

Wednesday, March 17

10:00 AM to 10: 50 AM

Keynote - Tamara King, Richland County Public Library

Tamara King is the Community Relations Director for Richland Library. In her role, she is tasked with developing, directing and implementing communications strategies to key stakeholders and audiences of Richland Library. Tamara also supervises the Office of Development, which supports the Richland Library Friends and Foundation along with the library volunteer program. She has nearly two decades of experience in broadcast television, public relations, marketing, strategic communications, media and crisis communication training and program management.

In her addition to her role leading the library's community relations efforts, Tamara also chairs the library's award-winning Social Awareness Taskforce. Through Tamara's leadership the taskforce has held discussions surrounding race, women's rights and social justice for more than 1,000 participants.

Tamara is a nationally and locally recognized award-winning public relations professional and was recently recognized as a 2019 Library Journal Mover and Shaker for her role in Richland Library's race, equity and social awareness work. She has won communication awards from the International Association of Business Communicators of South Carolina and the South Carolina Public Relations Society. Tamara has also won a National Bronze Telly Award as host and producer of the nationally-recognized public affairs show Richland Revealed.

Tamara has a degree in Journalism and Mass Communication, and a Master's degree in Library and Information Science from the University of South Carolina.

11 AM to 11:50 AM

Program A1 Who's the Boss? Who Should Lead Diversity Initiatives and How Can We Contribute to Their Success?

During the 1990's and early 2000's, companies shelled out millions of dollars on discrimination lawsuits and then on new "diversity initiatives." Unfortunately, due to improper leadership and organization, most of these initiatives failed miserably. Qualified diversity initiative leaders often had no real power. Additionally, other organizations and institutions chose diversity initiative leaders with no expertise and no relevant background in diversity. With the reemergence of the importance of diversity in the media, how can institutions and organizations empower diversity initiative leaders to truly effectuate change? Furthermore, who should lead new diversity initiatives in order to maximize their effectiveness?

Learning Outcomes:

- Participants will have a clear understanding of why many diversity initiatives fail.
- Participants will have a better understanding of what it takes to lead diversity initiatives and who should lead these initiatives.

Speakers:

Saira Raza, Emory University
Itunu Sodifiya, Georgetown Law Center

Noon to 12:50 PM

Program B1 Law Librarians are Tech Experts: Whether We Know It or Not

Program focuses on recognizing the knowledge of technology that law librarians already have, and how to use that skill set to enhance teaching and reference services. This program identifies the knowledge that librarians already have and capitalizes on that knowledge by building value-added skills that will impress even the most tech-savvy administrator. By building on their current knowledge, librarians can enhance existing programs and services, including reference interviews and formal classroom instruction.

Learning Outcomes:

- Identify technology skills librarians already possess, including experience with algorithms and Artificial Intelligence, thorough understanding of metadata, identifying strengths and weaknesses in available technologies and managing complex software systems like Integrated Library Systems.
- Learn practical skills to enhance librarian's existing knowledge in order to improve teaching and create opportunities for growth within established reference services. These skills include redacting documents, extracting metadata, and organizing and presenting large amounts of information in easy to understand pieces.

Speakers:

Katherine Bike, Trial Technology Specialist; The Litigation Company

Eliza Boles, Digital Resources and Service Librarian, University of Tennessee College of Law

Rebecca Kite, Reference Librarian, University of Tennessee College of Law

Program B2 **Library as Anchor: Leveraging Expertise to Promote a Safe and Stable Space During Evolving and Unpredictable Times**

Law librarians have created a sense of normality and comfort to students, faculty, and other law school community stakeholders amid the co-pandemics of COVID-19 and racism. Much like an anchor, libraries have become a source of stability for diverse patron groups traversing the turbulent sea of information on ever-changing policies and access to our collections and services. This program will explore tools librarians are using to leverage our expertise to curate and disseminate critical information, re-define library "space," and transform trusted traditional services to adapt to the evolving needs of the legal academy in response to the pandemics.

Learning Outcomes:

- Participants will be able to identify strategies to curate and circulate information on institutional and public policies related to COVID-19 and social justice resources.
- Participants will be able to identify and address common obstacles to effective communication and engagement opportunities with diverse patron groups.

Speakers:

Richelle Reid, North Carolina Central University School of Law

Victoria Capatosto, Howard University School of Law

1:00 PM to 1:50 PM

Program C1 **Teddy Talks**

Law Firm Librarians Adjusting to an Increase in Remote Work Before, During, and After Covid

Where is the future of work for law firm librarians? Prior to the pandemic, my department had been experimenting with working from home once a week. Once the pandemic hit, we successfully moved from working remotely once a week to doing the majority of our work remotely. As we imagine a Post-Covid future, attorneys, particularly younger attorneys, may value the ability to work remotely over the large corner office. As research librarians, we will have to look at how to serve them and how much of a physical presence versus a virtual presence is necessary within a law firm environment.

Learning Outcomes:

- Participants will learn about space questions within the law firm environment.

- Participants will learn about how Covid increased the already present trend of working remotely in law firm environments.
- Participants will also begin to think about the possible direction that law firms will take in a Post-Covid environment.

Speaker: Rebecca Domm, Research Librarian, Bass, Berry & Sims

COVID-19 Impact on Resource Sharing: Temporary and Long-Term Effects

This program covers different topics related to resource sharing and the impact COVID-19 has had on this area of librarianship. Topics include the importance of print, consortia lending, copyright implications, and licensing agreements for electronic resources that were all essential for navigating resource sharing during the pandemic.

Learning Outcomes:

- Participants will learn about new licensing agreements concerning electronic books and streaming content to set precedence going forward.
- Participants will understand the challenges involved for the lending and borrowing of materials and how resource sharing technologies were adapted to navigate library closures.

Speaker: Ashli Wells, Access Services Librarian, Vanderbilt University Massey Law Library

Program C2 Making Meetings Matter

Everyone hates meetings, they waste time and they don't accomplish anything. This program shows how to design a meeting, a meeting agenda, and follow-up actions to ensure that your meetings are productive and even (dare we say it?) enjoyable.

Learning Outcomes:

- Participants will learn how to design a workable meeting agenda
- Participants will learn how to run a meeting effectively
- Participants will learn how to develop effective strategies to ensure that next steps are taken and meeting objectives are met.

Speakers:

Joyce Manna Janto, University of Richmond School of Law

Carol Bredemeyer, Northern Kentucky University Chase College of Law

Thursday, March 18

Noon to 12:50 PM

Program D1 Combating COVID-19: Addressing Inequality and Access to Justice During a Global Pandemic

COVID-19 has turned the entire world upside down. With many programs and institutions facing serious budget cuts and public patrons having limited or no access to resources and public libraries, there has been a huge strain on access to justice initiatives and programs. How can libraries assist patrons with getting access to resources when many libraries remain unopened to the public? How can libraries assist patrons with access to justice given the current budgetary concerns? How can libraries work together to provide access to justice to underserved communities?

Learning Outcomes:

- Participants should be able to identify access to justice programs and initiatives and their adaptations during COVID-19.
- Participants should be able to discuss new ideas on how they can still contribute to access to justice given the restraints caused by COVID-19.

Speakers:

Dawn Blagrove, Emancipate NC
Tara N. Long-Taylor, Thurgood Marshall School of Law
Beth Thomas, North Clina Prisoner Legal Services
Itunu Sofidiya, Georgetown Law Center

1:00 PM to 1:50 PM

Program E1 **Helping Students Focus in a World on Fire: Using the Science of Keeping Attention to Improve Our Teaching in a Distracting Year and Beyond**

2020 has heightened instructors' awareness of distractions in educational environments. While keeping the attention of one's audience has always been a challenge, our students are more distracted than ever as everyone deals with anxieties caused by learning in new formats, societal and environmental stressors, and a constant influx of information via various technologies. Regardless of the times, it is important that instructors in all settings be able to harness evidence-based research on how to earn our students' attention. This program will introduce the science behind attention and distraction and offer attendees evidence-based examples of how to help keep their audience focused and engaged.

Learning Outcomes:

- Attendees will be able to explain the science behind attention and distraction, including how the brain is hard-wired for distraction and how we can overcome that in the classroom using evidence-based techniques
- Attendees will be able to describe three science-backed strategies for cultivating and holding on to audiences' attention in online, hybrid, and socially distanced learning environments.
- Attendees will be able to implement a plan for individual training sessions and semester-long courses that harnesses evidence-based strategies to improve student engagement.

Speakers:

Alyson Drake, Fordham University School of Law
Christine H. Park, Fordham University School of Law
Jennifer Mart-Rice, Washington & Lee University School of Law

Program E2 **Scratching the Repository Itch: Establishing an Institutional Repository from Scratch**

Two librarians that recently established an online repository for their institutions will discuss their planning, the process, and what they wish they had known before starting.

Learning Outcomes:

- Create a plan to begin establishing an online institutional repository
- Develop a list of goals for the repository.

Speakers:

Sharon Bradley, Mercer University School of Law
Jennifer Pesetsky, Digital Commons, powered by bepress

2:00 PM to 2:50 PM

Program F1 **Integrating Diversity into Legal Research Instruction in the COVID Era: Tips and Techniques for Class Management**

Effective classroom management is a crucial component of promoting learning and student engagement, decreasing student anxiety, and maintaining an orderly academic setting. As the inclusion of race, diversity, and implicit bias becomes more prevalent in the legal research classroom, the need for

meaningful and effective classroom management techniques intensifies. Without having these techniques at the ready, the introduction of such issues could prove disastrous.

Since the COVID-19 pandemic has led to many legal research classes moving to online platforms, addressing race, diversity, and implicit bias in these classes becomes even more challenging. Legal research instructors and professors have had to adjust their classroom management techniques accordingly. The first part of this program will introduce attendees to classroom management techniques that support and advance the benefits of addressing race, diversity, and implicit bias in the legal research classroom. In the second part of the program, the presenters will provide ways to adjust these techniques to match the challenges of addressing these issues during an online legal research course. Emphasis will be placed on providing concrete examples of classroom management techniques that suit the online environment. Attendees will have the opportunity to discuss classroom management techniques with one another.

Learning Outcomes:

- Participants will learn classroom management techniques to use when integrating race, diversity, and implicit bias into their legal research courses.
- Participants will learn to adapt classroom management techniques to suit the specific challenge of addressing race, diversity, and implicit bias in an online course.
- Participants will discuss and practice the implementation of online classroom management techniques to use when addressing race, diversity, and implicit bias in legal research courses.

Speakers:

Clanitra Stewart Nejd, Vanderbilt University Law School
Shamika Dalton, Katz Law Library, University of Tennessee College of Law
Raquel J. Gabriel, CUNY School of Law

Program F2 Cabin Fever, Much? (Finding Purpose In A Global Pandemic)

How has Covid-19 affected your outreach programming? The purpose is to explore how various libraries have adjusted programs to meet the needs of student (law school), general public (county law library), or attorneys (firm) in a virtual world.

Learning Outcomes:

- Identify the types of programs librarians have created as a result of the pandemic (either virtually or in-person)
- Understand how to adapt to the unpredictable changes in their community and deliver programs that still fulfill the needs of their patrons.

Speakers:

Bret Christensen, Charleston School of Law
Sarah Mauldin, DeKalb County Law Library

3:00 PM to 3:50 PM

Program G1 Holistic Learning: Accessibility and Inclusion in Distance Education

Crucial conversations about diversity and inclusive classroom environments have added significant value to our discourse on legal research instruction. The sudden pivot from in-person learning to remote learning due to COVID-19 sent faculty scrambling for resources to redesign courses for asynchronous and synchronous instruction. We have learned that distance education can negatively impact students with disabilities, particularly those with vision and hearing impairments. In this program, we will discuss

best practices and tools, such as high contrast design themes and closed captions, instructors can use to create a more inclusive virtual environment and improve the learning experience for all students.

Learning Outcomes:

- Participants will be able to identify tools used to create a more accessible virtual synchronous learning space for students.
- Participants will be able to apply design principles to slides, lectures and presentations to create an inclusive virtual learning experience without barriers.

Speakers:

Mari Cheney, Lewis and Clark Law School
Dr. Racheal Brooks, University of North Carolina System
Kimberly McKarin, Georgetown Law Center
Jill Smith, Georgetown Law Center
Richelle Reid, North Carolina Central University School of Law

Program G2 **Navigating Covid-19 as a New Director**

In normal times, new library directors would spend their first months on the job getting to know library staff and stakeholders, learning new processes and procedures, and assessing the library's resources and services. During the Covid-19 pandemic, new directors are doing all of the above while also resetting priorities on a weekly basis, supporting and engaging staff spread out across multiple locations, and dealing with budget cuts and vacancies that impact current operations and long-term planning. The directors on this panel will share what they have learned from becoming a new director during the Covid-19 pandemic and provide attendees with lessons learned that they can apply regardless of their position that will aid them now and when life returns to "normal."

Learning Outcomes:

- Attendees will be able to identify active steps that they can take now to prepare for unanticipated situations, such as taking time for cross training and preparing transition materials.
- Attendees will be better equipped to mentor new and aspiring managers to lead in times of crisis.

Speakers:

Sara Gras, University of the District of Columbia School of Law
Jennifer L. Wondracek, Capital University Law School
Thomas Striepe, University of Georgia School of Law
Austin Martin Williams, Georgetown Law Center

Friday, March 19

10:00 AM to 10:50 AM

Program H1 **The Moth, SEALL Leadership Edition: Unleash the Power of Storytelling**

Great leaders understand the power of storytelling, and the power of stories to connect us as humans and foster mutual understanding. This program will give a brief introduction to storytelling technique basics, and then have panelists share true stories as they remember them. Similar to The Moth podcast, anyone wishing to tell their story will need to pitch their idea, and the pitched stories need to relate to the theme of Leadership. Attendees will not only be entertained, but will learn from watching masterful

storytelling in action, share in the collective wisdom around leadership, and hone the essential leadership skill of telling compelling, meaningful stories.

Learning Outcomes:

- Participants will be able to identify the components of compelling and meaningful storytelling.
- Participants will observe storytelling in action, and be able to apply observed storytelling techniques to enhance the impact of their communications in a variety of workplace situations (e.g., presentations, team meetings, challenging conversations)

Speakers:

Holly Riccio, California Judicial Center Library
Carol Watson, University of Georgia School of Law
Wendy Moore, University of Georgia School of Law
Greg Lambert, Jackson Walker
Joan Bellistri, Anne Arundel County Public Law Library
Billie Jo Kaufman, Mercer University School of Law

11:00 AM to 11:50 AM

Program 11 Advocating for Diversity, Equity, and Inclusion: Who Should Take the Lead?

In the wake of the BLM movement and the conversations about DEI that have evolved, many librarians have expressed a commitment to these values, but also concerns about how to best advocate for them on behalf of others. This program is designed to address the perceived tension between creating space for and amplifying the voices of those who have been historically marginalized and stepping up and speaking out on behalf of them. This program is designed to address the reoccurring question often asked by individuals in positions of privilege by virtue of their background or position: when should I step up/lean in and when should I create space, center, and amplify the voices of individuals who have the appropriate expertise based on their background to speak?

Learning Outcomes

- This program will empower attendees to advocate for diversity, equity, and inclusion in their spheres of influence.
- This program will help attendees identify opportunities to create space and amplify the voices of individuals who are members of communities that have been historically marginalized.

Speakers:

Itunu Sofidiya, Georgetown Law Center
Liz Graham, University of Maryland School of Law
Kristina J. Alayan, Howard University School of Law

Program 12 Dapper Design: Using Infographics for Library Marketing & Institutional Data

With the right tools, law librarians can creatively promote and visualize both their library's services and resources. This session will showcase specific examples, such as service/event marketing geared toward users/clients, data demonstrating value to administrators like resource use, or reports for stakeholders presenting bar passage or U.S. News stats. From graphical strategic plans to new pandemic workflow signage, or creating social media content to publicizing virtual events, you can do it all with two free web apps: Canva and Piktochart. Tips, tricks, and formats will be discussed, like print and digital signage as well as platform-specific templates.

Learning Outcomes:

- Participants will be able to identify the basic elements of good design for use in marketing materials for their organization.
- Participants will learn a variety of ways, through specific examples, of how infographics can be used in their library or to support their organization.

Speakers:

Geraldine Kalim, University of Georgia School of Law

Rachel Evans, University of Georgia School of Law

Noon to 12:50 PM

Program J1 **Breaking Through Public Speaking Fears (Even After Failure!)**

How do training to hang from a trapeze or belt out an aria prepare you for the challenges of librarianship? Through stories about their backgrounds in public speaking and performance, our panelists will reveal how their training has helped them confidently speak up at faculty meetings, emcee large staff events, and casually pitch ideas to law school deans. We know you prepare and work hard—now let's build your public speaking confidence, learn from critique without internalizing it, and speak up without fear of failure. We'll even practice together in a safe and low-stakes environment, to help you get your feet wet.

Learning Outcomes:

- Leave with an action plan to gradually get more confident with public speaking.
- Deliver prepared and unprepared pitches in Zoom breakout rooms and receive constructive feedback in a small group setting.

Speakers:

Wendy E. Moore, University of Georgia School of Law

Andrea Muto, Georgetown Law Center

Savanna Nolan, University of Georgia School of Law

Program J2 **Pacing and Performance: A Discussion of Time in the Legal Research Classroom**

Upon finishing a legal research class, the first questions that come to my mind are, 'How was my pacing? Did we use our time well? Where did I get stuck? What went by quickly?' These questions have hounded me from my first year teaching to the present. This presentation will serve as a discussion about time in our classrooms. As we learn more about cognitive science and effective pedagogy, what are we doing to reflect those realizations in effectively using the our time with students. How do we engage students with our pace? How do we engage ourselves with our practice?

Learning Outcomes:

- Complete a self-assessment of classroom time management.
- Review a variety of simple methods for student engagement. Hopefully some will be easy to incorporate into your pedagogy.

Speaker: Franklin L. Runge, Washington and Lee University School of Law

1:00 PM to 1:50 PM

Program K1 **Teddy Talks**

Our View from the Cupholder: the 'Frenemy' Approach to Collaborative Instruction

In our experiences, many "co-teaching" arrangements ultimately become "instructor and TA" arrangements. This Ted Talk will discuss the course development and instruction method we used for an all-online Advanced Legal Research course that achieved a truly collaborative teaching experience. By

taking an extended period for development, emphasizing our individual strengths in determining which aspects would benefit from cooperation (and those that wouldn't), adhering to certain online education best practices, and working cooperatively in creative ways to provide instruction, assessment, and engagement, we created an online class our students appreciated and enjoyed, all while we were plotting each other's downfall!

Learning Outcomes:

- Participants will learn a framework for planning and creating a collaboratively taught online class.
- Participants will engage in an explanation and evaluation of course development practices that emphasize sound pedagogy and teamwork.

Speakers:

Amy Taylor, University of Georgia School of Law
Jason Tubinis, University of Georgia School of Law

Bringing Equity to Bar Prep

The three universal pillars of a person's path to becoming a lawyer are the LSAT, law school, and the bar exam. All three of these requirements carry a financial obligation. This Teddy Talk will focus on the financial obligations that the bar exam introduces, namely, the fee to take the bar exam, as well as bar exam preparation fees. This program will also explore how law school libraries, law school administration, and bar review vendors can make the bar preparation process more equitable for all graduating law students.

Learning Outcomes:

- Participants will be able to identify and address financial obstacles to bar passage.
- Participants will be able to identify at least two ways to make bar preparation equitable.

Speaker: Quinterrion Waits, Florida State University College of Law Library

Program K2 *Rumbling with Vulnerability: Round Robin Exercises based on Brené Brown's Dare to Lead*

In *Dare to Lead*, research professor Brené Brown provides a 'playbook for developing brave leaders and courageous cultures.' This presentation will utilize exercises from Brown's Read-Along for the book to foster a conversation about vulnerability in leadership. In several breakout groups, we will set grounding principles for the session together. Building on that, we will work through two exercises to address myths, behaviors, and issues that prevent us from being vulnerable. Participants are encouraged, but not required, to read prior to the presentation: • Introduction and Part 1 of *Dare to Lead* (*Rumbling with Vulnerability*) Section 1, pages 1-43

Note: Registration will be capped at 30 participants

Learning Outcomes:

- Identify what might get in their way of learning and practicing new ways of showing up at work.
- Make a personal commitment to experiment with vulnerability and courage in their law library work.

Speakers:

Janeen Williams, Texas Tech University School of Law
Cas Laskowski, Duke University School of Law
Eve Ross, University of South Carolina School of Law