



# Utah Libraries News

NOVEMBER 2019

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## ULA President's Message

Greetings in this chilly autumn.

Fall is my favorite season. I enjoy Halloween, the costumes, the decorations, the chill in the air. It was wonderful to see so many of you at the Fall Workshop in Brigham City—a lovely day to travel up north and spend the day with you all.

I enjoy the way the chill in the air makes you want to snuggle in with a favorite warm beverage and a good book. I even like pumpkin flavored things, especially pumpkin chocolate chip cookies. However, I can give or take a pumpkin spice latte.

I am amazed when I hear about the wonderful things that libraries are doing. I love hearing about Dia de los Muertos, costume swaps, and library haunted houses and spook alleys. I know that innovative programs are reaching people. Librarians are going out to jails and juvenile justice facilities to bring summer reading and writing programs. Librarians are working with the refugee community here in our state. I have had the opportunity to go into assisted living centers to interact with memory care patients, an experience that has been life-changing for me. Yes, some of these opportunities are scary and not easy but they are so important and rewarding. I celebrate all of the amazing work you all do every day.

Some of the scary things we have been dealing with in the Utah Library Association include the updating of the bylaws, the ongoing struggle toward equitable access to E-Books, and replacing vacancies. We are also working hard putting together the conference which will be in St. George May 13 – 15, 2020. This is a really interesting process. We will have really excellent speakers—details will follow soon.

I invite you all to continue to look inward as you consider your careers and what it means to be a librarian, especially in these challenging times. I know that you all are making a difference. You may not have any idea of the impact you are having, but I want to thank you all for all you do. You all make me very proud, not only of our association, but also for the profession.

*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 Allie McCormack.*

Cuneiform tablets from 2200 B.C. A bark-beater used to make paper in pre-Columbian Mexico. Medieval religious manuscripts written on vellum. Sounds like an awesome collection you say? These are a sampling of the University of Utah's Special Collections that Allie McCormack gets to be around on a regular basis as the collection's original cataloger. She started in this role in March 2018, but fell in love with this unique work long before. Originally from Waukegan, Illinois, her studies took her to Smith College, Massachusetts, where she took her first Latin class. Her professor planned a fateful trip to the rare bookroom where Allie handled artifacts firsthand, including cuneiform tablets which use wedge-shaped characters and are one of the earliest forms of writing originating from the Middle East. She fell in love with these early examples of literacy and left with the burning question: how could she make a profession out of working with these?!



*Cuneiforms are one of the earliest forms of writing*

husband, a Coast Guard veteran, felt they were ready for a more urban experience and Allie found the opportunity at the University of Utah last year.

Among her accomplishments was taking on the complicated project of doing original cataloging of musical books, especially

That question led her to internships and a Masters of Medieval Studies from Fordham University in the Bronx. She met her husband there and then completed a Master of Library Science at Indiana University in Bloomington. She then made her way to Baylor University in central Texas and worked as a rare book cataloger for four years. She and her



*Allie McCormack  
Assistant Librarian, Marriott Library*

hymnals from the 15th and 16th centuries, at Baylor University. This work, like much of the cataloging she does at the U of U, requires a lot of research on authors, creators, subjects, material creation, and techniques. A single work often had contributions from many artisans and merchants. Allie says she gets to learn something

every day and really enjoys the handicraft and textures of these artifacts. Many of the items are digitized, but the feel of hair follicles on vellum sheets or the shine of metallic paints is an experience that just can't be replicated. She is amazed at the shared human heritage that created these works and how they show who we were and are as a people. She loves that her work helps people see these unique items for free and connects them to our past.

Allie is currently serving as the Utah Library Association Archives, Manuscripts, and Special Collections Roundtable Chair. Her main goal with the roundtable is to make training about best practices for handling, organizing, and preserving special collections more accessible across the state, whether staff can attend conferences or not. She points out that such practices can benefit many libraries because they often have special collections of some sort including genealogical records, historic photos, and more. She hopes to share archived webinar links and lists of resources to help everyone in the effort to preserve our shared human heritage. If you have any questions or just aren't sure where to start, get in touch with Allie.

## Social Emotional Learning and the School Library

by Amy Jamison  
District Library Specialist  
School Libraries Section Editor

In a [recent post](#) from one of my favorite educational resources, [Cult of Pedagogy](#), the focus was on social emotional learning, and one teacher's success creating a makerspace classroom. The teacher, Dan Ryder from Maine, and a colleague created a space where any student or staff member could come with whatever problem they may be facing—social, emotional, or academic—and use the available materials to problem solve under Dan's guidance. This story of the school's "Success and Innovation Center" was inspiring because it highlighted a type of student-centered space that many school librarians are already trying to develop in their libraries without the need of creating an additional classroom or group space. As stu-

dents struggle more and more with anxiety and depression, they need safe, on-demand spaces where they can relax, have a brain break, get energized, reconnect with themselves, and pursue their interests and passions in a non-threatening environment, with books, resources, and materials (both hi-tech and low-tech) at the ready.

In my own school district, our strategic plan includes a Social Emotional Learning (SEL) anchor to raise the percentage of students who feel a "sense of belonging" and to help improve students' academic performance, behavior, and attendance. Positive, student-centered spaces and programming in the school library, much like the classroom in Maine, have the potential to help students and staff work through the many challenges they face in and out of school.

## Utah Koha Summit Report

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

The Giovale Library at Westminster College hosted a Utah Koha Summit in October. Koha is the open-source Integrated Library System currently used in the academic libraries at Snow College, Utah Valley University, and Westminster College, as well as public libraries including Uintah County, Grande County, Duchesne County, Spanish Fork, and some school libraries across the state. This day-long event brought together thirty-five participants, ranging from those just curious about the Open Source Software to Koha users both seasoned and pre-migration. Attendees travelled from libraries in Colorado and Idaho, as well as from across Utah, with representatives present from the event's sponsor, Bywater Solutions, and the president of Koha US. Presentations highlighted the academic and public perspectives on this open source library catalog, as well as the use of Koha in the Idaho State Archives, with a live demonstration of uploading capabilities. Attendees could choose between a demo of Koha in action and an informative discussion of how the open source community advances developments and solves bugs. The summit also initiated the first steps in the formation of a Mountain West Koha Users Group.

Send queries about the user group to

[vburnett@westminstercollege.edu](mailto:vburnett@westminstercollege.edu)

### 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).

# One Approach to Emergency Preparedness Training in Libraries

by Dory Rosenberg,  
USU Reference Librarian  
ULN Staff Columnist

Given the many scary happenings on campuses and in public spaces nationwide, emergency preparedness is an important and serious issue to address and support in our libraries. As a member of Utah State University Libraries' Emergency Preparedness Committee, I have been involved in heavy discussions and trainings on armed aggressor situations and the creation of documentation to support related library needs. In these conversations it became apparent that not all library staff have the same experience or knowledge of our physical space and building, especially regarding the location of emergency exits and fire extinguishers. Based on feedback from library staff and committee discussion, we decided to create a training with the goal of helping library staff develop their situational awareness in the library. And, in particular, we wanted staff to be observant of where emergency exits and fire extinguishers are located. Our end product was an Emergency Exit and Fire Extinguisher Scavenger Hunt held this previous October. The use of scavenger hunts as a tool for structuring learning in libraries is not new, but they can be effective. Below are additional details and considerations that directed our work:

Given that we held the event in October, we decided to draw upon Halloween as an activity theme. On each emergency exit and fire extinguisher in the library, we placed a Halloween-themed image. In order to participate, library staff were given a map of the exit and extinguisher locations and then they had to visit those locations and mark their maps identifying the Halloween-themed image.

## Incentive

There are five floors in our library. If staff completed a map for the floor their office is on, they received a full-sized candy bar or a bookmark. If they completed maps for all floors, they were also entered into a raffle for a USU shirt of their choice from the university bookstore.

## Planning

The bulk of the planning time for this event was making sure all of the exits and extinguishers were accounted for on our maps and in hanging up the images across the library. Our library's graphic designer graciously agreed to create our scavenger hunt maps and she added fun Halloween accents.

## Library Wide Conversation Considerations

One consideration to negotiate among library units in planning an event like this is whether some areas of the library will be included in the scavenger hunt based on closed stacks standings. For example, our Special Collections & Archives includes a closed stacks area, and in making sure that we respected the needs of patrons in their reading room and the time of Special Collections staff, we worked with the Special Collections unit head to establish that if library staff already have access to a closed area, then that area would be included in their map. Otherwise, we limited the map points that library staff had to find on that floor.

## Accessibility

This event was put together quickly in fewer than two weeks and with our library staff in mind. However, an important consideration is the accessibility needs of your staff. Our scavenger hunt was designed to get staff up and moving in the library and to visually identify images. However, if library staff have mobility issues or visual impairments, then this activity would be difficult for them to complete. Adaptations to make this more inclusive could involve offering an online version or modifying the physical scavenger hunt to address the needs of all library staff, whether that be through including braille or other modes of communication on the maps and at the exit/extinguisher locations.

## Encouragement

We were very grateful for the level of participation our scavenger hunt received. Perhaps one major contributing factor is that administrators from all levels in the library participated in the event. When staff see their leadership engaging in an activity, they are often more motivated to join as well, and we were excited to see this activity foster involvement and conversation across the library.

If you have any questions about our event or other logistical details, you are welcome to email me at: [dory.rosenberg@usu.edu](mailto:dory.rosenberg@usu.edu).

Many thanks go to my fellow Emergency Preparedness Committee members and to the USU Libraries' administration for supporting this event, both in practice and financially.



## Adventures in Teen Programming: Teen Anytime Activities

by Nathan Robison  
Programs and Outreach Librarian, Orem Public Library  
ULN Public Libraries Section Editor

In my experience, a successful teen program is all about engagement. Regardless of attendance numbers, a successful teen program gets teens talking and working with each other as well as with library staff and volunteers. It also turns teens toward the collection, to exploring new ideas, and to sharing these experiences and recommendations with others.

In the next few issues, I'd like to explore teen programming successes and failures in this column. Here's something that we've been exploring in the last year at my library:

**Teen Anytime Activity:** Passive programs like the Teen Anytime Activity are a great way to engage teens who may not yet enjoy traditional programs. If you're unfamiliar with the concept, passive programming is an activity that can be left out for patrons to try at their leisure. To target teens, we've set up an activity in our library's teen area, but it could also be in another area of the library that teens frequent. It could be a puzzle to solve, or a writing prompt, or a question about a favorite book series, along with instructions and possibly a prize for completing it.

Over the last year, we've set up monthly teen passive programs. Here's an example taken from our February activity, created by Orem Public Library Assistant Librarian Meghan Flinders-Peay:

During February, there was a printed poster taped to the side of the Manga shelf. Teens wrote down a character from a book, film, manga, etc. that they have had a crush on (let's all admit that we've all had a character crush before). They then added this character to the Character Crush poster.

Here are the instructions for teens that were placed on the shelf:

"We've all had that one character that made our heart throb. Which character from a book or movie would you love to date?"

1. Write the character's name and which book or movie they are from and add it to the Character Crush poster.

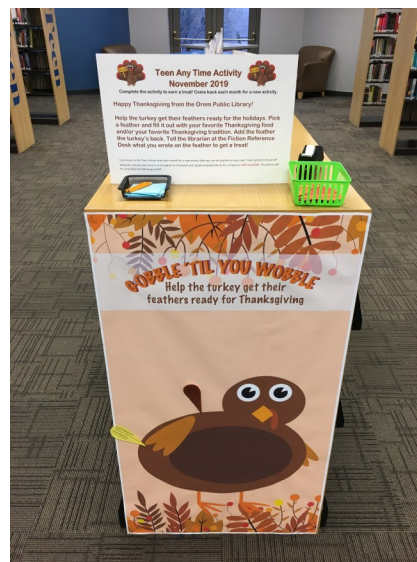
2. Tell the librarian at the Fiction Reference desk your character crush to earn a treat.

Instructions for Staff:

1. Have the teen tell you their character crush.
2. If you aren't familiar with the character or story the character is from, engage with the teen by asking them about it.
3. Give the teen a piece of candy. Remind them that if they take a picture of their character crush and share it on Instagram or Facebook and tag @orempubliclibrary, they will be entered to win a prize. The winner will be contacted the following month.
4. Be sure to keep a tally of all the teens who participate in the activity.

Overall I would say this program was successful. We had 82 responses to the February activity, our second most popular program. The most popular was our August program:

an emoji code activity that had 126 responses. Our lowest response rate for a program was four, but most months have had at least 30 responses. These programs in general get a good response from teens, and they are easy to set up and don't take a lot of staff time or resources. It seems to catch the attention of teens browsing the teen books who may not attend a program, or who don't often interact with staff. But



November's Teen Anytime Activity at the Orem Public Library

it also gives more extroverted teens a chance to share their favorites with library staff and others.

What does teen programming look like at your library? Have any tips, questions, or programming ideas you'd like to share? Email me at [nrobison@orem.org](mailto:nrobison@orem.org), and I'll include them in the next column.

## 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.



Utah Library  
Association

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# 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)

