



Utah Libraries News

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ULA President's Message

To quote *Game of Thrones*, “winter is coming.” We see it on our mountaintops as they turn from vibrant colors to snowy white, and we see it in our patrons as they become increasingly stressed with the commitments and expense of the holiday season. The holidays can be a magical time, but for many, it’s also a time of stress and loneliness. I encourage Utah librarians to reflect on how we can add joy, community, and a helping hand during the holidays. Whether it be a free showing of a classic film, a cookie-swap, a Yule Ball, a technology showcase to inform gift-giving, suicide prevention programs, holiday-themed storytimes and crafts, or “Food for Fines” (allowing patrons to pay off fines by donating canned food), there are a million ways libraries can make November and December a more magical time of year.

Thank you to everyone who submitted a proposal for the ULA 2019 conference “In Libraries We Trust.” The conference committee has been hard at work collecting program submissions, finalizing the logo (see image), and organizing the book drive and silent auction. My hope for the 2019 conference is that it’s a time for all of us to step away from our busy day-to-day lives to learn, connect, and celebrate the great work happening in Utah libraries. We’ve already lined up some amazing keynotes, including resiliency expert Fatima Doman and Lance Werner, Library Journal’s 2018 Librarian of the Year. Stay tuned for the full conference schedule and open registration in January.

Lastly, election season is upon us! Librarians can help our patrons through the confusing process of getting registered, locating polling places, and understanding those ballot



measures. Vote.utah.gov is a wonderful resource that I've been sharing with my freshman students, many of whom plan on voting for the first time. Libraries are places of empowerment, and I can think of nothing more empowering than giving citizens the tools to effect change and claim their right to vote!

Rebekah Cummings

ULA President

2018-2019

Learning from Each Other at the UALC Professional Development Retreat

By Carol Kunzler, Snow College-Richfield Campus

Rachel Wishkoski, Utah State University

Brandon Patterson, University of Utah

On October 12, 2018, approximately eighty librarians representing all academic libraries in Utah gathered at the Brigham Young University Conference Center for the annual Utah Academic Library Consortiums (UALC) Professional Development Retreat. This year's theme, "Learning from Each Other: Information Literacy and Librarians as Researchers" focused on how academic librarians in Utah can learn from each other to promote, foster, and further information literacy and academic research. The retreat included two keynote speakers, informal networking and a new and successful breakout session format of open discussion with moderated dialogues.

Keynote speakers, Wendy Holliday (Weber State University) and Holt Zaugg (BYU) shared messages of how information literacy contributes to student success and the importance of instructional assessment in libraries. Wendy Holliday encouraged attendees to first reflect on how power and privilege intersect in the "landscape of practice in which we are embedded." We must, she argued, think about how information literacy fits with discourses of employability and workforce preparedness currently dominating higher education. How might viewing information literacy as a sociocultural practice (to draw on the work of

Alison Hicks) enrich the credentials offered by our institutions and push us to make those credentials accessible to students typically excluded from them?

Holt Zaugg shared successful library assessment strategies and how to apply them to scholarly research practices. He emphasized the importance of having students as experts in the assessment process and getting frequent and constant feedback from them to ensure success in libraries. Zaugg suggested that researchers focus on three essential questions when preparing for assessment: What are we not doing that we should be doing? What are we doing that we should stop doing? Would the changes help?" Answering these questions, along with establishing a personal learning theory, helps library researchers "find a personal sweet spot."

The retreat featured two breakout tracks focused on research and information literacy. Moderated discussions for the information literacy track included understanding the ACRL Framework, technology in support of instruction, and what we learn from students. Topics for the research track included getting started as a researcher-librarian, making research connections, and assessing library programs and services. For the complete 2018 UALC Professional Development Retreat program and shared notes visit <https://sites.google.com/gcloud.utah.edu/ualc2018pdretreat/schedule>

Utah Librarian Spotlight

Every issue, ULA President Elect Vern Waters introduces readers to a Utah librarian.

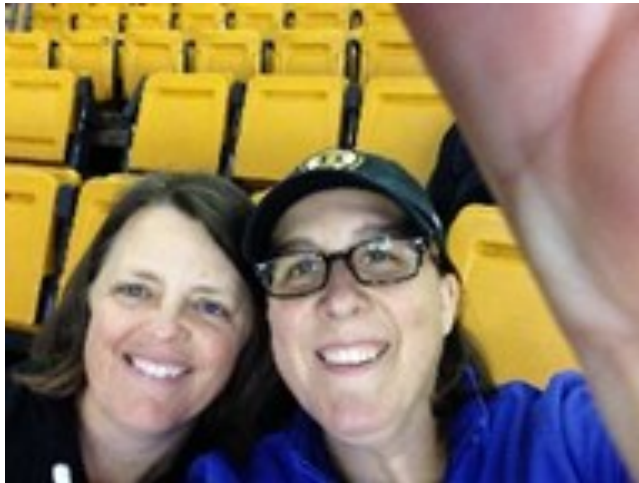
In this issue, the spotlight falls on Allyson Mower.

Allyson's Twitter bio lists her as being a big fan of information and that about sums it up. She thinks a book is the only thing that separates humans from the rest of matter, which makes her wonder why everybody else is not also a big fan of information (her fellow librarians excepted). She is not sure where this interest in information stems from. Allyson was born and raised in rural Utah where she spent lots of time hiking, camping, playing with her six siblings and many friends, and occasionally reading. Her parents took her to church, read stories to her, took her to the public library, and made sure she had a solid education. She has always been curious about the human and natural world and perhaps that is what drives her interest in information.

Allyson has worked in libraries since 1996 and has been a librarian since 2008. Currently, she is Associate Librarian and Head of Scholarly Communication & Copyright at the University of Utah's J. Willard Marriott Library where she helps the U of U community navigate the world of scholarly publishing and copyright. She answers questions about finding good venues for scholars to present and publish their research and provides consultation about ways for scholars to impact their disciplines based on who and what has come before. Allyson also researches the history of academic authorship in America by studying how the University of Utah got started and what its first librarians and professors wrote and published.

She receives at least one copyright question per day during the work week, usually related to how much can be copied by professors and shared with their students, but also from people across the globe seeking good information about copyright ownership and reuse. You will often find Allyson presenting on copyright for librarians and information professionals at the annual conference. You will also find her hosting reading clubs at Marriott Library and volunteer-

ing at YWCA Utah where she runs a very small library for residents and hopes to build one eventually for members.



Allyson and her wife, Alyssa Williams.

Allyson is a proud wife and aunt and longtime resident of Salt Lake City. She and her wife recently purchased a home in Sugarhouse with lots of space for reading and writing, and a little loft for nieces and nephews to read and play. In addition to being a fan of information, Allyson is also a Boston Bruins fan, a Utah Utes football fan, and a Salt Lake Bees fan. Her list of current reads includes *Transcription* by Kate Atkinson, *Scythe* by Neal Shusterman, *The Wild Truth* by Carine McCandless, *What a Book Can Do* by Priscilla Murphy, and Mark Danielewski's *House of Leaves*.

The Power of Our Library Organizations

By Amy Jamison, School Libraries Section Editor

The recent challenge to EBSCO databases available for K–12 students at [Utah's Online Library](#), and the subsequent reinstatement of the databases by the Utah Education and Telehealth Network Board made me and many of my colleagues reflect on the power of our library organizations.

In the last few weeks, I've spoken with school librarians, library staff assistants, and teachers (who frequently promote Utah's Online Library to student researchers) who were unaware that EBSCO databases had been challenged and access temporarily blocked. Yet, behind the scenes, our library organizations were actively involved in a heavy campaign for intellectual freedom for our K–12 students. It made me realize just how important our library organizations are for our profession as teacher librarians, for our students who need access to credible, reliable information, and for all stakeholders who want to foster information literacy in our students.

On behalf of my library colleagues, teachers and students in my district, and perhaps throughout the state, I'd like to thank Peter Bromberg, ULA Advocacy Chair, for his incredible work keeping stakeholders informed and involved; Wanda Mae Huffaker, ULA's Intellectual Freedom Committee chair, and Rebekah Cummings, ULA President, for

their support and connections with the ACLU and ALA; Utah Educational Library Media Association Board Members and Lorraine Wyness, UELMA President, who represented Utah school librarians and encouraged members to contact UETN; Elaine Shelburne, Teacher Librarian, who gave all librarians a voice (literally) by joining Peter on KRCL's Radioactive show; and to all educators, librarians, parents, and students who advocated for the importance of databases for scholarly work, specifically and intellectual freedom, generally.

A concern I heard throughout the EBSCO debate was how, or if, K–12 students are regularly taught to navigate databases and online information. Now is the time for school librarians to continue using the power of our organizations to advocate for school libraries and librarians who teach information literacy and digital citizenship skills to our students, so the students, in turn, have the tools to better navigate online information themselves. These are the life skills we want for our students, not a passive acceptance of content determined by influences outside our discipline and profession.

We have power in our organizations, and a strong voice when we work together. Let's keep the conversation going.



San Juan County Library Selected to Host Native Exhibit

San Juan County Library System has been selected in a competitive application process to host *Native Voices: Native Peoples' Concepts of Health and Illness*, a traveling exhibition to U.S. libraries.

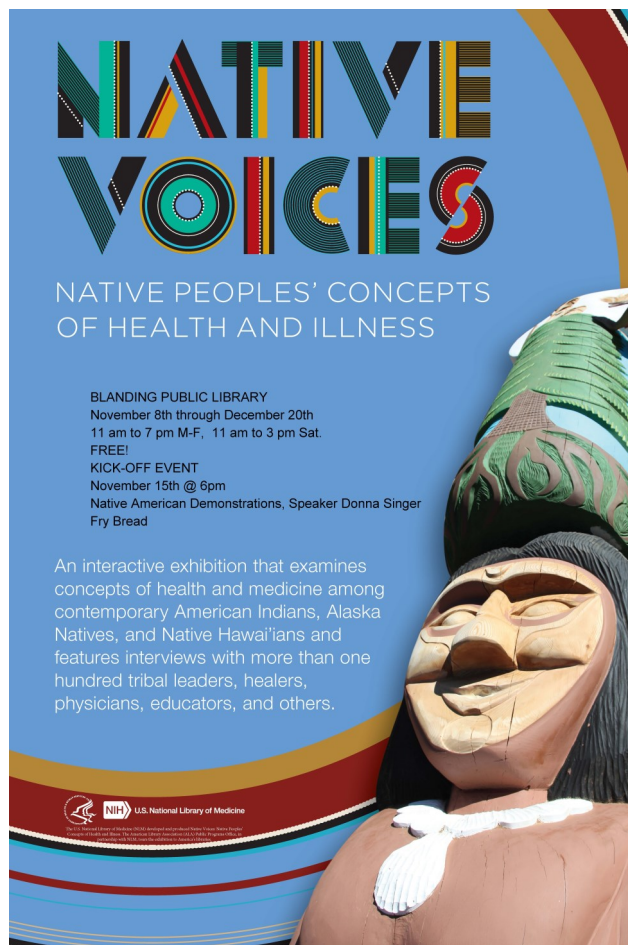
Native Voices explores the interconnectedness of wellness, illness, and cultural life for Native Americans, Alaska Natives, and Native Hawaiians. Stories drawn from both the past and present examine how health for Native People is tied to community, the land, and spirit. Through interviews, Native People describe the impact of epidemics, federal legislation, the loss of land, and the inhibition of culture on the health of Native individuals and communities today.

As one of 104 grant recipients selected from across the country, Blanding Public Library, part of the SJC Library System, will host the traveling exhibition for a six-week loan during its tour of the United States from February 2016 to June 2020. Blanding Public Library will also receive a \$250 programming grant, virtual training, and publicity materials.

“We are so pleased to bring to National Library of Medicine’s fascinating exhibition to San Juan County,” said Pat Smith, Director of the San Juan County Library System. “We hope the Native People in our community will take pride in the exhibition, and that all visitors will enjoy learning about these powerful concepts.”

Native Voices: Native Peoples' Concepts of Health and Illness was displayed at the NLM in Bethesda, Maryland, from 2011 to 2015. To learn more and view content from the exhibition, visit www.nlm.nih.gov/nativevoices.

A schedule of the exhibition and related events at Blanding Library will be available October 22nd. Visit sanjuancountylibrary.org for more information.



To Work or To Rest: Thoughts on Sick Leave and Why We Should Take It

by Dory Rosenberg, Staff Columnist

As we get closer to the end of the Fall semester, I'm beginning to see the signs of students revving up for that last push of energy before final exams and papers—the study rooms at my library are constantly booked, requests for research help are starting to rise, and the Jimmy Johns delivery person is a frequent library visitor. However, an even more frequent visitor is that of sickness. On our latest supply order, we added extra tissue boxes and bottles of hand sanitizer to help ward off the growing cacophony of sniffles and sneezes in the library. Recently, one of my colleagues commented that when college students are too sick to go to class, they usually end up at the library instead. I asked her why she thought this was and she responded that even if students miss class, their impending homework and study deadlines don't disappear.

For those of us that spend a lot of time in the library and around students, this means that getting healthy, or not getting sick in the first place, can be a challenge. On the flipside though, what behaviors or practices are we as library staff doing that help sickness take over our libraries? Do we have cultural norms or arbitrary expectations that we make for ourselves that keep us on the clock even when we are under the weather? From my experience, I know I've stayed in the office when I should have been in

bed simply because it felt easier to do the work than get it covered. And, just as students feel the pressure of deadlines and the fear of getting behind in work, the same holds for library staff.

Knowing my track record, I decided to make a pact with myself earlier this semester that, if I was sick, I would stay home. This agreement was tested in October when I finally caught the cold that had been making the rounds in my library. While I was frustrated about missing meetings, needing to cover a desk shift, and getting enough behind that I had to make up some work on the weekend, ultimately, I recovered faster because I let myself rest. I'm also sure my office mates were grateful that I was home and not sharing my germs with them.

Relevant policies and leave time for sickness can be different based on your libraries and status, but many of us are lucky to work in institutions that offer sick leave, and sick leave that we can actually take with limited repercussions. I know the call of our library cubicles and our always-there email can have a strong hold, but next time you notice your throat is extra scratchy or you find yourself going through mountains of tissues, consider staying home and really letting yourself rest and heal.

What's On at Your Library?

Utah Library News is 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).

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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