREEN BAG 2D 281 (Sept. 2018).

## PRODUCTS OF ENGAGED SCHOLARSHIP

### *Teacher's Manual*

Alexa Z. Chew, Katie Rose Guest Pryal, and Rachel Gurvich, *Teacher's Manual for The Complete Legal Writer* (2d ed) (June 2020).

### *Educational Videos*

Rachel Gurvich, instructional videos for law students about effective rule passages, Effective application passages, and effective writing style, available upon request for now; building YouTube channel.

Alexa Z. Chew and Rachel Gurvich, *Citation Literacy: A Series*, available at [https://www.youtube.com/playlist?list=PLySsGiZTjhniuNqHh\\_rr7HsAuiWQmv0kx](https://www.youtube.com/playlist?list=PLySsGiZTjhniuNqHh_rr7HsAuiWQmv0kx).

Series of educational videos created for the first-semester legal writing curriculum and adopted by law professors across the country.

### *Continuing Legal Education (CLE) Presentations*

February 2020 | “Giving Feedback on Legal Writing: An Interactive Workshop.”  
CLE workshop for the UNC Festival of Legal Learning.

Co-Presenter: Alexa Chew, Clinical Professor of Law at UNC

October 2018 | “Accio, Brief!: Legal Writing Lessons from the Scary World of Harry Potter.”

Invited to design and present “Halloween-themed” legal writing CLE workshop for the Mecklenburg County Bar.

February 2018 | “How To Improve Your Legal Writing.”

Two-hour CLE workshop for the UNC Festival of Legal Learning.

Co-Presenter: Luke Everett, Clinical Associate Professor of Law at UNC

February 2017 | “Self-Editing and Helping Others To Self-Edit.”

CLE course for the UNC Festival of Legal Learning.

Co-Presenter: Craig Smith, Clinical Professor of Law at UNC and Assistant Dean, Writing and Learning Resources Center

February 2016 | “Trial Techniques for Complex Cases.”

CLE course for the UNC Festival of Legal Learning.

Co-Presenter: Cynthia Vreeland, Partner, Wilmer Cutler Pickering Hale & Dorr

## ***Presentations***

July 2024 | Speed Mentoring: Teaching

Invited to participate in speed-mentoring session for new and aspiring legal writing teachers at the 2024 Legal Writing Institute Biennial Conference.

July 2024 | Creativity is a Practice That Can Be Learned: Here's How

Selected to present a 45-minute presentation at the 2024 Legal Writing Institute Biennial Conference

Co-Presenter: Beth Wilensky, Clinical Professor, University of Michigan School of Law.

March 2024 | Introduction to the American Legal System and Common Law

Invited to present (remotely) to students and faculty from several Ukrainian law schools (Zaporizhzhia National University, Yuriy Fedkovych Chernivtsi National University, and Oles Honchar Dnipro National University).

July 2022 | “Kick Langdell in the Butt: Puncturing the Equilibrium in Law School Pedagogy.”

Selected to present a 90-minute panel at the 2022 Legal Writing Institute Biennial Conference: Punctuated Equilibrium.

Co-Presenters: Alexa Chew, Clinical Professor of Law at UNC; Jane Cross, Associate Dean for Diversity, Inclusion, & Public Impact, Director of the Caribbean Law Program, and Professor of Law at the Nova Southeastern University Shepard Broad College of Law; Joy Kanwar, Professor of Legal Writing at Brooklyn Law School; Danielle Tully, Associate Professor of Legal Writing at Brooklyn Law School.

July 2022 | “Teaching Feedback and Supervision: Preparing Students to be Good Colleagues and Mentors.”

2022 Legal Writing Institute Biennial Conference: Punctuated Equilibrium.

Co-Presenter: Luke Everett, Clinical Professor of Law at UNC.

October 2021 | Speaker, Poverty Law class at UNC Asheville

Invited to speak to UNC Asheville undergraduates taking a class modeled after a law school clinic—for which they screened cases for Pisgah legal services—to discuss lawyering and legal education.

July 2021 | Moderator, “The Art of Self Promotion.”

Moderated discussion group as part of the Aspiring Law Teachers Workshop at the Southeastern Association of Law Schools (SEALS) annual meeting.

July 2021 | Participant, Mock Interview Workshop

Served as mock interviewer in the Aspiring Law Teachers Workshop at the Southeastern Association of Law Schools (SEALS) annual meeting.

March 2021 | Panelist, “Engagement in Virtual Law School”

Invited panelist at program sponsored by North Carolina Bar Association’s Law Student Division; presented to law students from across the state.

August 2020 | Discussant, “The Art of Self Promotion.”

Participated in discussion group as part of the Aspiring Law Teachers Workshop at the Southeastern Association of Law Schools (SEALS) annual meeting.

August 2020 | Participant, Mock Interview Workshop

Served as mock interviewer in the Aspiring Law Teachers Workshop at the Southeastern Association of Law Schools (SEALS) annual meeting.

April 2019 | Panelist, “From Professor/Practitioner to Pundit: Risks to Legal Discourse from Social Media Legal Debate.”

Invited speaker at University of Idaho’s Law Review Symposium, #TwitterLaw (held in Boise, Idaho, but participated virtually due to parental leave).

August 2018 | Panelist, “Connecting with Technology: Students, the Bench, and the Bar.”

Presentation for the 2018 Southeastern Association of Law Schools Annual Meeting (Ft. Lauderdale, Florida).

July 2018 | Panelist, “#LegalWriting: Using Twitter to Gather Ideas, Build Networks, and Keep Up with Practice Trends.”

Presentation for the 2018 Legal Writing Institute Biennial Conference (Milwaukee, Wisconsin).

May 2017 | Panel anchor, “Transitioning to Teaching: A Two-Part Conversation about What Newer and More Seasoned Professors Can Learn from One Another.”

Presentation for the 2017 Carolinas Colloquium (UNC Chapel Hill).

Co-anchor: Craig Smith, Clinical Professor of Law at UNC and Assistant Dean, WLRC.

### ***Discussion Groups***

June 2021 | Discussion leader, *Great Books* reading group (*Persuasion*).

Proposed and led *Great Books* reading group (two sessions) on Jane Austen’s *Persuasion* for Carolina Public Humanities.

June 2019 | Discussion leader, *Great Books* reading group (*Mansfield Park*).

Proposed and led *Great Books* reading group (two sessions) on Jane Austen's *Mansfield Park* for Carolina Public Humanities.

October 2017 | Discussion leader, *Great Books* reading group (Abraham Lincoln).

Proposed and led *Great Books* reading group (two sessions) on extensive selection of Abraham Lincoln's political speeches and writings for Carolina Public Humanities.

September–October 2016 | Discussion leader, *Great Books* reading group (*The Federalist*).

Proposed and led *Great Books* reading group (two sessions) on extensive selection of Federalist Papers for Carolina Public Humanities.

### ***Blog Posts***

August 25, 2020 | “Your Legal Adventure Is Out There: Considerations for Choosing a Path in the Law.”

Solicited and published by the ABA for Law Students blog,  
<https://abaforlawstudents.com/2020/08/25/considerations-for-choosing-a-career-path-in-the-law/>

Co-author: Margaret C. Hannon, Clinical Professor of Law, University of Michigan School of Law.

July 15, 2020 | “So You're Starting Law School in a Pandemic: How To Succeed in a Remote or Hybrid 1L year.”

Solicited and published by the ABA for Law Students blog,  
<https://abaforlawstudents.com/2020/07/17/starting-law-school-pandemic-how-to-succeed-in-a-remote-or-hybrid-1l-year/>

Co-author: Annie Scardulla, Clinical Assistant Professor of Law, University of North Carolina.

June 20, 2020 | “How To Become a Legal Writing Professor.”

Solicited and published by the Summary, Comma Judgment blog,  
<https://www.summarycommajudgment.com/blog/how-to-become-a-legal-writing-professor>

Co-author: Beth Wilensky, Clinical Professor of Law, University of Michigan School of Law.

September 5, 2017 | “Add Reverse Outlining to Your Legal Writing Toolbox.”

Solicited and published by the ABA for Law Students blog,  
<https://abaforlawstudents.com/2017/09/05/add-reverse-outlining-to-your-writing-toolbox/>

Co-author: Beth Wilensky, Clinical Assistant Professor of Law, University of Michigan School of Law.

*Note:* I co-founded the #PracticeTuesday Blog, which publishes articles about legal writing, law practice, and law school. Here are the posts I wrote for that blog:

- “Being ‘On’ at On-Campus Interviews,” <https://practicetuesday.com/2018/07/24/being-on-at-on-campus-interviews/> (July 24, 2018). Co-authored with Sean Marotta, Partner at Hogan Lovells
- “The least wonderful time of the year: tips for exam season,” <https://practicetuesday.com/2017/11/21/the-least-wonderful-time-of-the-year-tips-for-exam-season/> (November 21, 2017).
- “Dr. Katie Pryal and the Life of the Mind Interrupted,” <https://practicetuesday.com/2017/10/18/dr-katie-pryal-and-the-life-of-the-mind-interrupted/> (October 18, 2017).
- “‘It’s not so shiny anymore’: 1Ls and the October slump,” <https://practicetuesday.com/2017/10/10/its-not-so-shiny-anymore-1ls-and-the-october-slump/> (October 10, 2017).
- “Recommendations on letters,” <https://practicetuesday.com/2017/10/03/recommendations-on-letters/> (October 3, 2017).
- “Professor Katrina Lee and the business of law,” <https://practicetuesday.com/2017/09/05/professor-katrina-lee-and-the-business-of-law/> (September 5, 2017).
- “On asking for help,” <https://practicetuesday.com/2017/08/28/on-asking-for-help/> (August 28, 2017).
- “Say ‘yes’ to the firm: making an informed decision,” <https://practicetuesday.com/2017/08/16/say-yes-to-the-firm-making-an-informed-decision/> (August 16, 2017).
- “Callbacks, continued,” <https://practicetuesday.com/2017/08/08/callbacks-continued/> (August 8, 2017).

### ***Podcast Appearances***

June 1, 2021 | #021: Panel Opinion (Special): How to Succeed as a Legal Intern or Summer Associate (Especially in a Remote or Hybrid World)

Was an invited guest on *How I Lawyer*, a podcast hosted by Georgetown Law School Professor Jonah Perlin. Episode available at <https://www.howilawyer.com/021-panel-opinion-special-how-to-succeed-as-a-legal-intern-or-summer-associate-especially-in-a-remote-or-hybrid-world/>

August 2, 2018 | Tips for 1L Success

Was an invited guest on *Law to Fact*, a podcast hosted by Pace Law School Professor Leslie Garfield Tenzer. Episode available at <https://www.buzzsprout.com/138309/771127-ensuring-success-as-a-1l/>.

## *Other*

I maintain an active social media presence among an online community of lawyers, judges, and law professors. For several years, facilitated weekly Twitter discussions on legal practice and related topics; some have been covered by Law360, law.com, and other news outlets. In this capacity, I authored Twitter thread about remote pedagogy which was repeatedly cited as a resource throughout legal academia (<https://twitter.com/RachelGurvich/status/1275489715974819840?s=20>).

## **TEACHING ACTIVITIES**

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### **UNIVERSITY OF NORTH CAROLINA**

#### **Law 295: Research, Reasoning, Writing, and Advocacy (RRWA) I**

RRWA I students write genres addressed to an “insider” audience, such as office memoranda, emails to a supervisor, and client letters. Assessment consists of a quiz on research and citation, a closed-universe office memo, and a professionalism component. (3 credits)

Fall 2023 | 295.002: 15 students

Fall 2023 | 295.007: 15 students

Fall 2022 | 295.010: 16 students

Fall 2021 | 295.009: 15 students

Fall 2021 | 295.009: 15 students

Fall 2020 | 295.001: 15 students

#### **Law 296: Research, Reasoning, Writing, and Advocacy (RRWA) II**

RRWA II students write genres addressed to an “outsider” audience, such as motion memos and appellate briefs. Assessment consists of a closed-universe motion memo, a research project on federal law, an appellate oral argument, and a professionalism component. (3 credits)

Spring 2024 | 296.005: 15 students

Spring 2023 | 296.004: 16 students

Spring 2023 | 296.011: 15 students

Spring 2022 | 296.008: 14 students

Spring 2022 | 296.012: 15 students

Spring 2021 | 296.001: 14 students

#### **Law 400: Honors Writing Scholars (Seminar)**

With Craig Smith, co-taught the fall-semester seminar for Honors Writing Scholars, who earn course credit for serving as academic and informal mentors for students in the RRWA program. Honors Writing Scholars help 1Ls achieve RRWA’s course goals, especially those related to research, citation, and professionalism. Professors teaching this class provide materials and guidance to help Honors Writing Scholars



fulfill their roles, and facilitate discussion, reflection, and professional identity formation among the Scholars. (1 credit)

Fall 2024 | 400-401: 24 students

Fall 2023 | 400-401: 24 students

Fall 2022 | 400-401: 24 students

Fall 2021 | 400-401: 16 students

### **Law 400L: Honors Writing Scholars (Lab)**

With Craig Smith, co-taught the spring-semester seminar for Honors Writing Scholars, who earn course credit for serving as academic and informal mentors for students in the RRWA program. Honors Writing Scholars help 1Ls achieve RRWA's course goals, especially those related to research, citation, and professionalism. Professors teaching this class provide materials and guidance to help Honors Writing Scholars fulfill their roles, and facilitate discussion, reflection, and professional identity formation among the Scholars. (1 credit)

Spring 2024 | 400L-401: 24 students

Spring 2023 | 400L-401: 24 students

Spring 2022 | 400L-401: 16 students

### **Law 399: Independent Study**

Supervised independent study papers.

Spring 2025 | 1 student; three credits

Spring 2024 | 1 student; one credit

Fall 2023 | 1 student; two credits

Spring 2020 | 1 student; one credit

### **Law 529: Writing for Practice**

Writing for Practice is a simulation class that builds on the practical writing skills introduced in RRWA I and II to prepare students for the kinds of writing they will do as a newer attorney in a variety of legal practice settings and for a variety of audiences. Along with additional practice writing and editing in familiar genres like motion memos and emails to supervisors, the course introduces new genres including cover letters and blog posts and new audiences such as the public, peers, and subordinates. Beyond simply drafting documents, the course also focuses on developing effective revision strategies, sentence-level and style considerations, and providing constructive feedback on others' writing. (2 credits)

Summer 2024 | 529.001.S124: 9 students

Fall 2023 | 529.001: 15 students

Spring 2021 | 529.001: 15 students

Fall 2020 | 529.001: 15 students

## **IDST89.001: The Elements of Politics: The American Founding**

With Dr. Larry Golberg, co-taught a first-year seminar for undergraduate students that examined fundamental political questions through a reading of selected philosophical political, and legal texts that bear on the American Founding. By reading Machiavelli, Descartes, Hobbes, Locke, Rousseau, the American founding documents, and *The Federalist Papers*, our goal was to understand both the intellectual underpinnings of the American Founding and also how each text we read sheds light on how humans can (or should) live together in a political society

Spring 2024 | 529.001.S124: 13 students

## **PROFESSIONAL SERVICE**

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### **SERVICE TO THE WRITING AND LEARNING RESOURCES CENTER (WLRC)**

2017–present | Draft or vet major assessments for use across the entire student body.

2015–present | Assist with Academic Excellence Program (AEP) and orientation by: (1) planning, leading, and/or participating in sessions at the Legal Education Advancement Program (LEAP) and/or Orientation; (2) presenting at AEP workshops and other events during the academic year; and (3) providing individual counseling to select students.

2015–present | Provide critiques of UNC Law student writing samples in support of summer employment and clerkship applications.

2019–2020 | WLRC Hiring Search Subcommittee

2017–2018 | WLRC Hiring Search Subcommittee

Summer 2017 | Co-drafted year-long learning objectives/course goals that were implemented across the RRWA curriculum. Co-drafters: Clinical Associate Professor and WLRC Assessment Coordinator Alexa Chew and Assistant Dean Craig Smith.

2016–2017 | WLRC Hiring Search Subcommittee

### **SERVICE TO UNC SCHOOL OF LAW AND THE UNIVERSITY**

Summer 2024–present | Appointments Committee

Summer 2024–present | Faculty Advisor, Dialectic and Philanthropic Debate Society

Fall 2022–present | Faculty Advisor, Neurodiverse Law Students Association

Summer 2023–present | Individual legal writing tutoring (not for credit).

2015–present | Provide informal career and clerkship counseling, including cover letter and resume review. Often sought out specifically by students interested in BigLaw, practicing law in Boston, and/or pursuing careers in patent litigation.

2015–present | Hold dozens of informal academic advising meetings with Carolina Law students, including individual sessions, small group sessions, and panels/large group information sessions.

Spring 2024 | Co-Chair, Byrd Award Committee

As a former award recipient, co-chair the Law School Committee that selects the annual winner of the Robert G. Byrd Award for Excellence and Creativity in Teaching.

Spring 2022–Spring 2024 | Co-Chair, University Teaching Awards Committee

Co-chair the University Teaching Awards Committee, which oversees the nomination and selection process for nine different campus-wide awards, and subsequent recognition of winners. The co-chair role involves forming and staffing eight different sub-committees with faculty, graduate students, and undergraduates; publicizing the teaching awards and soliciting nominations from the campus community; guiding and supervising the sub-committees' review of hundreds of nominations and selection procedures; vetting award semi-finalists for eligibility; collecting portfolios from semifinalists; assembling final package of information about finalists for approval by the Provost and Chancellor; overseeing notification and recognition of winners.

Fall 2023–Spring 2024 | Committee on Inclusion & Community

2022-2023 | Chair, Wellness Committee

2021-2022 | Chair, Wellness Committee

Volunteered to serve as inaugural chair of the Wellness Committee during its first year. Worked with faculty, administration, and students to plan events, make recommendations, and promote a culture of wellness at Carolina Law, including by fostering an inclusive environment for learning, teaching, and service. Helped organize several campus-wide wellness events, circulated teaching recommendations and resources, developed a feedback form for students to share wellness-related concerns and suggestions, and, at Dean Brinkley's request, drafted a report summarizing committee's findings about grading policy at UNC.

2021-2022 | Admissions Committee

2021-2022 | Admissions Committee Liaison to the Diversity Committee

2021-2022 | University Teaching Awards Committee, Assistant Chair of Board of Governors Award Subcommittee

2020-2021 | University Teaching Awards Committee, Board of Governors Award Subcommittee

Summer 2020-2021 | Founding member, Law School Remote Teaching Working Group. Drafted key guidance documents for distribution to all law school faculty, including the Menu of Remote Teaching Strategies and Zoom Guidelines for professors.

2019-2020 | Admissions Committee

2016–2020 | Moot students on a variety of Holderness moot court teams preparing for competitions.

2015–2019 | Faculty Advisory Board, Carolina Public Humanities

June 2018 | Initiated, organized, and co-led faculty and staff roundtable discussion about student mental health concerns.

April 2018 | Presentation to the Faculty: “Letters of Recommendation.” Proposed and prepared presentation to faculty about clerkship and other letters of recommendation; provided tips about best practices and sample letters and led subsequent faculty discussion. Co-Presenter: Sara Warf, Clinical Associate Professor at UNC School of Law.

November 2017 | Conceived, organized, and moderated a panel titled “Appellate Practice: Tips for Landing the Job & Doing It Well.” Panel was livestreamed nationally and included two high-profile private attorneys from Washington, D.C., the First Assistant U.S. Attorney for the E.D.N.C., and an Assistant Federal Public Defender for the E.D.N.C.

2017–2018 | Co-chair, Faculty Clerkship Committee

2016–2017 | Faculty Clerkship Committee

## **SERVICE TO THE DISCIPLINE**

In the summer of 2021, I was selected for and participated in the Association of Legal Writing Directors’ Leadership Academy. The Leadership Academy provides an opportunity for legal writing faculty to develop their leadership skills and focuses on building cultural competency and other skills important to developing well-rounded and inclusive leaders. The 2021 Academy was conducted virtually over a series of three weeks.

I also present at multiple CLEs and legal writing conferences (see above), and regularly serve as moral character reference for students applying to various bars. I maintain an active social media presence (primarily through Twitter) to serve practicing attorneys and law students.

## **RESEARCH STATEMENT**

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To date, my research and scholarship have focused on legal education and law school pedagogy. *Saying the Quiet Parts Out Loud: Teaching Students How Law School Works* and *Reimagining Langdell’s Legacy: Puncturing the Equilibrium in Law School Pedagogy* examine the prevailing model of legal education and the experience of today’s law students and propose ways to improve them. Both were well received by the scholarly community. I am currently working on a piece about inclusive teaching in law school which I hope to place in a publication like the *Journal of Legal Education*. I expect future scholarly projects to explore other pedagogical questions or specific aspects of effective legal writing. These projects will be informed by both my practice experience and my pedagogical expertise.

## TEACHING STATEMENT

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I view teaching as the non-negotiable core of my job, and I pride myself on intentionally cultivating a pedagogy of compassion paired with high expectations. My courses all share the same methods of instruction and assessment: carefully sequenced lessons that introduce material in manageable chunks, taking students from foundational skills towards proficiency; active learning using a workshop model, in which students spend most of their class time researching, analyzing, and writing, often collaboratively; heavy reliance on formative assessment, individualized feedback, and one-on-one instruction; using simulations to mimic common lawyering tasks; and introducing real-world examples, often informed by my own practice experience. But the guiding principle of my teaching is doing everything in my power to make sure that my students feel seen, heard, and valued. In my experience—which is confirmed by scholarly research—these feelings are a precondition to learning, and therefore essential to effective teaching.

## SERVICE AND ENGAGEMENT STATEMENT

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As a faculty member, I have dedicated myself to serving Carolina and its students in as many ways as possible. The common thread in all these efforts is my desire to be someone that both students and colleagues can count on, irrespective of whether something is “officially” in my job description or whether I receive service “credit” for it. I show up for students, colleagues, and the community in as many ways as I can. These efforts include teaching extra classes and assisting with LEAP, serving on multiple law school and University committees at once, drafting and vetting final assessments for RRWA, attending or facilitating student-led or community events, reaching out to students who are struggling, collaborating with staff on programming and ways to promote student success, and making myself available for academic, clerkship, and career advising to students across the school, including long after they have become alumni. The service aspect of this job is exceptionally fulfilling and meaningful to me, and I expect to again take on significant service loads in the coming years.

## LANGUAGES

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**Russian:** Native language; fluent listening and speaking; intermediate reading and writing.

**Spanish:** Fluent.