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Special Issue

Annual Meeting



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Southeastern Librarian

Annual Meeting Recap ... Special Edition

Greetings SEAALL Members!

This special edition of the SEAALL newsletter highlights many of the wonderfully informative presentations at the 2022 virtual SEAALL conference. We urge you to revisit these programs via recordings accessible at <https://seaall.wildapricot.org/SEAALL-2022-Annual-Meeting>.

Unfortunately, four programs are not recapped in this newsletter due to either lack of volunteer writers or problems with the program recording. This is not reflective in any way of the content or presenters of these presentations. Watching them via the link above is worth your time.

We would like to thank all our special edition writers for their work on this issue. We literally could not do this without you. Thanks as always to Katie Brown for her wizardry in creating a beautiful final product.

So what's next? The AALL Annual Meeting is just around the corner. We're sure many of you are attending and looking forward to great presentations and renewing/making connections and friendships. If past years are any indication, you can expect lots of the SEAALL Annual Meeting programming to make an appearance in Denver. As it should be since we are the most talented and innovative chapter in the

nation.

Best wishes for a creative, fulfilling, safe and healthy Summer. Safe travels to and from Denver. Enjoy this recap issue of our own wonderful SEAALL Annual Meeting!

— Aimee Pittman & Deborah Turkewitz, SEAALL Newsletter Co-editors.

2022 Annual Program Committee:

Questions?

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Recovering with Mindfulness for Law Librarians

Filippa M. Anzalone, Associate Dean for Library and Technology Services,
Boston College of Law

SEAALL's 2022 conference started off with a relaxing meditation period. This set the tone for Filippa Anzalone's keynote on how law librarians should and can practice mindfulness. She pointed out that current research states that it takes our brains about 23 minutes to settle and get focused and that our current world is set up so that we don't feel we have that time to focus.

According to a 2013 Internet Trends report published by Kleiner Perkins Caulfield & Byers, the average person checks their smartphone 150 times a day. This plus email results in constant interruptions to our day and focus. Add in what she terms "lawyer brain" and we, as a group, are predisposed to stress and triggers to our flight or fight responses that take a toll on both our physical and mental health.

Anzalone walked the audience through what burnout looks like: emotional exhaustion, depersonalization, cynicism, and decreased efficacy. She broke down the clues that a person is experiencing burnout. Highlighting how the pandemic has made everything more stressful and uncertain, she gave some instruction as to how to avoid burnout by practicing mindfulness in both our personal and professional lives.

First, stop living in the future. Anzalone urged us to stop living in the future and stop thinking "When I do _____, then this." She urged the audience to take benevolent rests and retreats so that we are intentionally living in the present. Stopping multitasking gives our brains a break. Anzalone suggests that you take the time it takes to brush your teeth and only do that - not checking your phone, getting dressed, or any of the other things that we do during that time.



Photo by [Georgia de Lotz](#) on [Unsplash](#)

Anzalone then walked the audience through breathing exercises that can help us slow our minds and reset our attention. The group practiced 4-7-8 breathing; taking in a breath for 4 counts, holding that breath for 7

counts, and then breathing out for 8 counts. She also suggested box breathing (4 counts of each stage) as another common approach.

Citing John Kabat-Zinn's definition of mindfulness as the awareness that arises from paying attention in a particular way, on purpose, in the present moment and non-judgmentally, Anzalone referred to several reports and studies that show that mindfulness changes your brain structure. She gave the audience information about the STOP mindfulness technique as well as other meditation tips. She then led the session in a 10-minute guided meditation and letting our minds quiet down.

After the mediation ended, the benefits of mindful listening were shared as well as the benefits of mindfulness in general. Anzalone stated that a mindfulness practice results in better focus and concentration, better memory function, a better capacity to manage difficult situations, more empathy for our fellow humans, and increased happiness.

The session ended with a short meditation to allow us to gather our thoughts and focus and become ready for the next tasks in our day. Anzalone's presentation is worth a watch just to recenter yourself and take a breath amid a busy and sometimes trying time and profession.

– Aimee Pittman, Reference Librarian,
LSU Law Library

Building Collections with a Racial Justice or Social Justice Focus

Nicholas F. Stump, Head of Reference and Access Services, George R. Farmer Jr. Law Library, WVU College of Law

The first day of the SEAALL had many informative and engaging sessions, one of which was “Building Collections with a Racial Justice or Social Justice Focus” given by Nicholas F. Stump, from the George R. Farmer Jr. Law Library, WVU College of Law. The objectives of this lecture were to give participants the tools to plan a new collection which focused on racial or social justice and then implement that plan. A focus was put on relationships with institutional stakeholders and the community, as well as outreach.

Stump outlined the broad overview of steps that an institution might need to take when conceptualizing a social justice collection for their library. He spoke about his own experience with creating a collection like this in response to the Black Lives Matter protests in June of 2020. He

used his experience as a framework for the lecture but includes many different approaches and suggestions to make the collection process customizable for any library.

Generally, Stump highlighted an easy, step by step guide for any university or law library to implement a similar collection. Some of the suggestions included considering mediums and formats for the collection, considering the restraints and funding for a specific library. The collection, Stump noted, should also reflect the community of your institution, for the WVU library, this was demonstrated by focusing on Appalachian communities. He also discussed funding sources and potential “nontraditional” funds, such as donors or grants. The process spanned from inception to launch of the collection, providing a clear blueprint.

Overall, the presentation was succinct but gave enough information to be a helpful guideline for anyone who may not know where to start when creating a specialized collection on these topics. Due to technical difficulties at the beginning, there was unfortunately not time left over for questions at the end. This was disappointing, as I am sure there were plenty of interesting thoughts percolating from the audience. However, the delay did not detract from the impact of the lecture itself and I would suggest it to anyone whose library is considering new collections that focus on racial justice and/or social justice.

– Marisa Kate Henthorn, Circulation Manager, Charleston School of Law Library.

Tech Note: SEAALL has a Twitter account and we love to highlight the accomplishments and activities of SEAALL members. Please tag @SEAALL1 on Twitter or send us a direct message or email apitt16@lsu.edu with your news you would like us to share with our Twitter followers.



Bluebook Bootcamp

Alex Clay Hutchings, Research and Student Services Librarian,
University of Richmond School of Law

According to Alex Hutchings' proposal, 90% of the citations from practicing attorneys are to cases or statutes, so much of traditional Bluebook instruction is irrelevant after law school. Law students and lawyers complain about the Bluebook (something backed up with many examples from Reddit). He also argues that the Bluebook is not really part of legal education, but merely a tool, and so should not be part of regular instruction, and so is proposing a bootcamp that is outside the curriculum.

He proposes a better, simpler, way of teaching Bluebook skills, based on six key concepts. Those concepts are perspective, simplicity, conceptualization, guidance, time consciousness, and targeting.

Perspective involves realizing that an attorney can succeed even if they don't have perfect Bluebooking skills, so long as they can cite clearly enough for someone else to find their source.

Next is simplicity, where Hutchings proposes teaching with a shorter, simpler set of rules based off the Bluebook. He is working on a manual with simple rules, lots of examples, and step-by-step exercises.

Then comes conceptualization, where students no longer need to learn many arbitrary and specific rules, but instead a set of broader concepts about citation so that they can provide enough information in a citation for anyone to be able to find the source cited. He also argues that the Bluebook as it is does not provide enough guidance, and that students need guidance on the

process of citing as well as many direct examples. He also addresses the concept of time consciousness in creating cites, that effectively citing sources should not take up large amounts of time and that there's no reason be lawyers or students to spend hours getting absolutely Bluebook perfect cites, so long as the cite is clear enough that someone can locate what is cited.

Finally, he uses targeting, based on that 90% number above, to show that students don't need to know all the rules, just some basics, and then how to use the index or table of contents to find everything else.

Overall, this was a good presentation and I look forward to hearing how the bootcamp goes once it is implemented.

– Melissa Strickland, Associate Director for Public Services, LSU Law Library



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Law Student Awareness and Use of Closed Captions

**Will Monroe, Assistant Director for Instructional Technology,
LSU Law Library**

Will Monroe presented a study he performed in the Fall of 2021 that gauged law student awareness and use of closed captions in the video components of their courses. The presenter started by providing the difference between closed captions and transcripts. Examples of closed captions were shown from video hosts Zoom, Panopto, and YouTube. Closed captions display as blocks of texts at the bottom of the screen that represent what the speaker is saying in real time. Transcripts were defined as a separate document that could be downloaded and printed.

Closed captions provide a service to students who may be hard of hearing, though they can be used by a broader group. The presenter compared the use of closed captioning to the use of ramps on curbs. Ramps were initially created as a way for those in wheelchairs to get around, but they are also useful for people with rolling suitcases or strollers. Similarly, closed captioning can be useful to those who are learning new terminology, speak English as a non-native language, or are viewing a video in a noisy room.

The study conducted by the presenter closely mirrors a study performed by Oregon State University in which 98% of respondents found closed captions to be helpful. Most re-

spondents reported that closed captions were a valuable learning aid while a small percentage reported that they used closed captions for disability accommodations. The results of the study showed that students found captions important for accuracy, learning retention, and comprehension.

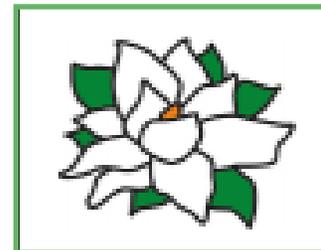
Monroe then explained how the survey at the LSU Law Center was tailored to law students and explained the methodology that was used. There were 159 respondents from the 600-student sample size. A quarter of respondents reported that they had difficulty with hearing. A significant number of students were seemingly unaware that a recorded video component of their course was available.

Of the respondents who were aware of the video component, those who found them most helpful were first generation students. 81% of respondents said they knew how to turn on closed captioning while the remaining did not know or were unsure. 67% of respondents reported that they always used closed captions, with only 6% reporting that they never did. Most respondents reported that closed captions were at least moderately helpful, citing new vocabulary and overall lesson comprehension. It helped them focus and retain information, as well as overcome poor audio quality.

The presenter stated that the results of this study mirrored the original study performed by Oregon State, though this was a smaller sample size at a single institution. Analysis of the data showed that most respondents used captions and perceived accurate captions as a valuable study aid. The presenter then went on to describe future potential research in the redundancy principle, in which learners may become distracted by reading text and listening to audio at the same time, as well as the quality of notetaking from viewing video captions.

The presentation illuminated the importance of closed captioning not only for the hard of hearing, but for the broader community. Closed captioning can be a particularly valuable learning aid for those encountering new legal terminology.

— *Kayla Reed, Metadata and Digital Services Librarian, LSU Law Library*



Reconnecting with Difficult Patrons

Carly Roché, Reference Librarian, University of Baltimore School of Law

Delivered in TedX style, Roché presented for about 15 minutes on the topic of difficult patrons virtually with a nice section at the end dedicated to questions and discussion from attendees. Roché noted early in the presentation that a silver-lining of the pandemic and working from home was the absence of certain types of difficult patron exchanges and experiences including transient public patrons, homeless patrons, and those researching pro se criminal proceedings.

Roché openly shared her own complex feelings around past challenging situations with these types of patrons. Her feelings included how to deal with the fear that comes with figuring out how to both connect with and serve difficult patrons, while also protecting yourself and other colleagues, including student workers, who the patrons may interact with. Her genuine and transparent comments like “a lifetime of working has not prepared me for certain patron populations” were heartfelt and really get to the root of the presentation: using the pandemic as an opportunity to better prepare for the difficult patron scenarios.

Roché provided several valuable resources including the book, *The Librarian’s Guide to Homelessness: An Empathy-Driven Approach to Solving Problems, Preventing Conflict, and Serving Everyone*, by Ryan J. Dowd.

In summary, Roché notes that the overarching theme of the book is practical compassion with your patrons. Through the book, she was able to understand and deconstruct many of the myths surrounding homelessness and walked away from it with a set of tools that helped her handle patrons more effectively and with more empathy. Roché commented that the book was so useful she found it applied not just to homeless patrons, but to a wide variety of the difficult patron types she had experienced working law library reference. These types included anxious law students or frustrated faculty members.



Photo by [Priscilla Du Preez](#) on [Unsplash](#)

Later in her presentation, Roché shared a personal experience with a particularly difficult patron, included the related backstory of her library’s proximity to Baltimore transportation facilities, healthcare for the homeless facilities, and other information relevant to their geographic area and the traffic they see as a result. The story is relayed in a state of reflection and self-

awareness of the judgments she made at the time with what she believed was a delusional elderly patron versus how she feels she could do better now if this situation occurred again.

Roché gives credit for her increased knowledge, resources, and other tools throughout the pandemic to <https://www.homelesstraining.com/>, a website run by author Ryan J. Dowd, where he provides training courses, other materials, and a free introductory webinar. The menu of the web resource has a special section for libraries and an FAQ page that lists all the topics the training courses cover including the three major sections on homelessness, punishment, and psychology. There are specific tools for preventing and stopping crisis situations such as fights in the library, sexual harassment, prejudice, and police involvement, and other trainings geared toward specific populations of patrons like unattended children, dementia, or Alzheimer’s, liberal versus conservative conflicts, and more.

This was a fantastic albeit shorter presentation that anyone who has worked the reference or circulation desk of a public-facing library could relate to. The best parts were

Continued,
specific resources including book and online training recommendations.

After listening to her speak and reviewing the tools she shared, these types of resources should not only be encouraged but perhaps even required for those of us who

work with the public. If we all had similar training we could approach many situations more confidently, more prepared and with additional empathy as we engage in supporting difficult patrons.

– Rachel Evans, Metadata Services & Special Collections Librarian, University of Georgia School of Law Library.

The Value of Professional Development and Service within Your Organization

Austin Williams, Interim Director of Georgetown Law Library

Austin William provided great insights on how serving at the organizational level, as opposed to the professional level, can present unique learning opportunities that we can use to promote our organization. The takeaway of this session was to show that participating in local professional development and service can allow for greater impact at the profession level.

Williams first defined professional development and laid out four categories it falls into: serve, learn, contribute, promote. Serve examples are serving on committees or boards. Learn category examples are viewing webinars or attending conferences. Contribute examples include scholarship or presentations. Promote category examples are serving and contributing, which not only promotes our library but our institution and profession as well.

The perspective of this session was from an academic background as he has been a faculty reference librarian, an assistant director, and an interim director. He outlined

what there is to gain by service and professional development within the organization and what opportunities there may be. Learning at an organizational level can help us do our jobs better. We can learn about internal systems at our individual institute. For example, being a reference librarian at one institution may require a different set of skills and job duties that you may not find at another institution. By learning at an institutional level, you learn where you fit in as a piece of a larger working machine. This type of service can allow you to foster relationships with other units in your institution, allowing you to promote your organization and avoid being siloed.

When looking for opportunities, Williams gave a few examples of committee work. One can seek to be a part of event planning or strategic planning. There can be ample opportunities to learn, such as attending trainings your HR department might hold, certificates you can work towards, or technology trainings. You can contribute to your organization's newsletter or blog.

The session ended with an answer to the question "what is there to gain?" Professional development

and service at the organizational level allows you to learn more about your organization and job, which in turn can help you to be a better participant in development and service at the professional level. It allows you to foster important relationships with others within your institution as well as give you the opportunity to promote your library.

The floor was then opened for questions, one of which was about the balance between work duties and being active in the profession. This is a balance that many of us may find difficult to master and we may take too much on. The presenter's advice included slowing down and focusing in. It is okay to say no and to turn things down if you have too much on your plate.

Another piece of advice was, if you are new to the profession, try to learn more about it first before putting yourself out there to volunteer for service. You will have a better understanding of your role, which will allow you to contribute more than if you go into it without that knowledge.

– Kayla Reed, Metadata and Digital Services Librarian, LSU Law Library.

Going Remote: How We Developed a Hybrid ALR Class to Better Serve Students During the Pandemic

Aimee Pittman, Reference Librarian, LSU Law Library; Todd Venie, Director, LSU Law Library; and Melissa Strickland, Associate Director for Public Services, LSU Law Library

The panelists reported on their experiences first proposing, then teaching their hybrid class using the flipped classroom model.

Aimee Pittman explained that at Louisiana State University, Advanced Legal Research is a two-hour course. The first hour is taught online and asynchronous using prerecorded lectures, readings, PowerPoint decks, and assessment quizzes. The second hour is taught via synchronous, in-person instruction, using class time to discuss legal research issues, demonstrations, student in-class exercises, and homework assignments. Assessment includes a final capstone research project.

Melissa Strickland addressed the “why” and pedagogical reasons for the change to the hybrid format. Their first reason, “zoom fatigue,” is something we can all understand! But, more substantively, other reasons included avoiding overwhelming students with information, spacing repetition, and interleaving lessons.

Melissa noted benefits to students such as accommodating their different learning styles, time constraints, and disabilities. The teaching librarians

also benefited from the shift, specifically noting easier scheduling class times, less time lecturing in class, and reusing videos allowed more time to improve the in-class time.

Todd Venie discussed the technology and equipment used for the hybrid class. All the teaching librarians have taught ALR or other classes with this technology and could give specific recommendations. Todd discussed Camtasia and installing a recording studio in the library, which faculty could also use. The recording studio slide includes a price, equipment, and image; the studio looks very doable and not as daunting as you might expect.

Todd very helpfully gave recommendations for different equipment and hosting platforms, noting that different tools meet unique needs. For example, he preferred to use a microphone, while Melissa and Aimee preferred headsets. Todd gave practical suggestions for improving speech-to-text and captioning, for example, adding frequently used words, including capital letters, to the Camtasia speech recognition dictionary, which saved time proofreading captions.

Aimee discussed their hosting platforms, Moodle and Panop-

to, as well as creating videos. One benefit of Panopto was their opinion it was more a time-saver by auto-generating captions. Aimee suggested keeping videos short, about 10-15 minutes, then creating a part 2, if needed for a fuller concept explanation or demonstration.

I found this presentation to be highly informative, with practical tips, prices, suggestions, and images. The PowerPoint includes a link, bit.ly/SEALL22LSU, to the presentation slides and course proposal. The proposal document would be an extremely helpful example if you need to submit a hybrid course proposal. It is clear this shift to a hybrid course is a success for the librarians at LSU and their return to in-person classes. I recommend this presentation for anyone interested in developing or shifting to a hybrid class format.

– *Deborah C. Turkewitz, Faculty Services Librarian, Charleston School of Law Library.*



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Level Up Your Student Work Force

Michelle Cosby, Director of the Temple Law Library; Lizzie Yazvac, Bibliographic Assistant, Temple Law Library; Charlie Perkins, Head of Public Services, Temple Law Library; and Julie Randolph, Head of Outreach and Instructional Services, Temple Law Library

The Temple librarians described moving from a system where a small group of undergraduate student workers did double-duty as Circulation and Tech Services workers, to a structure with more student workers, more specialization, and additional responsibilities, allowing professional librarians to take on new initiatives and perform higher-level work.

Temple more than doubled the size of their student workforce, allowing the baseline student workforce to either work at the Circulation Desk or in Tech Services. This enabled better planning, scheduling, and training, improving the quality of the service provided. In addition, law students were utilized for walk-up reference services at the Reference Desk. Temple Law Library was able to harness the skills of undergraduate student workers by using art and art history students to perform tasks like book repair and Rare Books maintenance and curation.

Student worker training was upgraded and made more consistent. Reference and research assistants were added to the existing training program for faculty research assistants. All student workers were included in an orientation program, and an expanded training for student workers included a focus on

role-playing common customer service issues. The student worker manual was transitioned from a three-ring binder to a very smart and professional-looking Share-Point center which student workers are expected to always keep open on the main Circulation Desk computer. Scheduling and planning problems were alleviated by implementing a new web-based program: When I Work.



Photo by [Mimi Thian](#) on [Unsplash](#)

The student internship program that Temple implemented will be of most interest to law schools that are on the same campus as a larger university, or at least close to a larger parent university. Temple's internship program brings paid undergraduate interns with appropriate skills and interests to spearhead efforts that academic law librarians are increasingly expected to do, but often with little training or background. These projects include recording podcasts, web design, cre-

ating instructional videos, and marketing and branding efforts.

The Temple librarians stressed the importance throughout of ensuring the internships are valuable opportunities for professional growth for the students.

I was particularly impressed by the thoughtfulness of the Temple librarians in wanting to mentor student workers and help them improve transferable skills such as autonomy, responsibility, communication, and professionalism.

The cost of expanding and improving the student workforce is an impact to be aware of, but all the librarians believed that the enhancement of their services and the additional time it provided to work on more challenging opportunities made the cost well worth it. I

know that I am planning to expand student worker roles and do a better job of basic aspects of student worker management such as scheduling and training, and this program gave me many terrific ideas and places to start.

— *Sibyl Marshall, Head of Public Services, Joel A. Katz Law Library, University of Tennessee*

Do Law Schools Have an Ethical Obligation to Provide Skills-based Legal Technology Instruction?

Jessica de Perio Wittman, Director of the Law Library, University of Connecticut School of Law, and Katie Brown, Associate Dean for Information Science, Charleston School of Law

Academic law librarians and legal writing faculty have long decried the sparse treatment of research and writing skills-based instruction in law schools. However, Jessica de Perio Wittman and Katie Brown offer research suggesting law schools have given short shrift to another set of practical skills. They examined “technology trends seen at the most innovative law firms,” and “curricular offerings in technology or technology-related fields” at law schools to define whether “key areas of technology training at law schools [are] sufficient for ABA ethical expectations” – ultimately concluding that law schools are not teaching legal technology skills effectively, and that the technology training currently provided to law students likely does not satisfy ABA ethical expectations.

Starting with a discussion of the ABA rules for practitioners, Wittman and Brown began with Comment [8] of Rule 1.1 of the ABA Model Rules, recommending lawyers “should keep abreast of changes in the law and its practice, including the benefits and risks associated with relevant technology.” The presenters also examined several Formal Opinions (guidance from the ABA’s Committee on Ethics and Professional Responsibility) discussing basic data protection measures lawyers need to follow to ensure responsible representation

of clients. They noted that, as working realities have changed for attorneys, so too has the guidance issued to attorneys (reflected in the shift to remote work and the definition of virtual practice in 2020 and 2021, respectively), as well as the fact that 40 states have adopted Comment [8].

The presenters later shifted to ABA Standards for law schools, including an examination of ABA Standard 301(a), requiring law schools to offer education “that prepares its students...for effective, ethical, and responsible participation as members of the legal profession,” and Standard 302(d), requiring education in “other professional skills needed for competent and ethical participation as a member of the legal profession.”



Photo by [Tim Gouw](#) on [Unsplash](#)

Wittman and Brown propose that there was (or still is) a presumption that law students have innate tech skills. However, various instructors have observed a need for basic and advanced technology training – not only did students not have experience with more sophisticated prac-

tice-oriented tools, but students also struggled with tools such as Microsoft Word. As a result, some law schools have begun incorporating technology training in instruction. This is reflected between 2017-2020, where the presenters describe an increase in stand-alone legal tech classes offered for credit – but no uniformity in instruction. Popular topics include courtroom tech, cybersecurity, and social media.

After concluding that current legal technology instruction is insufficient to satisfy ABA ethical expectations (as well as potential employers), the presenters proposed reforms including increased technology instruction to meet the ABA’s professional and educational standards, the needs of the new bar exam, as well as the emerging “virtual practice landscape.” The subsequent question and answer session also provided some interesting insights. The presenters revealed that librarians are teaching the bulk of stand-alone legal technology classes, and that at least one ABA-accredited law school (UNT) requires a legal technology course for graduation. When asked about librarian access to expensive legal technology tools not typically used in academia, the presenters proposed reaching out to vendors to get access to trials of the products graduates may encounter in practice. *Continued,*

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Continued,

The presenters have tapped into a need that is not getting much attention from administrators and doctrinal faculty, and by framing it within the ABA standards for both practitioners and educators, as well as the needs of law firm employers, they justify some urgency in legal tech instruction. There is a great deal of work to be done in establishing baseline general and legal technology competencies for future lawyers, and these presenters and their research have set an excellent track forward.

– Josh Freeman, Foreign, Comparative, & International Law Librarian, LSU Law Library.

Reminder, you can access these programs via recordings at <https://seaall.wildapricot.org/SEAALL-2022-Annual-Meeting>.



*Recover, Refocus,
Reconnect, & Represent*

SEAALL 2022 | April 5th, 7th, 12th & 14th | A Virtual Meeting

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