



Utah Libraries News

NOVEMBER 2016

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ULA President's Message

By Jami Carter, ULA President

“Education’s purpose is to replace an empty mind with an open one.”

– Malcolm S. Forbes

Just after election season, I reviewed some prior research on the topic of learning and came across this quote. I had highlighted it and bookmarked it—indicating I had read and explored thoughts about it at least twice over the last couple of years. I had written notes next to it and on the bookmark as well. These words enlightened me in new ways each time according to my excited handwriting. A different facet of learning was illuminated and sparked meaningful action on both occasions.

Here I sit post-election drawing another connection to these words. We’ve read many opinions about the results of the presidential election and speculation of what is to come. We are all wondering what—and who—we should trust. There is not an obvious overabundance of open-mindedness in these opinions. Consequently, many of us feel a call to action, a call to more boldly embody and act on the values we hold dear in our profession. Many of us feel uncertain and wonder how we can truly fulfill our purpose in a nation that may be moving toward the assignment of differing value to differing humans.

Why is it that librarians instinctually turn our thoughts and energy so easily to battle for inclusion and defense of diversity? What makes us more prepared or influential than people who spend their lives on Senate floors and Capitol buildings?

I believe this quote gives us some promising answers to these questions. The minds of librarians are open. Our open minds tell us the world is not just “one way” or “the other way.” The world is broad and full of things unknown. Unlike many in the political realm, we aren’t amassing knowledge to present all the answers and impose them on the world. Instead, we look to the people

in our communities to create, discover, and question. We are people who dedicate our professional lives to being a “partner of possibility” for each individual in our communities. No matter who you think you are or who others think you are, you are important to us.

Librarians are often overlooked as change makers. We are sometimes regarded as soft. We are not simply people who want “world peace” and story time for all. We are here to empower. We are here to maintain a society where there are no distinctions. And we are good at it.

You have power. You have influence. Stay the course in rough waters. We must support each other more than ever as we make an intentional and obvious stand for inclusion.

Embrace *your* influence: “*The Library is the temple of learning, and learning has liberated more people than all the wars in history.*”

- Carl T. Rowan

2017 ULA Conference



The 2017 ULA Conference will be held May 17-19, 2017 at the South Towne Expo Center in Sandy, Utah. Visit the [ULA website](#) for rates and more details.

Share your story!

U.S. Presidential Election 2016 Reflections Social Media Collecting Project (Utah State University, Special Collections and Archives)

By Flora Shrode, Merrill-Cazier Library

At Utah State University, as in countless other communities, sentiments about the November 8, 2016 U.S. presidential election and individuals' responses have been mixed and, in many cases, emotionally charged.

Randy Williams, folklorist and curator in USU's Special Collections and Archives, was inspired by the situation to launch a project to gather and preserve reflections and reactions of U.S. citizens and others to the election. You can participate to help build this online site. Ms. Williams commented, "Whether you are encouraged or discouraged by the election results, we want to collect your reflection of this momentous national event." Describing the goals of the site, Ms. Williams said, "It is important for our children and future generations to know what we were thinking and feeling. Like tiles in a mosaic, each voice adds shape and dimension to our national identity."

When it had been active for six days, the website had received nearly 190 reflections from 25 U.S. States. Other national affiliations indicated included one from a Canadian province, the Roman Empire, Japan, and one from the state of "disgrace" (listed as "other" in response to the question about state, country, or city of residence).

The site will be open for submissions until Dec. 9, 2016, and after that the reflections will be available for perusal. If you'd like to contribute to this collection, please [link to the site](#) and expect to spend roughly twenty minutes to share your thoughts and respond to some basic demographic



questions. You may copy and paste something you've already shared on social media or compose a reflection specifically for this online collection. Please spread the word about this initiative through your own social (and social media) networks to help this collection reflect a wide range of people and their ideas and concerns.

Link to the site:

U.S. Presidential Election Reflections Social Media Collecting Project
(<https://archives.usu.edu/folklo/ElectionReflections.php>)

Direct link to the survey: <http://tinyurl.com/electionreflections>

Contact: Randy Williams,
randy.williams@usu.edu

Utah Librarian Spotlight

Every issue, ULA President Elect Dan Compton introduces readers to a Utah librarian.

In this issue, the spotlight falls on Emily Bullough.

Emily Bullough grew up in beautiful Brigham City, Utah. She comes from a family of readers and educators. She moved to Salt Lake City to attend the University of Utah and majored in English and Mass Communication. As an undergraduate, she had the rewarding opportunity to work with librarians as a peer advisor in the school's LEAP program for first year students, which she considers a beginning step on the path to becoming a librarian. She started her library career in Acquisitions at the U's Marriott Library. Her library degree is from the University of North Texas's online program.

Emily currently works as a Reference/Instruction Librarian at the University Library at Utah Valley University, and serves as the library's Instruction Coordinator. She engages with a wide variety of students at the library's reference desk and in the classroom to help them succeed with their research assignments and larger educational dreams and goals. She has the opportunity to work with students in the First Year Writing Program through information literacy instruction in their classes, and she also collaborates with faculty and students in the Behavioral Science and Communication Departments as their library liaison. She also teaches an online section of SLSS 1050: Library Research and creates online tutorials to help students develop their research skills and become pros at using the library. As the instruction coordinator, she's responsible for library instruction scheduling, outreach to writing faculty, and developing the information literacy curriculum and learning objectives for the library instruction program.

Emily feels one of the most exciting things about UVU is its growth over the years from a technical college to a full-fledged university. They're just wrapping up celebrating the school's 75th anniversary. While the graduate school is small at this time, new programs continue to be approved. As the Behavioral Science librarian, she's excited to see the introduction of a graduate program in Social Work, which is set to begin in fall 2017. Some of her most rewarding work comes from her interactions with behavioral science students taking their research methods class—these students are



Emily Bullough

Reference/Instruction Librarian, UVU Library

highly invested in their education and curious to learn more about their chosen field. She looks forward to providing research assistance and academic support to social work students as they begin a new challenge with their graduate studies.

Shortly after starting at UVU, Emily was introduced to Dustin Fife while attending the 2014 ULA conference. He later emailed to ask if she might be interested in serving as the ULA Conference Chair for 2016, when he would be president. She gladly accepted the offer, not knowing that within a few months he'd also be at UVU just two doors down from her! While she had participated in the annual conference, getting involved in the association really happened through serendipity and other librarians being willing to reach out to colleagues. She had a blast putting together the 2016 conference, along with Programming Chair, Erin Wimmer, and the rest of the dedicated Planning Committee. The Conference Chair serves for two years, first in a learning and support role as the Vice Chair, and then as the Chair for the second year. While the conference is a huge event with many moving pieces to consider, Emily feels we are fortunate to have professional event planning support in Pia Jones as well as an association full of individuals willing to answer questions and help out. Emily states: "Serving in ULA was an excellent way to get to know other librarians around the state and provide support to each other in our endeavors."

Finding Your Instructional Design Voice

By Ian King, Independence University Librarian

Our single session library instruction opportunities or information literacy courses are intended to help students develop the skills needed throughout the rest of their time in school. The key is to help learners connect the material to what's going on around them and to avoid the abstract or “you'll need this later” model commonly used elsewhere. We want students to remember the searching strategies and meta-literacy, or the idea of an expansion of information literacy to include how we produce and understand knowledge in an online world as explained by Mackey and Jacobsen (2011)¹, we teach them today because we know it will still be useful ten years down the road. But if we don't connect the dots for them or help them to do it themselves, it'll all be forgotten after we're done teaching the material. How do we achieve this ideal though? One way is through finding an instructional design (ID) model that works for us.

There are so many different models and acronyms available that is easy to get confused or frustrated. Not everyone understands or likes [ADDIE's](#) rigid model or [Dick and Carey's](#) confusing flow chart. Others find the [Successive Approximation Model](#) to be overly repetitive and a waste of resources and some believe [Rapid Prototyping](#) develops lower quality materials while requiring a very in-depth understanding of ADDIE. With so many different models to choose from, it's pretty clear there's a model out there for you. We shouldn't pigeonhole ourselves just because a lot of the training found online for librarians on instructional design is based on ADDIE because some of us may not be “wired” that way. For example, I love M. David Merrill's [First Principles of Instruction](#) (which is more of a tactical or lesson-focused way of viewing ID as opposed to ADDIE's strategic and course-centric approach) because he focuses so heavily on grounding lessons on real-world application

and is more open and flexible to change. Incidentally, Merrill is originally from St. George, previously taught at BYU for a number of years, is an emeritus Utah State professor, and currently is a BYU-Hawaii online instructor, so he has plenty of ties to Utah.

It might also help to ask the curriculum team, other instructional designers, or even other instructors at your institution. Some universities even have a model they require because it helps keep everyone on the same page, people can transfer back and forth between projects, training can be simplified, and there is a uniformity in everything. For instance Independence University, where I am employed, uses [Understanding by Design](#) (UbD or Backward Design as it is more often known) in which you start with the end results in mind. Essentially it asks when the students are done with the course, what exactly is it you want them to have learned? Then you use that to format your learning objectives, assignments, assessments, discussions, etc.

Instructional design is not a requirement for being a great instruction librarian. For those that need a framework to build our teaching upon however, having a basic grasp and understanding of some of the more popular models can be an invaluable help. It doesn't hurt to find your own voice and identify which ID model is best suited for your style.

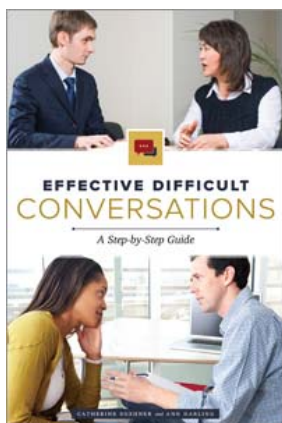
¹Mackey, T.P. & Jacobsen, T.E. (2011, January). Reframing information literacy as a metaliteracy. *College and Research Libraries*, 72(1), 62-78. doi: 10.5860/crl-76r1

ULA Public Section News

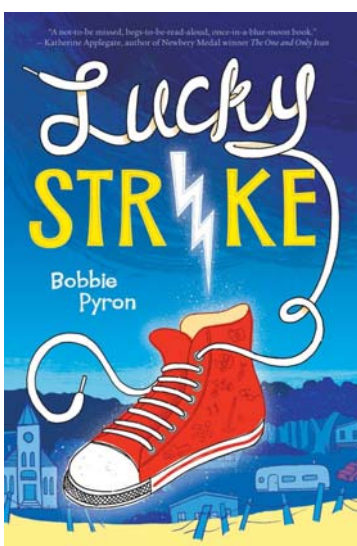
By Trish Hull, Magna Library

Utah is home to many famous authors, and we are proud to number some librarians and ULA members in that group. This newsletter article will highlight four of these author/librarians. If you know others please send me the information.

Published in just last month and available through ALA Editions is [Effective Difficult Conversations: A Step-by-Step Guide](#) authored by our own Catherine Soehner, Associate Dean for Research and User Services at the Marriott Library, and Ann Darling, Assistant Vice President of Undergraduate Studies at the University of Utah.



I have heard Catherine speak on this and know this will be an incredibly useful and important book for all of us. The only way it could be better is if she has the conversations for us.



Next is a wonderful children's book by former Salt Lake County librarian and current substitute librarian Bobbie Pyron. Her fourth book, [Lucky Strike](#), came out last year. It's about an unlucky 11-year-old who is struck by lightning and his luck changes... doesn't it? You can also read her other books: [The Ring](#), [The Dogs of Winter](#), and [A Dog's Way Home](#).

Another Salt Lake County Librarian, Lora Koehler, has written a delightful picture book, [The Little Snowplow](#). This wonderful book became a #1 New York Times Bestseller. "Big trucks may brag and

roar, but small and steadfast wins the day." Be sure and have a cup of cocoa as you read this to the little ones in your life.



Last but not least, we still count Dustin Fife as one of us, even though he has deserted us for the wilds of Colorado. A chapter in a forthcoming book about the future of LIS education from the University of Maryland has been written by Dustin Fife and Mary Naylor. Based on research conducted this past summer, they have collected data from 400 librarians which provides clear and convincing evidence of how LIS instruction must change.

Any other librarian authors out there? Let's spread the word.

What's On at Your Library?

The staff of *Utah Library News* are happy to publish announcements of library-related exhibits, lectures, open houses, tours, and other events.

Send announcements to Mindy at mmhale@orem.org. We publish issues in September, November, February, and April (Annual Conference Issue).

Fandom Party at the Roosevelt Branch

By Stephen Moon, Roosevelt Branch Manager

In September, the Roosevelt Branch of the Duchesne County Library held a Fandom Party modeled off of Salt Lake Comic Con.

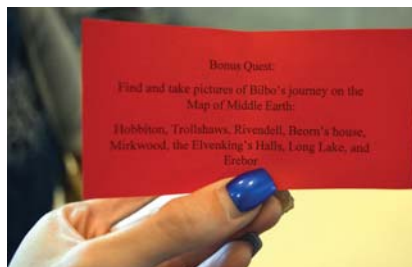
In place of celebrities we had life size cardboard stand ups for people to take their pictures with—we've built up a collection of stand ups over the last 4 years.

We had games for people to play and win prizes. Most of the games were recycled from other parties we have done in the past.

We had trivia quizzes covering most of the major fandoms. Participants who took all the quizzes and scored at least 75% on all of them got a candy bar. Those who scored 95% got a king-sized candy bar.

We had vendors' booths from small local businesses that tied into the theme. One of these booths has been at the Salt Lake Comic Con every year.

The thing that most people loved were the quests (they had these at the Salt Lake Comic Con). One of our staff was the quest master.



Participants would get a slip of paper from her that said something like "Find Mario." They would then look around the event for the little Mario picture we had up, or someone dressed as Mario, or anything like that and take a picture. They would show the quest master the picture and the quest paper and they'd get a little prize. Other quests were things like "Name five dragons from literature" and "Find the map of Middle Earth and take a picture of Bilbo's journey."

UALC Creates New Committee

By Allyson Mower, Marriott Library

The Utah Academic Library Consortium supports equitable access to scholarly information for students in Utah's higher education system. To that end, the consortium established the Open Educational Resources Committee in March 2016 with representatives from USU, U of U, SLCC, Westminster, BYU, Snow, SUU, and DSU. Incorporating open educational resources (OER) represents one method of encouraging student success by reducing students' out-of-pocket expenditures and expanding access. The committee has met several times to establish goals, tasks, and to set up a shared drive for storing and sharing committee information. This drive is [openly accessible](#).

Main goals include tracking OER adoptions, coordinating training events with the Open Textbook Network (held in October 2016), and surveying faculty and students across Utah's institutions of higher learning about their awareness and use of open textbooks. The committee also developed the UALC OER Tracker to identify free and low-cost materials that are in use at Utah's colleges and universities so that instructors can see what their colleagues are using and libraries can more easily track how much we are saving students. This document can be viewed in the [committee's drive](#).

The committee will continue to meet over the coming months and Erin Davis (USU) will take on the role of chair beginning January 2017

Health Information Resources for Limited English Proficient Persons

By John Bramble, Eccles Health Sciences Library

Numerous studies over the past 25 years have demonstrated a strong connection between language and health. Language can affect the accuracy of patient histories, the ability to engage in treatment decision-making, understanding a medical diagnosis or treatment, patient trust level with care providers, underuse of primary and preventative care, and lower use or misuse of medications. Culture also plays a significant role in health, healing and wellness belief systems - impacting how illness, disease, and their causes are perceived by the patient and the care provider.

The [story](#) of Mohammad Kochi illustrates how language and culture can impact health outcomes. Mr. Kochi, a 63-year-old from Afghanistan, is diagnosed with stomach cancer. While he agrees to surgery, he declines chemotherapy due to religious beliefs, language barriers, and family conflict. Mr. Kochi is a Limited English Proficient (LEP) person.

An LEP person is defined as an individual who does not speak English as their primary language and have a limited ability to read, speak, write, or understand English. An LEP person's national origin is based on ancestry, not citizenship. There are an estimated 25.3 million LEP individuals in the United States – up 81% since 1990¹.

These persons are protected under Title VI of the Civil Rights Act of 1964, and all organizations receiving Federal financial assistance have a responsibility to take “reasonable” steps to ensure meaningful access to their programs and activities by persons with LEP. Title VI applies to many types of organizations including schools, hospitals, public health clinics, police departments, and social services.

Libraries can play a key role in supporting an organization's ability to provide meaningful access, especially in the area of health information. The National Library of Medicine (NLM) has developed many no-cost LEP-friendly health information resources for a variety of age and language groups. In addition, there are government agencies and authoritative non-profit organizations creating free health information content to address the linguistic diversity of the communities you serve.

Spanish is the predominant language, other than English, spoken in the Mid-continental Region (MCR), though you may see communities with strong German, French, Vietnamese, Chinese, Navajo, or Algonquian populations². The following table shows the LEP populations ages 5 and over in the MCR³:

| State | LEP Population | LEP Share (%) of the state population | Change 1990 to 2010 (%) |
|----------|----------------|---------------------------------------|-------------------------|
| Colorado | 327,870 | 7% | 198% |
| Kansas | 122,528 | 4% | 153.50% |
| Missouri | 128,931 | 2.30% | 104.90% |
| Nebraska | 76,144 | 4.50% | 242.20% |
| Utah | 136,837 | 5.40% | 235.20% |
| Wyoming | 9,428 | 1.80% | 29.80% |

Supporting LEP Person's Access to Health Information

Public Libraries

Public libraries are highly focused on serving their local constituency, and continue to be an excellent conduit for transferring health information to community members with trained staff and technology infrastructure. For many citizens, the public library is the go-place for health information.

INVESTIGATE:

1. What languages are represented in your community?
2. What health information resources do you have access to in other languages?
3. What organizations in your community might you work with to assist a non-English speaker with health information?

SHARE WITH:

Local health departments, emergency responders, police and fire departments, clinics, hospitals, schools, churches.

K-12, Colleges, and Universities

Students whose first language is not English require language supports in order to meaningfully participate in school. Schools must also adequately communicate with limited-English-speaking parents about important school-related information in their preferred language⁴.

If you work in a K-12 setting, educators can utilize these resources in the classroom to help introduce, reinforce, and supplement health and science curricula; and school nurses can use them to enhance communication with students and parents. Here are the percentages of school-aged children of immigrants in the MCR⁵:

| | |
|-------------|----------------------------------|
| Colorado | 24.30% |
| Kansas | 28.52% |
| Missouri | 29.67% |
| Nebraska | 30.29% |
| Utah | 29.06% |
| Wyoming | dataset too small for percentage |

If you work with colleges or universities offering allied health or health sciences degrees, students would benefit from knowledge of these resources as future healthcare workers.

INVESTIGATE:

1. What languages are represented in your school district, college, or university?
2. What health information resources do you have in other languages?
3. Who in your institution or community would benefit from these resources?
4. Do you have access to trained interpreters? If so, what languages?

SHARE WITH:

Teachers, faculty, school nurses, students, parents, administrators.

Medical Care and Public Health

Communication problems are the most common cause of serious adverse events with LEP patients and clients. They are at higher risk for longer hospital stays, readmission, misdiagnosis, and inappropriate treatment.

INVESTIGATE:

1. What languages are represented in communities served by the medical care or public health staff?
2. What health information resources do you have in other languages?
3. Who in your institution or community would benefit from these resources?
4. Do you have access to trained interpreters? If so, what languages?

SHARE WITH:

Clinical staff, compliance staff, volunteers, case workers, patient navigators.

If you would like to learn more about this topic, please contact [John Bramble](#).

¹Migration Policy Institute, Limited English Proficient Population of the United States. Accessed July 18, 2014. <http://www.migrationpolicy.org/article/limited-english-proficient-population-united-states/>.

²See the [Resources](#) section for multi-language and language identification tools.

³Authors' tabulations from the US Census Bureau's 2010 American Community Survey (Table B16001. Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over). Accessed July 18, 2014. <http://www.census.gov/hhes/socdemo/language/data/census/table1.txt>.

⁴U.S. Department of Education, Office for Civil Rights. Title VI Enforcement Highlights, July 2012, p. 13. Accessed July 18, 2014. <http://www2.ed.gov/documents/press-releases/title-vi-enforcement.pdf>.

⁵Urban Institute, Children of Immigrants Data Tool, 2011. Accessed July 21, 2014. <http://datatools.urban.org/features/childrenOfImmigrants/chart/coi.html>

Going Digital for Book Lovers

By Karen Newmeyer, Rocky Mountain University of Health Professions

We all went into the library profession for as many different reasons as there are librarians on this planet. However, I venture to guess that, deep down in each of our hearts, is a special love for the printed word. There is something about opening the cover of a book that send a delicious chill down the spine.

However, we live in a digital age and the trend for special and academic libraries is to make our holdings available to our patrons wherever they maybe, from Timbuktu to Toledo, Ohio. I used to say that you couldn't snuggle in bed with a computer like a good book. With the advent of Kindle, I have learned that I can, indeed, snuggle up with my Kindle (shocking, I know).

So, how do we deal with the shift?

It is important to dispel some myths that people outside the library world often have. I had a school administrator turn to me and say, "Isn't it all digital, anyway?" Of course, the answer is no. Especially as you enter the world of technical books, the demand for digital isn't there. Which leads to the other myth: "Aren't eBooks cheaper than print?" My experience tells me that, depending on the subject area, they often cost double, if not triple the price of the print book—and that is for a one-simultaneous user.

Why go digital? The answer lies in the shifting nature of our users and the academic world. More and more classes are taught remotely. For students to access materials outside of purchased textbooks, they need to be in digital format. And that is just for eBooks. The field of electronic journal publication

has exploded. There was a time when to find a journal article required hours poring over printed indexes, year by year. Thanks to Google (I really do mean that), students have access to more information than they can really make use of. And with better search skills, our students/patrons have access to some really useful information.

Taking a look at student demographics, (somewhat ignoring for the moment the older, non-traditional students), they are used to information at their fingertips (quite literally). Surveys indicate the "younger people do not have patience to read every word. They merely skim and look for needed information while reading"¹.

The truth is, when researchers want a quick fact, they turn to digital resources. When researchers want in-depth understanding of a topic, they want print.

Ziming Liu said in 2006, "...[R]eaders will continue to use printed media for much of their reading activities, especially in-depth reading. In-depth reading usually involves annotating and highlighting. People's preference of paper...is unlikely to disappear in the digital age"². My observation is, as assignments and resources more often come in digital format, the students turn to the printer to convert digital resources back to print.

Despite my love for print, I've grown increasingly more comfortable in our digital world. While I'm not ready to replace my complete works of Shakespeare with a digital version, I do love having 20 to 50 books on my Kindle when I travel. The demand for quick answers can be satisfied. Why not have the best of both worlds?

¹Liu, Z. (2006). Reading Behavior in the Digital Environment: Changes in Reading Behavior Over the Past Ten Years. *Journal of Documentation*, 61(6), p. 706. doi:10.1108/00220410510632040

²Liu, Z. (2006), p. 710.

It's Elementary, My Dear Watson

by Amy Jamison, Ogden School District

When we think of students doing research in our K-12 schools, we are likely to imagine secondary students working on papers for their history class or digging through a biography for a Language Arts essay.

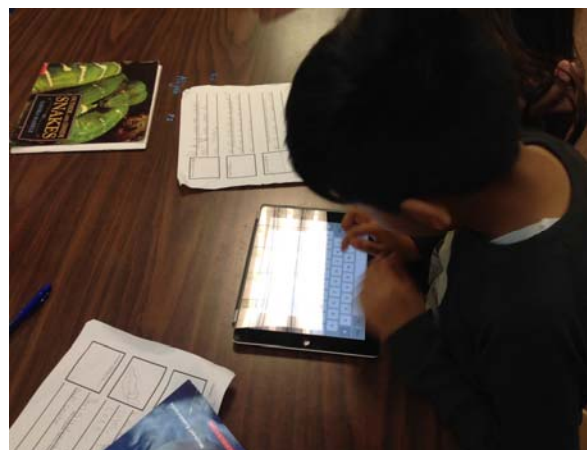
What we too often overlook, however, is the importance of building research skills at the elementary school level. In elementary libraries, it may be difficult to teach research skills because school librarians are often teaching in isolation, without much collaboration with classroom teachers and their curricular content.

Yet, the elementary school years provide a golden opportunity to scaffold the skills students need to be better prepared for advanced academic learning in secondary schools and college. Whether students are in second grade or tenth, they can ask essential questions, find information using reliable sources, analyze and organize their information, and showcase their new understandings in a product.

Teachers can be overwhelmed by the idea of “doing research” with students, and that’s where the elementary school librarian has a valuable role to play. By introducing and integrating skills, tools, and resources, like those found at [Utah’s Online Library](#), teachers and students can feel more confident moving beyond pre-selected

text or unstructured Google searches. Working with students on science fair or facilitating a project with first graders on insects, the teacher librarian has the toolkit to scaffold student research so students are better prepared for more rigorous research tasks in the future.

Without receiving research instruction in elementary school, students come to the skills they need too late. They’ve already established bad habits that are difficult to break. A focus on strong research skills in elementary school will help our students confidently embrace the informational demands of high school, college, career, and life. It’s elementary!



YSRT Fall Workshop: Ideas that Work

The YSRT Fall Workshop will be held on February 17th
at the Salt Lake City Public Library.

It's Free! No membership required!

ula.org for more information

ABOUT THE UTAH LIBRARY ASSOCIATION

The mission of the Utah Library Association is to serve the professional development and educational needs of its members and to provide leadership and direction in developing and improving library and information services in the state. In order to accomplish these goals, ULA supports and provides continuing education programs for Utah librarians and library employees, especially at its annual spring conference. ULA also offers members a number of opportunities for library leadership, professional growth, networking, and community service. We hope you find the Utah Library Association to be an organization that makes a difference for you, for Utah librarians, for Utah Libraries, and for the citizens of Utah.



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Association

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