

O.J. SALINAS

University of North Carolina School of Law
5064 Van Hecke-Wettach Hall
Chapel Hill, North Carolina 27599-3380
(919) 962-0279 | osalinas@email.unc.edu | @ojsalinas

EDUCATION

Master of Arts (Counseling)

2007 | University of Texas at San Antonio | San Antonio, Texas
Concentration in Community Counseling

Juris Doctor

1999 | University of Dayton School of Law | Dayton, Ohio
Cum Laude Graduate (top 10% of class)
Thurgood Marshall Scholar – Full Tuition Scholarship Recipient (1996-1999)

Bachelor of Arts

1996 | St. Mary's University | San Antonio, Texas
Double Major in Psychology and Philosophy
Summa Cum Laude Graduate

PROFESSIONAL EXPERIENCE: LAW SCHOOL TEACHING

UNIVERSITY OF NORTH CAROLINA SCHOOL OF LAW | Chapel Hill, North Carolina

- Clinical Professor of Law & Director of Academic Excellence (July 2020 – present); Clinical Associate Professor of Law & Director of Academic Excellence (July 2017 – June 2020)
 - Teach courses in bar support and soft skills (client counseling/negotiations).
 - Oversee and run all aspects of the law school's Academic Excellence Program, including academic success and bar support programming for all UNC Law students.
 - Review and analyze bar passage data.
 - Provide individual and group academic counseling to students.
- Clinical Associate Professor of Law (July 2015 – June 2017)
 - Taught courses in the 1L legal research and writing program, bar support, and negotiations.
 - Assisted in the law school's Academic Excellence Program, including teaching in the Legal Education Advancement Program pre-orientation program and providing individual academic counseling to students.
- Clinical Assistant Professor of Law (July 2011 – June 2015)
 - Taught courses in the 1L legal research and writing program.
 - Assisted in the law school's Academic Excellence Program, including teaching in the Legal Education Advancement Program pre-orientation program and providing individual academic counseling to students.

PROFESSIONAL EXPERIENCE: ADDITIONAL TEACHING

UNIVERSITY OF TEXAS AT SAN ANTONIO | San Antonio, Texas

2010 – 2011 | Lecturer

- Taught introductory criminal justice courses to undergraduate students and a legal seminar course to graduate students in the Master's in Justice Policy program.

2007 – 2011 | Instructor

- Taught academic success Learning Communities courses through the Tomás Rivera Center for Student Success.
- Assisted first-time freshman students in the transition from high school graduates to successful college students.
- Provided guidance on a variety of academic success topics, including outlining and note-taking, critical thinking and study skills, learning styles, exam preparation, and time and stress management.

PROFESSIONAL EXPERIENCE: OTHER EMPLOYMENT

Self-Employed | San Antonio, Texas

2006 – 2010 | Attorney/Real Estate Consultant

- Drafted and reviewed real estate contracts for buyers and sellers.
- Counseled clients on real estate transactions.

Ball & Weed, P.C. | San Antonio, Texas

2002 – 2006 | Associate Attorney

- Represented clients in a diverse civil defense litigation practice, including products liability, business and commercial litigation, and insurance and personal injury defense.

Royston, Rayzor, Vickery, and Williams, L.L.C. | Corpus Christi, Texas

1999 – 2002 | Associate Attorney

- Represented clients in a diverse civil defense litigation practice, including admiralty litigation, premises liability, business and commercial litigation, and insurance and personal injury defense.

HONORS

2017 | University of North Carolina School of Law

- Awarded the Frederick B. McCall Award for Teaching Excellence by the graduating Class of 2017.
- Recipient of the Charles E. Daye Award for Excellence in Faculty Service (co-recipient with Professor Alexa Chew).

BIBLIOGRAPHY & PRODUCTS OF SCHOLARSHIP: BOOKS

2021 | **MBEs for the MBE: Mnemonics, Blueprints, & Examples for the Multistate Bar Examination** (West 2021).

2016 | **A Short and Happy Guide to Effective Client Interviewing and Counseling** (West 2016).

BIBLIOGRAPHY & PRODUCTS OF SCHOLARSHIP: ENGAGED SCHOLARSHIP

2022 | ***Book Review of Lawyering Skills in the Doctrinal Classroom: Using Legal Writing Pedagogy to Enhance Teaching Across the Law School Curriculum***

JOURNAL OF LEGAL EDUCATION, Vol. 70, No.1 (Fall 2020), pgs. 181-189.

2019 | ***Improving Bar Success: Curricular Changes at University of North Carolina School of Law***
THE BAR EXAMINER (invited publication by the National Conference of Bar Examiners) (Summer 2019), pgs. 14-16.

2015 | ***Beyond the Socratic Class: Helping Prepare Practice-Ready Students by Incorporating Client Interviews in the 1L LRW Class***

THE LEARNING CURVE (Summer 2015), pgs. 7-9.

2014 | ***Do as I Say, Not as I Do: Maintaining the Foundation of Strong Individual Professional Development***

THE LEARNING CURVE (Winter 2014), pgs. 12-14.

2014 | ***Effective Client Interviewing and Counseling***

UNC Legal Studies Research Paper No. 240119 (available at <https://papers.ssrn.com/abstract=2401119>) (this paper provided the framework for my client counseling book)

2012 | ***Law School Learning Communities: A Community of Learners for the Benefit of All Learners***

19 THE LAW TEACHER 28 (Fall 2012), pgs. 28-29.

BIBLIOGRAPHY & PRODUCTS OF SCHOLARSHIP: BLOG POSTS

2017 | Contributing Editor to the *Law School Academic Support Blog*

All blog posts are available on the *Law School Academic Support Blog*. A select few listed below include hyperlinks to the blog posts.

- “*Outlining=A Better Understanding of the Doctrinal Materials*” posted on October 30, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/10/outlining-a-better-understanding-of-the-doctrinal-materials-.html.

- “*The End of October is Approaching*” posted on October 23, 2017.
- “*October Slump & Shout-Outs*” posted on October 16, 2017.
- “*Dare to Disclose*” posted on October 9, 2017.
- “*Hypothetically Speaking . . .*” posted on October 2, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/10/hypothetically-speaking-.html.
- “*We Are Not in College Anymore*” posted on September 25, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/09/we-are-not-in-college-anymore.html.
- “*1L Enrichment Groups*” posted on September 18, 2017.
- “*ASP During Challenging Times*” posted on September 11, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/09/asp-during-challenging-times.html.
- “*Ready. Set. Go, 1Ls—You are in Training Camp Now!*” posted on September 4, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/09/we-just-completed-our-first-week-of-school-at-carolina-law-like-many-law-students-throughout-the-country-our-1ls-experience.html.
- “*Energized After Pre-Orientation*” posted on August 28, 2017.
- “*Think Twice Before Banning Laptops: A Note on Accommodations and Diverse Thinking and Learning*” posted on August 21, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/08/i-mentioned-in-last-weeks-blog-about-my-inability-to-remain-focused-on-our-law-school-voluntary-pre-orientation-program.html.
- “*Focusing When You’re Frustrated and, Potentially, Frightened: Some ASP Thoughts Following Charlottesville*” posted on August 14, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/08/focusing-when-youre-frustrated-and-potentially-frightened-some-asp-thoughts-following-charlottesvill.html.
- “*Being Different Doesn’t Mean Being Irrelevant*” posted August 7, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/08/being-different-doesnt-mean-being-irrelevant.html.
 - This blog was recognized as a Top 10 Blog Post by the *Texas Bar Today*, an online publication by the State Bar of Texas.
- “*The Power of Listening*” posted on July 31, 2017.
- “*ALWD Intro & Bar Exam Encouragement*” posted on July 24, 2017.
- “*Some Thoughts on the NYT Article ‘The Lawyer, The Addict’*” posted on July 17, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/07/the-new-york-times-recently-published-the-lawyer-the-addict-a-very-compelling-article-about-a-tragic-event-https.html.
- “*Anxiety and Doubt Don’t Equal Failure*” posted on July 10, 2017.
 - Available at https://lawprofessors.typepad.com/academic_support/2017/07/anxiety-and-doubt-dont-equal-failure.html.
- “*Perseverance, Plans, and Passing the Bar Exam*” posted on July 3, 2017.

- Available at https://lawprofessors.typepad.com/academic_support/2017/07/perseverance-plans-and-passing-the-bar-exam.html.

2017 | Guest Blogger

- Alexa Chew and I published a piece called “*Listening Begets Listening*” on July 17, 2017, on the *Listening Like a Lawyer Blog*.
 - Available at <https://listenlikealawyer.com/2017/07/17/listeningbegetslisting/>.

BIBLIOGRAPHY & PRODUCTS OF SCHOLARSHIP: UNPUBLISHED ORAL PRESENTATIONS

May 2022 | Panelist for the 2022 AALS Conference on Clinical Legal Education.

- Presentation Topic: NextGen Full Send: Institutional and Course-Based Tools to Prepare for the NextGen Bar Exam.

February 2022 | Panelist for the University of Virginia Law Review Symposium on curricular reform in legal education.

- Presentation Topic: *Writing and Legal Skills Across the Curriculum*.

June 2021 | Panelist for the Association of Legal Writing Directors Conference (remote conference hosted by University of Michigan School of Law).

- Presentation Topic: *Balance in the Age of COVID-19*.

May 2021 | Panelist for the Hispanic National Bar Association (North Carolina Chapter; remote conference).

- Presentation Topic: *Remote Bar Examination Best Practices*.

August 2020 | Panelist and Discussant for the Legal Writing Section at the Southeastern Association of Law Schools Conference in Fort Lauderdale, Florida (remote conference).

- Presentation Topic: *Balance in the Age of COVID-19*.
- Discussion Group Topic: *Faculty Status: Unpacking our Past and Envisioning our Future*.

October 2019 | Co-presented with Professor Kaci Bishop and Professor Stephanie Crosse at the Academic Support Educators’ Bi-Annual Diversity Conference in Chicago, Illinois.

- Presentation Topic: *Difficult Conversations in the ASP World—An Interactive Workshop on Enhancing and Using Counseling Skills to Facilitate Learning in the ASP Classroom and Beyond*.

August 2019 | Panelist and Discussant for the Legal Writing and Academic Support Sections at the Southeastern Association of Law Schools Conference in Boca Raton, Florida.

- Presentation Topic: *Teaching and Writing as Resistance*.
- Discussion Topic: *Academic Support and Bar Prep Professionals—Finding Status in the Legal Academy*.

May 2019 | Presented and moderated discussions at the 2019 Association of Legal Writing Directors Conference in Boston, Massachusetts.

- Presentation Topic: *Creating Student Leaders (a discussion on UNC's Academic and Oral Argument Enrichment Group Leaders).*
- Moderated two panels on diversity and inclusion issues, including implicit bias and stereotype threat, as well as status and salary issues related to the legal writing profession.

December 2018 | Presented at the 2018 Legal Writing Institute's Regional Workshop in Knoxville, Tennessee.

- Presentation Topic: *Meeting Academic Challenges in the Face of the New Law School Normal with a Hybrid LRW/Academic Success Program.*

August 2018 | Panelist for the UNC's Office of Diversity and Inclusion THINKposium in Chapel Hill, North Carolina.

- Presentation Topic: *Belonging...What a Feeling!*

August 2018 | Panelist for the Legal Writing and Academic Support Sections at the Southeastern Association of Law Schools Conference in Fort Lauderdale, Florida.

- Presentation Topic: *Promoting Inclusion and Equity—Connecting Disciplines, Legal Education, and the Legal Profession.*

May 2018 | Invited plenary speaker at the 2018 Association of Academic Support Educators Conference in St. Louis, Missouri.

- Presentation Topic: *Counseling in the ASP World: An Interactive Workshop on Enhancing Our ASP Counseling Skills.*

October 2017 | Presented at the 2017 Association of Academic Support Educators Bi-Annual Diversity Conference in Baltimore, Maryland.

- Presentation Topic: *Dare to Disclose? A Workshop on How Sharing Personal Stories Can Help Foster a Supportive Learning Environment for All of Our Students.*

July 2017 | Presented and moderated discussions at the 2017 Association of Legal Writing Directors Conference in Minneapolis, Minnesota.

- Presentation Topic (co-presented with Alexa Chew): *A Growing National Problem — Diversity and Inclusion at our Law Schools: What Can We Do to Help Foster a Supportive Learning Environment for ALL of Our Students?*
- Moderated two panels on diversity and inclusion issues, including implicit bias and stereotype threat.

June 2017 | Presented at the 2017 CAPALF and Northeast People of Color Legal Scholarship Conference in Brooklyn, New York.

- Presentation Topic: *Pathways to Teaching Experiential Courses.*

May 2017 | Presented at the Association of Academic Support Educators Conference in Fort Worth, Texas.

- Presentation Topic: *Educators, Attorneys, and Counselors—Oh My! (A Workshop on Enhancing our ASP Counseling Skills).*

May 2017 | Moderated a discussion at the 2017 Carolinas Colloquium in Chapel Hill, North Carolina.

- Presentation Topic: *Being in the Room Where it Happens—A Conversation about the Conversations LRW Faculty have with Students in Individual Conferences.*

May 2016 | Presented at the Association of Academic Support Educators Conference in New York City, New York.

- Presentation Topic: *Growing National Problem—Diversity and Inclusivity at our Law Schools: What Can We Do to Help Foster a Supportive Learning Environment for ALL of Our Students?*

August 2015 | Panelist for the Academic Support Section at the Southeastern Association of Law Schools Conference in Boca Raton, Florida.

- Presentation Topic: *Fostering a Supportive Environment to Enhance Learning In and Out of the Law School Classroom.*

May 2015 | Presented at the Association of Academic Support Educators Conference in Chicago, Illinois.

- Presentation Topic: *Use of Oral Presentations and Client Interviews in the Classroom and in the ASP Setting to Help Reach a Variety of Learners.*

March 2015 | Presented at the Southeast/Southwest People of Color Legal Scholarship Conference in Durham, North Carolina.

- Presentation Topic: *Connecting the Work of Clinicians, Legal Writing Professors, and Practicing Attorneys to Prepare Students for Law Practice.*

December 2014 | Presented at the 2014 Legal Writing Institute's Regional Workshop in Charlotte, North Carolina.

- Presentation Topic: *Use of Oral Presentations and Client Interviews in a 1L LRW Class.*

December 2013 | Presented at the 2013 Legal Writing Institute's Regional Workshop in Charleston, South Carolina.

- Presentation Topic: *Integrating Client Interview Skills in the 1L Legal Research and Writing Class.*

July 2013 | Presented at the Council on Legal Education Opportunity's Attitude is Essential Seminar in Miami, Florida (lead professor for this seminar).

- Presentation Topic: *Expert Learning for Law Students.*
- AIE is a pre-law program designed to orient entering first-year law students from underrepresented backgrounds to law school. Topics that are covered in the AIE seminar include expert learning skills, case reading and briefing, exam writing, and group dynamics.

June 2013 | Co-presented at the Institute for Law Teaching and Learning with Professor Craig Smith in Topeka, Kansas.

- Presentation Topic: *Hybrid Teaching Beyond the Traditional Course.*

January 2013 | Co-presented at the AALS Section on Academic Support with Professor Jon McClanahan in New Orleans, Louisiana.

- Presentation Topic: *Understanding the Ways Data can be Used and Misused in Evaluating the Success of ASP Initiatives.*
- Panel Presentation Topic: *Assessing Our Students, Our Successes, and Ourselves.*

June 2012 | Presented at the Law School Admission Council's Academic Assistance Conference in Denver, Colorado.

- Presentation Topic: *Counseling Students on Academic and Non-Academic Issues.*

October 2011 | Presented at the Law School Admission Council's Academic Assistance Workshop on Learning Disabilities in San Antonio, Texas.

- Presentation Topic: *Working with Students with Learning Disabilities.*
- Presentation Topic: *Law School Study Aids.*

TEACHING ACTIVITIES

2011 – present | University of North Carolina School of Law

Law 461 and 462: Applied Legal Concepts I and II

- **Law 461:** ALC I focuses on concepts from constitutional law, tort law, and contract law that are commonly tested on the MBE and essay portions of the bar examination.
 - **Student Enrollment:**
 - Fall 2022: Law 461: Current enrollment 91 students
 - Fall 2021: Law 461 – 75 students
 - Fall 2020: Law 461 – 97 students (remote; asynchronous)
 - Lead Professor
 - Co-taught with John Kasprzak
 - Fall 2019: Law 461 – 90 students
 - Lead Professor
 - Co-taught with John Kasprzak and Stephanie Crosse
 - Fall 2018: Law 461.1 – 45 students; Law 461.2 – 35 students
 - Lead Professor
 - Both sections co-taught with Sherry Honeycutt
 - Fall 2017: Law 461 – 29 students
 - Fall 2016: Law 461 – 20 students
 - Co-taught with Jon McClanahan
- **Law 462:** ALC II focuses on concepts from criminal law/criminal procedure, evidence, and property law that are commonly tested on the MBE and essay portions of the bar examination.

- Student Enrollment:
 - Spring 2022: Law 462 – 80 students
 - Spring 2021: Law 462 – 100 students (remote; asynchronous)
 - Co-taught with John Kasprzak
 - Spring 2020: Law 462 – 79 students (transitioned to remote learning in March 2020)
 - Co-taught with John Kasprzak
 - Spring 2019: Law 462.1 – 46 students; Law 462.2 – 36 students
 - Lead Professor
 - Co-taught with John Kasprzak
 - Spring 2018: Law 462 – 43 students

Law 527: Lawyering Softs Skills Seminar

- Student Enrollment:
 - May 2019: Law 527 – 8 students
 - May 2018: Law 527 – 9 students

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

- Student Enrollment:
 - Fall 2016: Law 295.1 – 18 students
 - Fall 2015: Law 295.4 – 17 students; Law 295.12 – 16 students
 - Fall 2014: Law 295.11 – 16 students; Law 295.12 – 16 students
 - Fall 2013: Law 295.1 – 20 students; Law 295.3 – 21 students
 - Fall 2012: Law 295.8 – 16 students; Law 295.14 – 17 students
 - Fall 2011: Law 295.9 – 20 students; Law 295.10 – 21 students

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

- Student Enrollment:
 - Spring 2017: Law 296.3 – 17 students; Law 296.5 – 15 students
 - Spring 2016: Law 296.7 – 17 students
 - Spring 2015: Law 296.10 – 15 students; Law 296.11 – 14 students
 - Spring 2014: Law 296.10 – 14 students; Law 296.15 – 16 students
 - Spring 2013: Law 296.4 – 15 students; Law 296.5 – 17 students
 - Spring 2012: Law 296.1 – 20 students; Law 296.11 – 21 students

Law 467: Negotiations

- Student Enrollment:
 - Spring 2016: Law 467.2 – 29 students

PROFESSIONAL SERVICE: SERVICE TO UNC SCHOOL OF LAW

2017 – present | Director of Academic Excellence

- Oversee and run all aspects of the law school's Academic Excellence Program, including

academic success and bar support programming for all UNC Law students.

- Programming includes our:
 - Legal Education Advancement Program (“LEAP”);
 - 1L Academic Enrichment Groups;
 - 1L Oral Advocacy Enrichment Groups;
 - Services related to the Guided Enrollment Policy;
 - Bar Success Workshops and Counseling;
 - Academic and Wellness Workshops; and
 - Counseling and Academic Tutoring.

2022 | Faculty member on the Grading Task Force

2019; 2014 – 2016 | Presented an interviewing and counseling training session to students participating in pro bono service trips

2021-present; 2018 – 2019; 2012 – 2015 | Faculty member on the Admissions Committee

2016 – 2018 | Readmissions Committee Member

2015 – 2017 | Faculty member on the Diversity and Inclusion Task Force

2019; 2015 | Faculty Speakers Committee Member

2014 – 2021 | Faculty Coach for the Hispanic/Latino Law Students’ Association (HLLSA) Moot Court team

➤ **Coaching Results for HLLSA Teams**

- 2nd place: National Latina/o Law School Association’s Moot Court Competition in Atlanta, Georgia (2017-2018 Academic Year)
- 3rd place: National Latina/o Law School Association’s Moot Court Competition in Chicago, Illinois (2015-2016 Academic Year)

2013 – 2017 | Faculty Advisor for the Oral Argument Enrichment Groups

2013 – 2017 | Faculty panelist and moderator on 1L strategies for student success

2013 – 2015 | Faculty member participant for the Everett Chancellors Scholarship Interviews

2013 – present | Faculty member participant for the law school’s Admitted Students Days and Admissions events

2012 – 2019 | Faculty participant at the Holderness Moot Court Skills Camp

- Lead panelist for the Interviewing and Counseling sessions.

2012 – present | Faculty Coach for the Interviewing and Client Counseling Holderness Moot Court Teams

➤ **Coaching Results for Interviewing & Counseling Teams**

2020 – 2021 Academic Year

- 2nd place: ABA’s Regional Client Counseling Competition (remote competition).

2019 – 2020 Academic Year

- 2nd and 4th place: ABA’s Regional Client Counseling Competition for Region 7.
- Both UNC teams advanced to at least the semifinals (one team advanced to the finals).

2018 - 2019 Academic Year

- 3rd and 4th place: ABA’s Regional Client Counseling Competition for Region 4.
- Both UNC teams advanced to at least the semifinals (one team advanced to the finals).

2017 - 2018 Academic Year

- Both UNC teams advanced to the semifinals: ABA’s Regional Client Counseling Competition for Region 5.

2016 - 2017 Academic Year

- 1st and 3rd place: ABA’s Regional Client Counseling Competition for Region 4 (both teams advanced to the finals).
- Regional Championship team advanced to the ABA’s National Client Counseling Competition.

2015 - 2016 Academic Year

- 1st and 3rd place: ABA’s Regional Client Counseling Competition for Region 4 (both teams advanced to the finals).
- Regional Championship team advanced to the semifinals at the ABA’s National Client Counseling Competition.

2014 - 2015 Academic Year

- 3rd place: ABA’s Regional Client Counseling Competition for Region 4.
- Both UNC teams advanced to at least the semifinals (one team advanced to the finals).

2013 - 2014 Academic Year

- 1st place: ABA’s Regional Client Counseling Competition for Region 4.
- Regional Championship team advanced to the ABA’s National Client Counseling Competition.
- Both UNC teams advanced to at least the semifinals.

2012- 2013 Academic Year

- One UNC team advanced to the semifinals: ABA’s Regional Client Counseling Competition for Region 2.

2011 – present | Faculty Advisor for the Hispanic/Latino Law Students’ Association (HLLSA)

2011 – present | Provided individual counseling and training on academic success strategies to students

2011 – present | Assisted and taught in the Legal Education Advancement Program (LEAP)

- Presentation topics included how to critically read and brief cases, how to engage in the Socratic classroom, exam writing, and professionalism.

2011 –2017 | Contributed to the Academic Excellence Program Lunchtime Workshops

- Presentation topics included: learning styles; working effectively in groups; and expert learning skills for law students.

2011 – 2017 | Provided writing sample assistance to law students

PROFESSIONAL SERVICE: SERVICE TO THE DISCIPLINE

2022 | Contributor and consultant for law school academic success and bar support coaching videos for the Law School Admission Council (LSAC) and AdaptiBar®.

2019 | Planning Committee Member for the Association of Academic Support Educators' Bi-Annual Diversity Conference in Chicago, Illinois.

2017 – 2021 | Served as one of four faculty Subcommittee Members nationwide for the American Bar Association's Law Student Division Negotiations Competition.

- 2019-2020 | Chair of the Negotiations Subcommittee

2017 – present | Member of the Association of Legal Writing Directors (ALWD).

2017 | Served as a Contributing Editor to the *Law School Academic Support Blog*.

2017 | Planning Committee Member for the Legal Writing Institute's Moot Court Conference in Chicago, Illinois.

2013 – 2021 | Senior Editor for the Law School Academic Success Project Website (<http://lawschoolasp.org>).

2013 – present | Member of the Association of Academic Support Educators (AASE).

2012 | Southeast Regional Academic Excellence Coordinator | Council on Legal Education Opportunity (CLEO).

- Served as lead professor for the Southeast Region's Attitude is Essential Seminar (AIE), a pre-law program designed to orient entering first-year law students from underrepresented backgrounds to the study of law.

2012 – present | Member, Legal Writing Institute.

2011 – present | Presenter at various regional and national academic support and legal writing conferences.

ADDITIONAL HONORS/ACHIEVEMENTS

2012 | **Council on Legal Education Opportunity (CLEO)**

- Selected as the Southeast Regional Academic Excellence Coordinator for CLEO

2007 | University of Texas at San Antonio

- 4.0 GPA in Master's in Counseling Program

1999 | University of Dayton School of Law

- *Cum Laude* Graduate (top 10% of class)

1998 – 1999 | University of Dayton School of Law

- Associate Editor, Law Review

1998 – 1999 | University of Dayton School of Law

- President, Hispanic Law Students' Association

1997 – 1998 | University of Dayton School of Law

- Staff Member, Law Review

1997 – 1998 | University of Dayton School of Law

- Moot Court – National Team Member

1997 | University of Dayton School of Law

- Intraschool Moot Court Champion

1996 | St. Mary's University

- *Summa Cum Laude* Graduate (3.95 GPA)

1994 – 1996 | St. Mary's University

- Learning Assistance Center Writing Peer Tutor

1992 – 1996 | St. Mary's University

- St. Mary's University Tennis Team (academic conference scholar all four years)

RESEARCH/SCHOLARSHIP STATEMENT

Faculty members teaching within the Writing and Learning Resources Center (“WLRC”) are not required nor expected to produce scholarship. However, working within a law school environment has motivated me to engage in some scholarly work.

My scholarship has primarily focused on law school academic success, including the 1L experience and bar support. I published an article on bar support in the *The Bar Examiner*, a publication by the National Conference of Bar Examiners. In the article, I discuss the curricular and staffing changes that have contributed to the rise in bar passage rates for UNC Law students. The National Conference of Bar Examiners invited me to publish the article after the release of UNC Law's July 2018 North Carolina bar examination results.

I also published several academic support blog posts as a Contributing Editor for the *Law School Academic Support Blog*. Readership for the *Law School Academic Support Blog* includes law school students and law school academic support professionals. My “Being Different Doesn't Mean Being

Irrelevant” blog post was recognized as a Top 10 Blog Post by the *Texas Bar Today*, an online publication by the State Bar of Texas.

Finally, I have written two books published by West Academic. In my first book, *A Short and Happy Guide to Effective Client Interviewing and Counseling* (2016), I introduce skills for effective client interviewing and counseling. I summarize basic client counseling skills that attorneys can use in interviewing and counseling clients, and I provide several hypothetical interactions between attorneys and clients that illustrate effective client interviewing and counseling skills.

My second book, *MBEs for the MBE: Mnemonics, Blueprints, and Examples for the Multistate Bar Examination* (2021), can be a stand-alone textbook for a bar preparation course focused on the MBE or it can be used as a supplement to traditional bar vendor materials. A large part of the book includes summaries (or “Blueprints”) of the seven substantive areas of law tested on the MBE: Civil Procedure, Contracts, Constitutional Law, Criminal Law/Criminal Procedure, Evidence, Property and Torts. The Blueprints are included at the beginning of each chapter for each substantive area of law. Within each chapter are memorization strategies and techniques (or “Mnemonics”) to help students better categorize and recall the immense amount of black letter law tested on the MBE. Each chapter also has separated, highlighted rules and tips for the commonly tested subtopics on the MBE, and each highlighted rule is listed in the book’s appendix as a short review of the substantive law. Each chapter also includes AdaptiBar[®] questions and answers (or “Examples”)—in the text and on an online platform—where students can practice answering multiple-choice questions and assess and reinforce their understanding of the substantive law covered in the book.

TEACHING STATEMENT

As a faculty member in the WLRC, I had regularly taught two sections of Research, Reasoning, Writing, and Advocacy (“RRWA”) each semester. In 2016, I started getting opportunities to teach other courses. In addition to RRWA, I was able to teach Negotiations during the Spring 2016 semester, and I was able to co-teach Applied Legal Concepts I during the Fall 2016 semester.

I was appointed as the Director of Academic Excellence during the summer of 2017. Since then, I have taught Applied Legal Concepts I and II during the academic year. I have also taught Soft Skills Seminar during the 2018 and 2019 Maymesters. If I continue to serve as Director of Academic Excellence, I plan to continue teaching Applied Legal Concepts. If the opportunity arises and my schedule permits, I hope to continue teaching experiential courses, like Soft Skills Seminar, Negotiations, or Interviewing and Counseling.

Listed below is a description of the courses that I have taught since the Fall 2015 semester.

Law 461 and 462: Applied Legal Concepts I and II

Applied Legal Concepts (“ALC”) identifies select core legal concepts tested on the MBE portion of the bar exam, and it develops strategies for applying these concepts effectively—particularly in a high-stakes testing environment. Both ALC courses are reserved for 3Ls.

I co-taught ALC I with Jon McClanahan during the Fall 2016 semester. After I was appointed Director of Academic Excellence in the summer of 2017, I decided to expand enrollment in the

ALC courses and restructure how the courses are taught. I write about the expansion and restructuring of the courses in the Summer 2019 Edition of *The Bar Examiner* (a publication by the National Conference of Bar Examiners).

Since the restructuring of ALC, course materials include access to an online early bar preparation portal that contains materials similar to those materials that students will use when they are studying for the bar examination after graduation. Students have access to substantive outlines, lecture handouts, video lectures, MBE and essay questions, and a pre-test that covers the most commonly tested subjects on the MBE.

ALC assessments consist of a final closed book examination focused on the core legal concepts typically tested on the bar exam (including multiple choice and essay questions), at least three essay writing assignments, and a professionalism component. Students receive direct feedback on their online work via their individual online bar preparation portal. Students also receive feedback throughout the semester on MBE and essay questions in class or through individual conferences.

- **Law 461:** ALC I focuses on concepts from constitutional law, tort law, and contract law that are commonly tested on the MBE and essay portions of the bar examination.
- **Law 462:** ALC II focuses on concepts from criminal law/criminal procedure, evidence, and property law that are commonly tested on the MBE and essay portions of the bar examination.

Law 527: Lawyering Softs Skills Seminar

Lawyering Soft Skills Seminar is a Maymester summer course that serves as an overview to the nuts and bolts of listening and communicating like an attorney and counselor. The course introduces students to the basic theory and techniques of client interviewing and counseling, negotiations, and conflict resolution that are necessary for effective representation of clients.

The course couples theoretical readings and discussions with practical and intensive experience with negotiation and client counseling. Students contemplate negotiation and client counseling skills, practice those skills in simulations with other students, and reflect upon and critique techniques (including those of their classmates).

During the course, students perform a variety of simulated negotiations and client interviews. Simulations are videotaped, and students are asked to reflect on their preparation for and performance during the simulations. Feedback is also provided to the students during class and outside of class.

Assessment for the course is based on a final reflection paper, performance in and critique of an extended simulation, journal entries that reflected upon certain class simulations, and class attendance, participation, and professionalism.

Law 467: Negotiations

The focus of this experiential course is to expose students to negotiating skills, strategies, and techniques. Students role-play as attorneys and clients in negotiation simulations. Some of these simulations are videotaped, and some of these simulations are performed in a fishbowl-training scenario. Students then write reflections and receive feedback on the strategies and techniques that

they used in their simulations. Assessment consists of smaller reflections papers, negotiation simulations, a larger reflection paper, and a professionalism component.

Law 295 & 296: Research, Reasoning, Writing, and Advocacy (RRWA) I and II

RRWA I is focused on predictive writing, legal analysis, and legal research. Students write genres addressed to an internal supervisory attorney, including objective office memoranda and client letters. RRWA II is focused on persuasive writing, legal analysis, legal research, and oral advocacy. Students write genres addressed to an external audience, such as a judge or a court.

I provided individual and collective feedback to the students on their writing. Individual feedback consisted of written comments on each student's paper (draft and revised copies) tailored to the specific strengths and weaknesses that each student presented with his/her paper. I also provided individual feedback through required individual student conferences throughout the semester. Collective feedback consisted of general comments and instruction based on the common problems that students faced with their assignments. I provided collective feedback as part of my class instruction. I also posted my collective feedback comments for all my students to see on my class Sakai site.

SERVICE & ENGAGEMENT STATEMENT

As a WLRC faculty member, my primary service responsibilities are in furtherance of the WLRC's mission. However, my service has extended beyond the WLRC to the UNC School of Law and to the general legal education community. I highlight some of this service below.

Service to UNC School of Law

I was appointed as the Director of Academic Excellence in late July 2017. Prior to my appointment as Director, I provided service to the Academic Excellence Program as a faculty member of the WLRC. I expect to continue to serve as Director of Academic Excellence in the future.

As the Director of Academic Excellence, I oversee and run all aspects of the law school's Academic Excellence Program, including academic success programming for all UNC Law students from pre-orientation through the bar exam. Programming includes our:

- Legal Education Advancement Program ("LEAP")
 - LEAP is Carolina Law's voluntary pre-orientation program that helps incoming 1Ls transition to the rigorous study of law. LEAP provides academic training and opportunity for community building. The academic training provides incoming 1Ls with a preview of the arc of the 1L semester: (1) reading and briefing cases; (2) using the law from the briefed cases to issue spot and answer short hypotheticals; (3) outlining the law; and (4) answering a final exam essay question based on the outlined law.
- 1L Academic Enrichment Groups
 - Nearly 50 1Ls choose to participate *each* semester in the academic enrichment groups each semester.

- I hire, train, and supervise 2L and 3L students as Academic Enrichment Group Leaders.
- 1L Oral Advocacy Enrichment Groups
 - Over 40 1Ls choose to participate in the oral advocacy groups each Spring semester.
 - I hire, train, and supervise 2L and 3L students as Oral Advocacy Enrichment Group Leaders.
- Services related to the Guided Enrollment Policy
 - There are approximately 35 students subject to the Guided Enrollment Policy each year.
- Bar Success Workshops and Counseling
- Academic and Wellness Workshops
- Counseling and Academic Tutoring

Since my last renewal and promotion, I have also served on the Admissions, Readmissions, and Faculty Speakers Committees. I am currently serving on the law school's Grading Task Force. I have also served as a faculty member on the inaugural Diversity and Inclusion Task Force, where one of my responsibilities included moderating several law school "Town Halls" focusing on wellness, equity, and inclusion. Finally, I have continued to serve as the faculty advisor for the Hispanic/Latino Law Students' Association (HLLSA) and as the faculty coach for the Holderness Client Counseling Teams. As Director of Academic Excellence, I also regularly meet with the Associate Deans for Student Affairs, Career Services, Equity and Inclusion, and various directors.

Service to the Discipline

In addition to my service to the law school, I have provided service to and engagement with the profession.

I am a contributor and consultant for law school academic success and bar support coaching videos for the Law School Admission Council (LSAC) and AdaptiBar®.

I served as one of four faculty Subcommittee Members nationwide for the American Bar Association's Law Student Division Negotiations Competition. As part of the Negotiations Subcommittee, I helped draft and revise the various problems that law schools use at the ABA regional and national Negotiations competitions. I also helped run the Negotiations National Finals Competition in Chicago, Illinois, and I assisted in the scheduling and troubleshooting of the various regional Negotiations competitions throughout the country.

I also served as the Senior Editor for the Law School Academic Success Project Website (<http://lawschoolasp.org>), and I am a member of the Association of Academic Support Educators (AASE), the Legal Writing Institute (LWI), and the Association of Legal Writing Directors (ALWD). I served on the Planning Committee for AASE's 2019 Bi-Annual Diversity Conference, and I previously served on the Planning Committee for the LWI's 2017 Moot Court Conference.

Finally, I am a frequent presenter at various regional and national academic support and legal writing conferences. For example, I was an invited plenary speaker for AASE's 2018 Conference in St.

Louis, Missouri. At this conference, I lead two interactive workshops on enhancing academic support counseling skills. I have also presented and moderated discussions on non-tenure track status issues and implicit bias at the 2021, 2019, and 2017 ALWD conferences, and I presented at the 2017 CAPALF and Northeast People of Color Legal Scholarship in Brooklyn, New York. Most recently, I was a panelist for the 2022 AALS Conference on Clinical Legal Education and the 2022 University of Virginia Law Review Symposium. For both panels, I spoke on experiential learning, curricular reform, and the NextGen Bar Exam.