Alison Monahan: Welcome back to the Law School Toolbox podcast. Today we're excited to have USF law professors Megan Hutchinson and Nicole Phillips here to talk about how they're teaching AI usage to law students. Your Law School Toolbox host today is Alison Monahan, and typically, I'm with Lee Burgess. We're here to demystify the law school and early legal career experience, so that you'll be the best law student and lawyer you can be. Together, we're the co-creators of the Law School Toolbox, the Bar Exam Toolbox, and the career-related website CareerDicta. I also run The Girl's Guide to Law School. If you enjoy the show, please leave a review or rating on your favorite listening app. And if you have any questions, don't hesitate to reach out to us. You can always reach us via the contact form on LawSchoolToolBox.com, and we would love to hear from you. And you can check out the Bar Exam Toolbox podcast if the bar exam is on your radar. And with that, let's get started.

Welcome back to the Law School Toolbox podcast. Today we're excited to have USF law professors Megan Hutchinson and Nicole Phillips here to talk with us about how they're teaching AI usage to law students. So, welcome.

Nicole Phillips: Thank you.

Megan Hutchinson: Thanks for having us.

Alison Monahan: My pleasure. Oh, of course. I'm super excited. Well, to start us off, can you give our listeners some information about your personal backgrounds and your work, just so they have some context here?

Nicole Phillips: Sure. Megan, you were introduced first, so you can go first.

Alison Monahan: Just alphabetical, I promise.

Megan Hutchinson: Thank you. Thanks Nicole. So, my background, I studied Anthropology in college, which doesn't really set you up for anything except thinking about people and how we interact and what drives us. And then I ended up staying and getting a master's in Education, which is a long way of saying I became a middle school teacher who clearly, my through line is that I don't settle on one thing very easily. And as a middle school teacher, I found there were all these new technologies I was being expected to incorporate into my classroom. And there were all these legal issues that were coming up. And it was easy – I was young, I just flowed with it. But the legal issues were a little trickier. Students who were being abused at home, requirements for testing accommodations, things like that, that I just wanted to understand how to help people more. So I ended up going back to law school and I thought I'd be an education attorney, and then I realized I didn't want to sue school districts or defend against lawsuits. Neither

of those appealed in the education context. I wanted there to be more collaboration in that context, so I ended up in employment law. And so for nearly 20 years I've been doing employment law. But about 10 years in, I started feeling like I missed teaching. I missed helping people beyond their legal issues. And so I started teaching law school on the side. And the result was, I loved it so much, I flipped my career from practicing full-time and teaching part-time to teaching full-time and practicing part-time. So I still practice employment law, but my heart is really filled by teaching law students.

Alison Monahan: Great. If people wanted to learn more about you or reach out, how would they do that?

Megan Hutchinson: I can be found on LinkedIn. And then I teach full-time at USF, so I'm available there. I'm available on the UCLA website, where I'm a visiting professor, and then I'm also available on the Miller Creek School District website, where I'm a trustee.

Alison Monahan: Great. We can link to some or all of those in the show notes. And how about you, Nicole?

Nicole Phillips: So I have a little bit different path. I majored in History, which I think most people do if you're coming to law school, or at least a lot of people do. And I was either going to be a teacher or go to law school, and I clearly went to law school. I came out of law school though not knowing what I wanted to do, and fell into employment law, representing school districts, actually.

Alison Monahan: Interesting.

Nicole Phillips: Yeah, yeah. I ended up at a wonderful firm that represented public entities and I got the joy of representing public schools, and I loved it. Working with teachers, working with students, it was really fun. But I knew I wanted to teach. Clearly, before I came to law school, it was one or the other. So, I knew I wanted to teach. I loved USF. I'm a USF alum, I had a wonderful experience there. Many of my professors inspired me to want to come back. And from the moment I graduated, I kept my foot in the door by coaching our moot court program. I coached two of our competitions there. And when an opportunity came up, a former student from that program sent the legal writing job application to me and said, "You should apply." So I did and got the job offer, and that was four years ago. So I just finished my fourth year, and I love it. I, like Megan, maintained my employment law practice. I did employment law and education law. It was very minimal, but this past December I actually moved on from litigation and I now do employment investigations. So, I'm an external employment investigator, which is really fun too, because I'm definitely more of

a people person than a litigator. So, I get to talk to more people than I do get to fight with them.

Alison Monahan: Yeah, I was a litigator. And it's funny, my colleagues at the firm and I would say, "Nobody ever asked us if we like to argue, because most of us don't really." So, maybe that should be a question that someone asks you in law school before you say, "Oh yes, I'm going to go into litigation."

Nicole Phillips: The depositions were fun, so now I just get to do more casual depositions.

Alison Monahan: No, that's very true. The thing I enjoyed most in my practice actually, was the time I had an expert witness for a patent case that I was personally responsible for. And prepping him for his depositions and all that kind of stuff was actually, that part was great.

Nicole Phillips: Yeah, just getting to talk to people, that's always so fun.

Alison Monahan: Exactly.

Nicole Phillips: That's my job now. My second job.

Alison Monahan: Interesting. Alright, well, tell me about how you guys are using AI at USF. What are you doing with it?

Nicole Phillips: Well, we're using it all over, everywhere, but really only in the spring semester. My theory, or at least what I tell my students, I introduce it in the fall and I tell them, "We will use it, but you cannot use it now."

Alison Monahan: Okay.

Nicole Phillips: I want to get it out upfront and make sure that they do not feel like they need to hide it from me, so that they don't feel sneaky. And tell them, "We're going to use it. I'm going to expect you to use it. I'm going to teach you how to use it properly, professionally, ethically, but you can't use it yet." I liken it to, you have to learn how to do math by hand before you can learn how to do it on a calculator, because you can't check it if you don't know if it's correct.

Alison Monahan: Right.

Nicole Phillips: And so, they seem to be pretty patient. But once we move into the spring semester, I think Megan and I are the same in that we incorporate it all over the place. Is that right, Megan?

Megan Hutchinson: Yeah, I think so. And so, just to pick up what Nicole's talking about, we'll have students act as supervisors for the AI, right? So, a specific type of thing we might have them do is take a memo they wrote in fall and translate it into a persuasive tone. So they're writing a predictive memo in the fall to their supervisor, but now you have to turn it into a brief for the court. So you might have them do that, something they're expert on and they can evaluate the output and see if it's doing it effectively. Or take a brief and turn it into an email, or take a memo and turn it into an email. So something that they have some mastery of. And then we'll teach them how to prompt engineer, how to check the output, things like that. And a critical part of it, even before we jump into those tasks, is talking about the ethics, the how you do it, when you do it, why you do it; and the why, how and when not to do it. But then taking something that they already know. At least for me, that's where I begin: Let's take something and play around with these tools, and then let's use it for things that are newer. Someone asked you to write a motion in limine and you don't know what that is because you haven't taken Evidence yet – how could AI help you in getting started? So, those are some of the ways.

Alison Monahan: Right.

Megan Hutchinson: And then for things like moot court, there are AI that you can speak to. So, ChatGPT has a judge version and you can practice your moot court argument with them. It will ask you questions back. So, helping them learn how to use it to study, how to use it in practice, and then how to use it as a student.

Alison Monahan: Interesting. Yeah, the voice stuff is definitely coming on fast, and I know a lot of people find that useful in different ways. Obviously all of this is evolving super quickly. I mean, how are you guys staying up to speed on what's even happening here?

Nicole Phillips: I hope we're keeping up to speed. It feels like it's a never ending cycle. I think Megan always says it feels like we're drinking from a firehose. I am constantly attending webinars and conferences. There's one next week about legal writing and AI. I'm constantly attending just like sales pitches on, "This is the newest thing, this is the newest model, this is the newest version", so that we can see what firms are using, just what is available, how they are using it, who is buying it, who is using it, where it's been incorporated. So, that's what we're doing. We're watching what the newest court rulings are on how you can use it, where the ABA is coming out on things, where the California judiciary is coming out on things. But it is never ending, and I think we constantly are one step behind at least, because it's just moving so, so quickly.

Alison Monahan: Right. Yeah, I'm sure you're also tracking the latest screw-up by lawyers in court.

Nicole Phillips: And I send those to my students, they think they're really fun. Like that dragon one, where the lawyer printed everything with a cartoon dragon on the paper. He used it as kind of a watermark for his brief.

Alison Monahan: Interesting.

Nicole Phillips: Court said, "No, no, no, you can't do that."

Alison Monahan: That's bizarre.

Nicole Phillips: But I send things like that to my students to say, "Look, here are real ramifications. Keep up, because these are going to affect you." But yeah, it's never ending, it feels like.

Megan Hutchinson: I think another part of that is that even though the products keep changing, there are great contract drafting AI out there and there are tons of them now, or there're things that can help you with your deposition, but I think the foundation will be the same, right? So, if students know how, when, and why to use it, they'll be able to adapt to whatever tools out there. It's just like when we were all junior associates and this was the document management software you had to use, but then you switch firms and it's a different document management software. It's like, as long as you are flexible. And that's something I encourage them to remember, is, you just have to be flexible. I surf, so I think of a surfing analogy with all the tech stuff. In the late '90s I was at Stanford and everyone I knew went into Tech and I'm like, "I'm going to go into Anthropology. Here's this really useless thing to study." And so, I always felt like the waves were crashing on me, in terms of technology and understanding it and keeping up, where my friends were on the crest. And I think with AI, everyone can be on the crest, right? It's really accessible. And so, even if you don't know exactly which tool your firm will be using, as long as you know how to use AI, you understand what it isn't, how to supervise it ethically and capably, then the fast-paced changing won't shake your foundation. You can stay on that wave, stay on your board and just keep riding it as it takes new turns.

Nicole Phillips: And knowing what questions to ask your firm, or to ask your client, or to ask the court, to understand not only the when, where, why, how, but who are they working with, how are they working with it, and whether or not you can work with it.

Alison Monahan: Right. And I can think of questions I might ask of the tool itself too: What are the data practices here? What are you sharing? Who are you sharing this with? All these type of things that seem obvious, but if you don't think about them because you don't know to think about them, you might have a really major

problem on your hands. Alright, well, generally, how have you guys found the reception to this idea from students, and really from other faculty members, maybe in those more substantive classes?

Nicole Phillips: I think our students are pretty excited about it. So, we've been doing this for a couple of years now, and I'm constantly surprised how few students actually do use AI. I think this was the year that more students than not said that they use it. They all told me they use it for vacation planning, meal planning. They had different study tools that they use with it, but it was very minimal for school. But there are some that are very apprehensive about it. They are very nervous about it, they don't want to try it. They would rather use it on their friend's computer. But once we start using it, they're very impressed by what you can do with it and how quickly you can get started on something. They're very judgmental once it produces something and they always think that they can do a better job, which I love. But I think they're excited and appreciate that we are willing to go to this new place with them.

Megan Hutchinson: Yeah, I was going to say "grateful". I totally agree with everything Nicole just said. I think they're really grateful, because even if they are using it in their personal lives, the idea of using it in an academic setting, right? Law students tend to be pretty ethical people, right? They like rules, they like people who follow rules. And I think that it feels like cheating because it's not something that has... If they're coming straight through from undergrad, it was probably disallowed. And so I think they appreciate being told, "You can use it and I will actually help you understand how to use it." I think it feels like an equalizer for the students who are following the rules, that they don't have that nagging feeling like, "Well, are other people cutting corners?" And I think it also can help them recognize their own learning and feel confident, "Oh, I wrote that memo and it was really good, and AI can help me do something, but it's not necessarily better than me." And so, the students express a gratefulness. There is definitely trepidation around, which is also we teach them to investigate which platforms are using your data, which are training on you, which are keeping your information versus purging it. What I always say is, "I'm not going to judge your use, but you should judge your use. You should decide what you're comfortable with and make sure that the decisions you make are ones that you can live with. Are you putting client information in that should only be on an internal..." They don't have clients yet, they're first-year students, but when you're at a firm, a lot of firms have their own internal ones, and they do put client information into the internal AI, but you need to know which, when, why, and make sure that the choices you make are ones that you can stand by. And I think they feel empowered. I didn't have a single student who said, "I wish we'd never gone down this path."

Alison Monahan: Right.

Nicole Phillips: And I have some students who are really excited to show me their prompts. I have one student who uses it pretty extensively and really impressively, and he will show me how he uses it and explain the step-by-step thought process and what he put in and how he then tweaked it and what he did next. And it's very cool, because I can see the fundamentals he learned being incorporated in this process. Would it be faster if he did it a different way? Probably. But he's really enjoying this process of engaging in this new tool while using all of the fundamental legal writing tools that he learned in class. And so, that's neat. And I think if I had approached AI in a different way, he'd probably still be using it, but he wouldn't be using it effectively. He wouldn't be using it as efficiently as he is now. And he wouldn't be talking to me about it and I couldn't correct him to say, "Hey, actually let's do it this way, or let's double check this to make sure that you're getting the best output you can."

Alison Monahan: No, that's interesting. Yeah, Lee and I often trade stuff back and forth, or now with Anthropic, with Claude, we can share and sometimes we're like, "Does that seem right to you?" or like, "Oh, this was really useful. Could you just share that with me so I don't have to run the whole thing again?" So yeah, that collaboration is sort of an interesting point.

Megan Hutchinson: It is interesting. You had also asked about how our colleagues are using it, and that is a mixed bag. Nicole mentioned first semester we're sort of introducing it just to say, "Don't worry about it. We'll get there, but please learn this." I think our doctrinal colleagues – not across the board, but for the majority – feel like students need to learn. And you learn by going through the process. And if you're using AI, you're cutting corners. And so, I think there's a hesitation. There's a concern that it will replace learning; it will be just checking a box that students will write something with AI, that professors will then grade with AI, and then no one learns anything. And what's the point? Why are we here? But I think there's a warming to it, a recognition. Nicole and I have presented at faculty meetings about it. I think there's some warming to it in, how can you help your students use it in a way that makes them more knowledgeable and more confident and more successful in your class, versus they're just dialing it in? And so, I think there's a warming.

Nicole Phillips: Yeah. And this summer we're doing a book club type thing with some of the faculty members who are willing to engage with us and with it in their class. Some of them make more sense than others, like the Privacy professors. It's being incorporated into Evidence, it's being incorporated into our Professional Responsibility courses. We're looking for ways to incorporate it into our clinics by actually getting an internal AI program or application so that our students

can actually use it safely and ethically. And so, we're trying to pull people in and there is an interest, but it is a little bit of a push/pull. But our administration is super supportive. The Center for Law and Social Good is super supportive. And I know that we are very proud to be one of the schools that's leading the way on this.

Alison Monahan: Right. Well, you're certainly in the right place for it.

Megan Hutchinson: Yeah. And I'll say we also have these teaching task force events. The AI ones have been the best attended of any of the ones that we've hosted. And the teaching task force is professional development across the board on all types of issues, like grading, rubric, supporting upper level student writing. And the one that people get most animated about and most excited about are the ones that we've done on AI. So, I think even our colleagues who are a little hesitant are open, right? They want to know how, they want to have these conversations, so I think it's a really exciting space.

Nicole Phillips: Yeah. And sorry to keep going on, but we present, or at least I presented last year on, how can you use AI to make your teaching more efficient? How can you use it to write hypos? How can you use it to provide more for your students and make your prep faster and better? And that was really fun. And at least for me, it's been great, because I also teach Employment Law and it makes that so much easier to prep for and provide for my students these practice problems.

Alison Monahan: Yeah, I can definitely see it being helpful. I want to switch gears a little bit, but I think we've also been dancing around this. So, I read this article the other day about the impact AI is having already, and will likely keep having on entry-level professional hiring, including in law. So, one of the things Lee and I've been talking about is, what is it that's unique that we do as lawyers? What skills and what ways of thinking are we trying to have students graduate with that cannot be replaced necessarily by just going to Claude to being like, "Write me a brief on" whatever. Do you guys have any thoughts around the type of skills and knowledge that you hope students take into their legal careers after working with you?

Megan Hutchinson: I definitely do. This question is so exciting to me. I think we're bringing humanity back to lawyering. I think that's what's possible here. I think about being a junior associate, and when I was looking at jobs, one associate I interviewed with said, "Oh, this firm's great because you can get your eight hours a day, no problem. You'll be doing document review all day, straight eight hours and then you're out." And I thought, "Okay, that sounds tedious and horrible, and I thank you. I don't care how much you're going to pay me." So, I think that AI can do a lot of that type of work. When you think about our grandparents' generation, my

grandparents weren't lawyers, but when I think back on people in that generation, you, as an employment attorney like Nicole and I, would have maybe had an employee file and maybe some manager's notes to look at. The cases we handle now have millions of documents. And so it's like, as technology has picked up, law has shifted from being about colleagues, clients, and court to being about document review, discovery disputes, the drudgery and misery that I don't think any of us will miss. So, I think it's going to let us focus on our clients, it's going to give us time to think. We won't just be looking for the needle in the haystack. We'll be thinking about, "What do these needles mean and how do I construct an interesting argument?" And I think for junior associates, for entry-level positions, they'll come in as supervisors. They won't come in lost and alone. For example, I gave the motion in limine example, because someone asked me to do that my first week and I didn't know what it was. And so, I had to go find a book and kind of Google it and try to figure it out. And now someone could say to AI, "I need to write a motion in limine. What do I need to know to get started and where do you suggest I begin?", versus having it write it. You can't have it write something when you don't really know what it's meant to be. So, I see our junior associates still having jobs. Our new legal minds are smart, they're ready to think; they just don't know how to do all the legal tasks. So I think they're going to be ready to hit the ground running, and to do it with some confidence that they're supervising not an infallible underling, but someone that they can rely on. Ironically, I think technology's going to let our human skills be the ones we focus on. You and Nicole were talking about depositions and interviewing – those are the fun things. We're still going to have to do those things. So, we'll get to spend our time clients, colleagues, and court, I think. That's my hope.

Nicole Phillips: Yeah, yeah. I think it's the human relationships, the being able to read people and be empathetic and understanding what they need, being able to think creatively, because AI can't do that. AI is not going to be able to take all of those nuances. And I think the adaptability that we're teaching our students, at least right now, right? They don't know what they're going to have available to them, and so they need to be ready for anything. Right now it's, "Well, you need to be ready for Lexis or Westlaw. It's one of those two." But now we're saying, "Look, there are all of these things that you need to be ready for. And so, have the adaptability to be able to do whatever your client needs in whatever environment you're going to be in." And so, I think that's really exciting. And then, yeah, like Megan said, we can't send AI to court. So, for all of our litigators who are setting up juries and reading juries and doing cross-examination and all of that, AI's not going to be able do that.

Alison Monahan: Yeah. One of the most interesting experiences I had at the firm was, we were at a jury trial and we'd hired this jury consultant, and he was a piece of work. But it

was interesting because we did kind of the mock juries where we showed the same exact information, everybody sat through the same thing, and then we had three different juries and two of them came out one way and one came out the other. And I was the one who watched the videos of that, and I was like, "This is fascinating."

Nicole Phillips: Yeah.

Alison Monahan: I'm like, "That's the fun part, not like..."

Nicole Phillips: Yeah, that's that human part.

Alison Monahan: Like, how did this happen? Obviously now you could have an AI summarize the transcript and tell you, but I think you'd still miss some nuances.

Nicole Phillips: Right.

Alison Monahan: Well, before we wrap up, I do want to ask this question. So, what downsides, if any, do you see to teaching law students about AI? Are there pitfalls here?

Megan Hutchinson: I think there are pitfalls in how it's used, but I don't think there are pitfalls in teaching it. I think, like Nicole mentioned with her student who's using it really effectively, they're going to use it. It's there. So I think not teaching it would be like an abstinence model. I'm not sure how effective that would be. I think the only downside is, if you don't have the student buy-in about, again, the when, why, and how to use it or not use it. I think if it's used to cut corners, and that's my big thing to my students, is, this is not going to help you if you use it to cut corners. You're using it to broaden your thinking, to change your thinking, to challenge your thinking, to help you get started. Use it to help you be a better lawyer. Don't use it to give you more time to go play basketball, right? That's not what it's for. And so, they have to know how to use it, and we're giving them the skills to do it well, versus just pretending it's not there or putting our heads in the sand and wishing. But I think if it's used incorrectly – just like we're seeing in these court filings – students could use it incorrectly and undermine their learning, which would be unfortunate. And it will show up at some point if they've cut corners.

Nicole Phillips: Yeah. I think it's seeing that AI dependence as opposed to literacy. And we haven't seen it yet, because they haven't had it throughout all of college. And I think that's the fear that we're maybe going to see in the future, is that they did have it through college.

Alison Monahan: Yeah.

Nicole Phillips: And so they might come in at a different level or with a different expectation for how they use it. They haven't had it.

Alison Monahan: I had an interesting conversation on the podcast recently with Lindsay Scola, who wrote a book called "ADHD and AI" or something like that. And that was one of the things she was talking about. She's even noticed with herself, who she was late diagnosed with ADHD and sort of was like, "Oh, this is a miracle." And then she's like, "I eventually realized I can't just do everything with AI. I still have to have some boundaries around what makes sense, so that I don't outsource my entire brain to this."

Nicole Phillips: I use some critical thinking skills.

Megan Hutchinson: Yeah. Well, and this might date me a little bit, but the Jetsons, did anyone watch the Jetsons cartoon as a child, where the dad would get fatigued pushing a button all day? He would come home tired from work. Or the mom wouldn't want to make the meal. So, I think that's the danger, right? Nicole was saying, and you were mentioning with that author who was on, is, how joyless will our lives be if we outsource our thinking? So I think that's sort of the critical part, is, the law is so exciting and always changing. And if we don't keep ourselves in the game, then what's the point? I think that would be so unfortunate, if you're just like, "AI, write my brief. AI, write my deposition outline" versus, "What do I really want to get at? And then how might AI assist me in starting?" or something like that.

Nicole Phillips: And I really do try to engage my students on topics that are current. Their final this year was on a grad student whose visa was denied because she protested. And so, they get to engage in the world around them, and I think that helps them maintain those critical thinking skills to say, "Oh, I'm doing something that matters. I'm doing something that's going to help me, or at least keep me informed. And if I outsourced it to AI, I would not have that knowledge."

Alison Monahan: Right. I mean, at some point, frankly, if you just type in, "Write me this", it's a pretty banal outcome. It's like, "Nobody wants to read this schlock. You've got to do a little better than this."

Nicole Phillips: Hopefully they like us more than that.

Alison Monahan: Yeah, but I'll be honest, occasionally I've had a blog post where I'm like, "Just write this for me." And I'm like, "Why am I posting this? This is stupid."

Nicole Phillips: Just check the box.

Alison Monahan: Yeah. I was like, we should probably just not even put this up if that's what we're going to do. It's like, this is just dumb. But it is tempting, I understand the temptation. Well, before we wrap up, if I'm a law student now and my school is not offering me material like this, do you have any suggestions about how I might sort of responsibly start learning about using AI in the legal world?

Nicole Phillips: Yeah. So there are a lot of blogs about AI and legal writing. There is a great professor up in Seattle who's writing on this. I'm blanking. I think it's David Weiss, I'm blanking on his name though. But there are a lot of people writing on this, there are a lot of people using it. So, I would start reading, and I would also just start using it for small things and getting comfortable figuring out how to use it. And then, master basic legal research and writing skills as a foundation before you move on to experimenting on AI.

Megan Hutchinson: Yeah, and I would add there are free courses. I think Cleo, and I don't know if Coursera has any free ones, but Cleo has some free ones. And then Stanford has CodeX, that has some free webinars, seminars. I think those can offer students, just like we're saying, like we teach students the steps to doing it right and effectively. I think there are some online types of things like that available, but I would encourage students, think about what you want, why are you here, and then what would you like to do differently or better? And then see how AI can assist. And a really important thing to remember is, you can always ask AI to help you figure out how to prompt AI. So, if you don't know where to begin, you could say, "I want you to do this task for me, but I don't know how to ask. How should I ask you?" And it will actually assist in that way. Claude, Perplexity, ChatGPT, any of the sort of general chat bots will do that.

Nicole Phillips: Or you can prompt it and then have it make it better.

Megan Hutchinson: Yeah, exactly. And I think just being fearless about getting started, but keeping your values and your goals in mind as you're doing it.

Alison Monahan: Yeah, I think once people sort of experience it, they're like, "Oh wow, okay. This is interesting." I made Lee use it, I don't know, some time ago, and she was just like, "I don't know about this." I'm like, "Just give it a shot. Ask." And she's like, "Whoa."

Megan Hutchinson: Yeah.

Alison Monahan: Well, alright. Unfortunately, we're about out of time here. Any final thoughts you would like to share?

Nicole Phillips: I think it's just very exciting, and as long as you're making sure that you're using it ethically, and as Megan said, you're comfortable with how you're using it, because there are environmental factors here – it's a very exciting time to be teaching law, learning law, and becoming a lawyer.

Megan Hutchinson: Yeah, and I would just say, be curious and be bold, and give it a shot.

Alison Monahan: Sounds like a good note to end on. And remind us again how people can find out more about you and reach out if they'd like to do that.

Nicole Phillips: I'm on LinkedIn, or you can find me on the USF website. I think my email's on there, but it's also probably linked somewhere on the podcast.

Alison Monahan: We will link to your LinkedIn and anything else you send me.

Nicole Phillips: Perfect.

Megan Hutchinson: Exactly.

Alison Monahan: Thank you both so much for joining us.

Megan Hutchinson: Thanks for having us.

Nicole Phillips: Thank you for having us.

Alison Monahan: My pleasure. If you enjoyed this episode of the Law School Toolbox podcast, please take a second to leave a review and rating on your favorite listening app. We'd really appreciate it. And be sure to subscribe so you don't miss anything. If you have any questions or comments, please don't hesitate to reach out to Lee or Alison at lee@lawschooltoolbox.com or alison@lawschooltoolbox.com. Or you can always contact us via our website contact form at LawSchoolToolBox.com. Thanks for listening, and we'll talk soon!

RESOURCES:

The New York Times: I'm a LinkedIn Executive. I See the Bottom Rung of the Career Ladder Breaking.
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LinkedIn: Nicole Phillips

Podcast Episode 480: Ethical Uses of AI in Law School (w/Professor Susan Tanner)
Podcast Episode 505: Breaking ADHD Barriers with the Help of AI (w/Lindsay Scola)
Podcast Episode 513: Grappling with AI as a Law Student and Lawyer (1L Summer Series)