


# NOMINATION SIGNATURE PAGE

## 2023 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Rachel Ann Harmon
Institution:	University of Virginia
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	Research/Doctoral Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	Ian B. Baucom
E-mail address of President or Chief Academic Officer:	provost@virginia.edu
Telephone number of President or Chief Academic Officer:	434-924-3728

## **Mission Statement**

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;
- Our universal dedication to excellence and affordable access.

Source: [www.virginia.edu/statementofpurpose](http://www.virginia.edu/statementofpurpose)

## Summary of Accomplishments

Professor Rachel Harmon is the country's **leading expert on policing and the law**. She **created a new field of study** for scholars and has transformed the way legal scholars, students, and policymakers think about the law and the police. She is **an extraordinary teacher**; she creates an inclusive, dynamic classroom, one that has inspired and prepared a generation of law students for practice and public engagement. But Professor Harmon is not content to study and teach: **she helps transform the law**. Professor Harmon **wrote the first book on regulating police encounters**, making law and scholarship on policing accessible to many. She speaks widely on policing on podcasts and in the media to inform public dialogue. And she **guides state legislatures and federal policymakers** towards better policing policy and law. Finally, Professor Harmon helps in her own community: she **co-founded a nonprofit** dedicated to improving the lives of formerly incarcerated people by providing low-interest loans and financial coaching. That nonprofit has already helped hundreds and in just a few years has expanded to other cities and states.

**1. Teaching.** Rachel Harmon is a top rated and highly respected teacher at the University of Virginia Law School. The law school, in turn, has been ranked first in the nation for "Best Professors" for the past five years. By this measure and any other, Professor Harmon is **one of the very best law teachers and mentors in the country**.

Professor Harmon teaches courses in criminal law, criminal procedure, and policing, as well as seminars on the Supreme Court. Students rave about Professor Harmon's courses in their course evaluations, usually scoring her one full point above the norm for the law school's faculty on a five-point scale. Students emphasize her **energy, expertise, and passion**, with many claiming that she makes early morning classes worth getting up for. As one typical evaluation from her criminal procedure class last semester noted, "Professor Harmon is just stellar. Her lectures are exceptional, covering the case law while also incorporating policy considerations, research of her own and other scholars, and practical examples from her time practicing as a federal prosecutor. I especially appreciated the high energy and zeal that she brought to each lecture, at 8:30 am no less. This class was, well, FUN." In just that one course, students described Professor Harmon as "absolutely wonderful," "phenomenal," "engaging," "very engaging," "extremely engaging," "expert," "incredibly knowledgeable," "amazing," "incredibly passionate," "awesome," "great," "friendly, funny, and clear," "very well organized," "intelligent, funny, and passionate," "informative and engaging," "incredibly engaging and clear," "excellent," "extremely energetic," "vibrant," "rewarding," "exceptional," "perfection," and "invaluable," and again and again, "fantastic." They prized her "real world experience," her "great classroom presence," her "excellently chosen" and "highly relevant" course materials, and every student rated her mastery of the subject matter outstanding. Students often declare her the **best teacher they have ever had**, like the student in that course who said, "I have not had a professor, in college or law school, who is as effective a teacher as she is."

She came to the legal academy after a career as a civil rights prosecutor, and she leverages that experience to help students understand the context and consequences of legal doctrines. In course evaluations, she is inevitably rated highly for effectiveness, and students come back to the law school reporting how well her classes prepared them for practice, judicial clerkships, and the bar exam. As one said last year, "I am leaving her class with a deep understanding of and appreciation of the nuances and complexity of criminal law. I would recommend this class to everyone."

Although her classes deal with difficult questions about race, crime, policing, and violence, Professor Harmon uses a rare blend of **professional experience, academic mastery, and**

**emotional intelligence to ensure that students with diverse perspectives engage each other with rigor and respect.** The result is miraculous: a large group of diverse students having a civil, sophisticated discussion about some of the most salient and controversial issues in American life. **Students from across the ideological spectrum flock to her courses** and gush about her thoughtful and evenhanded approach. As a student said in the spring, “She did a really phenomenal job fielding controversial and complicated topics in a respectful manner that invited everyone’s voice to the table.” She encourages students who rarely speak in class or engage with faculty. As another student wrote, “With Professor Harmon, I felt empowered.”

Professor Harmon’s teaching and dedication to her students extend beyond the classroom. Her office hours, which some students describe as “legendary,” are packed with people seated on the floor and spilling into the hallway to listen to her discuss in more depth subjects she discusses in class. Professor Harmon mentors as well as she teaches: the career services office at the law school described her career advising as “limitless,” noting the “many students who seek her counsel.” She has co-authored articles to help launch former students’ academic careers and brought students into her work with the American Law Institute. As a result of the opportunities and mentoring she offers, research assistants stick with her for years, many even after they graduate. And it is not just students that benefit. Professors around the country call her mentoring “inspiring,” “accessible,” and “extraordinarily generous.”

**2. Discovery.** It is a rare professor who **invents a new academic field**, especially one with critical public policy importance. Professor Harmon has done so. For decades before Professor Harmon’s work, legal research and teaching on policing hewed to the confines of criminal procedure or, occasionally, civil rights litigation. Scholars and others saw the relationship between policing and the law through a narrow lens, focusing mostly on a single source of law—constitutional law—and a single legal actor—the judiciary. In **“pathbreaking” articles** in 2012 and 2016, written before national attention turned to policing, Professor Harmon’s work identified the limits of this approach and set the agenda for research and teaching that transcends these boundaries. By doing so, **she “helped spur an entire body of scholarship,”** on policing and the law. Since her groundbreaking work, dozens of scholars have pursued research along the lines she articulated, many identifying as policing and law scholars. Scholars have organized conferences on the law and policing; law schools are now hiring professors who study the subject; and courses are newly being taught in it throughout the country.

**Professor Harmon did not just start the field; she “incontestably” leads it.** She is the **country’s top expert on the law of the police**, known for her comprehensive knowledge of the law and the federal, state, and local institutions that shape it. As one Harvard law professor noted, her work both “creates a field of study and illuminates that field magnificently.” Her well-cited scholarship leverages law, political and moral theory, economics, and criminology to make contributions in at least four areas.

First, Professor Harmon has written theoretical articles defining the contours of legitimate policing practices, especially the use of force. This work informs legislative efforts to define the limits of policing, such as what it means for police uses of force to be “necessary” and “proportional.” Second, Professor Harmon studies the harms of policing and the ways law can be used to make policing more effective, fairer, and less harmful. She wrote, for example, the first article exploring in depth the nonfinancial costs of policing and arguing for including those costs in policy assessments of intrusive policing practices. After she published her article, the New York University Policing Project held a series of conferences drawing in economists and public policy experts to further develop cost-benefit analysis in public safety. The result: police departments and policymakers can better understand the impact of police practices on communities.

Third, Professor Harmon has written on the impact of specific areas of federal, state, and local law on policing practices. This work includes, for instance, a major article on the impact of federal grant and equipment programs on local policing practices and accountability that influenced the Biden Administration's implementation of those programs. Lastly, Professor Harmon has explored legal and political mechanisms of accountability and analyzed the roles, capacities, and incentives of government actors that regulate and influence police conduct. In this vein, for example, she has explored the structure, power, and limits of various legal remedies for police misconduct, which encouraged the Biden Administration to improve Title VI enforcement.

**3. Knowledge Integration.** As one national policing expert noted, **Professor Harmon “has been a leader in translating policing scholarship into tangible changes in law and policy.”** In 2021, Professor Harmon wrote her casebook, *The Law of the Police*. Professor Barry Friedman described the book as **“pathbreaking, integrating work from at least four distinct fields to create a coherent field of its own that—inexplicably—did not exist before.”** The book both conceptualizes the field of law and policing and enables a broader audience to understand the law governing police encounters.

Her book serves as a teaching resource for law professors, offering the first comprehensive materials available on the law and policing. Those who use it call it “brilliant,” “remarkable,” and “superb.” Her extensive teaching notes allow even those who are not expert in policing to teach this salient area of law. Richard McAdams, a University of Chicago professor who has taught repeatedly from the book describes it as **“a stunning success of knowledge integration,”** one which “is brilliant at weaving scholarly discoveries into the presentation of legal doctrine. It is a unique achievement—a **set of teaching materials that also is highest level scholarship.**”

As a result of the book, law schools around the country have developed new courses on policing, and more will soon. The American Bar Association Legal Education Police Practice Consortium is building a syllabus based on the book for law and policing classes nationwide. Its goal: to use Professor Harmon's book to enable and encourage law schools to prepare students to address legal issues in policing and public safety. As well as helping students, the book functions as a reference for scholars, practitioners, policymakers, journalists and activists. The National Conference of State Legislatures staff, for example, reports using the book and has repeatedly asked Professor Harmon to speak to its members.

Beyond the casebook, Professor Harmon contributes to knowledge integration by **speaking widely and frequently to audiences about policing and the law.** She has been quoted in the New York Times, the New Yorker, the Washington Post, the Atlantic, Slate, USA Today, and the Wall Street Journal, among other media outlets. Especially in the aftermath of George Floyd's death, she offered extensive background support to journalists – from organizations such as Reuters, PBS Frontline, the Detroit Free Press, and Last Week Tonight with John Oliver — struggling to understand problems in policing. Professor Harmon has been the sole guest on popular podcasts, such as *Conversations with Tyler*, *Talks on Law*, and *Common Law*, offering in-depth analysis for listeners. She has written white papers for policymakers, and publishes editorials, such as her 2021 co-authored op-ed in the Los Angeles Times, *What Biden Can Do About Bad Policing*. And for many years, she has spoken frequently to professional, community, and religious groups on policing and police reform. In all of these efforts, Professor Harmon leverages her scholarship and expertise to inform policymakers and the public.

**4. Service.** Professor **Harmon's service to her community and the nation has been nothing short of extraordinary.** Especially since Michael Brown's death in Ferguson, Missouri in 2014, Professor Harmon has been **called upon regularly by state and federal lawmakers**

**and policymakers to assist reform efforts. She answers every call.** She has drafted language and commented on legislative proposals by state and federal lawmakers, helping them see the impact of alternative language. She has also advised the U.S. Department of Justice and local prosecutors on legal issues in and strategies for enforcing existing law. Recently, for example, she helped the Department of Justice as it reviewed federal government enforcement of Title VI of the Civil Rights Act of 1964, which prohibits discrimination in federally funded programs. She assists left-leaning nonprofits, such as the NAACP Legal Defense Fund, as well as right-leaning ones, such as the Institute for Justice, offering free advice on content, strategies, and agendas for police reform. And she is committed to Charlottesville and Virginia: In addition to serving on several nonprofit boards, she provided law enforcement expertise for the independent after-action assessment of the Summer of Hate 2017 events in Charlottesville, Virginia, and wrote elements of what remains the most comprehensive report on that summer's events.

Professor Harmon also improves the broader academy and profession. She has served on two committees for the National Research Council of the National Academies of Science, Engineering, and Medicine, and **co-authored the definitive report on the effects of proactive policing on crime, communities, and civil liberties.** That report is being used by police departments all over the country to determine policing strategy. For the past 8 years, Professor Harmon has been an Associate Reporter for the American Law Institute's policing project. The American Law Institute is the nation's leading organization working to clarify, modernize, and improve the law, and its projects are enormously influential in the courts and in legislatures, as well as in legal scholarship and education. Only experts of significant note are invited to work as reporters. Professor Harmon has co-authored the project's principles, which offer guidance "on virtually every imaginable topic related to policing." As another participant on the project noted, Professor Harmon's work "ensured that our work reflected both bedrock moral principles and the realities of policing, with the result that the final product is an innovative melding of theory and practice that should guide policy for years to come." The principles on force alone have been the basis for model statutes; they influenced statutes in several states, including California; and they led Camden, New Jersey to develop a police use-of-force policy that has influenced departments nationwide.

Finally, in 2017, Professor Harmon **co-founded the Fountain Fund, a nonprofit that increases economic opportunities for formerly incarcerated people** by providing loans and financial education, and she remains on the Fountain Fund's Executive Committee and chairs its fundraising efforts. Since its inception, the Fountain Fund has extended more than **250 low interest microloans, totaling more than \$1 million**, to 200 formerly incarcerated people in Central Virginia, helping them pursue work and business opportunities to support themselves and their families and contribute to their communities. Today, 85% of those loans are in good standing, and more than \$500,000 in loan capital has been recycled. More than 90% of the fund's clients report significant improvement in their lives, such as securing employment and housing, getting a driver's license reinstated, and paying off court debt. The fund has now expanded to three new cities: Richmond, New Orleans, and Philadelphia.

In every arena, Professor Harmon exemplifies and advances the University of Virginia's mission. As one of her colleagues said about her, "Rachel is **the complete package**—a superlative classroom teacher, a nationally renowned scholar whose research enriches her teaching, and a mentor who tirelessly advised students and helps them achieve their career goals." She develops the full potential of all students, creating a learning environment defined by support for a diverse community and marked by the free exchange of ideas. She advances and disseminates knowledge. And she uses her expertise to better the Commonwealth and nation.

## Personal Statement

**1. Teaching.** I grew up as a subsidized-school-lunch kid, unprepared for the norms of elite educational institutions when I got to them. Because others taught and mentored me, I clerked for a U.S. Supreme Court Justice, spent eight years prosecuting civil rights crimes on behalf of the federal government, and now get to do something else I love: teach, study, and influence policing and criminal justice. I teach and mentor to do what was done for me.

To make my students strong lawyers, I spend class time honing their critical thinking skills, showing them how to identify and analyze legal claims, and building mastery of legal doctrine. But I never want learning to feel like a slog, so I come to class with the energy and passion that the law and my subjects deserve.

To empower students to use law to change social conditions, I contextualize the law. I press students to think critically about legal rules and doctrines, and I work with them to identify and evaluate strategies for legal reform, whatever their views about how the law should be different. Students learn better if they see why law is fascinating and how it matters. I want my students to run the world, and to change it, and I do everything I can think of to help.

The University of Virginia's law students are remarkable and diverse. To take advantage of those strengths and prepare them for what is ahead, I try to bring students into conversation in ways that value their unique experiences and yet test their views and perspectives and press them to engage each other. My subject areas—policing and criminal justice—lend themselves to the task. Every student can recognize how important policing and criminal justice are. They come in with experiences and strong views about them. Whatever those views, I help them see that these subjects are complex, multifaceted, and amenable to study and analysis. My goal is to respect students and still challenge them.

Working with students on the verge of legal careers also means helping them develop and reach their professional goals. When I practiced law, I loved investigating and trying cases, and I valued vindicating the interests of vulnerable victims. I guide students so they might similarly discover work they find consequential and worthwhile. I prioritize inclusivity in mentoring as well as teaching, so I offer my office hours and career advice to students who feel as out of place as I once did, even when they are not in my classes. I have had research assistants of all kinds, from undergraduates to graduated law students, from police abolitionists to Federalist Society members. My goal is to serve as a resource for students no matter their experiences, perspectives, and views. Nothing makes me prouder than the fact that so many of my research assistants choose to work with me over multiple years, often continuing even after they graduate.

**2. Discovery.** Initially, my research grew out of my experience in practice. When I prosecuted police officers engaged in violence and sexual assaults, I found meaning in being able to stop and remedy serious harm, and I relished how the criminal process can hold individuals accountable. But criminal prosecutions cannot solve social problems. I turned to academia because I wanted to study ways the law can help prevent problems in policing. At first, this led me to look at legal remedies beyond criminal prosecution for police misconduct to consider how they might be used better to spur sound policing. I have written several articles in this vein, comparing federal remedies for misconduct, for example, and identifying ways the Department of Justice could use structural reform litigation against police departments more efficiently and effectively to promote reform.

As I pursued this research, I discovered that other types of law—such as civil service law and collective bargaining agreements—often hampered or countered the intended effects of legal remedies. This led me to attempt to analyze more fully the array of laws that shape policing. Many aspects of that array had almost never been considered by legal scholars. Since

then, I have argued that a complex set of laws and legal doctrines functions (and can be studied) as regulatory system that shapes policing. Understanding this system takes a different approach than what had been typical in the legal academy. Rather than emphasizing the Fourth and Fifth Amendment, I advocated examining all the law that governs policing, as well as the variety of government actors who make that law. I have developed my research accordingly, considering, for instance, the ways federal grant programs, state legislation, and local government policies often push local policing in opposing directions.

Each line of research I pursue sparks another. For example, looking at the ways federal law influences local policing led me to focus on how law helps determine how harmful and harm-efficient policing is. Accordingly, I have studied how law incentivizes and influences arrests and the use of force. I am now starting a book project on the structure of police accountability, one that compares the ways we govern local policing accountable to the ways we govern other types of policing—state and federal policing, multijurisdictional and emergency policing, and campus and other forms of policing that do not adhere to political boundaries. I have more questions and interests than I have years left to study them.

**3. Knowledge Integration.** While I am studying the law of policing, communities all over the country are struggling with the challenges of regulating the police. Too often, their efforts fail because participants inadequately understand the complex system they are trying to change. If I want the law to do better, to be better, I have to share what I have learned beyond the university.

One priority is building lawyers better prepared to address the legal problems policing presents. Yet many law schools continue to approach policing and the law narrowly, and there are few resources available to those who want to understand the subject better. I wrote *The Law of the Police* to fill that gap. The book frames the field of legal scholarship I have helped build and translates it for a broader audience. Since its publication, I have assisted professors across the country who want to develop new courses on policing.

Although the book provides materials and analysis for law school classes, it also provides a resource for lawyers, judges, police executives, policymakers, elected officials, journalists, and community members who want to understand how law governs police interactions with the public. Towards similar ends, I offer my time to journalists and others who are trying to promote a deeper understanding of policing, giving interviews and offering background for those looking beyond the story of a single tragedy. I will speak to anyone, from congressmembers to synagogue congregants, so long as they want to understand or improve the legal regulation of the police.

**4. Service.** It is not enough to inform those who want to improve policing; I also need to help. My service proceeds from the same premise as my research: policing and criminal justice should be effective, fair, worth their harms, and responsive to communities. The law sometimes helps achieve these goals and sometimes impedes them. Over more than two decades, I have developed experience, skills, and knowledge that can make law and law enforcement better. I spend as much time as I can using them towards this end. Thus, I have served on the Baltimore Police Department consent decree monitoring team. I work as a reporter for the ALI's project on policing. I advise state and federal legislators on statutory proposals, the Department of Justice on civil rights enforcement, and nonprofits on strategies for police reform. I am proud to have helped start a nonprofit that has improved the lives of hundreds of formerly incarcerated people in central Virginia and is now spreading to other communities. In each case, my goal is to use my comparative strengths and expertise to lift up the efforts of others trying to serve the community, state, and nation.



## Abbreviated Curriculum Vitae

### **EMPLOYMENT**

#### **University of Virginia School of Law**

- Harrison Robertson Professor of Law, 2021-present (All-University Teaching Award, 2022)
- Director, Center for Criminal Justice, 2019-present
- Class of 1957 Research Professor of Law, 2020-present
- F.D.G. Ribble Professor of Law, 2016-2019
- Sullivan & Cromwell Professor of Law, 2012-2015
- Associate Professor of Law, 2006-2011

**U.S. Department of Justice, Civil Rights Division, Criminal Section.** *Trial Attorney*, 1998-2006.

**U.S. Attorney's Office, Eastern District of Virginia,** *Special Assistant U.S. Attorney*, 1998-1999

**The Honorable Stephen G. Breyer, U.S. Supreme Court,** *Law Clerk*, 1997-1998

**The Honorable Guido Calabresi, U.S. Court of Appeals, Second Circuit,** *Law Clerk*, 1996-1997

### **EDUCATION**

**Yale Law School,** J.D., graduated with Honors in all graded classes (highest grade available), 1996

**London School of Economics,** Marshall Scholarship, 1991-1993

M.Sc. in Political Theory, Awarded with Distinction (highest awarded honors), 1993

M.Sc. in Political Sociology, Awarded with Distinction (highest awarded honors), 1992

**Massachusetts Institute of Technology,** B.S. in Civil Engineering, 1990

### **SELECTED PUBLICATIONS**

- *Law and Orders*, 123 Colum. L. Rev. (forthcoming 2023)
- *Force and Flight*, Crim. L. & Phil. (forthcoming 2022) (with Kim Ferzan)
- *THE LAW OF THE POLICE* (2021)
- *Proactive Policing & the Legacy of Terry* (with Andrew Manns), 15 Ohio St. J. Crim. L. 49 (2017)
- *Evaluating & Improving Structural Reform in Police Departments*, 16 Criminology & Pub. Pol'y 617 (2017)
- *Why Arrest?*, 115 Mich. L. Rev. 307 (2016)
- *Reconsidering Criminal Procedure: Teaching the Law of the Police*, 60 St. Louis U. L. Rev. 391 (2016)
- *Federal Programs and the Real Costs of Policing*, 90 N.Y.U. L. REV. 870 (2015)
- *Why Do We (Still) Lack Data on Policing?*, 96 MARQ. L. REV. 1119 (2013)
- *The Problem of Policing*, 110 MICH. L. REV. 761 (2012)
- *Promoting Civil Rights Through Proactive Policing Reform*, 62 STAN. L. REV. 1 (2009)
- *When is Police Violence Justified?*, 102 NW. U. L. REV. 1119 (2008)

### **SELECTED WHITE PAPERS AND SHORTER WORKS**

- *What Biden Can Do About Bad Policing* (with Barry Friedman), L.A. Times (Feb. 15, 2021)
- *Policing Priorities for the New Administration* (with Barry Friedman) (Dec. 2020) (white paper)
- *Changing the Law to Change Policing* (with Barry Friedman. et al.) (Jun., 2020) (white paper)

### **SELECTED PODCASTS AND MEDIA**

- *When Can Police Use Deadly Force?*, Talks on Law (Jun. 11, 2021)
- *Split-Second Decisions: How a Supreme Court Case Shaped Modern Policing*, N.Y. Times (Apr. 25, 2021)
- *Policing the Police*, Common Law S3 E6 (Apr. 6, 2021)
- *When Police Kill People, They are Rarely Prosecuted and Hard to Convict*, Wash. Post (Apr. 4, 2021)
- *What Would Society Look Like Without Police?*, Zócalo Public Square (Dec. 10, 2020)

- *Policing in America, The Problem and the Moment: Diagnosing the American Penal System*, Harvard Law School (Sept. 18, 2020)
- *Rachel Harmon on Policing* (Ep. 98), Conversations with Tyler (Jun. 17, 2020)
- *Who Will Check the Police if the Justice Department Doesn't?*, Atlantic (May 24, 2017)

#### **SELECTED INVITED SPEECHES, PRESENTATIONS, AND TESTIMONY**

- *Law and Orders: The Problem of Police Commands*, Mastrofski Lecture, George Mason University, March 4, 2022
- *More Law, More Power? Rethinking the Impact of Criminal Laws on Policing*, Keynote Address, conference, Unnecessary Evils: Laws, Judging, and Policing in an Overcriminalized World, Institute for Humane Studies, July 20, 2021
- *The New Message in Public Outrage*, inaugural event, Policing in America series, Harvard Law School, September 18, 2020
- *Why Arrest?*, 2015 Soll Lecture, University of Arizona James E. Rogers College of Law, March 24, 2015
- *Designing Effective and Legitimate Consent Decrees*, Models of Police Institutional Reform Litigation Conference, Columbia University Law School, December 6, 2013
- *Videotaping and Policing Policy and Practice*, Virginia Association of Chiefs of Police Annual Conference, August 12, 2012
- *The Department of Justice's Role in Remediating Police Use of Excessive Force*, Testimony, U.S. House of Representatives, Committee on the Judiciary, May 12, 2008

#### **TEACHING AND ACADEMIC SERVICE**

##### **Selected Courses:**

- |                             |                               |
|-----------------------------|-------------------------------|
| • Criminal Law              | • The Law of the Police II    |
| • Criminal Investigation    | • Police Misconduct           |
| • Criminal Procedure Survey | • Supreme Court: October Term |
| • The Law of the Police I   |                               |

##### **Selected Service:**

- Director, Center for Criminal Justice, 2019-present
- Ad Hoc Committee to Advise University President on Sexual Assault Policy, 2015
- Faculty Appointments and Tenure Committee, Vice Chair, 2014-2015
- Junior Faculty Development Committee, Chair, 2012-2013

#### **SELECTED ADDITIONAL PROFESSIONAL ACTIVITIES**

- The Fountain Fund, founding Board Member, 2016-present
- American Law Institute, Associate Reporter, *Principles of Law: Policing*, and member, 2014-present
- Arnold Ventures/Policing Project, State Legislative Advisory Committee, member, 2020-present
- Policing Project, New York University, Senior Fellow, 2020-present
- Independent Review of the 2017 Protest Events in Charlottesville, Virginia, law enforcement expert (2017)
- National Academies of Sciences, Engineering, and Medicine, member of the Committee on Proactive Policing: Effects on Crime, Communities, and Civil Liberties, 2015-2017
- National Academies of Sciences, Engineering, and Medicine, member of the Committee on the Illicit Tobacco Market, 2013-2015
- Virginia Department of Criminal Justice Services, member of Law Enforcement Course Advisory Committee, 2014-present
- FBI National Academy, University Liaison, 2008-2019
- Charlottesville Police Foundation, Board Member, 2007-2015

**Excerpted Letters of Support**  
**University Leadership and Faculty**

**Risa Goluboff, Law School Dean, UVA.** Rachel Harmon is one of the very finest. Her knowledge, kindness, and fierce dedication to her students makes her immensely deserving of this award. . . . [She] is the **country's leading expert on the law of the police**. . . . Students from across the ideological spectrum . . . gush about her thoughtful and evenhanded approach.

**Barry Friedman, Jacob D. Fuchsberg Professor of Law and Director, Policing Project, New York University.** Her scholarly contributions are a *tour de force*. She is **incontestably the leading scholar of policing** in the United States, if not the world, and I say that as a scholar of policing. Her book ***The Law of the Police* was pathbreaking**, integrating work from at least four distinct fields to create a coherent field of its own that—inexplicably—did not exist before. It is a unique achievement—a set of teaching materials that also is highest level scholarship. . . . Her work on the *American Law Institute's Principles of the Law, Policing* drew from her comprehensive knowledge . . . to chart a path to put policing on a sound footing. Her efforts on that project drew appreciation from individuals across fields and ideologies. . . . She co-authored agendas for both legislative and executive branches to enhance public safety in a fair, just, and, nondiscriminatory way. Those agendas have **influenced state legislation as well as President Biden's recent Executive Order on policing**.

**Maria Ponomarenko, Assistant Professor of Law, University of Texas.** Harmon's pathbreaking article, *The Problem of Policing*, **helped spur an entire body of scholarship**—including much of my own work—that moved beyond constitutional law to address the broader array of legal and regulatory tools that govern policing. . . . Harmon's recently published textbook, *The Law of the Police*, has similarly **defined an entirely new course—now taught in many law schools**—that explores the full panoply of constitutional and non-constitutional rules that shape police behavior. Harmon also has been a **leader in translating policing scholarship into tangible changes in law and policy**. [ . . . The] *American Law Institute's Principles of the Law, Policing* project . . . has helped to **inform key policy changes, including California's new use of force statute**. Harmon has also been an invaluable advisor on a project . . . to draft model state legislation on . . . policing. Finally, she has been an **extraordinarily generous mentor** to countless policing and criminal justice scholars.

**Seth Stoughton, Professor of Law, University of South Carolina.** I can say without a shadow of a doubt that Rachel's scholarship has been **groundbreaking**. She's not just a prominent legal scholar engaging in police studies, **she is the central figure in the field and the first law professor to approach policing as a distinct field of inquiry**. Few legal scholars have integrated their research into both teaching and practice like Rachel. From writing the first *Law of the Police* casebook to helping the American Bar Association develop a course that any law school can adopt to serving on the American Law Institute's *Principles of the Law, Policing* project, Rachel brings her expertise into the classroom and the broader community.

**Richard H. McAdams, Bernard D. Meltzer Professor of Law, University of Chicago.** Professor Harmon's recent casebook *The Law of the Police* is a **stunning success** of knowledge integration . . . I look forward to teaching the course from it for the rest of my career.

**Christopher Slobogin, Milton Underwood Professor of Law, Vanderbilt University.** Professor Harmon . . . represents the **pinnacle of what it means to be a faculty member** in the legal academy. . . . Her scholarship on arrests and police use of force carves those topics at the joints, exposing for scholars and practitioners alike what is truly at stake . . . .

**UVA Students – Past and Present**

**Juhi Desai, current law student and President of the Student Bar Association.** Dynamic, brilliant and innovative[,] . . . Professor Harmon teaches with humor and with clearly honed skill. . . . Through thoughtful and rigorous questioning, she forces her students to think

deeper and more critically about their ideas; as a result, she develops our minds and makes us better lawyers and advocates for justice.

**Catherine Guerrier, former law student.** Without fail, we were always challenged to see the bigger picture. Law does not develop in a vacuum, and Professor Harmon was steadfast in making sure that her students understood that reality. As a Black student, that mattered to me. . . . Every class flew by—even those on Friday morning—because it was impossible to not be captivated by Professor Harmon’s charm and tremendous intellect.

**Kate Ferrara, former law student and research assistant.** I am confident that she is the reason I want to pursue a career in criminal law. She teaches with both passion and empathy. . . . She is both tough and kind.

**Andrew Manns, former law student and research assistant.** I can say with 100% confidence that I would not be the lawyer or person I am today without Professor Harmon, and I am just one among so many students who have benefited profoundly from her teaching and mentorship. . . . Professor Harmon is a **rockstar lecturer** whose approach to instruction brings droves of students to sign up for her classes. . . . [and] Professor Harmon is an invaluable mentor and confidant to countless students. . . . Professor Harmon’s passion for her work is infectious . . . . She inspired me to pursue a career working in civil rights . . . . I saw countless students . . . and alumni lining up outside Professor Harmon’s door, waiting for their turn to pick her brain for career, academic, and even life advice. . . . Professor Harmon has cultivated such a loyal following of students, each of whom was profoundly impacted by her teaching and mentorship, that those students now jump at the opportunity to pay forward a fraction of what we owe her. No professor better embodies what it means to be a teacher and mentor.

**Maya Nir, former undergraduate student and research assistant.** Rachel Harmon is the **best teacher I have ever had** . . . . She is both passionate and deeply knowledgeable about her topic . . . . In such a divisive political climate, she balanced the views of students who supported “Blue Lives Matter” and “Defund the Police” by not only engaging them, but challenging each student to push past the views on their news and social media feeds and really engage with the history and legal doctrine at play . . . . I left every single one of her classes buzzing with excitement, questions, and anticipation of the next lecture.

**Spencer Goldberg, former undergraduate student and research assistant.** [E]ach week, it felt like the **most brilliant and respectable person I knew** was fully invested in helping me live the life of service I desired. . . . I’ve spoken with many of her other students, and our conclusions are the same: Professor Harmon is **the best at what she does**.

#### Community Leaders

**Timothy J. Longo, Sr., Assoc. V.P. for Safety and Security and Chief of Police, UVA; former Chief of Police, Charlottesville Police Department, and former President of the Virginia Assoc. of Chiefs of Police.** Her commitment . . . has **enhanced policing services across the Commonwealth**. . . . Professor Harmon’s skill, tenacity, unyielding commitment, and energy abounds. She is a talented educator, and a dedicated public servant.

**Lisa Lorish, Judge, Virginia Court of Appeals.** Rachel has directly applied her criminal justice expertise and scholarship outside of academia and in a very tangible way, through her work on the board of the Fountain Fund. . . . [O]n the founding board . . . I observed, first-hand, Rachel’s rare ability to marry her academic work with the specific, concrete concerns of the real people who have been involved in the system she studies.

**Erika Vicellio, Executive Director, Fountain Fund.** Her passion and expertise have **helped to establish a flourishing nonprofit** . . . . Rachel’s influence on the Fountain Fund is far reaching. And yet not necessarily outstanding when you look at her vast accomplishments. . . . She’s a standout in all areas. There’s no pretense, no ego, just a fierce commitment to more justice, better education, and being in service to others.