



# Utah Libraries News

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## ULA President's Message

Greeting ULA Members,

I hope you had a great summer. I have been busy with a variety of life changes. I expect it is the same with all of you.

We are excited to get back into the swing of things as there is much going on behind the scenes at ULA. Some of us met to update ULA policies and procedures. This was a long meeting but very productive. Thanks to Daniel Mauchley for spearheading and taking this under his wing. We still have more to do there but we are off to a good start.

We are working on responses to the Macmillan Publishing decision to impose an embargo on library eBook purchases. This will have an impact on all of our libraries.

Here is part of our response:

On July 25, Macmillan Publishing announced it would become the only major (Big 5) publisher to limit eBook lending for U.S. libraries. Under its new licensing model, scheduled to begin November 1, 2019, a library may purchase one copy upon release of a new title in eBook format, after which the publisher will impose an eight-week embargo on additional copies of that title sold to libraries.

As American Library Association (ALA) President Wanda Brown asserted that same day, "Macmillan Publishers' new model for library eBook lending will make it difficult for libraries to fulfill our central mission: ensuring access to information for all...Macmillan's new policy is unacceptable."

And Public Library Association (PLA) President Ramiro Salazar stated, "Access to digital content in libraries is more than a financial issue: it is an equity issue. We encourage Macmillan Publishers to reverse course before libraries and the people they serve are harmed."

Millions of people now use digital content as their preferred or only access to books, music, and movies. Digital content is portable, accessible to people with print disabilities, available anywhere 24/7, and brokered by libraries to provide diverse options to our diverse communities.

Libraries not only pay for books, they market them. Lost marketing means lost publicity and sales for publishers and authors.

ULA joins the ALA in denouncing this measure and calling for Macmillan Publishing to cancel the embargo and restore full access to its complete eBook catalog upon release to the public.

Furthermore, ULA affirms the principles that:

- All published works must be available for libraries to purchase and lend to library users.
- Access to and use of eBooks must equitably balance the rights and privileges of readers, authors, and publishers.
- Digital content must be accessible to all people, regardless of physical or reading disability.
- Library patrons must be able to access digital content on the device of their choosing.
- Reading records must remain private in the digital age.

Read [Daniel Mauchley's post](#) on ULA.org for more information.

The next ULA meeting will be held on Friday, September 20th at the West Jordan Library. The fall workshop will be in Brigham City the following week.

*Vern Waters,  
ULA President  
2019–2020*

## Utah Librarian Spotlight

*Every issue, ULA President Elect Daniel Mauchley introduces readers to a Utah librarian.*

*In this issue, the spotlight falls on Angela Edwards.*

You've driven by it. You've probably stopped and gotten some cheese there. But one of the best gems of Beaver, Utah isn't the Creamery. It's the Carnegie-era Beaver City Library and its self-sacrificing staff that serves the 3,000 patrons of that cozy nook of rural southwest-central Utah in impressive ways. The library itself, whose centennial was celebrated in 2018, is a unique draw. One of the main catalysts of its success is the director, Angela Edwards. Originally from Beaver, Angela has grown the library into an active, welcoming heart of the community. If you are a child visiting the library, expect Angela to know you on a first-name basis, and you'll quickly realize that she is *your* librarian. She strives to be aware of your needs; perhaps in part, because it was her own need that led her to where she is now.

In 2003, Angela had a full-time job with two young children. She had a hope to grow a love of reading in them. At the time most community programming for children in the area was sports and little else. Despite her busy life, she approached the library staff, and, in a moment that is well known in library staff fairy tales, offered to be that golden volunteer who would host a weekly story time at the library. This was the tipping point. Within a year she recruited other volunteers to help provide story time along with her, and she became the story time volunteer coordinator. She scheduled them, secured supplies, and helped them be as successful as possible.

In 2005, Beaver searched for a new library director. Angela said she doesn't know whether it was because she had been volunteering or whether the hiring committee "took pity" on her, but she was selected and has been the Beaver Library Director for the last 14 years. It hasn't been an easy road for her. She still works two other part-time jobs while her daughter is graduating with her Masters' degree and her son is graduating high school. Yet the Beaver Library's service and influence has grown.

She has initiated an active teen advisory board of about 20. For six years most of those teens continued participating all the way through high school graduation, some of them becoming the first high school graduates of their family. Angela says a highlight for her is when they have come in a few years later to catch up with her about their further successes as young adults.

Last year, Beaver Library received a Library Services and Technology Act grant to acquire Playaway Launchpad tablets with preloaded educational games and eBooks on them. They have nearly 80 now and over 30 of them are



*Angela Edwards  
Director, Beaver City Library*

distributed among six preschools, child care centers, and Head Starts in the area. Every month, Angela swaps them around to keep the content fresh. They are often used for activity tables these facilities wouldn't otherwise be able to afford. The others circulate very well at the library, especially among families

who can't afford such technology. Currently, the staff is working on acquiring pickleball equipment for circulation and initiating classes on the city's courts to teach families how to play the sport.

Besides children's programming, the library also provides a weekly book exchange with Minersville and Milford libraries. The library's community space is regularly, spectacularly decorated for summer reading and other programs. They are a great host to storytellers, performers, and the Utah State Library, which often holds in-person trainings there for libraries away from the Wasatch Front. Not surprisingly, Angela was elected this January as a Boardmember-at-Large of the Utah Library Association. She says she is excited to expand her networking opportunities and knowledge by serving in ULA. Personally, I have been so impressed by and admire Angela's cheerfulness, kindness, and dedication in some challenging circumstances.

So the next time you are passing by Beaver, make sure you visit the community heartbeat and one of the great minds behind it. You'll leave inspired while you're enjoying your cheese.

## Adult Learners in Special Libraries

by Karen Newmeyer  
Medical Librarian, RMUHP  
ULN Special Libraries Section Editor

We all had different ideas of life as a librarian. I imagined storytime, helping patrons finding something good to read, and shelving books. That is what I planned, but my career took me in a different direction.

In my current library position as an academic medical librarian at the Rocky Mountain University of Health Professions, there are two types of students: Students fresh from their undergraduate degrees, focused on finishing their graduate degrees and starting their careers. Then there are the post-professional students. These students have been working in their chosen field for 10 – 20 years and deserve the fancy initials behind their names. They are a different type of learner. They are not interested in jumping through hoops or doing busy work. Generally, these students take online classes, still work full or part time, and have personal lives. They are invariably stressed and pushed to their maximum capacity. And the thing is, most are not comfortable with technology. Did I mention they are taking online classes?

Here are some things I have learned about teaching these adult learners. Three things matter:

- Relevancy
- Efficiency
- Applicability

These adult learners need to know the “why” as well as the “how.” Why do they need to know something? How do they efficiently gather needed information (i.e. completing a literature review for their dissertation)? How can the assignment bring them closer to their final goal?

In addition to these concerns and needs, some students fall into one of two areas: those who view me as their personal research assistant, and those who want to do everything themselves. Last week, a student sent me a full-text request for 58 articles. Ninety five percent of the articles were either in our paid subscriptions or free on Google Scholar. I found the articles and suggested we meet to go over research access methods. On the other hand, there are those who apologize for asking me anything. With them, I stress my pleasure in helping them. It is important to remember that adult learners are used to being perceived as knowledgeable. Sometimes they don’t ask for help in order to view themselves as capable.

Understanding our patrons’ motivations provides guidance on their needs. Creating efficient training materials continues to be a challenge. The aim is to provide instruction that goes to the heart of their needs. What works for younger students doesn’t work for post professional adult learners. As with all our patrons, all interactions need to be tailored to their needs and expectations.

### *We’re pleased to announce that the Diversity Services Round Table is back!*

*The mission of the DSRT is to promote inclusiveness, equity, and diversity in our profession and association. We’re here to help librarians learn about providing equitable services to everyone, and to promote training and development opportunities at the ULA Annual Conference. Stay tuned as the website is updated with information and relevant training and resources. If you have questions, please contact:*

*Co-Chair: Chaundra Johnson, Utah State Library Division*

*Co-Chair: Katie Wegner, Summit County Library*

*Secretary: Jennifer McKague, Salt Lake County Library*

*Our next meeting will be in October 2019 (see website for details). We’d love to see you there!*



## Spring into Action with Scholarly Communication

by Carol Kunzler, MLS, Med  
Snow College Librarian  
ULN Academic Libraries Section Editor

Recently, I was awarded the opportunity to attend workshops focused on scholarly communication. These workshops discussed how academic libraries can and should be active partners in promoting and advancing scholarly communication at our higher education institutions.

Before attending the workshops, I lacked familiarity with the entire scope of scholarly communication. I had not considered the effect that modern technologies and changes in traditional publishing practices had on the role of libraries in the scholarly communication cycle.

However, after attending the workshops and learning more about scholarly communication, I am 100% positive that scholarly communication is relevant to all roles in academic libraries. From circulation to cataloging to digital services and institutional repositories to instruction to research and beyond, we are all partners in scholarly communication.

Scholarly communication includes many areas. You may, in fact, already be a part of scholarly communication without considering that you are. Perhaps, you are in cataloging and you create original records for institutional dissertations, theses or e-portfolios. Or, you are in circulation and you help manage open access reserve items. You might be an instruction librarian who teaches students the research process. Maybe you have participated in peer reviews or have written a scholarly document. All of these roles and more are a vital part of scholarly communication.

Take some time today to learn more (see some resources at the end of this article) about what scholarly communication is, how your role contributes to the scholarly communication cycle and what you can do to spring into action with scholarly communication at your higher education institution!

To learn more about Scholarly Communication:

- Register for the upcoming [UALC Professional Development Retreat](#) in October, which is focused on Scholarly Communication in Utah.
- Visit online resources:
  - \* [ACRL Scholarly Communication](#)
  - \* [ACRL Scholarly Communication Toolkit](#)
  - \* [Andrew W. Mellon Foundation: Scholarly Communications](#)
  - \* [Innovations in Scholarly Communication](#)
- Read current publications on Scholarly Communication
  - \* [Open and Equitable Scholarly Communications: Creating a More Inclusive Future](#)
- Consider applying for a Scholarly Communications Grant
  - \* [ACRL Scholarly Communications Research Grant](#)
  - \* [Alfred P. Sloan Foundation: Scholarly Communication](#)
  - \* [Andrew W. Mellon Foundation: Scholarly Communications](#)

### *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 [mehale@slcolibrary.org](mailto:mehale@slcolibrary.org). We publish issues in September, November, February, and April (Annual Conference Issue).

## Liaison Work: “You Need Brains on Both Sides”

*by Dory Rosenberg,  
USU Reference Librarian  
ULN Staff Columnist*

I'm a liaison librarian at Utah State University. In reflecting on this work, I came to the realization that while variable, my liaison efforts have looked pretty much the same over the past six years. I was hired as a Reference and Instruction Librarian and, not surprisingly, my liaison interactions have primarily revolved around research help and information literacy instruction. In some respects, this means I'm doing my job and that's good, but as I've focused on listening to the needs of my partnered departments, I'm seeing the need for other avenues of support that would benefit the faculty and students I serve.

One area that continues to grow across USU, and is of definite interest within the English Department, is digital humanities (DH). DH is a rapidly growing field, and as the English liaison, I've wondered how I can ever keep up when I already feel several years behind. Part of me wants to stick with what is familiar and continue developing my strongest ties with the department's literature and composition programs. However, in knowing my own tendencies, I'm trying more often to step out of my comfort zone. This open approach has led to several opportunities, including a trip to Boston this past spring to attend the Association of Research Libraries and the Coalition for Networked Information's Digital Scholarship Planning Workshop.

At this planning workshop, a case study approach was used to structure our time, and one theme that arose was figuring out where liaison librarians fit in the digital scholarship campus network. Some universities showcased programs where liaisons were equal partners in research projects with their faculty counterparts and other institutions discussed models where liaisons served in a variety of support roles. Throughout these presentations, there was a range of commentary on whether or not being a supporter instead of a partner placed the library in a position of “less than.” Amidst these discussions, I heard an attendee state that regardless of these designations, in all collaborations between faculty and library staff, “you need brains on both sides.” This got me thinking about what “brains” I have to offer at the current moment for the DH work happening in my liaison areas. I don't know much about coding and I've never used software for text mining, but as I wrote in the margins of my workshop notes, I do have “advocacy brains.” As a liaison librarian, I can start with something I know and have done (like advocating for a new library resource) and use that as a stepping stone towards figuring out what more I can learn about and offer in relation to the DH research happening on my campus.

Perhaps you are in a position similar to mine, where you've done a good job doing the same job for several years. If so, I'll end with two questions for you to consider: what “brains” or skills are you currently using in that job? And how might you use that knowledge and awareness to develop areas of growth in your librarianship?



# EMPORIA STATE UNIVERSITY

■ *School of* LIBRARY AND  
INFORMATION MANAGEMENT

## VERSATILE

Get a graduate degree  
that can qualify you for a  
wide variety of careers.

## CONNECTED

Have face-to-face  
interaction with peers,  
advisors, and professors.

## CONVENIENT

Earn a graduate degree  
in as little as two years by  
taking classes part time  
and online.

## AFFORDABLE

Master of Library Science Program  
offered in Salt Lake City, UT



# ABOUT THE PROGRAM

Emporia State University's School of Library and Information Management (SLIM) has a 115-year history of preparing students for work in library and information science fields. The Master of Library Science (MLS) program has continued ALA Accreditation. It is a 36-credit-hour graduate degree program that prepares students for professional work in public, academic, school, and special libraries as well as in corporate, private, and government information services. The curriculum is comprised of theory and practical application courses about how information is created, recorded, acquired, organized, disseminated, diffused, utilized, preserved, and destroyed. You will develop an understanding of the role of social interaction in information-seeking behavior and the importance of a professional philosophy and service ethic. Coursework includes:

## Required Courses:

Foundations of Library and Information Science (3 credits)  
Information-seeking Behavior and Reference Services (3 credits)  
Organization of Information (3 credits)  
Management and Information Organizations (3 credits)  
Research in Library and Information Science (3 credits)  
Information Technology (3 credits)  
Collection Development and Management (3 credits)  
Capstone Course: Assessing the MLS Experience (1 credit)

## Plus:

14 credits of electives selected from over 40 elective options including current issues courses in management, technology, and more!

# PROGRAM DELIVERY

You will move through the program with a cohort of your peers. By taking classes part time, you can complete the program in two years even if you are working full-time. Courses are a hybrid of primarily online work with 2-4 face-to-face sessions each semester. Face-to-face sessions are held from 6 to 9 p.m. on Friday evenings and 9 a.m. to 5 p.m. on Saturdays at the Salt Lake City, UT location. A dedicated, on-site advisor will work with you to develop a coursework plan and to provide essential networking and career development opportunities. No thesis is required. You will complete a capstone project comprised of a portfolio that highlights your achievements in the MLS program.

# APPLICATION AND ADMISSION PROCESS

Applications for the 2018 Spring cohort are due by December 1. Classes begin in January. For details about the application process, go to <http://www.emporia.edu/slim> and click on Prospective Students. **Contact Dale Monobe at [dmonobe@emporia.edu](mailto:dmonobe@emporia.edu) or (801) 946-5265 with questions.**

[emporia.edu/slim](http://emporia.edu/slim)



# Is a Makerspace Right for Your Library?

by Nathan Robison

Programs and Outreach Librarian, Orem Public Library

ULN Public Libraries Section Editor

Makerspaces are one of the hottest recent trends in public libraries. Public libraries throughout Utah are adopting makerspaces or creative labs, and there are many great reasons to add a makerspace or creative lab to your library. For example, makerspaces give access to creative tools that many library patrons simply can't afford on their own, or don't have the know-how or skills to use. They're also a great way to invite those with different learning styles into your library. For many community members, a hands-on approach to learning may be preferable over books. Makerspaces are also very popular with teens.

But with these advantages and opportunities come challenges as well; challenges that might ultimately make you decide that a makerspace is not right for your library. Here are a few things to consider when thinking about adding a makerspace or creative tools to your library.

Creative tools and resources are expensive. While the cost of 3D printers and other popular makerspace equipment has dropped considerably in recent years, there are many ongoing costs associated with makerspaces such as 3D printer filament, paints, recordable CDs, and maintenance and replacement schedules for equipment. There are grant opportunities such as Community Library Enhancement Fund (CLEF) and Library Services & Technology Act (LSTA) that many libraries have pursued in order purchase creative equipment. Many libraries attach small supply fees to some equipment use as well. These things help with initial costs, and help offset ongoing costs, but it's good to remember that makerspace equipment often has a short lifespan.

Makerspaces require a pool of knowledgeable staff or volunteers. Who will be running your space? Many models exist, including self-help spaces in which library staff merely give access to the tools or direct them to training materials. However, even with these models, a makerspace will take staff time, and often take staff from other library responsibilities. How will you meet this obstacle? Can you hire someone new? Are there existing skills within your staff? Are there

local volunteer networks such as tech companies or universities that can help you?



*Orem Public Library's Makerspace*

Makerspaces and creative labs require a dedicated space. Makerspaces are often not quiet spaces, and may interfere with study or quiet zones. Additionally, some equipment, such as 3D printers or engravers, require a well-ventilated area to make sure harmful chemicals don't accumulate.

The addition of a makerspace introduces many policy challenges to a library. As you consider adding a makerspace, think about who will have access to the equipment. Is your space designed for patrons who already know how to use the equipment, or will there be classes or other training? What will you do with 3D prints or other projects that are never claimed? Will you offer equipment that's available for check-out? Make sure that library patrons understand that they may be charged for lost or damaged equipment, and the replacement cost can be substantial.

Makerspaces can be a very valuable addition to any community, and can empower your library in its mission to help self-learners in your community. I've been involved with the Orem Public Library's Makerspace for two years, and it has been a fun and challenging experience. I'm grateful for the many librarians and other experts who answered my questions and offered help as we were getting our space off the ground. I'm happy to talk with others, or direct them to others. If you have any questions about my experience, feel free to contact me at [nrobison@orem.org](mailto:nrobison@orem.org).



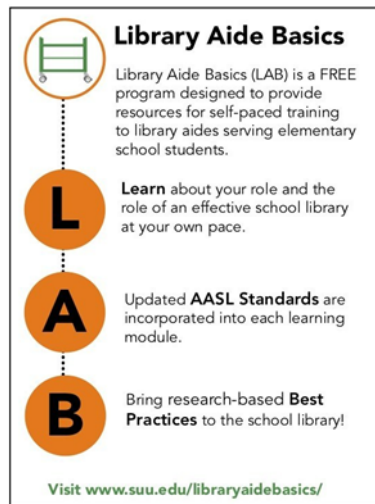
# Library Aide Basics

by Amy Jamison

District Library Specialist

School Libraries Section Editor

At the Utah Educational Library Media Association (UELMA) conference in March, I attended a session hosted by Caitlin Gerrity and Rebekah Smith from Southern Utah University. They introduced Library Aide Basics (LAB), a “training program developed in 2018 to serve school library paraprofessionals across the state of Utah.”



tary library aides in the daunting endeavor of learning about collection development, intellectual freedom, budg-

eting, and general best practices for the operation of a school library, including lesson planning and library procedures. The goal of the Library Aide Basics training is to provide school library aides and their supervisors with resources for the basic library management skills necessary to effectively meet the needs of students and teachers at their schools. The LAB training program:

- provides free, online training to library aides in elementary schools
- is self-paced through seven Canvas modules
- incorporates American Association of School Librarians (AASL) Standards in each module
- includes lessons, tasks, and quizzes that encourage reflection and improvement on library practices

Library paraprofessionals can access the Canvas modules with a “Free for Teachers” account, and work through the modules on their own, based on their current needs and preferred pacing. In addition, the LAB training modules are licensed under a Creative Commons Attribution-NonCommercial-ShareAlike license, so schools or districts can copy the modules and adapt them to district- or school-specific needs and policies.

To learn more, and to watch an introductory video, visit the [SUU Library Aide Basics website](http://SUU Library Aide Basics website).

## TECH MOMENT

*from the Utah State Library*

As young'uns spend more and more time in the online world, internet safety skills are becoming crucial at increasingly young ages. Enter Be Internet Awesome. The interactive Google-authored game helps kids be "safe, confident explorers of the online world." It features four locations in "Interland" with challenges that ask kids to think critically about decisions they make online, and it teaches the vocabulary of scams and phishing attempts.



Available in Spanish and English, it's a secure site so you can feel confident recommending it to others. Look under the Educators tab to find extra resources like lesson plans, slide decks, and activities that could be adapted into library programs. Try playing it yourself! Bet you can't get a perfect score...

*Liz Gabbitas is the Technology & Innovation Coordinator at the State Library Division.*

*You can contact her at [lgabbitas@utah.gov](mailto:lgabbitas@utah.gov).*

## ARLIS Takeaways

The 47th Annual Conference for Art Libraries Society of North America (ARLIS/NA) happened at the Grand America Hotel in Salt Lake City March 26 - 30, 2019. Three librarians received scholarships from ULA to attend this year's conference. The theme of this year's conference, "Insight, Incite, In Sight," resonated with Brandon Patterson (University of Utah, Eccles Library), Tammy Buehler (Southern Utah University, Sherratt Library), and Allison McCormack (University of Utah, Marriott Library), who each wrote a few notes about their insights from this year's conference.

**Brandon Patterson**  
**Technology Engagement Librarian**  
**University of Utah Eccles Health Sciences Library**

I appreciate the perspectives shared during this year's ARLIS/NA conference. My role at the Eccles Health Sciences Library has shifted to include more teaching using interactive media, visual communication, augmented realities, and other technologies that enhance health sciences education. I found several sessions during this year's meeting add to ways I see students and faculty engage in research and learning. I was pleased to see so many opportunities to explore these topics as I continue conversations on campus and I have included highlights from my experience below:

- The session Visual Literacy as Pedagogical Tool explored different ways to discuss visual ways of thinking and communicating. These included using the Visual Thinking Strategies by asking "what's going on here?," "what makes you say that?" and "what more can we find?" There were also examples of visual mapping, embedding librarians into curriculums and first-year program successes. I could see these methods being used to discuss complex topics using medical illustrations or in collecting syllabi to map courses for library instruction.
- After the session Social Justice Frameworks and Special Collections in Practice, I walked away with a better understanding of finding marginalized voices in the public domain, going outside collections that are predominately white to find voices of people of color in archives, and a freshman fellows program at Hopkins that provides mentorship for special collections projects that yearn to have a new voice.
- From Street Art in VR to Researching "Composita": Collaborative Digital Approaches for the Win gave me

added enthusiasm to continue experimenting with virtual reality in education, as it can be a tool to bridge the learning gap. I learned about important uses in creating trust and how to deal with copyright issues with this technology, as well as new platforms to try out like CatDV, ContentDM, or Islandora. I look forward to continuing to keep track of upcoming advances in VR, AR, MR and other display technologies to use in the tools we use to help educate.

**Tammy Buehler**  
**Resource Sharing Analyst & Adjunct Professor of Library Media**  
**Southern Utah University Sherratt Library**

I feel honored to have been awarded a scholarship to attend ARLIS/NA this year. I chose to attend on Tuesday, March 26th when I could participate in two technical services workshops that would directly apply to my head cataloguer position at the Gerald R. Sherratt Library of Southern Utah University.

The first workshop, The Art of OpenRefine: Data Manipulation, Reconciliation, and GREL was eye-opening and quite in-depth. This was a program I had never been introduced to before and I was really amazed at the myriad of possible applications of the program. We were given a demonstration on how to do basic tasks to organize data, how to trim whitespace, cluster data, split columns, reconcile, use GREL to add URIs and then export the data into XML and other formats. We then had time to use our own data and practice these skills, all while getting personalized assistance from Meredith Hale.

The second workshop, Data in Sight: Leveraging MarcEdit to Bring (Better) Data to Light with Terry Reese was amazing! Our library uses this program on a very limited basis, but after this workshop, I learned how much more powerful and robust this tool really is. One of the biggest takeaways for me was that I can use the program to help find records that are structurally bad, and how to fix these things in large automated batches with MarcEdit, along with manual MARC edits and repairs if needed. Other exciting things I learned is that there is an RDA Helper that will create the 33x fields automatically, change the 260 field to a 264 field, and eliminate defunct data to help convert old records into RDA records. Another tool in MarcEdit will allow you to add linked data to each record; for example, it will place Library of Congress subject and author headings into a subfield zero, and the validation tool can be used on the 1xx, 6xx, or 7xx fields to determine if

a heading is an authorized heading, correct variants, and download the LC authorities. I learned much from this workshop that I plan to implement in our library cataloguing workflow. There was something amazing about being in a room full of cataloguers, all learning from one another, and I appreciate the opportunity to attend this conference.

**Allison McCormack, Original Cataloger for Special Collections, University of Utah Marriott Library**

I learned that OpenRefine is a powerful data reconciliation tool with a steep learning curve. I'm glad I was able to attend the workshop at ARLIS/NA, since I'd explored the tool on my own previously and felt overwhelmed. I think it can help with several metadata cleanup projects that I have planned for the future.

I enjoyed all the metadata-focused sessions that incorporated discussions of ethics. Highlights included:

- Some creators, especially of items like zines, don't want to be identified by their legal names. Now that I have NACO training, and I am creating authority records, I will be mindful of how creators present themselves both within the
- work and on their personal social media pages and websites.
- Some Library of Congress subject headings contain outdated terminology or exonyms. It can be difficult to balance the need for cross-searching with a desire to respect different groups. My institution's archivists and I have had several conversations about this, especially related to Native American tribal names. I plan to use uncontrolled subject terms in my metadata records to record how people in the resources I'm cataloging actually referred to themselves.
- Many institutions collect archival materials that are in languages other than English, but all of the metadata we create about the collections is only in English. This may render the materials inaccessible to the people who created them. At my previous institution, archivists discussed translating finding aids into the language(s) of the materials themselves. I would like to introduce this idea to members of my department.

## Utah Koha Summit

*The 2019 Utah Koha Summit will take place at the Westminster College Library, on Friday October 18, 2019. Interested in learning more about Koha and what it can do for your library? Then join Westminster College, ByWater Solutions, and other Koha Community Members for a conversation about Koha and how it can benefit your library.*

*Topics will include advantages of Koha, customer and staff functionality, technical attributes, collection development, 3rd party integrations and lending services. We will also discuss the Koha community and how collaborative developments work.*

*For more information and to register, visit <https://bywatersolutions.com/news/utah-koha-summit>*

# We need your voices!

## Community-based Cultural Heritage Survey

We need help from colleagues like you to gather information about participatory archiving, which is the process of collecting and preserving materials in partnership with community members.

University Archives & Special Collections (UASC) in the Joseph P. Healey Library at the University of Massachusetts Boston recently launched a two-year project, “[Destination Preservation](#),” to build an accessible, adaptable, and engaging “roadmap” to guide libraries of all kinds and sizes through the participatory archiving process.

In order to create the best roadmap possible, we need your help!

We are seeking input from staff and volunteers representing a wide range of institutions committed to documenting shared cultural heritage, including libraries, archives, historical societies, museums, and cultural centers. We would be grateful if you would please **[complete our survey here](#)** to share your experiences and perspectives with us by September 15, 2019.

The survey is between 31 and 75 questions, and we estimate it will take about 35 minutes to complete. Your participation in this survey is completely voluntary.

Please complete the entire survey before closing your browser. While you can use the arrows in the bottom right corner to go back and change previous answers in the survey, ***you will not be able to exit and return to saved answers.***

As a thank you for those who complete the survey, we will be raffling off the chance to win one of three \$100 Amazon gift cards.

The results of this survey will inform the development of a suite of resources empowering libraries to plan participatory archiving programs with the communities they serve, preserve the resulting digital collections, and make those collections accessible to the public. You can learn more about the project and survey [here](#). Thank you for taking the time to help us by taking our survey! Please share the survey with your networks and any relevant stakeholders you think would benefit from the roadmap.

We’re excited to share what we learn from you all and look forward to creating a roadmap that incorporates your wisdom!

If you have questions about the survey, would like to participate in material reviews, or would like to receive a copy of the final survey results, please contact the Community Archiving Grant Project Manager, Sarah Collins, at [Sarah.Collins@umb.edu](mailto:Sarah.Collins@umb.edu).



## 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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