

## DR. ANDREW D. REALON

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### EDUCATION

The George Washington University, Graduate School of Education and Human Development, Washington, DC

Ed.D., Educational Leadership (Higher Education Administration), 2023

Dissertation: *How American Law Students Experienced Virtual Classroom Instruction During The Period Of Remote Instruction Caused By COVID-19*

Advisor: Dr. Rick Jakeman

Elon University, School of Law, Greensboro, NC

J.D., cum laude, 2014

Selected Educational Experiences: Judicial Extern, North Carolina Business Court (Hon. James L. Gale); Legal Extern: Guilford County Public Defender's Office, Disability Rights NC, and Greensboro City Attorney's Office

High Point University, High Point, NC

B.A., Human Relations, magna cum laude, 2011

### PROFESSIONAL WORK EXPERIENCE

**The George Washington University, Washington, DC**

*Professorial Lecturer of Law*, June 2023 – Present

- Co-developed and teach "Introduction to Law School" academic skills course for incoming first-year students.
- Supervision of multiple students per semester in Independent Legal Writing course.
- Created and teach "Foundations of Legal Education and Lawyering" course for incoming transfer students.
- Selected to participate in GW's Course Design Institute, through which transfer student course was improved.
- Designed a new bar skills course aligned with the NextGen UBE, with a pilot offering in Spring 2027.

*Director of Student Academic Development*, January 2025 – Present

- Continued all academic support responsibilities from Program Administrator role and work in close concert with the newly created Bar Success Office to maximize our school's bar exam performance.
- Responsible for making sure our first-year students receive critical information about course registration for their upper-level coursework (recorded a webinar, orchestrated the timeline for dissemination of information, and scheduled advising sessions)
- Faculty Mentor and Administrator to the Footnotes Program: Contributed to the design and delivery of programming supporting first-generation law students, offering mentorship, academic skills development, and guidance on navigating law school culture and expectations.
- Ongoing service on the Bar Passage and Ceremonies committees.

*Associate Director of Student Academic Development*, June 2021 – December 2024

- Ensure that graduating class of over 500 students successfully complete licensure application process by providing advising in both one-on-one meetings and large-scale workshops.
- Minimize potential barriers to bar admission by analyzing student's character and fitness disclosures.
- Provided targeted guidance to graduates based on progress in commercial bar review programs.
- Guarantee compliance with reporting requirements through tracking and analyzing bar exam results data.
- Prepared students for bar exam success through creation of new bar skills course, which received endorsement of the school's Curriculum Committee and approval from faculty.
- Maximize school's preparedness for imminent licensure reform (NextGen) through tracking and communicating updates to school stakeholders.
- Committee Service: Dean's Staff Advisory Task Force, Teaching, Bar Passage and Ceremonies.
- Continued all previous responsibilities from Program Administrator role.

*Program Administrator for Academic Support, March 2019 – May 2021*

- Developed a comprehensive academic support program that offered one-on-one consultations (over 100/year) workshops (~200 attendees per workshop) and peer tutor match program (~375 matches/semester).
- Managed annual Academic Awards Ceremony for 70 graduating students and their families, including finalizing the slate of winners, arranging event logistics, awarding of prizes, and other related tasks.
- Participated in ordinary functions of the Dean of Students Office, such as academic advising, accommodated exam administration, new student orientation, and commencement.

**Elon University School of Law, Greensboro, NC**

*Admissions Recruiter, September 2018 – January 2019; September 2016 – December 2017; October 2014 – March 2015*

- Attended over 85 law fairs and graduate school forums across nation in effort to recruit students to Elon University School of Law.
- In effort to expand presence of program, met and networked with over 125 pre-law advisors primarily in the south, mid-Atlantic, and northeast regions.
- Gave presentations and responded to questions about Elon Law's program.
- Provided support to on-campus recruitment events.
- Managed and tracked travel and recruitment expenses.

*Adjunct Professor of Law, September 2016 – February 2018; September 2014 – July 2015*

- Provided individualized feedback on 1000+ essay assignments in Bar Exam Foundations course.
- Consultant for the academic support office, and taught workshops each semester on essay writing.
- Designed a new online course in bar exam preparation that places a heavy emphasis on exam writing and learning distinctions in NC law. As the course instructor, provided intensive in-line commentary and feedback on students' writing, and offer instruction for further refinement. Taught four sections of the course to a total of 48 law students.

*Resident Bar Coach, May 2015 – July 2015*

- Supported Elon Law graduates preparing for July 2015 Bar Exam and provided individual mentorship to 35+ 2015 graduates of Elon Law.
- Offered in-person office hours, and responded to numerous email and telephone inquiries about test preparation.
- Developed and facilitated essay writing workshops, which discussed bar exam writing, as well as approaches to substantive law concepts.
- Provided logistical support to the twelve Project Pass program at the Elon University main campus in Burlington, NC, 100% of whom passed the bar exam on their first attempt.

**Kaplan Bar Review, Raleigh, NC**

*Regional Director (North Carolina and South Carolina), July 2015 – July 2016*

- Expanded market of Kaplan Bar Review program to law students in NC and SC.
- Worked with administration and faculty at law schools in content creation and class instruction.
- Managed team of 100+ student sales representatives in effort to meet target sales goals.
- Managed quarterly budget of \$10-15K.

**High Point University, High Point, NC**

*Adjunct Professor of Human Relations, January 2015 – May 2015*

- Taught HRE 4420 to 22 upperclassmen, a lecture-based course, which explored advanced leadership studies, group dynamic theory, and individual leadership development.
- Taught HRE 4450 to 16 upperclassmen, a seminar-style course that focused on training programs and organization development theory.
- Received outstanding feedback from students in course evaluations, which exceeded the Human Relations Department average score, and overall average score amongst faculty at High Point University.
- Evaluated student performance through review of assignments, presentations, and examinations.

## RESEARCH AGENDA

My scholarly work involves discovering and reporting the lived experiences of law students, particularly those navigating legal education from historically marginalized or transitional positions. Using qualitative methodologies, I investigate how pedagogical tools, institutional structures, and identity formation shape student success. As both a student affairs and academic support professional, I bring a practitioner's lens to my research to ensure that my findings are not only theoretically grounded but also directly applicable to improving law school policy, pedagogy, and student support.

## PUBLICATIONS ([SSRN](#))

- Realon, Andrew, & Loch, Michael (forthcoming December 2026). The NextGen Uniform Bar Exam and Forum Choice: A Dilemma For Repeat Takers. *Seton Hall Law Review*, Volume 57.
- Realon, Andrew (forthcoming October 2026). Designing Better Law School Courses: An Iterative Model of Curricular Improvement. *Journal of Law Teaching and Learning*, Volume 4.
- Realon, Andrew (2026). The Invisible Work of Academic Support: Hunting, Gathering, and Hoping. *The Learning Curve*, a publication of the AALS Section of Academic Support. Winter/Spring 2026 issue.
- Realon, Andrew (2025). First-Generation Law Students: A Community of Inquiry. *Washburn Law Journal*, Volume 64, Issue 3.
- Realon, Andrew (2025). Montessori Principles Adapted for a Law School Academic Support Program. *The Learning Curve*, a publication of the AALS Section of Academic Support. Summer/Fall 2025 issue.
- Realon, Andrew (2025). Realon, Andrew and Wheelwright, Andrew W. (2025). Agreeing to Agree: Consensus and Contrast in Legal Education Advice. Self-published: <https://ssrn.com/abstract=5371978>.
- Realon, Andrew (2023). Camera-aware and Camera-Scared: 2020-2021 1Ls. *AALS Insights From the Field*, Volume 3, Issue 1, a publication of the AALS Section of Student Services.
- Contributor to "Illuminate", the 2020-2021 pandemic blog of the Dean of Students Office at GW Law.
- Realon, Andrew (2015). Crafting NC Bar Exam Essay Responses. *NC Bar Association Spring Newsletter*.
- Realon, Andrew (2014). Estate Planning for Families With Persons Living with a Disability. Unpublished paper written under the supervision of Prof. Doug Chapman (Elon University School of Law).
- Realon, Andrew (2013). Historic Preservation in North Carolina: A Survey of Issues Surrounding the Preservation of Historic Properties. Unpublished upper level writing requirement written under the supervision of Prof. Harper Heckman (Elon University School of Law).
- Realon, Andrew (2013). From the Editor. *Journal of Leadership and the Law*.
- Realon, Andrew (2012). Making a Case for Legal Cross-Training: How Increased Interdisciplinary in the Legal Profession Will Benefit the Profession. *Journal of Leadership and the Law*.
- Realon, Andrew (2011). Succession Planning for Transforming Organizations and Executive Transition Management Strategies. Unpublished upper level writing requirement (High Point University).

## SCHOLARLY SERVICE

- Editor – The Learning Curve, AALS Section of Academic and Bar Support, 2025 - Present
- Editor-in-Chief – Journal of Leadership and the Law, Elon University School of Law. 2013.
- Editor – Journal of Leadership and the Law, Elon University School of Law. 2012.

**PRESENTATIONS**

- “Examining the Forum Choice Dilemma of Repeat Bar Exam Takers.” Association of Academic Support Educators Annual Conference, Las Vegas, NV. Anticipated May 2026.
- “Sticking the Landing: A Curricular Model for Supporting Transfer Law Students.” American Association of Law Schools Annual Meeting, New Orleans, LA. January 2026.
- “Supporting First-Generation Law Students.” LexCon, Salt Lake City, Utah. November 2024.
- “The Pandemics Era’s Impact on Law Students, the Classroom, and the Legal Academy.” American Association of Law Schools Annual Meeting, Washington, DC. January 2024.
- “Using the Socratic Method on Zoom: Lessons Learned.” Aspen Leading Edge Conference on Legal Education, Boston, MA. July 2022.
- “Teaching and Supporting First Generation Law Students.” Aspen Leading Edge Conference on Legal Education, Boston, MA. July 2022.
- “Choosing to take ‘Bar Classes’ in Lieu of Electives: Good Strategy or Pitfall?” Wolters Kluwer Leading Edge Student Conference on Legal Education, Boston, MA. November 2014.
- “Back to School: Education Programs that Complement the J.D.” Wolters Kluwer Leading Edge Conference on Legal Education, Boston, MA. November 2014.
- “Greensboro Connect: The Start of a New Conversation.” Elon University’s Capstone Leadership Project Presentations, Greensboro, NC. November 2013.
- “Succession Planning for Transforming Organizations.” High Point University’s Senior Symposium, High Point, NC. April 2011.

**PROFESSIONAL MEMBERSHIPS**

Association of Academic Support Educators, 2019 – Present

- Committees: Information and Media (2024 – 2026); Scholarship (2024 – 2025); Programming (2024 – 2025); Online Presence (2021 – 2024)
- Key Contribution: Authored nine peer member spotlight features published in monthly AASE newsletters.

Association of American Law Schools (Section of Academic and Bar Support), 2019 – Present

- Leadership: Treasurer (2025); Secretary (2026); Chair-Elect (2027, anticipated); Chair (2028, anticipated)

Association of American Law Schools (Section of Student Services), 2019 – Present

National Association of Law Student Affairs Professionals, 2019 – Present

North Carolina Bar Association, 2014 – 2018

Wake County Bar Association, 2014 – 2018

**LICENSES**

North Carolina State Bar, 2014

Mental Health First Aid, 2023

## CONFERENCE ATTENDANCE

- AASE Annual Conference. Anticipated May 2026 (Las Vegas, NV); May 2025 (Boston, MA); May 2023 (virtual); May 2022 (virtual); May 2021 (virtual).
- UWorld Legal Educators Summit. March 2026 (Dallas, TX); April 2025 (Dallas, TX).
- American Association of Law Schools. January 2026 (New Orleans, LA); January 2024 (Washington, DC); January 2022 (virtual); January 2021 (virtual); January 2020 (Washington, DC).
- West Academic & Foundation Press/NCBE NextGen Training Program. June 2025 (Minneapolis, MN).
- AccessLex LexCon. November 2024 (Salt Lake City, UT); November 2023 (Chicago, IL).
- Aspen Leading Edge Conference on Legal Education. July 2022 (Boston, MA).
- NALSAP Annual Conference. June 2020 (virtual); June 2019 (Washington, DC).
- Pi Kappa Phi Supreme Chapter. Student Delegate in July 2010 (Orlando, FL). Alumni Delegate in July 2012 (Washington, DC); July 2014 (Atlanta, GA); July 2016 (Austin, TX); and July 2018 (Chicago, IL).
- Wolters Kluwer Leading Edge Student Conference on Legal Education. November 2014 (Boston, MA).
- Pi Kapp Mid-Year Leadership Conference. January 2010 (Charlotte, NC); January 2009 (Charlotte, NC).
- National Conference for Student Leadership. October 2009 (Los Angeles, CA).
- Student Government State Seminar. September 2009 (Elon, NC).

## COMMUNITY LEADERSHIP AND SERVICE

- Shavee – St. Baldrick’s Foundation. 2014 – 2021.
- Volunteer Attorney – Wills for Heroes, Wake County Bar Association. 2015.
- Leader – Joy Class, Hayes Barton United Methodist Church. 2014 – 2017.
- Volunteer Attorney – NC4ALL, North Carolina Bar Association. 2014.
- Member – Wake County Bar Association Lawyer’s Basketball League. 2014 – 2016.
- Member – Young Alumni Council, High Point University. 2013 – 2014.
- Chair – Student Mentor Program, Elon University School of Law. 2013 – 2014.
- Director of Cuisine Series – The Province (Greensboro). 2012 – 2014.
- Member – LEAFS Program, Elon University School of Law. 2012 – 2013.
- Communication’s Chair – Law Leadership Fellows, Elon University School of Law. 2012.
- Member – Law Leadership Fellows, Elon University School of Law. 2011 – 2014.
- Leader – Youth Group, Hayes Barton United Methodist Church. 2010 – 2017.
- Senior Class Representative – Student Government Association, High Point University. 2010 – 2011.
- President – Student Government Association, High Point University. 2009 – 2010.
- Archon – Pi Kappa Phi Fraternity, Theta Tau Chapter, High Point University. 2009 – 2010.
- Historian – Pi Kappa Phi Fraternity, Theta Tau Chapter, High Point University. 2009.
- Executive Council Secretary – Student Government Association, High Point University. 2008 – 2009.
- Founding Father – Pi Kappa Phi Fraternity, Theta Tau Chapter, High Point University. 2008.
- Freshman Class Representative – Student Government Association, High Point University. 2007 – 2008.

## CERTIFICATION AND HONORS

- Nominee for Faculty Member of the Year, Black Law Students Association, GW Law. 2025.
- Nu Phi, Pi Kappa Phi. 2018.
- Thirty Under Thirty, Pi Kappa Phi. 2016.
- Pro Bono Certificate, North Carolina Bar Association. 2014.
- Dean’s List. Named for most semesters at High Point University and Elon University School of Law.
- Best Overall Comprehensive Performance Award, Civil Procedure II, Prof. Peter Hoffman, Elon University School of Law. 2012.
- Alpha Delta Omega. 2011.
- Most Outstanding Human Relations Student, High Point University. 2011.
- Order of Omega, High Point University. 2010.
- Who's Who in American College and Universities. 2010.

**TEACHING PHILOSOPHY**

I view teaching as a collaborative and student-centered endeavor, informed by my dual experience as a student affairs practitioner and academic support professional. This allows me to see students holistically and to design learning experiences that respond intentionally to their academic, professional, and developmental needs. Anchored in the Community of Inquiry framework, my teaching is guided by the deliberate cultivation of cognitive, social, and teaching presence. I seek to create inclusive academic environments where students feel seen, supported, and intellectually engaged, and where curiosity, resilience, and belonging are treated as essential conditions for learning rather than incidental outcomes.

My commitment to fostering a Community of Inquiry extends beyond individual courses and reflects a longitudinal approach to law student success. I work with students before they formally begin law school through introductory coursework that clarifies academic expectations, builds foundational skills, and reduces unnecessary opacity about law school culture and learning. That early engagement establishes trust and social presence, which I continue to reinforce through sustained instructional and advising relationships throughout law school and into bar exam preparation. By accompanying students through key transition points I help them integrate discrete learning experiences into a coherent developmental progression toward professional competence and self-efficacy.

Equally central to my teaching philosophy is the belief that intellectual rigor does not require hostility or confrontation. Within the Community of Inquiry model, meaningful cognitive presence is best achieved when students feel psychologically safe and supported by clear structure, transparent expectations, and constructive feedback. I challenge students to engage deeply with complex material while fostering an atmosphere of mutual respect and trust. When students are at ease in their learning environment and confident in their relationship with their professor, they are more willing to take intellectual risks, confront uncertainty, and persist through difficulty. My goal is to create demanding yet humane academic spaces that enable students not merely to survive law school, but to grow into reflective, resilient, and ethical professionals.