

# PROCEEDINGS

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SILVER LININGS:

WHAT ZOOM SCHOOL TAUGHT ME ABOUT LIFE,  
LEARNING, AND LEGAL PRACTICE

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# PROCEEDINGS

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VOLUME 2

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## SILVER LININGS:

### WHAT ZOOM SCHOOL TAUGHT ME ABOUT LIFE, LEARNING, AND LEGAL PRACTICE

*The 2021 Western Regional Virtual Legal Writing Conference included a discussion group of law students on their experience attending law school on Zoom during the Covid-19 pandemic. The discussion was guided by the following questions: (1) What worked well about the way your education was delivered on Zoom, and what can be improved? (2) How did you adjust to working in a virtual workplace, and how did your law school prepare you for that transition? (3) What has your experience attending law school on Zoom taught you about yourself, and how do you plan to apply that wisdom in your lives and legal careers?*

#### PARTICIPANTS AND MODERATORS<sup>1</sup>

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NICOLAS BACHICHA, GOLDEN GATE UNIVERSITY SCHOOL OF LAW

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DAVID KEMPEN, U.C HASTINGS COLLEGE OF LAW

SALLY LE, U.C. HASTINGS COLLEGE OF LAW

LIZET PALOMERA TORRES, GOLDEN GATE UNIVERSITY SCHOOL OF LAW

PROFESSOR ELIZABETH FISHMAN (MODERATOR)

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<sup>1</sup> This discussion group was organized and moderated by Elizabeth Fishman, Associate Professor at Golden Gate University School of Law. Students from three different law schools (Golden Gate, U.C. Hastings, and the University of Oregon) participated in the discussion; one who had planned to participate was unable to attend due to an emergency, but the student's insights are included here.

INTRODUCTION

ELIZABETH FISHMAN:

In late February 2020, I was creating lesson plans, grading papers, and sharing chocolates with my legal writing students as we held one-on-one conferences in my office. I handed out tissues to a few students who were feeling overwhelmed and teary and gave hugs to former students who I passed in the hallway. It was just like any other ordinary day on campus. I could not have imagined that in a couple of weeks we would all be sent home, that I would begin teaching on a mysterious platform called Zoom, that I would not physically see my students again for almost two years, and that the traditional ways in which law students and professors built relationships, developed comradery, worked together, socialized, and supported each other would be placed on hold for a very long time.

The transition to Zoom was challenging for law students and professors alike. However, I have been incredibly impressed by the degree of courage, dedication, tenacity, and perseverance that my students have displayed during the pandemic. In the scariest of times, they held themselves together, attended every Zoom class, stayed engaged in their law school studies, and submitted excellent quality work. During the past two years, my students have grown both personally and professionally in ways that they probably never imagined they would need to, or that they could. And, as the title of the panel suggests, the silver lining of this experience is that they

will carry this growth forward with them into their lives and legal careers.

The goals of this discussion group were to give the students an opportunity to reflect on their experience of learning and working on Zoom, to share the wisdom and skills they developed as a result, and to help us as law professors understand what we have done well and what we can do better as we continue to teach on Zoom, and as we transition back to in-person learning during a still-uncertain time.

**1. What worked well about the way your legal education was delivered via Zoom? And what suggestions do you have for how it can be improved?**

JAMIE JUNI:<sup>2</sup>

The transition to Zoom-based legal education was surprisingly smooth, given the circumstances. Despite the learning curve, minor technical glitches, and unavoidable distractions, my school did two things particularly well which made virtual classrooms highly effective, efficient, and beneficial for both students and professors.

First, my professors utilized breakout rooms, which were particularly helpful in large classrooms settings. These downsized

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<sup>2</sup> Jamie Juni is a 4L at Golden Gate University (GGU) School of Law and a certified law student with GGU's Women's Employment Rights Clinic. She is a member of GGU's Moot Court Board and Pro Bono Honors Society, and she serves as a Peer Mentor to 1L students. She is also a student member of the Filipino Bar Association of Northern California and volunteers as a Translator and Intake Rep for the Pilipino Association of Workers and Immigrants.

virtual spaces allowed for more student-to-student connectivity and relationship-building. Breakout rooms also helped some students feel more comfortable speaking up due to the smaller group setting. A roundtable or popcorn-style discussion—where students could share ideas, comments, questions, or feedback—was particularly effective in the small breakout room environment.

Second, some professors recorded their classes. Access to recordings of virtual classes is extremely useful for students. Recordings help students who miss class but also provide an opportunity for all students to review the lecture again while studying for exams. In addition, knowing that recordings are available to watch again later allows students to remain more focused and engaged in class because they are not stressed about taking detailed notes during class discussions. Virtual classes can have many distractions, and a recording provides students a useful review tool and the reassurance that they will not miss anything important.

Although my professors did an amazing job transitioning to virtual classrooms, I believe professors should keep a few things in mind if Zoom classes continue.

First, I suggest that professors require students to keep their cameras on during class. Virtual engagement is heavily dependent on the visual presence of both the students and the professor. Only in special circumstances should students be permitted to turn their cameras off, and if they do, they should communicate with the

professor about the reason in advance. Having videos turned off is almost synonymous with sleeping in class, wearing sunglasses during a lecture, or stepping away from class and not returning.

Second, professors need to ensure that they are available to their students. Sticking around after class and keeping Zoom on for a few more minutes, just as they would stay behind after an in-person class to answer student questions, helps tremendously. Professors should understand that students are more inclined to ask questions either during or immediately after class than they are to schedule a separate meeting or wait until office hours.

Finally, having virtual classes magnifies the need for law schools to use a single learning management platform. Many of my professors used different platforms (e.g., TWEN, Canvas, and Microsoft Teams), each of which functioned differently and was tied to a different email account. At times, finding the content I needed was difficult. Using and tracking multiple platforms can cause students unnecessary added stress and confusion. Law schools can help alleviate digital overload by streamlining their learning management platforms.

SALLY LE:<sup>3</sup>

When U.C. Hastings transitioned to online learning during the pandemic, a few professors sent out introductory questionnaires

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<sup>3</sup> Sally Le is a 3L at U.C. Hastings College of Law. She is a co-chair of the Bar Association of San Francisco, Law Student Committee, and an active law student member of the Asian American Bar Association.

prior to class. The questionnaires included helpful questions like “What is your learning style (e.g., lectures without slides, slides with a few bullet points, or breakout rooms),” “Are there any circumstances that I should be aware of (e.g., are you homeschooling young children, do you have additional family obligations, or do you have poor internet),” and “What are your preferred times for office hours, if any?”

These questionnaires allowed students to communicate openly with our professors early on. As a visual learner with a minor hearing impairment, being able to communicate to my professors that I learn much better when lectures are accompanied by PowerPoint decks and that I prefer small breakout rooms over larger class discussions was particularly helpful. More importantly, the questionnaires allowed me to tell my professors that I need to be able to see them when they are lecturing. With my hearing impairment, I need to be able to read lips to follow lectures, particularly when closed captioning is not available.

Having professors record lectures was also a lifesaver for me. During my first semester of law school, I struggled with notetaking in class. I had trouble striking a balance between taking too many notes (writing everything down and not actually retaining any information) and not enough notes (not writing down important points in class because I was spending too much time actively listening). Access to recorded lectures allowed me to actively listen and engage in class without the stress of making sure my notes were

complete. When I was not able to write down a key point, I noted the time stamp in the lecture (for example, “definition of conspiracy theory @ 1 hour in lecture”). This notetaking approach was also helpful when I was confused or unable to hear. Listening to recorded lectures allowed me to go back to certain parts of the lecture to clarify my notes by way of closed captioning and allowed me to formulate thoughtful questions for office hours. Recorded lectures helped me improve from B- grades in my first semester to A grades in my second year.

As we transition back to in-person learning or look to make improvements to online learning, law schools need to consider student circumstances and their learning styles and/or disabilities. I highly recommend that universities and professors continue to include pre-class questionnaires, record and distribute lectures, make closed captioning available in online classes, wear transparent masks and use mics in live classes, and supplement lectures with PowerPoints.

LIZET PALOMERA TORRES:<sup>4</sup>

Two things worked particularly well about the way my professors taught on Zoom.

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<sup>4</sup> Lizet Palomera Torres is a 2L at Golden Gate University School of Law. Lizet is a student-lawyer at the Veterans Legal Advocacy Center and a staff writer for the *Golden Gate University Law Review*. She is also a Lexis Ambassador and an active member of the Public Interest Law Foundation and Latin American Law Student Association.



First, classes were more effective on Zoom when professors used two monitors. Having two monitors ensured that when the professors shared their screen, they could still see the students by looking at the second monitor. This was important because it allowed professors to “read the room” better. Professors, for example, could see if students were tired and needed a break or if students were puzzled by a particular topic.

Second, using Zoom as a platform for non-class meetings added flexibility and convenience and allowed us to meet with classmates and professors in different cities.

I have two suggestions for professors if they continue to teach on Zoom.

First, professors should require students to turn on their cameras. The use of cameras simulates the classroom scenario as closely as possible. Unfortunately, professors are frequently unable to reach students who have their video off, which leads to the same limited group of students participating in a class. Thus, requiring all students to keep their cameras on ensures maximum engagement.

Additionally, professors should record their classes and make the recordings available to their students. Having recorded lectures relieves the stress of missing something important due to a technical problem and allows students to revisit challenging material.

DAVID KEMPEN:<sup>5</sup>

I remember in February of 2020, a couple weeks before the pandemic began, one of my professors asked the class how we would feel about taking classes online rather than coming in to school. The students nearly unanimously said that they would not be able to do class online. However, after a period of transition, most of the same students now prefer remote learning to going to class in-person. I bring up this story to remind faculty that students are generally very resilient and that Zoom classes have been an overall success.

The biggest difference that I noticed about remote learning was increased access to professors. When we were going to class in-person, professors had limited office hours, and often many students were trying to get their questions answered at the same time. When we transitioned to Zoom, my professors usually had more time to meet with students. This had both positive and negative effects. On one hand, being able to get your questions answered in a timely manner, to iron out any confusion, was great. However, on the other hand, I have noticed that students, myself included, will now go to a professor with questions that they should be working through themselves. I believe struggling through some of the material is imperative to the learning process. When professors are too available to answer questions, students are not forced to wrestle with the material themselves.

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<sup>5</sup> David Kempen began law school (and his Zoom experience) at Golden Gate University Law School, and he is now a 3L at U.C. Hastings College of the Law. He is the Senior Production Editor for the *Hastings Law Journal* and an active member of the Hastings Moot Court team.

NECA AGUILAR:<sup>6</sup>

During my first semester of law school, we were still learning in person, and I struggled as a student. I followed my familiar undergraduate study routine: I completed my reading assignments and studied with a study group. However, when we made the transition to Zoom (during my second semester of law school), I felt like I had no choice but to figure out how to be a successful law student on my own. I realized that the tools that were familiar to me and helped me excel in the past were no longer working; law school was a different realm that required adjustments to excel.

I was dedicated to becoming a successful student, so I first focused on understanding my learning style by completing the VARK test.<sup>7</sup> This test was recommended by academic advisors at my school, and admittedly I was unsure of how helpful it could truly be. However, upon taking the exam I learned, for the first time, that I am a kinesthetic learner. The results of this test also helped me learn about effective study techniques based on my learning style so that I could retain the material I was learning. For example, as a kinesthetic learner, I am a multi-sensory learner so, in addition to reading, I also make flashcards to better understand and remember the material. I believe professors can aid their students by pushing

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<sup>6</sup> Neca Aguilar is a 3L at Golden Gate University School of Law. She enjoys being involved on campus, where she currently serves as the Evening Vice President for the Student Bar Association and a staff editor for the *Race, Gender, Sexuality & Social Justice Journal*. She previously served as the President of the Business Law Association.

<sup>7</sup> <https://vark-learn.com/the-vark-questionnaire/>

them to understand their learning styles. Understanding learning styles and strategies not only helps the students, but professors as well, because they can better understand how to effectively teach the material they want their students to learn.

Second, I focused on maintaining effective communication with my professors. I have always been a “people person,” so for me the transition to Zoom was difficult because I missed the social interactions that occurred on campus. Specifically, I missed the ability to just pop into a professor’s office hours whenever I had a question or speak with my professors before or after class. When we transitioned to Zoom, I felt it was important to keep the same respectful candidness by participating in class discussion—even though speaking through a camera was daunting at first—and to be upfront and honest with my professors when there was an issue. Now that I have transitioned back to in-person learning, I still find that maintaining communication is key for both professors and students.

Finally, transitioning back to in-person learning does not need to mean that we go back to the tradition of focusing only on physical attendance. We should continue to use the technological advantages gained during our time in quarantine to enhance classroom learning. Further, incorporating Zoom into in-person classes is not bothersome to any of the students who are able to physically attend. Instead, doing so is efficient for all involved. In

fact, in-class students may benefit from the input of students on Zoom who would have otherwise not been able to participate.

In short, both law students and professors need to be thoughtful about this delicate, transitional time we are living through. We have to be understanding and tenacious in our pursuit to establish what works and what doesn't. In particular, students should work to understand their learning styles, professors should adopt complementary teaching styles, and law schools should continue using Zoom when needed.

NICOLAS BACHICHA:<sup>8</sup>

Overall, I enjoyed attending law school on Zoom, almost more than attending in-person law school. At first, attending remotely was scary. It felt like we were all drowning. However, at the same time, I felt relieved knowing that my classmates, professors, and I were all in it together, and we all kept each other afloat. The law professors at my school were incredibly helpful, offering recordings, scheduling one-on-one meetings, and most importantly, being flexible with deadlines. Although the persistent "Zoom-fatigue" and exhaustion reached all of us, I felt comfortable knowing every one of us was *still* showing up to try our best.

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<sup>8</sup> Nicolas Bachicha is a 3L at Golden Gate University School of Law. He is currently working as an extern in capital appeals. He helped create a community-service based organization called Advocates for Community Engagement and is actively involved in several local organizations, including the Hispanic National Bar Association.

Zoom school also felt like an equalizing experience: my professors, classmates, and I were all at home (often in our bedrooms), and so law school felt less hierarchical. I felt more comfortable speaking up and less worried about answering questions incorrectly.

Finally, the time I saved not having to commute allowed me to find a better work-life balance, to volunteer, and to take on gig-work to earn money.

**2. How did you adjust to working in a virtual workplace? What did your law schools and professors do to help you with this transition? And what suggestions do you have for what we can do better?**

ISAIAH HARDY:<sup>9</sup>

When I began working virtually, the biggest adjustment I had to make was figuring out which communication styles worked best for whom. Communicating virtually is not as simple as just walking next door and asking questions. Some attorneys prefer phone calls, some prefer emails, and some prefer texts. As I determined better ways to communicate with each attorney, the more effective my work product became. On a related point, I learned not to be afraid that I was bothering the attorneys when I had a question or needed help. They usually wanted to hear from students. Those of us who

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<sup>9</sup> Isaiah Hardy is a 2L at University of Oregon School of Law. He is a tutor for the Legal Research and Writing Program and mentors African American students through the Black Law Students Association and The Harbor (a network for Black 1Ls). He is also an editor for *Oregon Law's Journal of Environmental Law and Litigation*.

were not afraid to reach out and communicate usually had a better learning experience.

I also had to adjust my personal workspace. I was fortunate that my house has a guest bedroom, so I could separate my work life from my personal life. I didn't want to work where my bed and TV were. The less "homey" my workspace felt, the better.

My law school helped us transition to the virtual workplace by teaching us Zoom etiquette, ranging from using a professional background to avoiding swiveling in a chair. Also, just being in remote classes, using breakout rooms, and participating in virtual group projects taught us how to better manage online forms of communication. Additionally, the Career Center conducted mock Zoom interviews with us, which helped not only with getting jobs, but also with the transition to the remote workplace environment.

Along the way, I learned some crucial tips for effectively connecting with others in a virtual work environment. For example, I became accustomed to using a webcam and two screens—one for note taking and reading, and one for viewing my professor and displaying my face—throughout my virtual law school experience. A mentor recommended I rotate the positioning of my webcam so that the lighting would come from behind the screen, allowing my professors to see me and truly get a feel for who I was. Another recommendation I received was to make virtual eye contact while speaking. My camera was usually off to the side because it was not attached to the screen directly in front of my face, and I learned to

turn to face the camera while speaking. I think students would benefit from having more of their professors incorporate career-focused topics into the class curriculum, so that we don't have to rely solely on the Career Center.

NICOLAS BACHICHA:

Participating in an externship during the Covid-19 pandemic has helped me become not only a more confident and efficient worker, but also a more well-rounded and focused individual.

Specifically, throughout my externship during the summer and fall of 2021, I was provided the flexibility to work remotely at the times of day when I knew I would be the most productive. I appreciated not having to adhere to a rigid 9:00 a.m. to 5:00 p.m. work schedule because it gave me the freedom to work when I wanted, so long as I worked hard and completed my assignments. Working remotely also provided me the flexibility to prioritize my mental and physical health, and to better balance working and going to school.

That said, a downside of working remotely was that it was harder to meet and connect with colleagues. And because everyone was working odd hours, I felt an obligation to be constantly available for my managers and colleagues. Paradoxically, that made my newfound sense of freedom feel like it was slipping away.



SALLY LE:

Mentorship, mentorship, mentorship! The most valuable support I received from my law school professors was proactive mentorship in the form of networking and advocacy.

My professors helped me prepare for the virtual workplace by helping me believe that I was a well-qualified candidate. During my first year of law school, my professors reached out to me to ask how my job search was going. As an introvert, I didn't instinctively talk to my professors about my job-search concerns. As a student who was not at the top of the class, I skipped over many opportunities simply because I believed I was not qualified. When my professors proactively asked me how my job search was going, my perspective began to shift. My professors opened their networks to me and helped me find the right types of opportunities. They helped me understand that one-on-one networking worked best for me. They also encouraged me to apply for jobs even if I thought I did not qualify. Because of this mentorship, I was able to spend my first summer working in-house with my top choice technology company and my second summer working at a law firm that I will be returning to after law school.

Another invaluable lesson I've learned from my professors is self-advocacy. Prior to law school, I spent six years working in the tech space. During that time, I was fortunate to have managers who advocated for me (often without my knowledge!). However, as an entry-level professional, I always said yes and made myself available

for projects (even those that seemed outside of my job duties). In a virtual world, finding advocates at work is difficult. Asking for what you want and saying no is more difficult. My law school professors helped me learn how to advocate for myself. When I felt stuck with my workload, they encouraged me to find opportunities beyond those assigned to me and worked with me to have structured conversations with my employers about my preferred projects. For projects that were necessary, they helped me find ways to balance my workload so that I could continue to meet my employer's needs while finding new opportunities.

LIZET PALOMERA TORRES:

I worked as a student-lawyer at the Veterans Legal Advocacy Center, an on-campus clinic at Golden Gate University. The clinic was my first virtual workplace experience. I adjusted to working virtually by focusing on three key strategies: organization, discipline, and consistency.

First, to stay organized, I mimicked an in-person experience as much as possible. I created a workspace in my room by converting a corner into an "at-home office." Creating a designated space allowed me to keep my personal space and workspace as separate as possible.

Second, I was disciplined. To ensure that I accomplished my weekly duties and assignments, I established daily time blocks dedicated solely to work-related tasks.

Third, I kept in regular contact with my professor. I set up weekly Zoom sessions with him and sent him frequent email updates. Being in continuous contact with my professor allowed me to keep him up to date on my progress and receive assistance in areas where I needed it.

In general, I felt well-prepared for my first virtual workplace experience, and I am excited to have more virtual opportunities in the future. Working remotely was convenient because I did not have to commute any additional days during the week, which allowed me to regain valuable time for other tasks.

**3. What has your experience attending law school on Zoom taught you about yourself? And how will you carry that wisdom with you into your life and legal career?**

ISAIAH HARDY:

Throughout this Zoom experience, I have learned many things about myself, but three stand out. First, I learned that I can adjust and persevere. I was attending University of Oregon School of Law from Sacramento, California, and prior to starting, I did not know a single person at Oregon. However, I knew connecting with classmates would help normalize my first-year experience. Easily connecting with people is a gift of mine, so I had never had to work so hard to connect with people before. I forced myself to message some of my classmates through GroupMe, which spearheaded the deeper bonds I have today. I have learned that I don't need to see

people in-person to make friends and that I can network and build relationships from a distance just as well as I can in-person. This is one example that shows I can adjust and persevere in whatever situation or environment I am in.

Second, while I still prefer communicating in-person, attending law school on Zoom has enhanced my online communication skills. I discovered subtle differences between communicating virtually and in-person. One of the biggest differences I've noticed is that reading body language is more challenging online. So, I had to pay closer attention to pick up on important physical cues. Also, I made an effort to practice my online communication skills through a variety of platforms and mediums (e.g., Zoom, Facetime, audio messages, etc.). The online communication skills I've developed as a result will help me do things like recruit non-local clients to any future firm I work at.

Third, virtual law school has made me more technologically savvy. After working virtually at a large firm my 1L summer, I realize how important being comfortable with technology is. Time spent struggling with technology takes away from the time necessary to develop good work product. My 1L summer firm had a huge online presence. Thankfully, virtual law school taught me how to navigate through complex technological systems. With these new skills, I feel like I am capable of doing anything.

DAVID KEMPEN:

Something that I learned through this experience is to advocate for myself. When students are attending classes in-person, a lot of the opportunities come to them. Flyers are posted around the building, students organizations are at tables in the lobby, and professors are readily available for a quick chat. However, when you are done with class on Zoom, you can close your computer and be completely isolated from that community. When I recognized this, I made an effort to really advocate for myself and find my community, whether that be on-campus organizations or internship opportunities.

NECA AGUILAR:

My experience attending law school on Zoom has taught me how resilient and perseverant I really am. As a student who did not do well my first semester, I had to decide whether to continue pursuing my dream of becoming a lawyer. If I tried a new study technique and it didn't work, I would immediately move on to the next recommendation. I knew I had limited time in the semester and needed to make the most of it. I also sought feedback from professors, mentors, and peers to improve, which thickened my skin and helped me learn to process constructive criticism. Now, I have learned the value of not taking things so personally; seeing clearly what isn't working helps to figure out what does work.

This experience has also encouraged me to fearlessly pursue opportunities. Instead of giving in to the fear of beginning something new and different, I now lean into it because I believe in my ability to figure it out. Remaining honest and forthcoming with supervisors and setting realistic expectations is key. Inflating expectations, or pretending to have a knowledge base that you lack, only stands in the way of actually achieving your goals. For example, this year I began associate positions at a crypto-exchange company and a biopharmaceutical company where I had either basic or little-to-no understanding of where exactly to begin. I remained open and honest with both sets of supervisors from the outset, and they were happy to provide me with guidance and goals throughout.

Although it may be daunting, admitting that you do not know something is the strongest and smartest thing you can do. Additionally, it saves a lot of time by helping you to stay on course and truly learn throughout the process. We have spent almost two years living through a pandemic, and remaining respectful of others' time and guidance is the least we can do now!

JAMIE JUNI:

The silver lining of remote school for me was that it saved me the time, stress, and expense of commuting, which gave me a piece of my life back. In particular, I had more quality time to spend with my family and my dogs (who became my defacto classmates, co-workers, and support companions).

Time at home allowed me to give and receive emotional support that was paramount to my family's well-being in the midst of uncertainty, fears, and transitions. I was able to homeschool my two children during shelter-in-place. Also, working and learning remotely gave me the freedom to take more breaks and exercise in between working, reading, studying, and evening classes. These unexpected benefits improved my physical and mental wellness.

Being able to attend meetings virtually also gave me the leverage to become more involved with my children's schools; to communicate more closely with their teachers; to further engage (albeit remotely) with my co-workers, classmates, and professors; and to volunteer with non-profit organizations.

I have learned to focus on my blessings, rather than on my burdens. This positive mindset has enabled me to earn better grades in my classes, get on the Dean's List for the first time, earn a Cali Award for Excellence, and become a member of the Pro Bono Honors Society. I was also able to do a summer externship remotely from the Philippines while I was caring for my terminally-ill father.

Throughout the pandemic, I had no choice but to face my fears and do many things I previously thought impossible. I discovered a new level of resilience. I learned to establish a meaningful and productive balance between the blurred lines of work, school, studying, family, volunteering, and leadership.

Learning how to juggle multiple demands, to maintain balance, and to create my own physical and virtual space and

boundaries will help me in my legal career. In practice, I anticipate staying engaged (both virtually and in-person) while juggling the demands of family, clients, meetings, hearings, and my own health and mental wellness. I will continue to thrive and appreciate the silver linings in all the changes and challenges that come my way.

NICOLAS BACHICHA:

I have learned two things about myself.

First, this experience helped me realize I can do anything I put my mind to, that I am more capable of adapting to unknown situations than I had previously thought. I know that I can handle anything, especially being a licensed attorney.

Second, I learned that I need to find a work-life balance moving forward. I have realized that I want a job that supports me and provides me with the flexibility to work the way that Golden Gate University and my externships permitted me to. I was blessed to be thrown into the exact right mix of people and circumstances to help make me a better person. I feel more motivated than ever to tackle different aspects of the law, as well as to challenge myself to continue learning, growing, and becoming the best attorney I can be.