ALWD Visiting Scholars Committee: Interested Scholar Form

Name: Shailini J. George
School: Suffolk University Law School
Email address: sjgeorge@suffolk.edu

General background (describe your professional life in a paragraph):

I graduated from Boston College Law School, and then clerked for the Superior Court of Massachusetts. In 2004, after 10 years in practice, including seven years in insurance defense, I began teaching legal writing at Suffolk University Law School in Boston. Currently I am a full professor with tenure. I am very proud of our program at Suffolk and the role I have played in helping the program move forward both within the school and in the national legal writing community.

Areas of scholarly interest consistent with the purpose of the grant program ("The Legal Communication & Rhetoric Visiting Scholars Grants are intended to further support, strengthen, and encourage scholarship focusing on the study and practice of professional legal writing."):

My research and scholarship are focused on helping students learn more effectively and efficiently. I have written on ways to help students understand and apply analogical reasoning more effectively, the cognitive science of learning and effects of distraction, the benefits of mindfulness, and most recently, how mindfulness can enhance creativity and problem solving. My shorter blog posts cover topics such as self-reflection, soft skills, generational characteristics, and mindfulness. My research is specifically aimed at helping students focus and produce better legal writing.

A representative list of your scholarship; please include any available links to online versions of your publications:

Mindful Lawyering: The Key to Creative Problem Solving (Carolina Academic Press, 2018) (co-authors Kathleen Elliot Vinson and Samantha Moppett)

Mover Over Millennials, Gen Z is Coming!
https://bestpracticeslegalized.albanylawblogs.org/2018/08/08/move-over-millennials-gen-z-is-coming/

Help Students Help Themselves: Make Them Put Their Phones Away
https://bestpracticeslegalized.albanylawblogs.org/2018/02/15/help-students-help-themselves-make-them-put-their-phones-away/

Less Lecture, More Learning
https://bestpracticeslegalized.albanylawblogs.org/2017/04/07/less-lecture-more-learning/

Teaching Self Reflection
https://bestpracticeslegalized.albanylawblogs.org/2016/12/17/teaching-self-reflection/
**Survivor: Law School Edition?**

**Easy Ways to Incorporate Mindfulness in the Legal Writing Classroom**

**Lawyers Need Soft Skills: So Why Aren’t Law Schools Teaching Them?**


**Law Students Need Mindfulness Training**
http://bestpracticeslegaled.albanylawblogs.org/2015/03/08/law-students-need-mindfulness-training-by-shailini-jandial-george/


Ideas for programming that you might offer a host school, including potential topics and target audiences:

I have spoken to both faculty and law students about the negative effects of distraction on the brain’s ability to focus and learn. For both groups I briefly describe, in laymen’s terms, how the brain learns. I do this with pictures of the brain, and by explaining the parts of the brain used in various parts of the learning process. I then explain why distraction negatively impacts the ability to focus and therefore learn and retain information. With faculty, I talk about how we can help students combat distraction, as well as discuss various techniques teachers can employ to maximize our students’ ability to learn. With students, I then use mindfulness exercises and writing workshops to help them feel what it means to truly focus, which in turn helps them learn to produce better quality writing. I couple the mindfulness exercises with writing tips so that students leave the workshop with tools they can use in any study or working environment to help them become more productive.

In no more than 300 words, describe why a host school should consider you as a Visiting Scholar:

I am passionate about the topics I research and write about, and I am very excited to share this knowledge with the greater legal community, beyond my own students and school. The typical law school curriculum does not consider the learning process itself, rather, we simply expect that because we were able to learn what we needed in law school that our students will be similarly able to learn. However, students have changed. From the millennials we have been teaching, to
Generation Z, now entering law school, the characteristics of the students have changed and so has their method of and ability to learn. My research is focused on helping both faculty and students understand why and how these changes matter to the learning process and how we can maximize learning. All law students and faculty can benefit from stepping back from the specific area of law they are learning or teaching, and consider the learning process itself. How does the brain take in and process information? How can we help that process so that we are teaching better and students are able to learn more effectively to produce quality legal writing, both in school and as they enter practice upon graduation? I like to use workshop formats that are interactive and allow for audience interaction to demonstrate the concepts I talk about. I am fortunate to have had a very positive response from faculty and students to my presentations.
TEACHING EXPERIENCE

Professor of Legal Writing
SUFFOLK UNIVERSITY LAW SCHOOL
July 2004–present
Boston, MA

Teach two sections of Legal Practice Skills, a required first-year course covering legal research, analysis, writing and oral advocacy. Instruct students on formulating legal analysis through legal research and composition of office memoranda, client letters, and legal memoranda in conjunction with trial motions. Create original writing assignments for students, preside over and provide critique on oral argument, and counsel students in individual conferences about writing strengths and weaknesses.

Taught Advanced Legal Writing & Drafting, an elective, upper-level class covering more sophisticated legal writing. Instruct students on performing complex legal research and formulating sophisticated legal analysis to produce litigation documents. Create original writing assignments, classroom exercises, handouts and PowerPoint presentations.

LAW SCHOOL SERVICE

Co-Chair, Legal Practice Skills (LPS) Committee (2018-2019)
Chair, Learning Outcomes Committee (ABA Standard 315) (2016-2018)
Co-Chair, Teaching Committee, (2014-2016)
Clerkship Committee Member (2015-2016, 2010-2011)
LPS/ASP Committee Member (2015-2016)
Co-Chair, Sexual Harassment Policy Committee, (2011-2014)
Diversity Committee Member (2009-2011)
Admissions Committee Member (2010-2012)
Member: Special Law School Task Force Committee on Sexual Harassment (2007-2008)
Academic Advisor to SALSA (South Asian Law Student’s Association) (2008-2013)

PUBLICATIONS

Mindful Lawyering: The Key to Creative Problem Solving (Carolina Academic Press, 2018) (co-authors Kathleen Elliot Vinson and Samantha Moppett)

Mover Over Millennials, Gen Z is Coming!
https://bestpracticeslegaled.albanylawblogs.org/2018/08/08/move-over-millennials-gen-z-is-coming/

Help Students Help Themselves: Make Them Put Their Phones Away
https://bestpracticeslegaled.albanylawblogs.org/2018/02/15/help-students-help-themselves-make-them-put-their-phones-away/

Less Lecture, More Learning
https://bestpracticeslegaled.albanylawblogs.org/2017/04/07/less-lecture-more-learning/

Teaching Self Reflection
https://bestpracticeslegaled.albanylawblogs.org/2016/12/17/teaching-self-reflection/

Survivor: Law School Edition?
Easy Ways to Incorporate Mindfulness in the Legal Writing Classroom
29 The SECOND DRAFT 34 (Fall 2016) available at

Lawyers Need Soft Skills: So Why Aren’t Law Schools Teaching Them?


Law Students Need Mindfulness Training
http://bestpracticeslegaled.albanylawblogs.org/2015/03/08/law-students-need-mindfulness-training-by-shailini-jandial-george/


Teaching the “Smartphone Generation”
http://bestpracticeslegaled.albanylawblogs.org/2013/05/18/teaching-the-smartphone-generation/

Editing: More than Just the Icing on the Cake, 2011 Fall/Winter AALS Teaching Methods Section Newsletter

Do Sexual Harassment Claimants Get Two Bites of the Apple?: Sexual Harassment Litigation after Fitzgerald v. Barnstable County School Committee 59 Drake L. Rev. Issue 1, Fall 2010

Commas: When in Doubt, Leave Them Out, Massachusetts Lawyers Weekly, June 12, 2010

The Three C’s: Concessions, Counterarguments and Credibility, Massachusetts Lawyers Weekly, April 6, 2009


PREsentations


Stronger Together: Building Bridges to Practitioners, Judges and Beyond, AALS Section on Legal Writing, Research and Reasoning, AALS National Conference, New Orleans, LA (Jan. 6, 2019) (panel moderator).

Balancing Technology Use with Mindfulness Exercises to Prepare Law Students for Practice: Legal Writing One Day Workshop, University of Pittsburgh Law School (November 30, 2018).

**Leadership Skills for Women: Breaking the Cycle of Unconscious Bias**, 18th Biennial Conference of the Legal Writing Institute, Milwaukee, WI (July 14, 2018) (with Dana Hill).

**Speed Mentoring, Small Group Leader**, 18th Biennial Conference of the Legal Writing Institute, Milwaukee, WI (July 14, 2018).


**Elephant in the Room Discussion**, Faculty Diversity Committee Panel Discussion, Suffolk University Law School, March 31, 2017 (invited panelist).

**Taking the Lead in Developing and Implementing Best Teaching Practices**, New England Legal Writing Consortium of Legal Writing Teachers Regional Conference, Boston University School of Law (October 21, 2016) (with Rosa Kim).

**Scholarship Incubation Workshop**, 17th Biennial Conference of the Legal Writing Institute, Portland, OR (July 11, 2016).

**Speed Mentoring, Small Group Leader**, 17th Biennial Conference of the Legal Writing Institute, Portland, OR (July 12, 2016).

**Mindful Writing: Using Mindfulness Techniques and Writing Lockdowns to Foster Productivity**, 2016 Southeastern Legal Writing Conference, University of Miami Law School (January 22, 2016) (with Kathleen Elliott Vinson).


**Succeeding in Your First Year of Law School**, Suffolk University Law School Muslim Law Students Association and South Asian Law Students Association panel discussion (October 16, 2015) (invited panelist).

**Mindfulness Training for Law Students**, Faculty Colloquial, Suffolk University Law School, (May 2015).

**Why Law Students Need Mindfulness Training**, Fourth Colonial Legal Writing Conference “Teaching the Academically Underprepared Law Student”, Duquesne University School of Law (December 6, 2014).

Scholarship Incubation Workshop, Small Group Leader, 16th Biennial Conference of the Legal Writing Institute, Philadelphia, PA (June 30, 2014).


It’s More Than Just the Icing on the Cake: Methods of Teaching Students Organizational and Analytical Editing, New England Legal Writing Consortium of Legal Writing Teachers Regional Conference, University of New Hampshire School of Law, NH (December 7, 2011) (with Stephanie R. Hartung).


From First Draft to Final Product: Techniques for Teaching Students Organizational and Analytical Editing, Empire State Legal Writing Conference, St. Johns University School of Law, NY, NY (May 13, 2011).

Even the Rule of Law is Fair Game: Persuading Students to Be More Persuasive, 14th Biennial Conference of the Legal Writing Institute, Marco Island, Florida (June 2009) (with Stephanie R. Hartung).

Teaching Students In-Depth Analogical Reasoning, Faculty Colloquial, Suffolk University Law School (April 2009) (with Stephanie R. Hartung).


Making the Most of Your Conference presenter at: www.law.suffolk.edu/itunes (October 2008).

Like Apples to Oranges: Methods of Demystifying Analogical Reasoning, Seventh Annual Rocky Mountain Regional Legal Writing Conference, Wm. S.
Boyd School of Law/ University of Nevada, Las Vegas, Nevada (March 2007) (with Stephanie Hartung).

**Making Counterarguments** presenter at: www.law.suffolk.edu/itunes (March 2007).

**The Challenge of Balancing Career and Family**, Women’s Bar Association panel discussion at Suffolk University Law School (February 2007) (invited panelist).

**Workshop on Critiquing Student Work, Small Group Leader**, 12th Biennial Conference of the Legal Writing Institute, Atlanta, Georgia (June 2006).


### Professional Experience

**Association of Legal Writing Directors (ALWD)**
Board of Directors, 2018-2021
Member-delegate, 2009-2010

**Legal Writing Institute (LWI)**
Co-Chair, Diversity Committee (2018-2020)
Co-Chair, Professional Development Committee (2016-2018)
Co-Chair, Scholarship and Development Committee (2014-2016)
Member, Scholarship and Development Committee (2012-2014)

**American Association of Law Schools (AALS)**
Co-Chair, LWRR Program Committee (2018-2020)
LWRR Program Committee Member (2017-2018)
Nominations Committee Member (2010-2012)

### Legal Experience

**Attorney**
RYAN, COUGHLIN & BETKE, LLP
Boston, MA

June 1997–July 2004

Senior associate attorney in general litigation practice with focus on insurance defense. Responsible for all aspects of civil litigation including preparation of Complaints and Answers, drafting and responding to interrogatories, requests for documents, requests for admissions and all other written discovery. Conducted and defended numerous depositions of parties and witnesses. Mediated and successfully tried cases in District and Superior Courts. Appeared in both Superior Court and District Court on motions for summary judgment, discovery and all other motions. Wrote and argued appeals. Extensive interaction with clients and insurance adjusters regarding trial and deposition preparation.

**Attorney**
ZIDE, FIERMAN & ASSOCIATES, P.C.
Newton, MA

1995-June 1997

Associate attorney in general litigation practice with focus on employment, personal injury and landlord/tenant law. Responsible for drafting Complaints, pleadings and memoranda, demand letters and correspondence with opposing counsel. Extensive one-on-one interaction with clients. Significant courtroom experience including oral argument on motions for summary judgment, trustee process, motions for default judgment, and assessment of damages in Superior, District and Housing court.
Judicial Clerkship
SUPERIOR COURT OF MASSACHUSETTS
September 1993–July 1994

Law clerk to judges in both civil and criminal sessions in Middlesex, Salem, Lowell, Worcester and Suffolk Counties. Responsible for attending oral argument and trials; reviewing memoranda and drafting decisions on motions to suppress, motions for new trial, motions for summary judgment, discovery motions, and administrative appeals. Extensive courtroom interaction with judges, juries and attorneys.

EDUCATION

Boston College Law School

Miami University
Bachelor of Science in Finance, May 1990
Cum laude
Concentration-International Business and Economics