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Statistical Summary

Statistics about the Gerald R. Sherratt Library are provided to numerous entities throughout the year for use in accreditation reports as well as in completing numerous regional and national library surveys. In return, the Library receives excellent information from those sources that assist in the Library’s strategic planning and assessment efforts. The statistics also allow us to evaluate our services and collections in comparison to our peers. Examples of these comparisons can be found on pages 21-22.
## Personnel

<table>
<thead>
<tr>
<th>Personnel (FTE)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>7.92</td>
</tr>
<tr>
<td>Professional staff</td>
<td>6.33</td>
</tr>
<tr>
<td>Classified staff</td>
<td>4.26</td>
</tr>
<tr>
<td><strong>Total FTE Staff</strong></td>
<td><strong>18.51</strong></td>
</tr>
<tr>
<td>Library students</td>
<td>5.24</td>
</tr>
<tr>
<td>Copy center students</td>
<td>1.95</td>
</tr>
<tr>
<td><strong>Total FTE students</strong></td>
<td><strong>7.19</strong></td>
</tr>
</tbody>
</table>

## Access Services

### Circulation

<table>
<thead>
<tr>
<th>Material Checkouts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Items checked out</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>45,688</td>
</tr>
<tr>
<td>Serials</td>
<td>452</td>
</tr>
<tr>
<td>Media</td>
<td>4,829</td>
</tr>
<tr>
<td>Special Collections</td>
<td>918</td>
</tr>
<tr>
<td>Renewals</td>
<td>10,758</td>
</tr>
<tr>
<td>In-house-use</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>9,921</td>
</tr>
<tr>
<td>Serials</td>
<td>4,098</td>
</tr>
<tr>
<td>Media</td>
<td>358</td>
</tr>
<tr>
<td>Reserves checked out</td>
<td></td>
</tr>
<tr>
<td>Two hour reserves (Includes T-Bird Texts)</td>
<td>18,759</td>
</tr>
<tr>
<td>Electronic reserves</td>
<td>37,751</td>
</tr>
<tr>
<td>Study rooms</td>
<td>10,917</td>
</tr>
<tr>
<td>Laptops</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total items used</strong></td>
<td><strong>144,450</strong></td>
</tr>
</tbody>
</table>

### Library Use

| Patrons in the library—annual total | 507,947 |
| Patrons in the library—monthly average | 42,329 |
| Patrons in the library—typical week | 9,768 |
| Students FTE—Fall Semester 2011 | 6,254 |
| Number of hours open per week | 92    |
| **Total number of patrons** | **179,729** |

### Copy Center

| Copies made on copy machines and printers | 251,089 |
| **Total number of patrons** | **179,729** |

### Interlibrary Loan

<table>
<thead>
<tr>
<th>Lender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy requests filled</td>
<td>427</td>
</tr>
<tr>
<td>Book requests filled</td>
<td>2,391</td>
</tr>
<tr>
<td><strong>Total requests filled</strong></td>
<td><strong>2,818</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Borrower</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy requests filled</td>
<td>644</td>
</tr>
<tr>
<td>Book requests filled</td>
<td>803</td>
</tr>
<tr>
<td><strong>Total requests filled</strong></td>
<td><strong>1,477</strong></td>
</tr>
</tbody>
</table>

### Reference Assistance

<table>
<thead>
<tr>
<th>Reference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Questions</td>
<td>2,141</td>
</tr>
<tr>
<td>Directional Questions</td>
<td>1,499</td>
</tr>
<tr>
<td>Consultations</td>
<td>275</td>
</tr>
<tr>
<td>LM 1010 Assistance</td>
<td>1,527</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,442</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Collections</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>13,682</td>
</tr>
<tr>
<td>Consultations</td>
<td>159</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,841</strong></td>
</tr>
</tbody>
</table>

### Technical Services

#### Cataloging

| Volumes added (includes e-books) | 10,575 |
| Volumes deleted | 10,533 |
| Cataloged volumes in the collection April 30, 2012 | 296,655 |

### Databases (electronic reference sources and aggregate services)

| Volumes per FTE student (including e-books) | 47,43 |
| Serial titles (print and microform) | 731   |
| Serial titles (electronic full text) | 43,024 |
| Total serial titles | 43,845 |
| Active serial titles | 339   |
| ERIC titles | 1,745  |
| **Total** | **251** |
### Library Website

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library website visitors</td>
<td>196,752</td>
</tr>
<tr>
<td>Library page views</td>
<td>929,801</td>
</tr>
<tr>
<td>Library website total hits</td>
<td>1,316,682</td>
</tr>
<tr>
<td>Library website total sessions</td>
<td>177,588</td>
</tr>
</tbody>
</table>

### Database Searches

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>496,610</td>
</tr>
<tr>
<td>Searches</td>
<td>780,918</td>
</tr>
<tr>
<td>Successful full-text article requests</td>
<td>625,557</td>
</tr>
</tbody>
</table>

### Library Catalog

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page views</td>
<td>555,984</td>
</tr>
<tr>
<td>Total hits</td>
<td>2,084,475</td>
</tr>
</tbody>
</table>

### ContentDM

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page views</td>
<td>11,993,235</td>
</tr>
<tr>
<td>Total hits</td>
<td>12,252,528</td>
</tr>
</tbody>
</table>

### Digital Collections

<table>
<thead>
<tr>
<th>Collection</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ContentDM Collections</td>
<td>33</td>
</tr>
<tr>
<td>EAD Collections</td>
<td>60</td>
</tr>
<tr>
<td>ContentDM Images</td>
<td>25,609</td>
</tr>
<tr>
<td>EAD Images</td>
<td>*10,167</td>
</tr>
</tbody>
</table>

*2,395 duplicate images were removed from the website during 2011-2012.

### Special Collections

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrons</td>
<td>17,786</td>
</tr>
<tr>
<td>Items Used</td>
<td>918</td>
</tr>
<tr>
<td>Web pages</td>
<td></td>
</tr>
<tr>
<td>Special Collections Visitors</td>
<td>5,766</td>
</tr>
<tr>
<td>Page views</td>
<td>21,399</td>
</tr>
<tr>
<td>Total hits</td>
<td>86,442</td>
</tr>
<tr>
<td>Total sessions</td>
<td>5,846</td>
</tr>
</tbody>
</table>

### Library Instruction

#### Instruction

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>248</td>
</tr>
<tr>
<td>Students instructed</td>
<td>4,538</td>
</tr>
<tr>
<td>LM1010 students</td>
<td>1,809</td>
</tr>
</tbody>
</table>

#### Library Media Program

<table>
<thead>
<tr>
<th>Metric</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>New applicants accepted</td>
<td>25</td>
</tr>
<tr>
<td>Active minor students</td>
<td>5</td>
</tr>
<tr>
<td>Active endorsement students</td>
<td>83</td>
</tr>
<tr>
<td>Inactive students (2+ years)</td>
<td>34</td>
</tr>
<tr>
<td>Minors completed</td>
<td>2</td>
</tr>
<tr>
<td>Endorsements completed</td>
<td>5</td>
</tr>
</tbody>
</table>
Library Overview

The mission of the Gerald R. Sherratt Library is to ensure access to global information within a personalized learning environment by collecting, organizing, preserving, disseminating and creating information for the university community. The role of the Library is to actively stimulate the optimum use of information resources by developing information literacy skills that support the university curriculum, student and faculty research, and public service. Unique to our mission is the training of instructional media professionals.
Vision, Mission, and Goals

Vision Statement
As the academic center of the University, the Sherratt Library promotes scholarship and lifelong learning to its community by providing quality resources, responsive services, and effective information literacy education in a constantly evolving environment.

Mission Statement
The mission of the Gerald R. Sherratt Library is to ensure access to global information within a personalized learning environment by collecting, organizing, preserving, disseminating and creating information for the university community.

Mission of the Gerald R. Sherratt Library is to ensure access to global information within a personalized learning environment.

Library Goals and Assessment Plan

1. Institutional Effectiveness Libraries define, develop, and measure outcomes that contribute to the institutional effectiveness and apply findings for purposes of continuous improvement.

2. Professional Values Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

3. Educational Role Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.
   - Provide embedded librarian offerings to ENGL 2012 courses during Fall semester. Ask English faculty to assess effectiveness. Spring 2013.
   - Promote unique collections and archives as resources to students completing specialized research projects, i.e. experiential education, service learning, etc. Special Collections’ annual report.

4. Discovery Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.
   - Evaluate changes in Reference hours during Summer 2012 to determine patron needs. Fall 2012.
   - Increase access to information in all formats and artifacts kept in Special Collections and Archives, i.e. Native American items, microfilm, oral and video histories, film and film scripts, etc. and add this to SCBA Marc records inventory. Spring 2013.
   - Investigate options to integrated library systems i.e. Worldshare. Spring 2013.
   - Design and implement procedures for web page evaluation and updating. Fall 2012.

5. Collections Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.
   - Access services, circulation, and interlibrary loan collect statistics on usage of library materials owned by the library or borrowed from other libraries respectively. Annual statistics will be evaluated Fall 2013.
   - Foster relationships and obtain collections from donors who have unique manuscripts and images related to Special Collections’ annual report.

6. Space Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.
   - Special Collections will be expanded and media/curriculum collections will be moved. Examine usage statistics Fall 2013.
   - Hours for the Library and Special Collections will be increased and usage statistics will be collected. Annual statistics will be evaluated Fall 2013.
   - Apply for grant in May 2012 and if awarded, arrange for a National Endowment for the Humanities (NEH) preservation assessment in March 2013 of Special Collections and Archives holdings to define an optimal, long-term strategy for the care of its collections. Respond to report written.

7. Management/Administration Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.
   - Through liaison work with campus departments, survey department faculty for development of a comprehensive plan. Spring 2013.

8. Personnel Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.
   - Use statistical reporting sources to compare SUU library personnel with institutions of similar size and missions.
   - Through strategic planning meetings, determine areas with the greatest unmet need for staff. Fall 2012.
   - Develop or adopt specific models of evaluation and criteria to be used with the approval of the dean. Fall 2012.
   - Review committee responsibilities to ensure an inordinate amount of committee work has not been assigned. Fall 2012.
   - Develop a model for the distribution of merit pay funds. Will be developed by the library staff. Fall 2012.

9. External Relations Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.
   - Survey targeted campus clientele to determine if 2011 outreach / marketing efforts were effective. Fall 2012.
   - The Friends of the Library will continue outreach and fund raising activities. Annual report of Friends activities. Summer 2013.
Information Literacy Learning Outcomes and Assessment Plan

Association of College and Research Libraries (ACRL) Information Literacy Standards

1. Standard One The information literate student determines the nature and extent of the information needed.
   - Data collected from students in instruction sessions. Detailed analysis of data Spring 2013.
   - Data collected from LM 1010 Pre-Test, Test-Out and Final Exam, and Assignments 1 and 2, ongoing in each class and at the end of each term [LEAP 1. Inquiry and LEAP 10. Problem Solving]. Detailed analysis at the end of academic year used to revise and improve courses for following year.
   - Data collected from LM 6160 Term Paper. Detailed analysis after Fall 2012 semester.

2. Standard Two The information literate student accesses needed information effectively and efficiently.
   - After providing instruction, survey English Department faculty to ascertain potential improvements in English research paper courses (ENGL 1010, ENGL 2010). Spring 2013.
   - Data collected from LM 1010 Pre-test, Test-out, and Final Exam, and Assignments 1 and 2, ongoing in each class and at the end of each term. [LEAP 8. Information Literacy and LEAP 10. Problem Solving]. Detailed analysis at end of academic year used to revise and improve course for following year.
   - Data collected from LM 4160/6160 - Discussions and Assignments. Detailed analysis after Fall semester.

3. Standard Three The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
   - Data collected from LM 1010 Pre-test, Test-out, and Final Exam, and Assignments 1 and 2, ongoing in each class and at the end of each term. [LEAP 3. Critical Thinking & LEAP 8. Information Literacy]. Detailed analysis at end of academic year used to revise and improve course for following year.
   - Data collected from LM 4160/6160. Assignments on evaluation of print and electronic information sources. Detailed analysis after Fall Semester 2012.
   - Data collected from LM 6160 - Term Paper. Detailed analysis after Fall Semester 2012.

4. Standard Four The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
   - Data collected from LM 4160/6160 - Discussions and Assignments. Detailed analysis after Fall Semester 2012.
   - Data collected from LM 6160 - Term paper. Detailed analysis after Fall Semester 2012.
   - Collect and analyze MLA citations from Test-Out, Final Exam, and assignments in several LM 1010 classes. Detailed analysis degree of success in proper MLA citation format at end of Fall Semester 2012.

5. Standard Five The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
   - Data collected from LM 1010 Pre-test, Test-out, and Final Exam, Assignments 1 and 2, ongoing in each class and at the end of each term. [LEAP 11. C. Ethical reasoning] Detailed analysis at end of academic year used to revise and improve course for following year.

LM Endorsement Program Learning Outcomes and Assessment

American Library Association (ALA) / American Association of School Librarians (AASL) Standards

1. Use of Information and Ideas School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.
   - Within each course instructors will develop programs, objectives, and activities that allow and encourage students to apply course content to practical situations applicable to their individual circumstances. Spring 2015.
   - 10 hours of practical experience are required in each course. Spring 2013.

2. Teaching and Learning School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs, which drive their learning.
   - Lesson plans and/or professional development training plans are developed as part of the students’ coursework in LM 4160 and LM 4190. End of Fall and Summer Semesters.

3. Collaboration and Leadership School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.
   - Through discussion groups and the sharing of reflective essays, students build community and stimulate ideas in others. End of each semester.
   - A Canvas shell for the program has been created to develop a sense of community collaboration and interaction for students in the program. Spring 2013.
   - Three newsletters are issued annually to help students stay current on professional conferences and other resources. Spring 2013.

4. Program Administration School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.
   - Students will complete 100 hours practical experience during the program—ten hours per course and a 50 hour practicum. All semesters.
Library Personnel

The Library’s most important resource is its highly qualified and experienced staff who provide exceptional service to the campus community and beyond.

Library Administration
Dean of the Library
John Eye
Library Department Chair
Vik Brown
Administrative Assistants
Sheri Butler
Ellen Chalmers

Technical Services
Technical Services Librarian
Randall O. Christensen
Technical Services Analysts
Linda Ahlstrom
Susan Christopher
Jill Stucki
Collection Development Librarian
Vik Brown

Access Services
Access Services / Reference Librarian
Scott Lanning
Circulation Coordinator
Linda Liebhardt
 Reserve Collection Manager
Susan Christopher
Circulation Assistants
Tammy Buehler
Susan Bussio
Copy Center Specialist
Tim Roelofs

Instruction and Outreach
New Technologies Librarian
Richard Issinger
Instruction and Outreach Librarian
Philip Roché
Library Media Program Librarian
Verlene Schafer
Special Projects Librarian
Matthew Nickerson

Library Overview

Library Administration

Dean of the Library
John Eye
Library Department Chair
Vik Brown
Administrative Assistants
Sheri Butler
Ellen Chalmers

Special Collections and Archives
Special Collections Librarian
Janet Seegmiller
University Archivist
Paula Mitchell

Serials and Government Documents Librarian

Instruction and Outreach
New Technologies Librarian
Richard Issinger
Instruction and Outreach Librarian
Philip Roché
Library Media Program Librarian
Verlene Schafer
Special Projects Librarian
Matthew Nickerson

Library Personnel

The Library’s most important resource is its highly qualified and experienced staff who provide exceptional service to the campus community and beyond.

Personnel Changes

Retirements

Randy Christensen (top photo), Linda Ahlstrom (2nd photo from top) and Susan Bussio (3rd photo from top), announced their retirements in 2012. All had long distinguished careers at SUU with a total combined service of 92 years.

Randy Christensen retired after 40 years of dedicated service. He worked in a variety of capacities from assistant cataloger to chair of public services, circulation librarian, reference librarian, systems librarian, and most recently as technical services librarian. Through these positions, Randy saw many changes both as to how information is prepared for access and how it is accessed by patrons. Among Randy’s top accomplishments was the design and planning for the new Gerald R. Sherratt Library built in 1996. He was heavily involved with how power and data lines were integrated in the plan, and he worked hard to make sure arrangements were made meet future growth demands.

Linda Ahlstrom was part of the library team for 30 years. She served as circulation coordinator and most recently technical services analyst. Susan Bussio was an evening circulation assistant for 22 years.

Retirements

After a nationwide search, Loralyn Felix (3rd photo from bottom) was hired as technical services librarian. She brings over 30 years of library experience having served in various positions in circulation, interlibrary loan, cataloging and acquisitions. Loralyn received a B.S. in elementary education, an M.Ed. from SUU and an MLS from the Texas Woman’s University. She has also served as an adjunct instructor of LM 1010.

The Library received a new part time staff position this year contingent on expanding its evening hours. This new position and the retirements resulted in a number of employees accepting new positions. Susan Christopher will be working in serials and Special Collections. Carol Kunzler moved from circulation to assume the technical services analyst position vacated by Loralyn Felix. Tim Roelofs replaced Carol. Tayce Robinson was hired as an assistant replacing Susan Bussio. Erin Perry was hired in the new position.

SUU Staff Awards

Two library employees were honored by the University at graduation this year. Paula Mitchell (2nd photo from bottom) received the 2012 Distinguished Staff Service Award and Linda Liebhardt (bottom photo) received the Outstanding Staff Employee Award.

As the university archivist, Paula was recognized for her outstanding service to SUU students, faculty and community. She was commended for coordinating the Shakespeare First Folio exhibition.

As circulation coordinator, Linda was recognized for her leadership skills and dedication to the Library and SUU. She plays a vital part in SUU’s Women’s Week and was the Staff Association Legislative Liaison to the Utah Higher Education Staff Association.
Highlights

Events

Shakespeare First Folio Exhibit
As part of the 50th anniversary celebration of the Utah Shakespeare Festival in 2011, the Library hosted an exhibit of rare books from June 23rd to October 15th in the Reading Room of Special Collections. "More Precious than Gold: the Works of William Shakespeare" included rare books from the Folger Library in Washington D.C., including one of Shakespeare’s first folios, as well as books and artifacts from the USF and the Library. The folio, on loan from the Folger Library in Washington D.C., has an estimated value of over $10 million, and is considered by many to be the most valuable secular book in the world.

Library Gala
The Friends of the Gerald R. Sherratt Library hosted the third annual Gala on October 8, 2011. It featured a variety of activities, exhibits, entertainment, and presentations. At center stage was the exhibit showcasing a first edition of Shakespeare’s First Folio, printed in 1623. Fred Adams, founder of the Utah Shakespeare Festival, shared some thoughts with the audience on the significance of the precious volume.

Driggs Lecture
Dr. Claudia Lauper Bushman, a prominent American historian and author, delivered the fourth annual Howard R. Driggs Memorial Lecture on March 21, 2012 in SUU’s Great Hall. The lecture, “Lost, Stolen, or Strayed: The Unrecorded Life,” was part of the activities of SUU Founders’ Week. The event was sponsored in part by the Howard R. Driggs Memorial Foundation and the Friends of the Sherratt Library.

Sherratt Library Birthday and Lunch on the Main
As part of the SUU campus Founders’ Day celebration, the Library served birthday cake for students participating in the walking lunch party. The cakes were funded by the Friends of the Library and were devoured by the students.

London Calling: A Student Presentation of Poetry
An evening of readings of original poetry by Danielle Dubrasky’s students was held in the Garden Level Lobby on Wednesday, February 15th. The students wrote about their experiences in a study abroad experience in London. The reading was followed by a reception of tea sandwiches and British scones. The presentation kicked off the display of the students’ work in the Library Art Gallery.

Library Week and Library Snapshot Day April 8-14, 2012
The Library joined the Utah library community in participating in this annual event highlighting the state’s libraries. Conceived as a way to highlight services to constituents by documenting information gathered via photos, stories, and statistics, every library also makes it a point to put their own mark on the day. Sherratt Library added “Food for Fines” on April 10th. Every food item donated equaled $1 of library fees waived. The large box of donations went to the campus HOPE Pantry.
Reorganization

Rationale
As a result of the tremendous growth that Special Collections and the university archives have experienced in the past ten years, as well as the need for the Library to use their staff in the most productive manner, the Library planned and executed a major reorganization. The media and curriculum collections that were housed in the area adjacent to Special Collections were moved to provide more space. Eliminating the media and curriculum service desk allowed the library assistant to be reassigned to other areas in access services. Closing this area will also reduce the number of student employee hours.

Special Collections and Archives
Additional shelving was purchased and the staff began organizing boxes of documents, photographs, and artifacts that comprise the university archives (above). The newly acquired space will allow for growth of the archives for many years to come and allow Special Collections to expand into the area that was previously shared with the archives. The two viewing rooms were converted into a conservation and preservation lab that will allow staff to properly repair and preserve materials, and a processing room to organize new collections.

Digitization Center
The digitization center (top right) was moved from the third level to Special Collections. This will allow closer coordination between the digitization center and Special Collections activities.

Group Study Rooms
Two new student group study rooms were added which will help alleviate the demand for study rooms. A window was added to the former digitization room on the third level and the alcove on the second level was enclosed to create a study room (center right). SUUSA and the Friends of the Library funded this room and the IT department mediated both rooms. There are now 13 study rooms in the Library.

Media Collection
Librarians worked closely with campus faculty members in an extensive weeding project of the VHS materials prior to the media collections being relocated to the first level. Usage statistics showed a significant decline in the use of VHS tapes as more DVD's were purchased. Both compact and stationary shelves were added for the media collections. (bottom right) This proximity to the circulation and reference desk will provide students with more assistance when needed.

Curriculum Collection
The curriculum collection, previously located on the Garden Level, was heavily weeded and then moved to the third floor adjacent to the juvenile collection. This move will allow education students and other patrons to use the curriculum material in conjunction with the juvenile collection.
Library Overview  - Highlights

**Library Art Gallery Exhibits**

**Utah Shakespeare Festival**
This popular exhibit was part of a campus-wide celebration marking the 50th anniversary of the Utah Shakespeare Festival. The photographs, taken by Boyd D. Redington, Karl Hugh and others, traced the evolution of this internationally recognized festival. The photographs were an official stop on the Passport Tour for Shakespeare visitors.

**Willow Stories: Contemporary Navajo Baskets**
This travelling exhibition from the Utah Arts Council showcased the work of ten of Utah’s contemporary Navajo basket weavers and included photographs and biographies.

**Prize Photography from the 2011 Utah State Fair**
This exhibit highlighted prize winning photography from the 2011 Utah State Fair. It was part of Utah Arts and Museums Traveling Exhibition Program.

**London Calling: A Student Presentation of Poetry**
The Sherratt Library and the SUU English Department co-sponsored an exhibition of poetry authored by SUU students who completed study abroad classes in London during Maymester 2011.

**Financial Support**
As the University continues to grow and with increased pressure to satisfy accreditation demands of Northwest and those more specialized such as American Chemical Society (ACS), as well as honor societies like PKP and PBK, the Sherratt Library must have the resources to provide the level of service comparable to our peer institutions. The Library cannot provide the necessary collections and services unless additional financial commitment is provided. Significant challenges continue to escalate, which need budgetary attention. This position can be supported with evidence from the National Center of Educational Statistics (NCES).

The Library is significantly below peer institutions in key factors associated with library collections and services. With total library expenditures 30% below the mean, total staff per 1000 FTE at over 40% below the mean, and total library expenditures per FTE at just under 40% below the mean, our students, faculty, and staff are not getting the access and services that others do at peer institutions, even though the size of our university is 12% above the mean. (View tables on pages 21-22)

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**Grants**

**Marriner S. Eccles Foundation**
The grant applied for in the previous year was funded in for support of collection development in the amount of $5,000. A grant proposal was submitted for the upcoming year with a request of $15,000.

**Utah Humanities Council**
The library submitted a successful grant proposal to the Utah Humanities Council ($4,820) in support of the First Folio Exhibit and associated lecture series.

**National Parks Service**
Special Collections received a grant ($14,700) from the National Parks Service to transcribe oral histories that were recorded during the 1989 Civilian Conservation Corp Reunion at Zion National Park and from Paiute and Native American craftsmen.

**Utah State Historical Records and Advisory Board (USHRAB)**
Special Collections received a grant ($2,500) from USHRAB to preserve and digitize a photograph collection from the local Daughters of the Utah Pioneers’ museum.

**SUU Press**
A historical reproduction of George the Handcart Boy by Howard R. Driggs was published by the SUU Press (right). After years of research, the library decided to have the book printed by Lightning Press, a print on demand company. Patrons can order either hardback or paperback editions. Originally published in 1952, the reproduction includes a colorized cover of one of the pencil sketches by J. Rulon Hales, a new preface, historical information about the author, illustrator, and the main character, and a brief history of pioneer handcart companies. The press also published the new Canvas LMS.

**Wooden O Symposium**
Forty-one presenters participated in this year’s 10th anniversary symposium held in conjunction with the Rocky Mountain Medieval and Renaissance Association annual conference. The symposium featured a mix of panels from both organizations and included an USF actor’s roundtable featuring the director and select actors from the USF production of Macbeth. The actor’s roundtable and the keynote address were open to the Cedar City community and USF patrons.

**Library Overview**

In preparation for the transition to the new Canvas Learning Management System (LMS), the LM 1010 course went through a major upgrade and reorganization. The online textbook was updated, all quizzes and tests were rebuilt with new questions, new course instruction videos were produced, and Canvas learning outcomes, rubrics and question banks were built for the course. The Library conducted the first SUU course trials of the new Canvas LMS with LM 1010 during the Summer 2011 session. Following the Summer 2011 Canvas trials, all LM 1010 courses were converted to the new Canvas LMS.
In recent years, the library has been diligent in pursuing alternative funding sources from the community (Friends of the Library) and is supported by the SUU Academic Roadmap. The library has been able to add resources that are well used and address areas that have been recently cut or ignored. This would put us in a financial position closer to our peers at two years ago. A solution would be a $150,000 increase to the library’s collection budget, continuing these licenses for electronic resources.

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In 2008, a top priority for the coming year is to acquire funding to renew the three year database licenses established with one-time money. This funding will allow the Library to adequately serve the campus without proportional ongoing funds to address inflation and growth.

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Access Services

Access Services includes all the library areas that provide services to students, faculty, staff, and community. It includes circulation, reserve, copy center, interlibrary loan, government documents, reference and the media and curriculum collections. All of these areas are actively engaged in providing positive experiences to patrons as they locate, evaluate and use library collections.
Circulation and Reserve

While the Folger Library Shakespeare Folio Exhibit was hosted in Special Collections, the Library expanded its hours to accommodate the Utah Shakespeare Festival patrons wishing to see this rare display. Circulation staff members willingly adjusted their schedules to cover these additional night and weekend hours. The circulation desk student employees played a critical role in covering these extended hours, as well as providing important desk coverage when supervisors were unavailable.

When the SUU campus hours change, the library accommodates the shifting schedules by adapting the hours of operation. Spring 2012 brought a request from students for more hours, so closing was moved to midnight the weeks prior to, and during, finals. Next year the Library will be open until midnight Monday through Thursday during Fall and Spring Semesters.

The circulation staff expanded their efforts in gathering use statistics. More head counts were taken, tracking how many times a day (hour by hour) students were unable to check-out a study room, and tracking peak usage of these study rooms by day and time.

As a result of the collection inventory, bimonthly searches for overdue items, and the student worker shelf-reading project, there are fewer “out of place” items.

Since implementing emailed notices (pre-overdue, overdue, and billing) to patrons, most requests for renewals come through that avenue. More patrons seem to be accessing the catalog and their accounts from personal devices through li.suu.edu, as well as the newer app BookMyne from SirsiDynix.

The circulation staff reorganized the entire reserve book room collection this year. Previously, the T-Bird Texts were shelved separately from the books placed on reserve by professors but the reserve books and T-Bird Texts are now integrated and organized by course. This makes it much easier to locate items. Most patrons know the class they are taking or can identify the professor by name. T-Bird Texts are still incredibly popular with students with 17,250 checkouts this year. The list of T-Bird texts is maintained on the library website, in the online catalog and on a paper list.

Two book sales of discarded items, including numerous VHS tapes which were extensively weeded, were held. During National Library Week, the Food For Fines food drive was instituted. For each can of donated food, the library waived $1 in late fees. The Library collected 75 cans of food for the SUU HOPE Pantry.

Even though the Post Office is the central location for the campus lost and found, many found items are still brought to the circulation desk. Staff members contact the owners of lost cell phones and abandoned flash drives daily and are usually successful in finding contact information and reuniting the item with the owner. Anything unclaimed is sent to the Post Office within a few days’ time.

The self-check machine was surplused and will not be replaced since the cost of replacement did not justify its low usage. To compensate, a card swipe was installed on a computer workstation that was previously used only for checking in returned items. This provides another workstation to use during busy times. This addition not only assures shorter lines for patrons, but has increased efficiency as well.

The wireless notebook computers were also discontinued this year. Their usage in the library had waned as more and more students obtained their own personal devices. The laptops had become too old to update, and they were returned to the IT department.

Twenty more TI-84 graphing calculators were added this year from funds generated by calculator rentals. They rent for $20 a semester and are a great help to students taking a general education math class. Two new digital video cameras were also added to the collection, along with two tripods and updated batteries for the older cameras. Students are checking them out more frequently and the newer ones are more user friendly, making them more popular.

<table>
<thead>
<tr>
<th>Circulation Statistics</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Outs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular check outs</td>
<td>37,151</td>
<td>40,426</td>
<td>45,688</td>
<td>13%</td>
</tr>
<tr>
<td>Reserve</td>
<td>9,099</td>
<td>12,341</td>
<td>18,759</td>
<td>52%</td>
</tr>
<tr>
<td>Electronic reserve</td>
<td>21,284</td>
<td>27,535</td>
<td>37,751</td>
<td>37%</td>
</tr>
<tr>
<td>Renewals</td>
<td>9,432</td>
<td>9,068</td>
<td>10,368</td>
<td>19%</td>
</tr>
<tr>
<td>Books in-house</td>
<td>12,930</td>
<td>11,100</td>
<td>9,921</td>
<td>-11%</td>
</tr>
<tr>
<td>Media in-house</td>
<td>502</td>
<td>242</td>
<td>358</td>
<td>48%</td>
</tr>
<tr>
<td>Serials in-house</td>
<td>6,341</td>
<td>5,368</td>
<td>4,028</td>
<td>-35%</td>
</tr>
<tr>
<td>Study rooms</td>
<td>6,094</td>
<td>7,265</td>
<td>10,917</td>
<td>50%</td>
</tr>
<tr>
<td>Total items used</td>
<td>113,424</td>
<td>115,424</td>
<td>138,211</td>
<td>22%</td>
</tr>
<tr>
<td>Patrons</td>
<td>435,000</td>
<td>467,973</td>
<td>507,947</td>
<td>9%</td>
</tr>
<tr>
<td>Tests proctored</td>
<td>14</td>
<td>40</td>
<td>25</td>
<td>-38%</td>
</tr>
</tbody>
</table>
Copy Center

The copy center assumed responsibility for the IT student printers housed in the copy center to ensure that problems, questions and concerns can be addressed in one place and in a timely fashion. New colors in cardstock paper, resume paper, binding covers, and pocket folders have been added to the inventory as well as two different types of poster paper.

Poster printing orders have increased as more campus departments discover the service. It is essential to train new employees in all Adobe programs to ensure the best quality when printing posters.

The door count was up 13% from last year and copies increased 4%, which is the first increase in two years. New equipment purchased:

- A monitor with USB ports on the customer service counter. This allows staff and the customer to view files simultaneously for better customer service when printing documents.
- A new folding machine which is faster, more efficient and accurate.
- A new electronic industrial cutter. That is more precise, safer and easier to handle.
- A new pouch laminator.

Interlibrary Loan

6,092 requests were made to interlibrary loan and 4,265 (70%) were filled. 1,447 of those requests were to borrow materials for SUU students and staff, 2,398 requests came from other institutions. Requests are received from libraries across the United States, Canada, and countries as far away as South Africa. The most common reasons requests can’t be filled are that the book is non-circulating or checked out, lack of the volume and issue, title is not as cited, and the title is not owned. Currently, journal articles present the biggest problem due to libraries reducing their paper serial collections, online databases that embargo issues less than one year old, and an increasing number of libraries charging steep fees to provide the service.

The turnaround time for loans was 22.28 hours, which far surpasses the recommended standards set by ILLiad and OCLC. The turnaround time for articles was 2.24 days, also better than the established standard. It will be interesting to see what the effects of the rapidly changing culture and technology will have on interlibrary loan in the coming years.

Loans (books, videos, scores, etc.) are sent to Utah academic libraries by UPS, ensuring rapid delivery. All other shipments are by U.S. Postal Service. Articles are transmitted electronically using Odyssey or email. The Ariel system was discontinued due to its persistent problems and low usage.

Reference

Media Collections

The new location on the first level is a result of the Special Collections expansion. Now located next to the copy center, DVDs, video tapes, recordings, pictures, charts, maps, kits, posters, audio books and models are more accessible to patrons. There are also four viewing stations with monitors for viewing.

Reference

Total reference statistics rose dramatically last year, due to the Shakespeare First Folio and other original Shakespeare publications on display in Special Collections. These historic volumes attracted visitors who asked many questions. When Special Collections reference questions are removed from the numbers, the reference numbers are down by 15% to 3,943. However, directional questions were up by 32% from last year, and when reference without special collections is combined with directional questions, the number is down only 2% from last year. With two librarians in their first full year, more directional questions were logged than most of the other librarians, which would account for a large portion of the drop in reference. A training next year on what constitutes a directional vs. a reference question should resolve these issues.

The busiest times were 10:00 a.m. to noon, and 1:00 p.m. to 3:00 p.m. While the folio was on display (the hours from 5:00 p.m. to 8:00 p.m.) were also busy. Tuesday through Friday were the busiest days, again due to the folio bump. Without the folio, Monday, Tuesday, and Thursday were the busiest days.
Technical Services

Technical Services includes all areas involved in acquiring, processing and maintaining the library’s collection as well as technology resources. The following areas are part of Technical Services: cataloging, digitization, collection development, gifts, serials, government documents, network services, and electronic services.
Cataloging and Digitization

The SUU Library now holds 396,965 items with a total of 10,737 added and 10,353 withdrawn. Expanded efforts were made to catalog additional electronic books with 11,484 currently cataloged. Cataloging has remained stable again this year on Sirsby’s Symphony System. Submission procedures for inclusion of SUU student theses into the library’s online catalog were refined. This service is called SUU Scholar Archive.

There was an increased emphasis on digitization efforts this year. The number of student scanning technicians was increased from one to two. Two new scanners were purchased to replace the scanner that was out of date. The ContentDM license was increased to 50,000, allowing adequate room for growth. Metadata was created for additional photos in the Daughters of the Utah Pioneers Collection.

Cataloging Statistics

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, serial backfiles, and other paper materials</td>
<td>237,402</td>
<td>241,996</td>
<td>245,546</td>
<td>1.47%</td>
</tr>
<tr>
<td>eBooks</td>
<td>9,023</td>
<td>11,075</td>
<td>11,484</td>
<td>3.69%</td>
</tr>
<tr>
<td>Microforms</td>
<td>35,782</td>
<td>37,877</td>
<td>38,720</td>
<td>2.23%</td>
</tr>
<tr>
<td>Audiovisual materials</td>
<td>15,594</td>
<td>15,593</td>
<td>11,879</td>
<td>-21.82%</td>
</tr>
<tr>
<td>Monographic volumes purchased</td>
<td>5,966</td>
<td>4,860</td>
<td>4,890</td>
<td>0.62%</td>
</tr>
<tr>
<td>Gifts</td>
<td>5,945</td>
<td>4,724</td>
<td>1,421</td>
<td>-69.92%</td>
</tr>
<tr>
<td>Special Collections</td>
<td>26,409</td>
<td>30,737</td>
<td>30,005</td>
<td>0.93%</td>
</tr>
<tr>
<td>Volumes added</td>
<td>13,389</td>
<td>15,927</td>
<td>10,757</td>
<td>-32.46%</td>
</tr>
<tr>
<td>Volumes deleted</td>
<td>865</td>
<td>10,350</td>
<td>10,353</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Digitization Statistics

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ContentDM collections</td>
<td>24</td>
<td>27</td>
<td>33</td>
<td>22.2%</td>
</tr>
<tr>
<td>ContentDM images</td>
<td>24,770</td>
<td>25,018</td>
<td>25,609</td>
<td>2.2%</td>
</tr>
<tr>
<td>EAD collections (online manuscripts)</td>
<td>54</td>
<td>57</td>
<td>60</td>
<td>5.3%</td>
</tr>
<tr>
<td>EAD images (online photographs)</td>
<td>11,047</td>
<td>12,162</td>
<td>10,163*</td>
<td>-16.5%</td>
</tr>
</tbody>
</table>

*2,395 duplicate images were removed from the website during 2011-2012.

Collection Development and Gifts

For several years, library subject specialists have been working diligently to increase library patrons’ access to electronic information. Eight new databases, acquired with one-time money the Library received in the spring of 2010, became available for use at the beginning of July. During the school year, subscriptions to several more databases were started, and 140 new titles were added to the library’s online reference collection. With the increased access to journal articles in full text databases, the use of the library’s print serials continued to decline. As a result, twenty periodical subscriptions were cancelled.

The shift from print to electronic formats by academic libraries, along with the economic downturn, has negatively affected library print providers. For example, in early 2012, Blackwell North America closed its offices in the United States resulting in the library’s long-standing approval plan (established in the fall of 1999) being taken over by Baker & Taylor’s YBP Library Services as part of a merger agreement. The actual transition took place in late October, and although several adjustments have been made to the approval plan since then, the type and number of books received through YBP continues to be disappointing.

In addition to the materials purchased with the collection development budgets, the Library received 1,954 items as gifts from numerous donors. Names of both current and former SUU employees and students frequently appear on the monthly reports of contributors to the Library.

The Friends of the Library have been actively working to increase awareness of the financial needs of the Library. As a result of their fund raising efforts, the advisory board was able to allocate $4,200 for the purchase of library materials this year. Ninety-six new books were added to the collection with these funds.

A grant of $5000 from the Marriner S. Eccles Foundation allowed the purchase of additional books for the collection that support the university’s academic programs.

Interim Education Dean Deborah Hill joined Business Dean Carl Templin in the year-old campaign to encourage parents of graduates to donate at least $50 for the purchase of new books for the Library in honor of their graduating students. Seven education and seventeen business related books were added to the collection with the funds received. Gift plates recognizing the graduating students, as well as the donors, were placed in each book.

Serials and Government Documents

Many government documents were converted from print and microform to electronic format. Since microformats are unpopular with library customers and print occupies shelf space, the conversion to electronic versions will make the management and weeding, of government documents much easier. This conversion also provides patrons 24/7 access to more documents.

Serials Titles

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serials titles (print and microform)</td>
<td>992</td>
<td>862</td>
<td>771</td>
<td>-10.6%</td>
</tr>
<tr>
<td>Serials titles (electronic full text)</td>
<td>39,218</td>
<td>40,593</td>
<td>43,074</td>
<td>6.1%</td>
</tr>
<tr>
<td>Total serial titles</td>
<td>40,210</td>
<td>41,455</td>
<td>43,845</td>
<td>5.76%</td>
</tr>
<tr>
<td>Active serial print titles</td>
<td>413</td>
<td>380</td>
<td>339</td>
<td>-10.9%</td>
</tr>
</tbody>
</table>

Systems

After recommendations from library faculty, the Symphony online catalog was modified significantly to better serve our campus community. The default search was changed to QuickSearch, search buttons were placed on the main search page, Call Number and Advanced Search links were added, and the option to search only electronic books was also enabled and added to the default search. Other changes/additions include the hot link on the Library Title for users to return to the Library Home Page, and a Permalink option on the Rootbar. Icon images were enabled, creating a visual image in the Search
Results, making it easier for patrons to recognize the type of item.

Systems worked with IT in staging and migrating existing data to a new library web server hosted in the IT’s server cluster. This server’s maintenance and updates will be performed by IT, but library personnel will have access and control over the web forms and pages displayed.

Sawmill, a second virtual server, was created which is a tool used for log file analysis and reporting. Sawmill was migrated off Illiad server and upgraded to version 8. It is now running in a virtual environment on Windows 03. Plans are underway to move the library archive server to a virtual environment as well. The Illiad server was migrated to a different bare-metal server. The Illiad software was updated to version 8, but still allows employees to work with the version 7.4 client if preferred.

Systems worked to enable Dixie State College to add some digital archives to the ContentDM server. Access was allowed through the SUU campus firewall and to the library ContentDM server so data can be uploaded and hosted by the SUU Library.

All library credit card terminals and software are now compliant with industry standards. A credit card swipe machine was purchased for the circulation department. Systems was also involved in ordering, configuring, and setting up the new Honor’s lab.

### Electronic Services

A new library website was created and rolled out in late June 2011. The new website (left) has a much cleaner look and feel to it and was reorganized in a way to bring highly used services to the library home page. The mobile image was updated due to an increase of mobile devices used by students. Google Analytics was also added to all pages for statistical purposes. The number of times the library website is accessed shows that it is a major resource in support of the academic community.

The use of library electronic resources continues to grow and many databases saw increased usage. 360 Search was added to the databases through SerialsSolutions and allows students to search all databases via keyword and subject searches.

The majority of traffic on the library website continues to be searches on the subscription article databases and the library catalog. Databases with full text available, such as the Academic Search Premier, Business Source Premier, BioOne, Communication and Mass Media Complete, and JSTOR receive the most attention from patrons. The following table shows a breakdown of search sessions, searches, and full text article recovery from the top 10 subscription databases.

#### Top 10 Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Searches</th>
<th>Sessions</th>
<th>Full-Text Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO</td>
<td>600,808</td>
<td>382,358</td>
<td>412,231</td>
</tr>
<tr>
<td>Gale</td>
<td>76,464</td>
<td>76,464</td>
<td>57,046</td>
</tr>
<tr>
<td>Proquest</td>
<td>30,978</td>
<td>11,155</td>
<td>16,877</td>
</tr>
<tr>
<td>SerialsSolutions</td>
<td>28,053</td>
<td>10,613</td>
<td>4,158</td>
</tr>
<tr>
<td>LexisNexis</td>
<td>11,082</td>
<td>4,036</td>
<td>4,107</td>
</tr>
<tr>
<td>Morningstar</td>
<td>5,559</td>
<td>3,600</td>
<td>900</td>
</tr>
<tr>
<td>MathScience-Net</td>
<td>4,241</td>
<td>2,563</td>
<td>739</td>
</tr>
<tr>
<td>CQ Researcher</td>
<td>2,844</td>
<td>1,729</td>
<td>569</td>
</tr>
<tr>
<td>BioOne</td>
<td>1,054</td>
<td>1,980</td>
<td>543</td>
</tr>
<tr>
<td>ACS</td>
<td>1,011</td>
<td>1,058</td>
<td>231</td>
</tr>
</tbody>
</table>

#### Website Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library website</td>
<td>Visitors</td>
<td>4,868,469</td>
<td>144,916</td>
<td>196,752</td>
</tr>
<tr>
<td></td>
<td>Page views</td>
<td>960,104</td>
<td>1,359,003</td>
<td>929,801</td>
</tr>
<tr>
<td></td>
<td>Total hits</td>
<td>242,007</td>
<td>4,018,426</td>
<td>1,316,682</td>
</tr>
<tr>
<td></td>
<td>Session</td>
<td>288,190</td>
<td>367,613</td>
<td>177,588</td>
</tr>
<tr>
<td>Library catalog</td>
<td>Page views</td>
<td>253,023</td>
<td>727,853</td>
<td>555,984</td>
</tr>
<tr>
<td></td>
<td>Total hits</td>
<td>815,510</td>
<td>4,726,150</td>
<td>2,084,475</td>
</tr>
</tbody>
</table>

#### Interesting Facts

- **Database searches:** Up to 780,918 from 708,378 in 2010-2011
- **Database sessions:** Up to 496,996 from 405,728 in 2010-2011
- **Full-text requests:** Up to 655,557 from 569,120 in 2010-2011

### Library website homepage views:

- **Visitors:** Down to 929,801 from 1,359,003 in 2010-2011
- **Page views:** Up to 1,980 from 1,058 in 2010-2011

### Catalog page views:

- **Visitors:** Up to 196,752 from 144,916 in 2010-2011
Special Collections and Archives

Special Collections and the Archives contains out-of-print, rare, and expensive materials that need special preservation and handling. The primary areas of the collection are SUU archives, Paiute Indians, Utah authors, Shakespeare, music, southern Utah history, and maps.

Special Collections is open from 1:00 to 5:00 p.m. Monday through Friday, and website resources were searchable 24/7. The Michael O. Leavitt and Grace A. Tanner conference rooms, located in Special Collections, are made available for meetings by appointment.
Special Collections and Archives

The staff members provide reference and research results for patrons and an increasing number of requests are delivered electronically. Research requests were received for the following projects: early land and water usage in Iron County in regards to the sheep industry; Cedar Breaks National Monument Historic Resource Study; photographs and other materials for Alumni Relations, Athletics, SUUSA, Utah Shakespeare Festival, President’s Office, Advancement and Development, students fulfilling assignments, graduate research, and faculty requests; family and community history research for current and past community members.

Special Collections hosted an exhibit of Shakespeare’s First Folio on loan from the Folger Library in Washington D.C. The display was in the reading room from June to October 2011. Over 10,000 visitors viewed the exhibit. Friends of the Library board members Helen Englehart and Lorraine Warren organized a group of volunteers to assist in hosting the exhibit. They greeted attendees and answered scores of questions. These volunteers included Helen and Ken Englehart, Lorraine and Robert Warren, Jim Case, Michael Broadbent, Joe and Beverly Burgess, Carolyn Higbee, Christopher Clark, Gene Hottinger, and Fern Hunter.

All records and artifacts that come under the custody of Special Collections and Archives are accessioned and appraised as to the condition of the record. Appraisal is a key element of the mission of Special Collections and determines which documents require special conservation treatment. Photographs receive the same appraisal and are placed in protective sleeves to prevent finger prints and further damage. Special Collections continues to preserve the huge SUStC Photograph Collection and all negatives are stored in protective sleeves prior to returning them to file cabinets. The collection was the work of Boyd Redington, University photographer from the 1960s to the 1980s.

In the late 1990s, photographs taken at the University transitioned to digital format. This past year staff developed a relationship the SUU Public Relations Department so that access to digital photographs taken at campus events is available. This is the first step in establishing a digital preservation program.

An application was submitted for a National Endowment for the Humanities Preservation Assistance Grant that, if awarded, will help define an optimal, long-term strategy for the care of our humanity collections. This preservation assessment will provide the institution with information pertaining to the following issues: policies related to collection care, repair and replication; current physical facility problems and ways to improve environmental conditions; exhibits; security; and emergency preparedness. Notification of the award will be made in September 2012.

Maintaining constant temperature and humidity levels in all Special Collections work areas is critical to protecting the resources and consideration needs to be given for adding additional controls over at least some areas since humidity levels in the building fluctuate during storms and are generally much lower than recommended for special collections areas.

In addition to reference access, Special Collections and Archives preserves and provides long-term care and storage for materials that document institutional, cultural and archeological heritage.

- **SIUU Archives:** Campus departments have been educated in transferring records of historical value to the archives. This year the archives received large transfers from Head Start, Utah Shakespeare Festival, Publications, Post Office, and Student Services.

- **Special Collections:** Community members appreciate the accessibility of materials in Special Collections and many have donated photographs and family history books and manuscripts. A meeting was held with Lyman Platt in regards to providing storage and access for the Platt Family Records Center in the future. The family of the late J.L. Crawford has transferred the remaining items of his papers and photographs to the Library. Dr. James M. Aton has donated materials collected during the research phase of his project on the life and works of local artist Jim Jones.

- **Book Collections:** Barbara Matheson continues to add books to her collection Concerning Women: The Barbara Treadey Matheson Collection of Books By, For and About Women. Books have also been received from Jim Jones’ private library.

**Partnerships**

- **Grand Staircase-Escalante National Monument:** Established an online archive which is continually updated. Among the items added are oral histories, scholarly articles, theses and dissertations, and symposium proceedings.

- **Zion National Park:** Transcribed oral histories that were recorded during the 1989 Civilian Conservation Corp Reunion at Zion National Park and from Paiute and Native American craftsmen, funded by a National Park Service grant.

- **University of Texas at Dallas:** Completed the transcription of additional interviews that are part of researchers Simon Fass’ and Ronald Smith’s project, Meaning of Utah’s Tabernacles. This was funded by a Utah Humanities Council grant.

- **Paiute Preservation:** Created an online digital archive similar to the Michael O. Leavitt Collection and the Grand Staircase-Escalante National Monument Archive. This archive will contain internet accessible records, video recording, oral histories, and images significant to Paiute history and culture.

- **Bryce Canyon Natural History Association:** Transcribed oral histories interviews conducted by Professor Jon Smith for BCNHA. As a result of the success of the program, Phase II will be completed.

- **Daughters of the Utah Pioneers:** The local museum’s photograph collection was scanned and is searchable on the Special Collections images site.

Library volunteer and Friends of the Library board member, Mike Broadbent, completed the creation of a database of the Max Bonzo photographs. Two students, Jeff Deen-Clingen and Amanda Fuller, transcribed oral histories as a history class service learning project. Cathy Jackson also volunteered this year, transcribing several oral histories.

Special Collections has a blog to help disseminate information about the collections, items housed in Special Collections, and services available to patrons. Special Collections also has created an online chat service, Talk to an Archivist. This site allows the patron to ask questions and send messages to the archivist.
Special Collections

<table>
<thead>
<tr>
<th>Attendance (door count)</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,179</td>
<td>9,218</td>
<td>17,786</td>
<td></td>
<td>93%</td>
</tr>
</tbody>
</table>

| Number of materials /collections used | 1,759 | 1,129 | 918 | -18.7% |
| Patron reference                  | 2,008  | 2,280  | 13,628 | 581.97% |
| Patron consultation requests      | 124    | 159    |       | 28.2% |
| Linear feet of manuscripts and archives | 1,910 | 2,350 | 2,835 | 20.63% |
| Photographs, slides, negatives    | 1,292,063 | 1,294,089 | 1,298,389 | .286% |
| Oral histories transcribed        | 92     | 81     |       | -12% |

Digital Collections

| ContentDM collections            | 24     | 27     | 33     | 22.22% |
| ContentDM images                 | 24,770 | 25,058 | 25,609 | 2.2%   |
| EAD collections (online manuscripts) | 54   | 57     | 60     | 5.2%   |
| EAD images (online photographs)*  | 11,047 | 12,162 | 9,012  | 25.9%  |

*2,295 duplicate images were removed from the website during 2011-2012.

Materials accessible through online catalog

| Special Collections (incl. Palmer, Matheson, and Driggs books) | 14,796 | 15,002 | 15,190 | 1.25% |
| Burch Mann Collection                                           | 1,857  | 1,856  | 1,856  | 0%    |
| Dalley scores                                                  | 445    | 445    | 445    | 0%    |
| John Seymour Collection                                         | 3,921  | 3,921  | 3,920  | 0%    |
| Maps                                                           | 434    | 434    | 434    | 0%    |
| Oral history collection                                        | 337    | 337    | 337    | 0%    |
| Performance library                                            | 298    | 298    | 298    | 0%    |
| Scores                                                         | 2,490  | 2,490  | 2,490  | 0%    |
| Special collections serials                                    | 82     | 82     | 82     | 0%    |
| Archives                                                       | 293    | 293    | 293    | 0%    |
| Tanner books                                                   | 5,221  | 5,221  | 5,221  | 0%    |
| Textbook collection                                            | 1,287  | 1,287  | 1,288  | 0%    |
| Total                                                          | 29,463 | 29,737 | 30,015 | 0.93% |

Images From Collections Digitized In 2011-12

Charles Ford Photograph Collection: The Civilian Conservation Corp boys who built the first museum at the Grotto Picnic Ground in Zion National Park in 1938.

Jim Jones Photograph Collection: Jim Jones leaning against his Ford truck circa 1960-68.

Milt Jolley Photograph Collection: Four Cedar City girls bowling at Milt’s Circus Lounge Bowling Alley located on Main Street, late 1950s.
Library Instruction and Outreach

SUU librarians teach information literacy skills to students and faculty in all subject areas developing information literacy skills for lifelong learning.

LM 1010: Information Literacy is a one-credit online course taught by librarians. This course introduces students to the research process and methods for retrieving information. Focuses on developing information literacy skills, selecting relevant sources, and then evaluating, organizing, and citing the information.

The Library also offers an endorsement and minor in library media in cooperation with the Beverly Sorensen College of Education. The endorsement program is a comprehensive set of courses that prepares students to be competent Pre-K-12 library media specialists. The minor provides information for anyone interested the library profession.

In recent years, the library has placed more emphasis on its outreach efforts on and off campus. As a result, many more groups and individuals are aware of and use the services and resources available.
Library Instruction and Orientation

The Sherratt library faculty taught 248 library instruction sessions during 2011-2012, providing assistance to 4,538 students. The largest group continues to be those students enrolled in the LM 1010: Information Literacy course followed by College of Humanities and Social Science courses, particularly the English Department. There was an increase of 11.2% of sessions provided. In addition to working with students, library faculty assisted personnel throughout the campus in utilizing the extensive information resources provided to them.

LM 1010 Information Literacy concluded its twelfth year as a general education, one-credit, predominately online course. Library faculty provided instruction to 1,809 students enrolled in 67 sections of LM 1010 this year.

Also this year the library continued to take part in SUU’s University Orientation program to welcome freshmen to campus and provide instruction to new students regarding available library and information resources. Library faculty and staff interacted with 1,209 students who visited the library as part of the orientation series providing greater exposure to library services and resources to the newest students.

Library Instruction and Outreach

The number of students taught in instruction sessions trended slightly down during this past year. As a result, increasing outreach and instruction is a focus of the Instruction Department for 2012-2013. In addition, assessment of the effectiveness of the library instruction program is a priority for the coming year.

Library Tour

Tony Pellegrini organized a tour of the Library for eighty students from Washington County elementary schools. With library staff and faculty volunteers, three groups of students had a rowdy, and hopefully, enlightening view of an academic library.

Library Instruction Statistics

<table>
<thead>
<tr>
<th>Sessions</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>172</td>
<td>223</td>
<td>248</td>
<td>11.2%</td>
</tr>
<tr>
<td>Students</td>
<td>5,486</td>
<td>4,615</td>
<td>4,538</td>
<td>-1.67%</td>
</tr>
<tr>
<td>By College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Business</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>-44.5%</td>
</tr>
<tr>
<td>College of Education</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>200%</td>
</tr>
<tr>
<td>College of Humanities &amp; Social Sciences</td>
<td>4</td>
<td>39</td>
<td>39</td>
<td>-7.7%</td>
</tr>
<tr>
<td>College of Science &amp; CSIS</td>
<td>6</td>
<td>99</td>
<td>132</td>
<td>142%</td>
</tr>
<tr>
<td>College of Performing &amp; Visual Arts</td>
<td>2</td>
<td>37</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2</td>
<td>70</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Freshman Orientation</td>
<td>N/A</td>
<td>100</td>
<td>1,534</td>
<td>375%</td>
</tr>
<tr>
<td>LM 1010</td>
<td>N/A</td>
<td>102</td>
<td>1,209</td>
<td>2%</td>
</tr>
<tr>
<td>LM 1010 Students</td>
<td>N/A</td>
<td>8%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

The Book Report, a newsletter distributed to current and graduated Library Media students, was introduced this year. The issues provide a way to keep students up to date with the program as well as providing conference information, reading recommendations, faculty bios, job openings, and other information. Since this was sent out via email it has been forwarded to more than expected and has become a good tool for marketing the program. The success of the newsletter has been gratifying and the feedback useful to the program and its students. It will be published each semester.

Some changes to the Library Media Program course schedule were implemented this year, starting with LM 4190/6190 Managing a Media Center, which was moved to summer session to better accommodate the large number of students who want or need more summer courses. Since so many of our students are professional educators, their schedules are more open to summer coursework. A survey was sent to students regarding more summer offerings and the result was overwhelmingly positive.
Another change to be implemented is moving from the 100 hour practicum during a specific semester to doing practical hours in each course (five courses with 10 to 20 hours each) and then a 50 hour practicum. This allows students who are full-time educators to complete the required 100 hours over a number of semesters making it easier to complete. Also, doing practicum hours while taking courses will provide more opportunities for students to experience practical application of the concepts they are learning. This should provide higher retention of skills instead of waiting until the end of the program to implement their learning.

### Library Media Program

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>% Change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New applicants accepted</td>
<td>22</td>
<td>28</td>
<td>25</td>
<td>11.3%</td>
</tr>
<tr>
<td>Active minor students</td>
<td>23</td>
<td>5</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td>Active endorsement students</td>
<td>93</td>
<td>79</td>
<td>83</td>
<td>5%</td>
</tr>
<tr>
<td>Inactive students (2+ Years)</td>
<td>69</td>
<td>83</td>
<td>34</td>
<td>-41%</td>
</tr>
<tr>
<td>Minors completed</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Endorsements completed</td>
<td>16</td>
<td>7</td>
<td>5</td>
<td>28.7%</td>
</tr>
</tbody>
</table>

### Outreach

Library outreach endeavors were restructured and coordinated under the direction of Professor Phil Roché with a goal to market and promote library resources and services to the campus and beyond. Highlights of this newly created undertaking included:

- Establishing formal coordination of library involvement in the university orientation program.
- Providing assistance in publicizing key library events including the annual Library Gala and Howard R. Driggs Memorial Lecture.
- Creating linkages with library advisory and support groups including the Creative Engagement Center, the Friends of the Sherratt Library, the SUU Library Committee, the SUU Student Association, and University Advancement.
- Serving as the central Sherratt Library contact point for University Relations, the University Journal, SUU Bulletin, and other campus communication outlets.
- Promoting Sherratt Library extended hours during the end of the semester and final exam week via print and electronic outlets.
- Organizing with Professor Danielle Dubrasky and hosting London Calling: A Student Presentation of Poetry.
- Conducting a tour of library facilities for eighty fifth-grade students from Washington County Elementary School.
- Managing the Sherratt Library’s involvement in the annual Utah Libraries Snapshot Day, an event that documents the positive impact of libraries upon our state.
- Launching a weekly library story hour for children.
- Overseeing Sherratt Library Twitter feed content.

Additional liaison activities included librarians providing instruction as part of the campus training program, conducting a new faculty orientation session, assisting with Canvas course design, advising and training in the use of Turnitin anti-plagiarism software, providing iPad workshops, demonstrating the Cabell’s Directories of Publishing Opportunities database, and meeting and networking with regional school librarians to highlight Sherratt Library resources.
Faculty and Staff Activities

Faculty activities are based on the library leave, rank and tenure criteria for promotion and tenure. Staff reports include activities that have are beyond the normal scope of their positions.
Library LRT Criteria for the Promotion and Tenure of SUU Faculty Librarians

The Library’s primary responsibility is to support the teaching and research mission of the University and its students and faculty. While the teaching role of librarians is different from that of other faculty, many of the primary roles of librarians are scholarly in nature.

The next section of this report will consider the primary activities and academic responsibilities of library faculty.

Teaching
The teaching that is most characteristic of academic librarianship involves instructing people in becoming “information literate” independent learners who can find, assess and use information resources effectively. Teaching effectiveness is determined by a balance of student, peer, supervisory and self-evaluation methods.

- Teach regular course offerings in the Library Media curriculum, including non-traditional delivery methods such as web-based courses.
- Provide introductory library orientation tours and workshops and teach subject-specific information literacy skills to students enrolled in SUU courses.
- Teach and assist library patrons at the Reference Desk.
- Providing research consultations for students, faculty, and community members.
- Teach training workshops to library and university faculty and staff.
- Supervise service learning activities.
- Supervise practicum students.

Scholarship
The purpose of all types of scholarship should be to advance librarianship, and most scholarly work should include some kind of dissemination through local, regional, national, or international audiences. Dissemination also provides opportunities for scholarly work to be peer reviewed, a significant indication of its quality, usefulness, and importance.

Scholarship of Teaching
Develop, test, and/or improve pedagogical techniques for meeting library instruction objectives.

- Develop new courses or make major revisions to existing courses based on action research.
- Develop new delivery methods of instruction.
- Research and implement curriculum changes to the library media program.

Scholarship of Discovery
Apply quantitative and/or qualitative research methodologies in advancing the discipline’s knowledge base.

- Contribute to the knowledge base of the field by publishing in professional publications.
- Make presentations at professional conferences.
- Organize, administer, and/or review a regional/national conference.
- Edit or review a professional publication or conference.
- Write grants and/or seek external funding for library programs.
- Progress toward and/or award of advanced degrees.
- Receive training or certification, with documentation.

Scholarship of Integration
Integration draws upon a wide range of other disciplines for knowledge that informs and transforms library work.

- Select and deselect resources for the library collection in specific subject specialties.
- Research, develop and implement new or improved services to patrons.
- Integrate knowledge and protocols from other disciplines into the library field.

Scholarship of Application
Apply the theory and knowledge gained through inquiry, integration, and pedagogical experimentation to meeting the research and learning needs of the academic and library communities.

- Research, develop and implement new or improved services to patrons.
- Complete significant course development to maintain currency of information presented.
- Conduct ongoing course development to implement innovative pedagogy, new media and technology into courses, instruction and training.
- Write training guides for students and faculty.
- Provide in-service training.

Service
Academic librarians should be involved in service to their academic institution, profession, and to the general public in the form of outreach. Service activities benefit both the librarians and the groups to which they contribute.

Library
- Administer a library department or area of responsibility.
- Serve on and/or chair library committees.
- Provide training to library staff in groups or individually.
- Select, train, supervise, and evaluate staff and student workers.
- Develop and implement policies and procedures.
- Maintain and develop services.
- Maintain statistics and track trends.
- Edit library publications.

University
- Organize and coordinate campus conferences, workshops, teleconferences, or training sessions.
- Represent SUU at state or national organizations.
- Chair university or faculty senate committees.
- Serve on university or faculty senate committees.
- Maintain web sites.
- Edit university publications.

Professional
- Organize and coordinate professional conferences or workshops.
- Active in a professional organization.
- Attend professional meetings and conferences.
- Hold membership in professional organizations.
- Consult to organizations.

Public
- Participate in activities and organizations relating to professional duties.
- Apply academic expertise in community without pay or profit.

Collegiality
To meet the mission of the Library and the University, academic librarians need to work cooperatively with all constituents. Also refer to University Policy #6.28, Faculty Professional Responsibility.

- Treat all employees, students and patrons respectfully and professionally.
- Complete job responsibilities and commitments to associates in a professional, timely manner therefore enabling others to complete their responsibilities.
- Respect university colleagues and students and their right to academic freedom.
- Be accessible to students whenever reasonably possible, this includes posting and keeping office hours.
- Evaluate student and employee performance promptly, and without prejudice or favoritism.
- Provide a respectful atmosphere that does not reward agreement or penalize disagreement with their views of controversial topics.
Faculty Activities

Vik Brown Department Chair, Associate Professor and Collection Development Librarian

Teaching
- Taught three sections of LM 1010 Information Literacy.
- Co-taught one section of LM 4200/6200 Library Technical Services with Randy Christensen and updated the course to Canvas.
- Taught reference skills four hours a week at the Reference Desk.
- Taught four library instruction sessions (a total of 101 students).

Scholarship
- Co-presented with Verlene Schaler and John Eye, Advocacy: An Essential 21st Century Skill, at the UELMA Conference in Ogden.
- Co-wrote with Mark Davis Union Pacific Foundation Grant for business materials for the library collection. Funded for $2,500.
- Participant in planning/writing grants: Special Collections Assessment Grant, Marriner S. Eccles Grant and USHRAB grant to preserve DUP photos.
- Wrote Section C. Library and Learning Resources section of the National Association of Schools of Art and Design (NASAD) Art self-study accreditation document.
- Selected/deselected materials ($31,694) for the music, art, French, German, and world history collections.
- Wrote or edited Library Annual Report, Library Guide to Faculty, and numerous other library documents, policies, and press releases.
- Completed library statistical reports for American College and Research Libraries Survey (ACRL) and American Library Association Directory.

Service
- Chair, Library Department.
- Supervised collection development department.
- Co-chair, Library Gala.
- Charter member, Phi Kappa Phi Honor Society at SUU.
- Member, USHRAB (Utah State Historical Records Advisory Board).
- Member, SUU Program Review Committee.
- Member, SUU Academic Affairs Committee.
- Member, SUU Library Committee.
- Member, Driggs Lecture Committee.
- Member, Copy Center Committee.
- Member, Library Budget Committee.
- Member, ULA, ALA, and UELMA.

Randall O. Christensen Associate Professor and Technical Services Librarian

Teaching
- Co-taught one section of LM 4200/6200 Library Technical Services with Vik Brown and updated the course to Canvas.
- Taught six sections of LM 1010, Information Literacy.
- Taught reference skills five hours a week at the Reference Desk.
- Taught 11 Library Instruction sessions to a total of 216 students.

Scholarship
- Presented Entertaining Activities to Invigorate Instruction at the 2011 Southern Utah Education Conference (SUECON) with Richard Eissinger, in St. George Utah.
- Presented Eliminate Yawns! Take the Boring Out of Library Instruction, at the American Association of School Librarians (AASL) 15th National Conference with Richard Eissinger, in Minneapolis, MN.
- Presented Rubber Chickens and Wild West Shoot-outs: Exploring Creative Activities Designed to Engage Students in Library Instruction at the LOEX 2012 Conference with Phil Roche in Burbank CA.
- Selected/deselected materials ($18,989) for auxiliary history, political science, Spanish, physical science, mathematics/computer science, engineering/ construction, and military history.

Service
- Supervisor, Technical Services Department.
- Supervisor, SUU Digitization Center.
- Member, University Leave, Rank, and Tenure Committee.
- Member, University Institutional Effectiveness and Assessment Committee.
- Member, Faculty Senate Outstanding Educator Committee.
- Member, UALC Cataloging Committee.
- Member, UALC Digitization Committee.

Richard Eissinger Associate Professor and New Technologies Librarian

Teaching
- Taught five sections of LM 1010 Information Literacy, and two sections of LM 1010 to Success Academy Students.
- Taught LM 6170 Technology for Library Media Teachers.
- Taught reference skills five hours a week at the Reference Desk.
- Presented iPad orientations to faculty/staff in the School of Education at the request of their Dean.
- Presented Canvas workshops to Public Administration faculty at the request of program director.
- Presented LibGuides and efficiency oriented Canvas instruction to Library faculty.
- Provided requested one-on-one assistance to SUU faculty for library research, iPad setup and use, Canvas design, and Turnitin setup in Canvas.
- Conducted first SUU course trials of new Canvas Learning Management with LM 1010 Information Literacy during the Summer 2011 sessions. Updated the LM 1010 course with reorganized online textbook, redesigned quizzes and tests, new course videos, and installed learning outcomes, rubrics, and questions banks to all courses. Transitioned all LM 1010 courses and the LM 3170/6170 courses from the Blackboard to Canvas LMS for Fall 2011 semester.

Scholarship
- Presented Entertaining Activities to Invigorate Instruction at the 2011 Southern Utah Education Conference (SUECON) with Randall Christensen, in St. George Utah.
- Presented Eliminate Yawns! Take the Boring Out of Library Instruction, at the AASL 15th National Conference with Randall Christensen, in Minneapolis, MN.
- Received SUU Provost's grant to present at the 2012 UCET conference in Sandy, UT.
- Presented Winning Screen Capture, Screencasting, and Screen Share Programs at the 2012 Utah Coalition for Educational Technology (UCET) conference in Sandy, UT.
- Presented Orientation to Turnitin to new SUU Faculty and Defining SUU Online Teaching Pedagogy LunchBytes for the Center for Excellence for Teaching & Learning.
- Liaised with faculty in Biology, Criminal Justice, and Nursing to discuss their library research requests, library instruction needs, and to encourage use of the “Turnitin” program.
- Selected/deselected materials ($15,042) for life sciences, criminal justice, nutrition, and health sciences collections.
- Participated in 14 online webinars focused on new library technologies, mobile technologies, and vendor promotions.
• Prepared the Library Facebook page and the jQuery Mobile Library program for Fall 2012 deployment.

Service
• Prepared and updated the Library and Research module in MySUU and the SUU Library Mobile page.
• Mentored new library faculty member Steven Irving at the request of the Center for Excellence for Teaching & Learning program.
• Chair, Distance Education Committee.
• Co-chair, Academic Computer Users Group.
• Member, SUU Library College Leave, Rank, and Tenure Committee.
• Member, SUU CIO Search Committee.
• Member, SIU Technical Services Library Search Committee.
• Member, Information Systems Master Plan Committee.
• Member, SIU Mobile Technology Focus Group.
• Member, SUU Faculty Senate.

John Eye Professor and Dean of Library Services

Teaching
• Taught two sections of LM 1010 Information Literacy.
• Taught reference skills four hours per week at the Reference Desk.
• Taught two instructional sessions for a total of 56 students.

Scholarship
• Presented Basic Copyright Law and How to Decide What is Fair Use at the 2011 annual Utah Rural Schools Association Conference in Cedar City, UT.
• Presented Dispelling the Myths of Copyright Law at the 15th National Conference of the American Association of School Librarians in Minneapolis, MN.
• Presented Advocacy: A Critical 21st Century Skill at the 2012 Utah Education Library Media Association Conference with Vik Brown and Verlene Schafer in Ogden, UT.
• Selected / deselected library materials for the technology collections.

Service
• Member, UALC Directors Council.
• Secretary / Treasurer, Friends of the Library Advisory Board.
• Chair, Howard R. Driggs Memorial Lecture Advisory Committee.
• Secretary, Library Committee.
• Member, Deans Council.
• Member, ALA / AASL.
• Member, ULA.
• Member, UELMA.
• Member, MPLA.

Scott Lanning Associate Professor and Access Services and Reference Librarian

Teaching
• Taught four sections of LM 1010 Information Literacy.
• Taught one section of LM 4160/6160 Library Computer and Reference Skills.
• Taught nine library instruction sessions for 237 students.
• Guest speaker for Information Literacy class, Eastern Kentucky College, one session in each fall and spring semesters.
• Taught reference skills for six hours per week fall and spring semesters and four hours per day for 14 days during summer session at the Reference Desk.

Scholarship
• Presented Citing Sources in a 2.0 World at the annual ULA Conference.

Service
• Presented a faculty orientation on library services with Phil Roche.
• Head, Access Services and Reference.
• Chair, Library IRB Committee.
• Member, College LRT Committee.
• Member, SUU Library Association.
• Chair, ULA Bylaws Committee.
• Chair, UALC Resource Sharing Committee.
• Member, UALC Professional Development Committee.
• Member, UALC Government Documents Committee.
• Member, American Library Association.
• Member, Association of College and Research Libraries.

Steven Irving Assistant Professor and Electronic Resources Librarian

Teaching
• Taught eight sections of LM 1010 Information Literacy.
• Taught one section of LM 3170 Technology for Library Media Teachers.
• Taught four LM 1010 Test-Out Workshops and co-taught an LM 1010 Assignment Workshop.
• Taught research skills four hours a week at the Reference Desk.
• Taught twelve library instruction sessions for 283 students.

Scholarship
• Selected/deselected collection materials ($22,577) for philosophy, psychology, religion, linguistics, geography, environmental science, anthropology, folklore, and foreign languages.
• Rolled out the new SUU Library website and maintained updates / changes to the website.
• Completed graduate course PADM 6000 Administrative Theory.
• Attended ALA’s Midwinter and Annual conferences, Internet Library conference, and American Association of Colleges and Universities conference.
• Received $1,000 Faculty Development grant to attend the Internet Library Conference.

Service
• Assisted the Sunrise Residential Treatment Program with their library catalog and presented book talks to students.
• Member, Faculty Senate.
• Member, Faculty Senate Liaison to Staff Association Board.
• Member, SUU Distinguished Faculty Lecturer Committee.
• Member, UALC.
• Member, American Library Association.
• Member, Association of College and Research Libraries.
• Member, MPLA.
• Chair, ACRL Intellectual Freedom Committee.
Matthew Nickerson  Professor and Special Projects Librarian

Teaching
- Taught three sections of LM 1010 Information Literacy.
- Taught reference skills at the Reference Desk one hour per week.
- Taught library instruction sessions to five classes to 125 students.

Scholarship
- Presented "Take Ten: Writing in Disciplines with Julia Combs at Lunchbytes.
- Selected/deselected $14,393 of materials for the agriculture, dance, and P.E. / recreation collections.
- Editorial Board Director of Journal of the Wooden O, Southern Utah University Press.
- Supervised publication of Liberal Arts in America, ed. Lee Trepianer, SUU Press, in cooperation with the Tanner Center for Human Values.
- Supervised the historical reproduction of George the Handcart Boy, by Howard R. Briggs published by the SUU Press.
- Taught 49 library instruction sessions for 865 students.
- Taught three LM 1010 Test-Out Workshops and co-taught one LM 1010 Assignment Workshop with Janet Seegmiller.
- Taught eight sections of LM 1010 Information Literacy.
- Directed library collaboration and participation for university orientation and high school interactive experience programs.
- Co-presented a New Faculty Library Orientation session with Scott Lanning.
- Taught research skills four hours a week at the Reference Desk.
- Taught eight library instruction sessions for 495 students.

Teaching Scholarship
- Co-presented "Citing Sources in a 2.0 World: Can We Move Toward a Standard Citation Style with Scott Lanning at the 2012 Utah Library Association Conference.
- Presented Rubber Chickens and Wild West Shoot-outs: Exploring Creative Activities Designed to Engage Students in Library Instruction at LOEX 2012 with Randy Christensen.
- Created and updated several printed handouts for English Department courses.

Service
- Administered and managed library instructional programming including the coordination and participation of library faculty colleagues.
- Established and oversaw coordination of Sherratt Library outreach and marketing efforts such as participation in the University Orientation Program, assistance with promoting major library functions, creation of formal linkages with library advisory and support groups, encouragement of library faculty liaison visits to campus departments, and establishment of central Sherratt Library contact point.
- Chair, Sherratt Library Search Committee for Assistant Professor / Head of Technical Services.
- Chair, SUU Faculty Publication Award and Student Scholarship Committee.
- Member, SUU Faculty Development and Evaluation Committee.
- Member, SUU Institutional Review Board for Research on Human Subjects Committee.
- Member, SUU Shakespeare Studies Advisory Committee.
- Member, Utah Academic Library Consortium Public Relations Committee.
- Member, Utah Academic Library Consortium Reference / Library Instruction Committee.

Verlene Schafer  Assistant Professor and Director of Library Media Program

Teaching
- Taught eight sections of LM 1010 Information Literacy.
- Taught one Independent Study student in LM 4190 Managing a Media Center.
- Taught eight library instruction sessions for 435 students.
- Taught research skills four hours a week at the Reference Desk.
- Taught research skills four hours a week at the Reference Desk.

Teaching Scholarship
- Taught eight library instruction sessions for 435 students.
- Taught an Independent Study student in LM 4190 Managing a Media Center.
- Taught research skills four hours a week at the Reference Desk.
- Taught eight library instruction sessions for 435 students.

Service
- Provided one on one tutoring, and test review sessions for students in LM1010.
- Worked with SANS program to help student retention.
- Provided one on one tutoring, and test review sessions for students in LM1010.

Phil Roché  Assistant Professor and Instructional Services and Outreach Librarian

Teaching
- Taught eight sections of LM 1010 Information Literacy.
- Taught three LM 1010 Test-Out Workshops and co-taught one LM 1010 Assignment Workshop with Janet Seegmiller.
- Taught two sections of LM 3120 / 6180 Children's Literature / Utilization of Literature in the Classroom.
- Taught 49 library instruction sessions for 865 students.
- Taught one Independent Study student in LM 4190 Managing a Media Center.
- Taught research skills four hours a week at the Reference Desk.
- Taught eight library instruction sessions for 435 students.
- Taught research skills four hours a week at the Reference Desk.
- Taught eight library instruction sessions for 435 students.

Scholarship
- Selected/deselected library materials ($19,800) for the American and English literature collections.
- Completed graduate courses PADM 6890 MPA Internship, PADM 6830 Reading & Conferences, PADM 6300 Administrative Law, and PADM 6990 Capstone in Public Administration and earned a Master's of Public Administration degree.
- Member, SUU Undergraduate Curriculum Committee.
- Member, Utah Library Association.
- Member, Utah Educational Library Media Association.
- Member, Utah Library Media Specialists Association.
- Member, Mountain Plains Library Association.
- Member, American Library Association.

Phil Roché  Assistant Professor and Instructional Services and Outreach Librarian

Teaching
- Taught eight sections of LM 1010 Information Literacy.
- Taught three LM 1010 Test-Out Workshops and co-taught one LM 1010 Assignment Workshop with Janet Seegmiller.
- Taught two sections of LM 3120 / 6180 Children's Literature / Utilization of Literature in the Classroom.
- Taught 49 library instruction sessions for 865 students.
- Taught one Independent Study student in LM 4190 Managing a Media Center.
- Taught research skills four hours a week at the Reference Desk.
- Taught eight library instruction sessions for 435 students.
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Scholarship
- Selected/deselected library materials ($19,800) for the American and English literature collections.
- Completed graduate courses PADM 6890 MPA Internship, PADM 6830 Reading & Conferences, PADM 6300 Administrative Law, and PADM 6990 Capstone in Public Administration and earned a Master's of Public Administration degree.
- Member, SUU Undergraduate Curriculum Committee.
- Member, Utah Library Association.
- Member, Utah Educational Library Media Association.
- Member, Utah Library Media Specialists Association.
- Member, Mountain Plains Library Association.
- Member, American Library Association.
Janet Seegmiller  
Associate Professor and Special Collections Librarian

Teaching
- Taught six sections of LM 1010, Information Literacy.
- Taught reference skills two hours per week at the Reference Desk and twelve hours per week in Special Collections.
- Taught ten library instruction sessions for 244 students.

Scholarship
- Published Selling the Scenery: Chauncey and Cramway Parry and the Birth of Southern Utah’s Tourism and Movie Industries, Utah Historical Quarterly, Summer 2012.
- Presented paper, Early Trails Associations Marked the Spanish Trail, 1930-1950 at the Old Spanish Trail Association Conference in Richfield UT.
- Principle Investigator with the Colorado Plateau Cooperative Agreement ($14,981) with Zion National Park for the project Complete and Transcribe Oral History Interviews from Zion National Park.
- Continued to work on the manuscript Sing-Away: 50 Years of Working and Playing for the Utah National Parks for publication.
- Selected/deselected ($21,601) for North and South American history; communications, and Special Collections.
- Member, Mormon History Association Best Article Awards Subcommittee which annually selects the best scholarly articles published in Mormon history.

Service
- Managed, evaluated, and provided guidance to Special Collections and University Archives Department.
- Provided administration of the National Parks grants mentioned above and for the Utah Regional Repository.
- Co-author of the Utah Parks Company History Project.
- Chair, Howard R. Driggs Memorial Lecture Advisory Board.
- Member, Provost’s Faculty Scholarly Support Committee.
- Member, Utah Library Association.
- Secretary / Treasurer, Iron County Historical Society.
- Chair, History Committee of the Cedar Livestock and Heritage Festival.
- Member, Utah State Historical Society.
- Member, Oregon-California Trails Association.
- Member, Mormon History Association.

Staff Activities

Linda Ahlstrom  
Technical Services Analyst
- Found and corrected missing diacritics in French bibliographic records, using the chart in Workflows.
- Located and fixed bibliographic records that had Symphony assigned barcode numbers instead of the actual barcode.
- Corrected display of series records to reflect most current.

Sheri Butler  
Administrative Assistant IV
- Coordinated the third Annual Library Gala for the Friends of the Library.
- Helped organize the annual Howard R. Driggs Memorial Lecture and reception.
- Completed, layout, design, and edits for “Liberal Arts in America,” ed. Lee Trepanier, in coordination with the Tanner Center for Human Values.
- Helped coordinate the exhibit of a First Folio of the Works of Shakespeare.
- President, SUU Staff Association.
- President, Utah Higher Education Staff Association (UHESA).
- Attended UHESA day at the Capitol in Salt Lake City.
- Member, Library Development Committee.
- Member, Library Budget Committee.
- Member, Friends of the Library Advisory Board.
- Member, SUU Insurance and Benefits Committee.
- Member, SUU Parking task force.

Ellen Chalmers  
Administrative Assistant II
- Created posters, tabletop signs, and bookmarks for various library projects and promotions including the Shakespeare First Folio exhibit, food and drink promotion Leave no Trace, and freshmen orientation.
- Attended various campus trainings.
- Assisted with the annual Howard R. Driggs Memorial Lecture.
- Assisted with the annual Library Gala.
- Maintained / updated Sherratt Library twitter feed daily.
- Assisted with coverage in Special Collections during the Folio exhibit.
- Received five year Service Award from Staff Association.
- Member, Library Budget Committee.
- Member, Blanche Clegg Scholarship Committee.

Philip Dillard  
Interlibrary Loan Coordinator
- Kept records of UPS shipping to Utah academic libraries for $500+ reimbursement by UALC.
- Filed monthly reports to the Utah State Library for reimbursement for in-state shipping.
- Trained Tammy Buehler as a back-up for Interlibrary Loan.
- Member, UALC Resource Sharing Committee.
- Member, Library College Leave, Rank and Tenure Committee.
Loralyn Felix Collection Development Coordinator
- Received 30 Year Service Award from the SUU Staff Association.
- Taught four sections of LM 1010 Information Literacy.
- Learned to use Canvas.
- Established a process for identifying DVDs purchased for the library that include public performance rights.
- Served on planning committee for and helped at the Friends of the Library Gala.
- Prepared report identifying books purchased with the Mariner S. Eccles Foundation Grant.
- Selected, processed, and set up a display of books purchased with funds donated to the Sherratt Library in honor of the School of Business and College of Science graduates.
- Viewed two webinars about OCLC WorldShare.
- Presented Exploring the Future of Technical Services to the Sherratt Library faculty, staff, and students.
- Attended the 2013 ULA Fall Conference, in Cedar City, UT.
- Attended the 2012 ULA Annual Conference in Salt Lake City, UT.
- Attended the Howard R. Driggs Memorial Lecture.
- Member, Sunshine Library Birthday Party Committee.
- Member, SUU Bookstore Advisory Committee.
- Member, SUU Insurance and Benefits Committee.
- Member, Utah Library Association.
- Received the 2012 SUU Outstanding Staff Member Award.
- Attended annual ULA conference in Salt Lake City.
- Attended SUU Library Snapshot Day Committee.
- Completed three credit hours at Texas Woman's University 100% online MLS program.
- Attended Lib. 2.0 Virtual conference.
- Attended Lib. 2.0 webinar Search and Literacy with Google.
- Completed Prescription for Success: Consumer Health Information continuing education course through the National Network of Library of Medicine.
- Attended three campus sponsored trainings.
- Constructed study room check-out card holder.
- Collected and organized data for study room turn-aways and usage.
- Member, Utah Library Association.

Carol Kunzler Evening Circulation Library Assistant
- Completed three credit hours at Texas Woman's University 100% online MLS program.
- Attended Lib. 2.0 Virtual conference.
- Attended Lib. 2.0 webinar Search and Literacy with Google.
- Completed Prescription for Success: Consumer Health Information continuing education course through the National Network of Library of Medicine.
- Attended three campus sponsored trainings.
- Constructed study room check-out card holder.
- Collected and organized data for study room turn-aways and usage.
- Member, Utah Library Association.

Linda Liebhardt Technical Services Analyst
- Attended and helped organize UHESA Day at the State Capitol.
- Organized SUU Legislative Forum.
- Volunteered at the Utah Shakespeare Festival.
- Viewed two ALA Webinar trainings on Certification.
- Attended ULA Fall Workshop.
- Attended four campus trainings, co-presented on library services, plus 10 hours of HR-sponsored training for supervisors.
- Attended annual ULA Conference in Salt Lake City and presented in one session.
- Attended SUU Global Engagement Center Conference on Human Trafficking and moderated one session.
- Received the 2012 SUU Outstanding Staff Member Award.
- Member, American Library Association.
- Member, Utah Library Association.
- Member, Utah Library Association Para-Professional and Support Staff Round Table.
- Chair, ULA Para-Professional Certificate Review Board.
- Member, SUU Women's Week Committee, Selection Committee for presenters.
- Member, Sherratt Library Disaster Planning Committee.

Trecia Loveland Copy Center Specialist
- Purchased new equipment for the copy center.
- Updated the look and feel of the copy center.
- Created an Adobe training manual and a copy center procedure / manager training manual.
- Completed four SUU courses.
- Attended a ULA presentation and in the process of completing the ULA paraprofessional certificate.
- Attended SUU sponsored trainings.
- Attended an Outreach / Marketing Committee meeting.
- Updated copy center Twitter feed.
- Presented campus training with Phil Roche.
- Assumed responsibility over the IT printers that are housed in the copy center.
- Received Five Year Service Award from the SUU Staff Association.
- Showcased the copy center at the Library Gala with a presentation table and slide show.
- Advisor, SUU Aquanamians Club on campus.
- Member, Blanche Clegg Memorial Scholarship Committee.

Paula Mitchell University Archivist
- Taught four sections of LM 1010 Information Literacy.
- Taught research skills and assisted patrons 20 hours per week in Special Collections.
- Created displays for the Library Gala, Driggs Memorial Lecture, and More Precious Than Gold exhibit.
- Hosted Shakespeare's First Folio.
- Created interactive site Talk to an Archivist using meebo.com.
- Applied for and received faculty development grant to attend and present at CIMA Conference in May 2012.
- Attended A. Dean Larson Book Collecting Conference at BYU.
- Attended Regional Repository Directors Meeting.
- Attended Alliance for Response (state-wide disaster training).
- Attended and presented at ULA in Salt Lake City, UT.
- Participated in SUU Staff Training on Services Found @ the Library.
- Audio checked/edited: 31 oral histories from Bryce Canyon National Park; 23 oral histories on Jimmie Jones; 12 oral histories on Paiute Basketry; 10 oral histories on Tabernacles of northern Utah; 30 oral histories on CCC Reunion held at Zion National Park.
- Received the 2011-2012 Staff Distinguished Service Award.
- Chair, Iron Mission Museum Foundation Board.
- Chair, ULA Archives, Manuscripts, and Special Collections Round Table.
- Member, SAA (Society of American Archivists).
- Member, ACA (Academy of Certified Archivists).
- Member, CIMA (Conference of Intermountain Archivists).
- Member, UMA (Utah Manuscripts Association).
- Member, ULA (Utah Library Association).
- Volunteer supervisor hostess, Utah Shakespeare Festival.
Jill Stucki Phillips  Technical Services
- Submitted over 20 NACO authority records on OCLC.
- Mended 110 books from collection and additional books for patrons.
- Cataloged 20 Master's Theses for SUU Master's Students.
- Completed two SUU courses.
- Member, search committee for Technical Services Analyst.

Julie Wood  Library Network Administrator III
- Changed Ezproxy authentication from LDAP to CAS for off-campus access to databases.
- Upgraded: Symphony to Upgrade 3.4.0; Sawmill to version 8.5.1; ColdFusion Software to 8.1; Papercut to version 11.5; Leavitt server Operating System from Ubuntu 8.04 to 10.04.3; Leavitt server (Project Prologue) from Wordpress 2.8.1 to 3.3.1; VM server (libvmss2) from ESXi 4.1 to ESXi 5.0; Apache, PHP, and MySQL on Proxy server.
- Mobile application installed for Symphony (BookMyne for iPhones and Androids).
- Upgraded OS on ColdFusion server from Ubuntu 8.04 to 10.04.3.
- New Archive server on VM (not in production yet, but close to “going live”).
- Configured Z39.50 protocol on Illiad server to work with OPAC. Enables ILL to search the SUU catalog directly from within Illiad Client and integrates the two systems.
- Worked with Mark Walton in IT (after Nessus security scan) to close vulnerabilities on library servers and workstations.
- Attended UEN Tech Summit.
- Attended PHP Training at Iron County SEDC.
- Chair, UALC Systems Committee.
Appendix A

The Book Report is published once each semester for and distributed to current and graduated students of the Library Media program.
We are excited to bring you the first newsletter for the Library Media Program at Southern Utah University.

We have been trying to find a way to communicate events and new and current students as well as graduates and mentors and we are hoping this will be a fun and informative way to accomplish this.

We will be sending out the newsletter three times a year—around midterm during Fall and Spring semesters and a short Summer edition.

We want to keep you updated on what is going on in the program, but also on conferences and test dates, upcoming courses and job openings, current hot topics in libraries and who’s who in the program, whether it is instructors, mentor, new graduates or new adds to the program rosters.

We appreciate all who add to the quality and success of our program. Each adds a little to the quality of the program and we want to keep you informed. We also want your feedback and ideas. Do you know of a job opening or a conference that we missed? Would you like to see more information on a hot topic? Is there a feature you would like to see in future newsletters? Is there something you wish you knew about when you were in the program? Can we interview you for a feature on graduates or mentors?

Send your ideas, comments and suggestions to: verleneschafer@suu.edu

Welcome!

In the not too distant past, practicum students gathered artifacts and information into a 3-ring binder. They would send that binder in to be evaluated and then wait for it to be snail-mailed back to them. Recently, we have been making some advances in this area by switching to an electronic portfolio. With the new online format the student and instructor can request and receive feedback throughout the process, and no more postal charges or weeks waiting for your binder to return in the mail. Add to that, we have saved a lot of trees and postage by not printing it all out.

Right now we are aligning the portfolio and practicum to the most current ALA standards and are working on making the e-portfolio a program-wide project so students can start from their first class to build their portfolio and add to it with each class they finish. This will lead to a more refined and finished product that graduates can take to potential employers and they can continue to build on throughout their library career. We have not settled on a specific program to use to develop our portfolio but the students in the Practicum class are doing their creative best with various programs.

We will keep you posted as this program wide portfolio develops.

THANKS!

TO THE INTERNET AND BEYOND!

Being a mentor means that you can give time to your “student teacher” outside of the busy rigorous day you already have. More than that it means that you have an opportunity to provide practical experience opportunities for someone who wants to follow in your footsteps and learn what it really means to be a school librarian. With the various levels and types of schools that one might work in, it is important for the student to try the environment in which they are wanting to work.

Sometimes a student isn’t sure and works at several schools during their practicum to get a complete picture of what the challenges and possibilities are.

Our mentors have all done an exceptional job at preparing our students and giving them meaningful and useful experience. We value their experience and look forward to highlighting them in future newsletters so you can become more familiar with who we are working with.

If you are interested in being a mentor we would love to hear from you. Note: We are still updating some of the links on our new website so for now, let us know you are interested via email at: chalmers@suu.edu

Congratulations to our most recent graduates:

CARLYNN CHRISTIAN
TERRI HOWELL
LARA RUDE
RUTH SCOVILL
SANDY RAVLE
JAMIE JONES

It takes a lot of work to get in those 100 classroom hours, the portfolio and all the teaching and practical experience, especially when you have other full time responsibilities, but our graduates are known for their hard work and dedication.

Each semester I am more impressed with the ingenuity and creativity of our practicum students. Their willingness to maintain the quality of their work and instruction is an honor to our program here at SUU.

We look forward to having you as mentors in the future and congratulating your on your success.

We have 29 new students added to the LM certification program. 24 of which are taking classes at a graduate level. Generally this means that they are already teaching in a public school, are needing to add credits for a lane change, or who are seeking other options within the school system where they work. Making the change from classroom teacher to librarian comes with lots of exciting challenges and opportunities and we are excited to help those new students make that change.

But we won’t be overlooking the five others coming in at the undergraduate level. Generally these are students who are still working towards their bachelor’s degrees, who bring fresh ideas and energy to the program. Whether you are undergraduate or graduate level, student or professional educator, we welcome you into the program and encourage you to share your voice and ideas. This is going to be a great experience.

NEWBIES!

GRADUATES

MENTORS

BE IN THE KNOW: Up-...Oh my! It’s Electrifying… well, for FREE! 4 The Book Report 1 Outside the... weeks waiting for your binder and receive feedback and instructor can renew online format the stu...electronic portfolio. With the...one been making some advances...them. Recently, we have been making some advances in this area by switching to an electronic portfolio. With the new online format the student and instructor can request and receive feedback throughout the process, and no more postal charges or weeks waiting for your binder to return in the mail. Add to that, we have saved a lot of trees and postage by not printing it all out. Right now we are aligning the portfolio and practicum to the most current ALA standards and are working on making the e-portfolio a program-wide project so student can start from their first class to build their portfolio and add to it with each class they finish. This will lead to a more refined and finished product that graduates can take to potential employers and they can continue to build on throughout their library career. We have not settled on a specific program to use to develop our portfolio but the students in the Practicum class are doing their creative best with various programs. We will keep you posted as this program wide portfolio develops.

THANKS!
What’s Next?

With just six classes to take for the library media certification, it seems that students would know right away what is being offered next semester, but there is more to a course than just the name and number.

Prepare our students for the exciting challenges and opportunities that lie ahead. We will also highlight any service or practical experience opportunities available for students.

So here’s what you can look forward to for Spring 2012—

LM3170/6170 Technology for Media Teachers

This course introduces students to technologies appropriate for school library programs, with emphasis on technology which supports the teaching and learning process.

It focuses on evaluation and selection of technologies, educational technology resources, and real-world technology applications in today’s library media center.

Upon successful completion of this course, the student will be able to:

- Evaluate web sites for design and content.
- Create a library web page.
- Plan and create an instructional handout for student use.
- Use graphic software (Inspiration©, Cmap, et. al.) to create an outline for Web site.
- Write a technology plan for a school library.
- Address issues concerning the administration of information technology within a school library.
- Create and present a professional development presentation.

Instructor’s LM3170 Steve Irving

LM6170 Richard Eisinger


LM 4190/6190 Managing a Media Center

Managing a school library can try the patience of anyone, but this class aims to help you break down the management tasks into separate sections to clarify what your duties really are and what can be done to make sure you understand all the parts.

Topics covered in the course are:

- Mission and vision statements—creating a road map of where you want to be and how to get there.
- The organization of the library can make a big difference to how well and how much learning takes place.
- Managing Personnel—whether you have professional staff, volunteers, or students working with you it is important to know what they are responsible for and how to best use their skills to complement yours.
- Managing Library Services—whether it is teaching students how to use books or cataloging them, the service you give can influence the value the library has for students, faculty, and administration.

All this and more! This is a capstone class and it is suggested you take it as the end of your coursework before the practicum.

Instructor: Verlene Schafer


FREE TRAINING COURSES

For those of you already working in libraries who just want to improve your skills or learn new ones, the Utah State Library offers free courses to help you with those skills.

First are the LE@D courses offered through University of North Texas Library School. These introductory level courses are specifically for librarians and can help you with everything from reaching reluctant readers to understanding copyright and grant writing. As information develops and evolves then we must evolve too. We need to keep our skills current and to acquire new ones so that we can continue to meet the needs of our users. Also offered through the Utah State Library is the Lynda.com Online Training Library. This program offers courses such as Word: Perfect, Word, Excel, Access, PowerPoint, Photoshop, FrontPage, Dreamweaver, and many more topics.

Make sure you take advantage of these great opportunities to improve yourself and your library services.

For more information go to: http://www.library.utah.gov/programs/training/index.html

Register here for LE@D courses: http://uslead.eventbrite.com/

Register here for Lynda courses: http://lynda.eventbrite.com/

TODAY'S FREE TRAINING COURSE

“LE@D (Lifelong Education @ Desktop) online courses help library staff deal with the daily challenges that are a part of their work life.”

Hi, I’m Ellen, secretary for the Library Media Endorsement Program. For most of you, the only contact you have with me is via phone and email, but that doesn’t mean you don’t get my full attention. I’m the first person most of you contact when you apply to the LM Program and I’m the last one on your way out—and everything in between. For some, it’s an ongoing relationship and we’ll talk often; for others, we hardly talk at all. Most students are somewhere in between. I can’t stress this enough—don’t hesitate to call us with questions or concerns. We can help in ways you might not even consider possible—don’t assume that all is lost and you are doomed! Keeping in touch keeps us on track and on time. We can easily help with scheduling, the registration office, and admissions; — husbands, kids and parents will take a little longer.

The most questions and problems happen when the student is trying to register for a class after the deadline or out of their declared status. These kinds of things require the finesse and skill of a trained professional—that would be me!

It’s our motto, “We are here to help” and we mean it.
It is a great privilege for me to be the director of the Library Media Program here at Southern Utah University. Not only did I graduate from this amazing place but I went through the library media program myself and worked in Special Collections as a student.

After graduating from SUU I went on to teach English as a teacher intern at Spanish Fork Junior High. I loved teaching 7th and 8th grade. That is a great age to work with. After my internship I looked for another teaching position but found the opportunity to be a high school librarian in Houston, TX. That was a big move, location-wise but an even bigger move—job-wise.

Aldine Senior High had about 2500 students and offered great diversity culturally and economically as well as learning to work with students and faculty. I was challenging and rewarding.

In the library environment, I realized that I definitely wanted my future to be in libraries instead of teaching English. I loved teaching, but being in the library let me be involved in all subject areas and I am always curious to learn more about other content areas. I decided that if I really wanted to continue I should go ahead and get my MLS degree and applied to graduate school. I had the opportunity to go to graduate school at the University of North Texas, but was also accepted into the University of Arizona. Whether it was the influence of my supervisor in Special Collections, Janet Seegmiller, a U of A alum, or if it was just that I missed the West, I chose U of A for my graduate program. It was a fantastic experience.

After graduating I hoped to move back to the Cedar City area but at the end of my job search I found myself in Ada, Oklahoma, at a small (4000 students) university as the Instruction/Circulation/Reserves Librarian. After some time there, this opportunity opened up here at SUU. I went for it knowing that I wanted to work here more than anything. I love Cedar City and I love SUU. I am proud to once again be a part of the program that started my journey in librarianship.

The program has changed a great deal since I was taking these classes. Great strides have been taken to provide better instruction and to adapt to the new online classroom environment. All of the courses are available online. Students are getting more practical experience to complement their classroom assignments. Each of the faculty in the program dedicate themselves to staying on top of their area specialty so they can offer students the most current information and skills to prepare them for their careers in school librarianship.

In spite of many of the worries about the cuts being made in schools, it is an exciting time to be a librarian. There are so many new ways to connect with students through technologies and new and interesting books being published everyday. More and more studies are validating the work of librarians and libraries. They really do make a difference. And as more existing teachers or education majors go through our program to become certified, the more connections can be made to classrooms and to the invaluable information literacy skills being taught in libraries.

So here’s to the successful future of the program, of our graduates and school libraries. Working together we can continue the great traditions of the past that inspired our love of libraries and reading with the access and teaching technologies of the future. We can improve our student’s understanding and evaluation of information, as well as engendering the love of good old read!

http://www.schools.utah.gov/cert/Endorsements
http://www.ucet.org/inUCETnew/conference/SUECON—for Educational Technology will be held on March 2-3, at Jordan High School, 95 Beetdigger Dr, Sandy, UT. For more info: http://conference.ula.org/

http://www.ucet.org/listUCETnew/conference/


http://www.sel.htm—“From Telegrams to Tweets: One Hundred Years of Connecting Utah Librarians” - The next ULA conference is going to be held in the Salt Palace Convention Center, from April 25th-27th. For more info: http://conference.ula.org/

http://www.ucet.org/listUCETnew/conference/
The End is Near!

DID THE MAYANS HAVE IT RIGHT?

So the Mayan calendar ends this year. Does this mean the end of everything? The Mayans were an epic race and they did keep us with some amazing legacies. The pyramids, base 20 math, the cocoa bean. People this intelligent must have known what they were talking about, but I like to think that this is not so much an end as it is a new beginning. I figure the future is what we make it, no matter how much of it is left. But the Mayans are not the only doomsayers out there.

Over Christmas break I took the time to catch up on my YA literature. There is so much available that I tend to pick a theme and read everything I can find rather than focusing on a specific author. This break’s theme: Dystopia! This has been a hot theme for YA books and available that I tend to pick a theme and read everything I can find rather than focusing on a specific author. This break’s theme: Dystopia! This has been a hot theme for YA books and

If this really were the end of things then how would you end this year? What books have you been putting off that you would suddenly find time to read? What advice would you offer those who survive it all? Answer these and other questions on our survey and you could win a set of the Hunger Games Trilogy for your library! Have fun with it! A winner will be picked at random from the survey results. (See the link below.)

While I don’t know what this year will bring I know that I am going to enjoy eating every minute of it. Being a librarian is the best job in the world and when I take my work home with me it just means that I have more books to read! And while I don’t know much about the accuracy of Mayan calendars, I know they did get one thing right, the cocoa bean! Let’s celebrate this year! (Where’s that leftover Christmas chocolate?)

"As a child, my number one best friend was the librarian in my grade school. I actually believed all those books belonged to her."
— Erma Bombeck

"Libraries are places where the imagination begins."
— Heather Barbieri

Check out our survey for a chance to win the Hunger Games Trilogy: http://alturl.com/q7g7m
Appendix A - Preserve Family Treasures

Your family heritage and personal collections are precious to you and to future generations and it’s important to preserve these mementos in the best way possible.

The most important thing you can do to safeguard your treasures is to store them in a stable, cool, and dry environment. Overly dry conditions cause leather to crack and damp conditions cause mold. Try not to place any family treasures in direct sunlight as it can cause fading. Good housekeeping is also important. You should dust objects and keep storage areas clean. This will help prevent insect infestations.

The following are some tips for handling your treasures.

Books
- Store upright supported by book ends if needed.
- Store large volumes flat.

Paper
- Paper items flat, rather than folding and unfolding.
- Paper materials may be stored in acid-free file folders.

Photographs
- House photos in protective enclosures to keep out gritty dirt and dust which can scratch images.
- Store all prints and negatives in acid-free boxes. If possible, keep negative separate from print materials.
- Avoid albums constructed of highly colored pages.
- Never use commercially available “magnetic” or “no stick” albums. These materials will deteriorate quickly over time and could damage photographs.

Proper care, handling and storage of your treasures will help to ensure that they are available for generations to come.

For more information on “Preparing, Protecting, and Preserving” your family treasures visit the following website: http://www.loc.gov/ preservation/family/

Gerald R. Sheerratt Library—Southern Utah University

———

With all the classes being online, students don’t get the same personal interaction with their library faculty. To help with this I decided to have a faculty bio to feature a different faculty member in each newsletter. I am glad to start this time with Scott Lanning, who teaches our LM4160/6160 Reference Course.

Reading Professor Lanning’s story it is easy to see that he has a lot of experience and knowledge to offer his students. His class is offered during Fall semester, so keep an eye out for it.

“Someone who sees the library for what it is - a vital and multifaceted part of the community - will realize that it will not and cannot be replaced by electronics.”

— Walter Crasnow & Michael Gorman

With the encyclopedia, almanacs, dictionary, Famous First Facts, and the Baseball Encyclopedia among others really well. We also created our own sources for frequently asked questions, celebrity information, Chicago history and trivia. We spent a lot of time clipping articles from newspapers, and magazines, and then gluing them to catalog cards!

Afer about three years of that, I transferred to the Interlibrary Loan department where I answered questions that couldn’t be answered by the customer’s local library or regional library system. This was interesting, and often frustrating as the regional libraries had good collections. Often, you just got lucky, and one of your colleagues knew the answer. I had a question once where the customer wanted to know the name of the artist of a painting that he remembered from his childhood. The description of the painting matched a print that hung in his parents’ house. It was a print that my mom had in her room as a child. So answering that question was as easy as calling my mother.

I bounced around a couple of other libraries before landing at DePaul University in Chicago. I worked at their downtown campus which was where the business and computer science schools were located. While I was working at DePaul, a couple of pretty unique things happened in Chicago: a bridge fell up, and the river sprung a leak. The first thing didn’t have any impact on my job, but the second thing did. The leak occurred when some workmen were driving new pilings into the river. They accidentally punched a hole in one of the old coal tunnels that ran beneath the river. A small train used to run through the tunnels carrying coal to, and ash away from many of the buildings in downtown. So when the river sprang a leak, many building, including ours, flooded. We rela-
“Cutting libraries during a recession is like cutting hospitals during a plague.”
-- Eleanor Crumblehulme, library assistant, University of British Columbia

ELLEN’S CORNER by Ellen Chalmers
LM Program Secretary

As I sit here trying to come up with something worthwhile, I notice that the halls are quiet, only my music for company. The real essence of a library, don’t you think? Quiet, reflective and yet invigorating. And thanks to the people who make it come alive, students and librarians, there is always learning going on and the side effects of that can be amazing.

Your Library Media Director, Verlene Schafer, is that kind of librarian. She has the passion, the humor and all the skills to bring us into her unique orbit. She isn’t just going through the motions, waiting for something better to come along and she hasn’t lost her zest for the profession. She truly loves being a librarian and it shows.

One of the first things I noticed about Verlene was her willingness to go the extra mile for her students—and sometimes more than that. Getting students through to their endorsements is her goal and she will do whatever it takes to get them there. She spends her days striving for excellence in her classes, tweaking the courses to meet the latest best practices and keeping up on the news in the library world. You are lucky to have her.

## From EBSCOhost:

<table>
<thead>
<tr>
<th>Searchsaurus</th>
<th>makes it easy for students to search by keyword or by topic to find the most useful search results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids Search &amp; EBSCO's Student Research Center</td>
<td>makes it easy for students to search by keyword or by topic to find the most useful search results. Results can be easily sorted by source type - magazines, reference books, photos, flags, etc.</td>
</tr>
<tr>
<td>Primary Search</td>
<td>provides full text for more than 70 popular magazines for elementary school research.</td>
</tr>
<tr>
<td>Middle Search Plus</td>
<td>provides full text for more than 140 popular middle school magazines.</td>
</tr>
<tr>
<td>MAS Ultra - School Edition</td>
<td>Designed specifically for high school libraries, this database contains full text for nearly 500 popular high school magazines.</td>
</tr>
</tbody>
</table>

### EXPLORING EBSCOHOST

Pioneer offers so many great resources but it can become overwhelming sometimes to imagine understanding just how we are to navigate it all. In each newsletter we are going to highlight a new database and give you a few hints, tips and tricks to make you more knowledgeable so you can take advantage of the great resources Pioneer provides. This month we are starting with EBSCOhost. This is a great source for general information since it covers so many areas. In fact, EBSCOhost is actually a collection of databases and the names of some of the more familiar ones can sometimes be used interchangeably with EBSCO, but it is important to know they are not synonymous. An example of this is Academic Search Premier, which is only a small part of what EBSCO offers but it is one of the more commonly used databases and so many tend to think it is the same as EBSCO.

EBSCOhost has 28 databases but I cannot cover them all here. I will focus on the ones that you are most likely to use with your students in your schools.

First we will start with the basic EBSCOhost databases for Elementary schools.

This is a great resource for younger children. It is visually interesting and uses images to guide the user to different topics. The articles can be limited by Lexile score so the student’s searches won’t return results that are beyond their reading abilities. It offers a dictionary and encyclopedia options for students to explore and has an extensive picture library too.

This database features many of the features available in other EBSCO databases. You can create and log into a personal account which lets you save articles in files, save searches and create journal alerts. (More about these later.) Having these features can be very beneficial if students learn them young, since it will provide a smoother transition into other databases intended for older students as they move into junior high, high school and college.

- Searchsaurus
- Kids Search & EBSCO's Student Research Center
- Primary Search
- Middle Search Plus
- MAS Ultra - School Edition
- EBSCOhost

For those who work with Middle School and High School Students we have:

Geared more towards the middle school and high school audience, the Student research center again provides a more visual presentation and allows students to limit their searches to Lexile or grade level appropriate articles. Access to topics can be searched several ways from the home page.

A few more options that I want to note are found within the general EBSCOhost databases. While these databases are less visual in presentation they provide an interface that is the same as the one they will see when accessing other EBSCO databases in college. If your students learn to navigate the databases in elementary, middle and high school they will have a great advantage over other students who aren’t introduced to the EBSCO interface until college.

- Primary Search
- Middle Search Plus
- MAS Ultra - School Edition

Check them out and become familiar with their layout.

Keep in mind that the more times we use and explore these resources, the more comfortable our students and faculty will be when they are looking for good resources.
MORE BELLS AND WHISTLER’S MOTHER!

Knowing some of the extras can be just as valuable as knowing how to navigate these databases. Plus it could save you and your faculty some time and help students become better at citing sources. Here are some of the features of EBSCOhost that you may not know about but should:

You can create your own account! So what, you might be wondering? Well, creating an account gives you access to any number of wonders!

Folders: When you bring up a search in EBSCO you can put things into a folder to view later, trick is once you log off they are GONE, unless you log into your account first! What this means for you is that if you come across some articles that you could really use to help Mr. Carter’s 4th Grade Science class with their projects but suddenly Ms. Kennedy’s kindergarten class comes screaming into the library, amped for story time, you can walk away from the computer without worrying about losing any information.

Or if you find some great articles in a library journal you can save that article in a folder and then access it later at home or during that boring district meeting. You can access those articles from any computer by going into Pioneer and logging in to your account! You can even create custom folders for specific topics or classes. So if you saved those science articles you can even create shared folders with Mr. Carter and/or his students!

Saved Searches: We all know that a librarian’s time is often taken up juggling several tasks at once and research can take time. At times just finding the right keywords to bring up the right articles can try the patience of a saint. If you find a search with good results but don’t have time right away to review the results then you can save your search—preserving not only those keywords but all the resulting articles in a list you can retrieve when you have more time.

What about professional journals? Who can afford them? Wouldn’t it be nice if you could have someone emailed you and told you when you could access the latest available issue? Well, that is an option! You, your faculty or even your students can save that article to their email and have the article emailed to them when the latest issue becomes available in EBSCOhost you will receive an email message.

Alert/Save/Share option: Open this and select the email alert option. This makes for some intensive summer courses but you can knock out an amazing 6 credits! Remember that enrollment has to be sufficient to fill the class. We moved it due to your interest in having it during the summer but we need you to enroll to really make it happen!

In the excitement and rush to get your first newsletter out last semester I neglected to add information about LM4190/6190 Managing a Media Center—Whether it is teaching students or faculty, checking out books or cataloging them, the service you give can influence the value the library has for students, faculty, and administration.

All this and more! Instructor: Verlene Schafer


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All this and more! Instructor: Verlene Schafer

ADVICE FROM A RECENT GRADUATE

When I began SUU’s Graduate Library Media Endorsement Program in the fall of 2010, I was a bit reluctant. I had never taken an online course before, and I was skeptical that the courses would truly prepare me for a career as a school librarian. I quickly discovered, however, that the faculty was very responsive, thoughtful, and engaged with not only the students, but with the larger library community. The coursework was well structured and provided a nice balance of demanding work and flexibility. I also benefited greatly from the weekly online discussions with other students. I learned so much from simply listening to experiences, questions, and concerns of my classmates, especially those students already working in school libraries.

There are many challenges you’ll face in the program, from creating a web site to dissecting MARC records, from developing a technology plan to creating your final portfolio. If you find yourself overwhelmed at times, recognize that these types of challenges are at the heart of the library profession and dive in. Plus, they will prepare you for your practicum, which I hope you’ll find as rewarding as I did.

I was fortunate to start a position as a library assistant at a high school while engaged in my practicum at an elementary school. The elementary school library was fast-paced with K-6 classes, daily circulation of hundreds of books, and frequent one-on-one interaction with readers looking for the perfect book on a favorite subject. This was juxtaposed with the high school library and its continued emphasis on preparing students with the tools they’ll need to be critical thinkers and effective information seekers while, at the same time, nurturing a love of reading that, for many students, gets lost on the path to young adulthood.

These unique experiences and school library media training, in the end, taught me one great lesson: Pursue your coursework, practicum, and profession with the wealth of resources that you’ll discover...access to information, great professors, fabulous mentors, passionate colleagues, and your own commitment to lifelong learning.

Souds cliche, I know, but isn’t this commitment why we’re all drawn to the school library profession?

Written by Amy Jamison, 2011 Library Media Program Graduate

"A library is a true fairylan, a very palace of delight, a haven of repose from the storms and troubles of the world. Rich and poor can enjoy it alike, for here, at least, wealth gives no advantage."—Avery

"The basic tool for the manipulation of reality is the manipulation of words. If you can control the meaning of words, you can control the people who must use the words."—Philip K. Dick

"It's not true that we have only one life to live; if we can read, we can live as many more lives and as many kinds of lives as we wish."—S.I. Hayakawa

DIGGING DYSTOPIA—BOOK REVIEWS

The imaginative worlds created by each of these authors is both frightening and amusing. While some bear loose similarities to each other they each offer a unique and unexplored view into a future that prompts thought and makes us consider how close the future might be, as some of the images and situations seem eerily familiar.

The Hunger Games—by Suzanne Collins

If you suddenly found yourself in a world where every 12-year old was suddenly disappeared. Could you survive? What if you also had to deal with mutating animals and developing supernatural powers? In the first book of a 6-book series, Michael Grant creates a startling world where the very best and the very worst of human kind develops. A dark but interesting read. Usually I will continue the series. Pretties & Pristites—by Scott Westerfeld

I had passed these up several times, thinking they were akin to the Gossip Girl type books. I had mixed emotions about them. It is an interesting view of self-image in a world where they can make you look perfect, but there is a cost. I thought the story was interesting and the characters were well-developed, but the redundant use of key terms (i.e.—uglies, pretties, bogus, bubbly) made it feel a little dumbed-down. Still I will be reading the third book in the trilogy because I really do want to know what the conclusion of the story will bring.

The Maze Runner, The Scorch Trials & The Death Cure — by James Dashner

I think that the first book just sucked me in and it ended so darkly but I was so invested that I had to read on. This trilogy was so dark and yet I couldn’t put it down until the last book, which for me had a fairly unresolved ending. Still this set is at the top of my list of favorites of 2011. Word is the author has a prequel coming out later this year! Guess who is going to be first in line for that one!

Matched—by Ally Condie

For me, like the Uglies series, this book had more substance than I was expecting. It was an interesting take on choice and fate and learning to think for yourself, and being free to choose. It was not as action-packed as other stories but it was a good solid story and I look forward to reading the sequel.

Other Dystopian YA Lit I’ve read that I recommend:

Life As We Knew It, The Dead And The Gone, and This World We Live In—by Susan Beth Pfeffer

The Giver—Lois Lowery

Unwind— Neal Shusterman

The City of Ember—Jeanne DuPrau

Classics everyone should read at least once:

Animal Farm & 1984—George Orwell

Brave New World—Aldous Huxley

Farenheit 451—Ray Bradbury

Alas, Babylon—Pat Frank
Making Waves

I am sure that many of you have heard the old adage of dropping the pebble into the water and never knowing how far the ripples will go. It is often related to education, where you never know how much of an effect what you teach your students will have on their future lives or what they in turn will teach others. Well, I have been looking at our program and trying to find ways to improve and move it forward to meet the needs of our students and by dropping a couple of pebbles I have been able to make some serious and I think much needed changes which covers both Cataloging and Collection Development and I feel that each one of those hours is vital. But the time needs to be more focused and meaningful. With this in mind we have decided to take half of the practical hours and divide them into the semester, it really boils down to only 2 1/2 weeks of practical experience as they study a given topic. This means that each course will have 10 hours of practical experience which covers both Cataloging and Collection Development. From a current student's perspective this means that each course will have 10 hours of practical experience as they study a given topic. This means that each course will have 10 hours of practical experience which covers both Cataloging and Collection Development. From a current student's perspective this means that each course will have 10 hours of practical experience as they study a given topic.

There is a lot of concern about our students being able to complete the 100 hours required for the LM 4890/6890 Practicum Course. I have also had concerns about the quality of those hours since during a practicum there isn’t always an opportunity to demonstrate and apply the skills a student has learned throughout the program. Collection Development and Children’s Lit usually get some attention but Technology and Cataloging often don’t get the practical application that is needed for those skills to take root.

Still, I feel it is important that we diminish the students’ practical experience with less hours required. While 100 hours seems like a lot of time and it can be difficult to fit into a semester, it really boils down to only 2 1/2 weeks of practical experience and I feel that each one of those hours is vital. But the time needs to be more focused and meaningful. With this in mind we have decided to take half of the practical hours and divide them into the coursework so that a student will be getting practical experience as they study a given topic. This means that each course will have 10 hours of practical experience tied to specific assignments for each course. (20 for LM4200/6200 Technical Services which covers both Cataloging and Collection Development.) Which leaves about 40 – 50 hours of work for the Practicum, depending on if the student completed the number of hours required by each course.

---Continued on Page 5---

The Book Report

Page 2

Children’s Authors that caught me—hook, line, and sinker!

William Steig—Sylvester and the Magic Pebble is still a favorite of mine.

Jack Prelutsky—Nobody is better when it comes to writing kid-friendly poetry!

David Wiesner—No words, just all adventure for all ages, all the time.

Dr. Seuss—My favorites are the Bartholomew books! Who doesn’t love Ooblek?

Jan Brett—She has as much adventure in the illustrations and borders as she does in the text.

Who are your favorites?

One downside to the growth and ubiquitous use of technology in our world to simplify and expedite our lives, is that our personal identity information (Social Security #, bank or credit card info, etc.) is not only in our wallet, but also in the cloud and many online stores that many of us buy anything from pens and pencils to brand new cars…and the phishermen know this. Mark Walton (SUU IT Security Director) defines phishing as “When the miscreants serve legitimate addresses to get you to send back sensitive information.”

As the fisherman fools the fish by baiting it to the hook, our modern day miscreants are baiting you by replicating your online account web pages in emails and asking you to send back account information. They have snared you with the hook and it’s up to you to stay there and be pulled in or get away as fast as you can by deleting the email. Additionally, phishing emails can also contain a virus in an attachment that you think is a cute picture or a letter from a Nigerian Queen who wants to share her fortunes with you, but in some cases that isn’t a picture or letter, but a program that can install any type of program on your computer that has compromised its security.

What can you do? First, BE AWARE! When going through your inbox, delete all emails from unknown and unsubscribed sources, and even the Walmart offer for a $100 gift card, as the saying goes, “if it sounds too good to be true, it probably is.” Spoof emails (usually copying big online presence stores like Amazon, Paypal, and eBay) will be sent out to you asking you to either send back account information (username and password) to verify your account or they will have links in the email that may look legitimate, but if you hover your mouse over the URL, you will most likely see it going to a website nothing like the one you think it is. There is a small difference between Amazon.com and Amazon.com.

Additionally, get your free credit report done yearly at https://www.annualcreditreport.com, as your personal identity may already have been compromised and as you do nothing, your credit score and bank

Phishing continued on page 3...
Phishing continued...

account are dropping like a lead zeppelin. Run these same credit reports for your children as they can have their identity stolen just as easily and many do not find out until they are 18 and their credit could be ruined already.

With these few simple safety precautions from phishers will allow you the peace of mind and you can relax and throw out your own fishing line and catch some dinner.

Looking back I thought it would be fun to review some of the librarian superpowers that developed:

- “The ability to answer this question: “What’s the name of that book, that has a story about that one guy and they go do that ______?” Of course, I would know exactly the book that they are referring to AND I would have a copy available.”

- “Recipe for success: Study while others are sleeping, work while others are loafing, prepare while others are playing, and dream while others are wishing.”

- “My super power would be light speed reading. I would finally be able to read it all.”

- “My brain has become a “hard drive” containing all information that has ever been found. I can access that knowledge by thinking “key words” and then print it out by mind power.”

- “The effect of the apocalypse left me with the a photographic memory and I can remember word for word all books.”

- “I can remember word for word all books.”

- “I can access that knowledge by thinking “key words” and then print it out by mind power.”

- “My brain has become a “hard drive” containing all information that has ever been found. I can access that knowledge by thinking “key words” and then print it out by mind power.”

- “The effect of the apocalypse left me with the a photographic memory and I can remember word for word all books.”

- “I can remember word for word all books.”

Spring has always been an exciting time for me. There is something about the renewal of nature and the smell of rain and flowering trees that makes me want to get out and experience things and try something new.

Every summer I choose an author and try to read as many books by that author as possible during the summer (remember at Christmas Break it is by gender). For me it is a time to read the classics (which, at least for me, tends to take more time to acclimate to the writing style and summer affords me the time I need to focus on it). But sometimes more contemporary writers call to me too. In years past I have read from classic writers like Dickens, and Austen, and more contemporary classics like London and Bradbury.

As school librarians we have a responsibility to keep current with what is available and what we are putting on our shelves for our students, classic and contemporary but at times it can be overwhelming trying to read it all. Luckily we have resources that we can go to for quality reviews and help on selecting when we don’t have time to get to it all ourselves.

One great resource is the Ks the Book blog created by the South Jordan Middle School Librarian, Cindy Mitchell. It covers a lot of material and she keeps it very current. It has a great rating system that is easy to understand for students and librarians both. She also has a great link to what she calls reading ladders. These take a specific genre and give a listing of books by their accelerated reading level from low to high. These lists could be adapted to most libraries elementary through high school whether or not you use accelerated reading. What is amazing about this blog is that there really are so few like it. It is an invaluable resource. Check it out today!
Does your program cut the mustard?

Evaluating a program or a library or a librarian can be an overwhelming task. But it is important that we have plans in place to make improvements whenever and however possible. For a library collection we have the MUS-TIE guidelines to help us in weeding the collections. Whether or not we weed once a year or once every five, we know what we are looking for, where changes and improvements need to be made and we can create a concrete plan to make sure it gets done.

When it comes to evaluating our library programs and services this can be harder to do. Who decides what is good or not? How do we evaluate how effective our services are or if there is way to do things better, faster, or more timely? How do we know if students or faculty are using what we have taught?

There are the obvious things like gathering statistics from a database to see if there is an increase in usage after giving instruction on how to use it. But how many of you are working with an instructor to follow up on assignments that involve what students learned in the library? Would a teacher allow you to add a library question to a test? Or work with them to compare the difference in grade before and after a library instruction session?

Sometimes what really helps is to have not only an evaluation plan in place but a mission and vision statement or just a theme for your library. I want to hear from you about what you do to evaluate your library services, about your mission and vision statements and if you have a theme or your library or what it would be if you had one (have some fun and create one now!).

Take our survey and you have a chance to win a copy of Book Crush: For Kids and Teens by Nancy Pearl.

Click here to take the survey!

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The Book Report

Anyone who says they have only one life to live must not know how to read a book.

~Author Unknown

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Where does the time go?

40 Years of Librarianship

In Washington Irving’s story of Rip Van Winkle, Rip falls asleep on a green knoll. On awakening twenty years later, he discovers that things are no longer as they were. A long time ago I arrived in Cedar City with a fresh MLS degree from Brigham Young University, a lovely young wife, an adorable one-year old daughter, and a newly signed contract to be the Assistant Cataloging Librarian at Southern Utah State College (now Southern Utah University.) I seriously planned to stay for a year or two, and then move on. However, there was an appealing, almost magical, quality about library work and the people around me. I don’t remember sipping from a keg, but suddenly here I am at the end of a forty year library career viewing the changes with amazement.

Back in the ancient days before many of the readers of this article were born, library technical processing and labor were synonymous. The librarians made local decisions about subject headings and call numbers. Student workers then typed all of the cards for accessing a book individually on a typewriter. Card set production was only the beginning. The cards also had to be filed in the card catalog and have the filing checked.

It was a fantastic experience to watch one generation after another of computer and connectivity advancement make library work easier. First there was a magnetic card typewriter that let operators make a master library card, change the top line, and play back the rest of the card information without retyping. Automated library systems finally made library cards and card catalogs obsolete. Thank goodness! Information in databases went from librarian mediated, connection by phone, pay per use searching to subscription databases served from CD-ROM towers, to Internet accessible databases, to mobile access. What do you think is next?

Sorry, while talking about technology, I can’t refrain from adding a few comments about my contributions to the SUSC/SUU library. A few years before the library purchased its first commercial system, I was taking computer programming classes. Our director asked me to write some programs to keep track of book checkouts. This I did, using the BASIC language for an IBM personal computer. It worked, but it was a relief for all of us when software from the “big boy” program was installed. Our first Dynix system had a central server configuration. Each of the terminals at circulation, reference, serials, cataloging, etc. needed to be connected to the server by a data cable. When the old
library was built, there were only electrical and telephone connections. Conduits for data cables did not exist. Plant operations and networking personnel were busy with lots of other jobs, so in order to expedite our installation, I borrowed a diamond tipped round hole saw bit and drilled dozens of holes through the concrete floors. I pulled what seemed like a thousand feet of cable through ceiling and floor holes. I was on a ladder so much that one of the librarians said he could only recognize me by my knees. When we had the opportunity to plan and build a new library, I worked with the architects in deciding on the location of electrical and data outlets. The main level of the library, which now houses one of the most popular computer labs on campus, is a product of the desire to provide extra capacity and flexibility.

My job titles varied through the years. I worked as the Assistant Cataloging Librarian, the Circulation Librarian, the Circulation and Serials Librarian, the Public Services and Reference Librarian, the Systems Librarian, and the Technical Services Librarian.

Of all the benefits of working in the library, the interaction with staff and students is the greatest. That is the real reason for my lengthy stay. The people at Southern Utah University have consistently been encouraging and supportive. Since this newsletter will be sent to those involved in the School Library Media Program, I want to let all of my former students know how much it has meant to me to be able to participate in a shared learning experience and to watch you blossom in your careers and personal lives. Keep up the good work!

Just as Rip Van Winkle resumed his life under new circumstances, I hope to enjoy my retirement under new circumstances, too. I want to thank all of the students who have been so kind and friendly over the years. You have brought so much happiness to me. I hope you find the same joy in your careers and personal lives.

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While it is sad to see Randy go we do want to welcome our newest librarian and soon to be LM4200/6200 Cataloging Instructo, Loralyn Felix. Loralyn has worked here at our library for some time in many departments and so brings with her a wealth of knowledge for our students to benefit from and she has taught as an LM1010 Instructor. We are excited to have her on board and look forward to helping her get ready for her new role as our Head of Technical Services. You’ll be hearing more about her in our future newsletters!
A New Career in Library Media

By Josie Hales

Hi, my name is Josie Hales and I am going to talk about my experience so far with the Library Media Endorsement Program through SUU. This program is really an elite program. I was a little worried about the schedule and online classes, but those worries were soon put to rest when I began working with this great faculty. When I was looking into this program I had some immediate concerns. I am currently a full-time teacher in Nebo School District and I was worried about how I was going to take these classes and do a 100 hour internship while working full time. I quickly called Verlene Schafer to talk about the program and voice my concerns. My concerns were put to ease after the conversation I had with her. I realized that this program is very flexible and the faculty really wants to see you succeed and will go to great lengths to help you do just that.

I decided to go ahead and start the program in the spring of 2012. I enrolled in two Library Media Endorsement classes and I was on my way! Then I realized that there would be a couple of Media Specialist positions opening in the fall of 2012 in my district and even though I was not finished with the Library Media Endorsement, I could still apply. Then it occurred to me that if I did happen to get hired for the fall then how would I be able to do my internship with a certified Media Specialist? I quickly called up Verlene and told her the situation. We ended up coming to an agreement that I could start working on my internship hours during my prep period and before and after school during the spring semester 2012 and then enroll in the Practicum class fall 2012 and finish the portfolio then. This way that if I did get hired in the fall, then my hours would be mostly finished and I would just have to work on the portfolio. As I was completing my two classes and the internship, I found that Verlene was a huge help along with the great instructors I have had. I ended up completing all 100 hours that semester and learned so much from the internship. Truly, the faculty for this program is awesome and they make you want to find and love a career in Library Media.

As it turns out, I ended up applying for the Salem Jr. High School Media Specialist position in March of 2012 and was hired! I was not only excited for this new career, but truly grateful that this program was flexible enough to let me get my hours done early so that I could apply for this job. I am excited to start this new career and I am thankful for all the faculty and staff at SUU that have been so helpful along the way. I feel like I am prepared for this new career and I have had some of the best training I could get anywhere!

Congratulations to our students who have recently finished the program!

• Warren Child
• Amy Jamison
• Candace Johnson
• Jamie Jones
• Allison Mower
• Sandy Rawle
• Ruth Scovill
• Heidi Stanger
• Lori Stephenson
Appendix B

The Friends of the Library Newsletter is published twice annually and distributed to current members of the Friends of the Library.
Message from the Chair of the Friends of the Library

Who are the Friends of the Library?

The Friends of the Sherratt Library is made up of individuals who pay an annual membership to help support the Gerald R. Sherratt Library. The official name of this organization is Friends of Gerald R. Sherratt Library of Southern Utah University.

The mission of the Friends “is to advance the services and collections of the Library through community, emeriti, and alumni outreach and establish fundraising activities which support the principles, values, and ideals of open access to information and scholarship. The Friends strive to develop and promote interest in the library and expand financial capabilities toward the services and resources available to all stakeholders.” The Advisory Board currently has 14 members and may include up to 20 members. This board plans and participates in activities relating to the promotion of the library. These activities have included an annual library gala, workshops offered for Friends, support of the Shakespeare First Folio exhibit and the annual Howard R. Driggs Memorial Lecture.

The annual Library Gala is scheduled for October 8th at 7:00 p.m. in the Library. As the principle fund raising event for the Friends of the Library, this event showcases the library, and other areas of the campus participate as well. Features for this year include:

- The 1623 First Folio of Shakespeare’s plays on loan from the Folger Library in Washington D.C. on display in Special Collections. Utah Shakespeare Festival (USF) Founder Fred Adams will be on hand to give insight into the history and importance of the Folio.
- Adjusted history professor and author Ryan Paul will discuss researching the USF archives that were recently given to the Library and writing Celebrate 50 Years: Utah Shakespeare Festival.
- A visual presentation from Dean Shauna Mendini and SUU students of the College of Performing and Visual Arts about their trip to China this summer where they presented photographs their father compiled of the trail-marking project and related events along the trail route.
- A visual presentation from Dean Shauna Mendini and SUU students of the College of Performing and Visual Arts about their trip to China this summer where they presented photographs their father compiled of the trail-marking project and related events along the trail route.
- A string quartet and jazz ensemble from the SUU Music Department will again provide music throughout the evening.
- Professors Paul Ocampo and Chien-Ying Wang from the SUU Dance Department will be performing modern dance choreographed by Perry Driggs Jr. and his brother, Paul Driggs, recently donated an album of photographs their father compiled of highlights of the trail-marking project and related events along the trail route.
- The Dream of Helen, a dance drama inspired by the life and achievements of Cedar City native Helen Foster Snow. The Dream of Helen, the dance drama inspired by the life and achievements of Cedar City native Helen Foster Snow. The Dream of Helen, the dance drama inspired by the life and achievements of Cedar City native Helen Foster Snow. The Dream of Helen, the dance drama inspired by the life and achievements of Cedar City native Helen Foster Snow.
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Friends Support of the Library and Collections

Through the efforts of the Friends this year, $5,000 was contributed which helped purchase 96 additional books for the library and support the Iron County Record digitization project. Below is a sampling of the books purchased.

- Alexis de Toocquenille, Alan S. Kahn. The Hare with Amber Eyes: A Family’s Century of Art and Loss, Edmund de Waal
- A History of Chemical and Biological Weapons, Edward M. Spiers
- Into the Wild, Jon Krakauer
- America’s Army: Making the All-Volunteer Force, Beth L. Bailey
- The Challenge for Africa, Wangari Maathai
- Childhood in a Global Perspective, Karen Wells
- Outer Planets, Glenn F. Chaple
- The Elements: A Visual Exploration of Every Known Atom in the Universe, Theodore W. Gray
- The Forgotten Room: Inside a Public Alternative School for At-Risk Youth, Helen Englehart

Friends have also served as volunteer hosts for the Folio exhibit and on various committees. All of these activities help advance the Library’s role as the center for instruction, research and access to information for the SUU community. These efforts are deeply appreciated.

Upcoming Events

October 8: Third Annual Library Gala
7:00 pm, Gerald R. Sherratt Library
Information at library.suu.edu/page/library-gala

Friends of the Library Advisory Board

- Randall Allen
- Camille Q. Bradford
- Michael Broadway, Chair
- Penny Brown
- Beverly Burgess
- Jim Case
- Helen English

Diana Graff
Barbara Matheson
W. Clayton Petty
Gerald R. Sherratt
Brian Tavison
Evan Vickers
Lorraine Warren

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CLAUDIA BUSHMAN TO DELIVER HOWARD R. DRIGGS MEMORIAL LECTURE

Dr. Claudia Lauper Bushman (left), a prominent American historian and author, will deliver the fourth annual Howard R. Driggs Memorial Lecture on March 21, 2012 at 7 p.m. in the Great Hall, Hunter Conference Center at Southern Utah University. The lecture, Lost, Stolen, or Strayed: The Unrecorded Life is part of the activities of SUU Founders’ Week.

Dr. Bushman holds degrees from Wellesley College, Brigham Young University and Boston University. She is a former Professor of American Studies at Columbia University and founding Editor of Exponent II, a Mormon women’s publication. Her husband, Richard Lyman Bushman, is Gouverneur Morris Professor Emeritus of History at Columbia. Following their retirement, they established the curriculum for Mormon Studies at Claremont Graduate University in California. They are now back in New York, teaching a course on Contemporary Mormonism at Columbia this Spring.

Claudia Bushman has published 12 books of social and cultural history and Mormonism, including Building the Kingdom: A History of Mormons in America, Contemporary Mormons: Latter-day Saints in Modern America, and Mormon Sisters: Women in Early Utah. Her most recent book is Pangs of History: Margaret E. P. Gordon, 1866-1966, an edited autobiography by her maternal grandmother, published in 2011.

Throughout her career Dr. Bushman has been involved in community history projects, including serving as director of the Delaware Heritage Commission and chairman of Columbia University’s 260th anniversary celebration. Her Church assignments have included chairing the Harlem Bridge Building Committee, the New York Stake Living Nativity Scene Project, producing the concert of the Mormon Oratorio Choir in Carnegie Hall, and the Manhattan Temple Jubilee in Radio City Music Hall and installing (temporarily) a bronze statue of Joseph Smith in downtown Manhattan for Joseph Smith’s 200th birthday.

The BUSHMANs have six children and 20 grandchildren. She was named New York State’s Mother of the Year in 2002.

The annual lecture honors Dr. Howard R. Driggs (1873-1963), the first English instructor at the Branch Normal School, now SUU, from 1897-1905. The lecture series was established in 2009 by his stepdaughter, Camille Bradford, to highlight the Driggs Collection in the Sherratt Library’s Special Collections.

After leaving BNS Dr. Driggs (right) taught at the University of Utah and at New York University, where he was Professor and Chair of the English Department in the School of Education. He was also a noted Western historian and author, and served as President of the Oregon Trail Memorial Association and American Pioneer Trails Association. The prior lectures in this series, given by Governor Michael Leavitt (2009), Dr. Daniel Walker Howe (2010) and Dayton Duncan (2011) are archived on the Sherratt Library website.
MESSAGE FROM THE CHAIR

One of the fun things about growing up with my parents was the large library in our home. I looked through a bookshelf and found a small book entitled In a Chinese Garden, written by Frederic Loomis. This book was reprinted in Light from Many Lamps, edited by Lilian Eichler Watson.

Quoting from the book: "This afternoon I was a guest in a beautiful Chinese home here in Peking. The garden was enclosed by a high wall, and on one side, surrounded by twining red and white flowers, was a brass plate about two feet long. I asked someone to translate the Chinese characters for me. They said: ENJOY YOURSELF, IT IS LATER THAN YOU THINK. I began to think about it for myself."

Michael Broadbent

The Advisory Board has had an interesting year at the library. First, one of Shakespeare’s First Folios, loaned to us from the Folger Library, was on display this past summer. (See more on page 4). I would like to commend Paula Mitchell and her colleagues in the library for all the work they did to make this such a special event. Advisory Board members volunteered to help and were there to answer questions from visitors and keep watch of the items on display.

Next, the Library Gala, held annually in October, was a beautiful evening with music and dance from the students and faculty (right). Planning for the upcoming gala is already underway with a theme surrounding the impact of the Union Pacific Railroad and the Utah Parks Company on the area, and its national parks and monuments. Many people in our community and throughout the state have worked at the Parks.

Members of the Advisory Board have many varied interests and contribute their time to work on many different projects for the betterment of the library. In this article I would like to mention three: Camille Bradford has volunteered to be the editor of the newsletter. Barbara Matheson collects books and donates many to a collection of books by, for, and about women. She has also offered to give a lecture on finding books. Jim Case has a wide interest in the Southern Utah area and has hiked most of the trails to the various points of interest. He has found his hidden gardens off some of the trails and has photographed and identified many wild flowers. He is also involved with the Shakespeare Festival.

I would like to take this opportunity to thank all the board members for the effort and time they each give to the Sherratt Library. On behalf of the board I would also like to express my appreciation to all members of Friends of the Library. Your ongoing support contributes to the success of the library and is very much appreciated.

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THIRD ANNUAL FRIENDS OF LIBRARY GALA

The Friends of the Gerald R. Sherratt Library hosted its third annual Gala on October 8, 2011, featuring a variety of activities, exhibits, entertainment, and presentations. At center stage was the exhibit in the library’s Special Collections area showcasing a first edition of Shakespeare’s first folio, printed in 1623. The book, on loan from the Folger Library in Washington, D.C., has an estimated value of over $10 million, and is considered by many to be the most valuable secular book in the world. Fred Adams, founder of the Utah Shakespeare Festival, which celebrated its 50th anniversary in 2011, shared some thoughts with the audience on the significance of the precious volume.

Other events included a visual presentation from College of Performing and Visual Arts Dean Shauna Mendini about their trip to China, where they created and presented the production of The Dream of Helen. Best-selling local authors L.E. Modesitt, Jr. and Allyson Brathwaite Condie were on hand to discuss their books. Dr. Danielle Dubrasky and her students shared their original poetry. SUU dance professors Paul Ocampo and Chien-Ying Wang, performed a modern dance routine and answered questions from the audience.

The evening was topped off with the melodies of the SUU String Quartet and the SUU Jazz Ensemble, directed by SUU professors Xun Sun and Dr. Thomas Herb respectively.
The Friends of the Library played an essential role in making the exhibit More Precious that Gold: the Treasures of William Shakespeare an outstanding success. Over 14,000 people attended the display in the Sherratt Library’s Special Collections (left-above) last summer which included one of Shakespeare’s First Folios (left below) and other rare books and artifacts from the Folger Library in Washington DC, the Sherratt Library, and the Utah Shakespeare Festival (USF). The exhibit, designed by USF designers, was part of the 50th Anniversary of the Utah Shakespeare Festival activities and was open from June to October.

Advisory Board members Helen Englehart and Lorraine Warren are to be commended for their efforts in scheduling Friends to host the exhibit. Friends participating included Helen and Ken Englehart, Lorraine and Robert Warren, Jim Case, Michael Broadbent, Joe and Beverly Burgess, Carolyn Higbee, Christopher Clark and Gene Hottinger. They greeted attendees, answered scores of questions and shared in the excitement of the visitors. Comments on the exhibit were extremely favorable.

- Debbie Steadman of Farr West, Utah: “Such a beautiful and inspiring exhibit—I was amazed at the pristine condition of the main exhibit—the Folio.”
- Joe and Jennifer from Glendena, California: “Thank you! What a beautiful library and Special Collections. How wonderful to give people access to the First Folio!”
- Gayle and Steven Dowdle: “We loved it so much we came back again! Thanks for fulfilling a dream!”

The folio, Mr. William Shakespeares Comedies, Histories, & Tragedies. Published According to the True Original Copies, containing 36 of Shakespeare’s plays, was published in 1623. Other books on loan from the Folger were a copy of A Midsommer Nights Dreame published in 1600 and The most excellent and lamentable tragedie of Romeo and Juliet published in 1637.

Dean John Eye, Special Collections Librarian Janet Seegmiller, University Archivist Paula Mitchell (right) and Advancement Director Donna Law worked tirelessly to arrange transportation, security, funding and accompanying activities. The exhibit was sponsored by the library, USF, the Grace A. Tanner Center for Human Values, the Utah Humanities Council, and Delta Air Lines.

The Preservation Committee is working on several projects to help the Tribe preserve its culture, history and language. These projects will take several years to complete. Four of those projects are:

- The Paiute Digital Archive, an internet-accessible database of records, video recordings and images significant to Paiute history and culture.
- Writing a definitive history;
- Preserving in the Paiute Digital Archive recordings of tribal Elders speaking the Paiute Language; and
- Developing a documentary film concerning the history and culture of the Paiute Tribe of Utah.

The Sherratt Library Special Collections staff will be involved in creating the Paiute Digital Archive as well as collecting photographs, oral histories, videos and other items to be included in it. We will also be involved in helping to complete other projects outlined by the Preservation Committee.

The Special Collections staff has been involved in preservation of Paiute history for many years through the William R. Palmer Collection. This new project will enhance public understanding and appreciation of Paiute history. Special Collections is honored to be included in this important project.

IRON COUNTY RECORD DIGITIZATION PROJECT
By Janet Seegmiller, Special Collections Librarian

In 2010, the Sherratt Library embarked on a digitization project to make the Iron County Record available online to all those interested in researching southern Utah history and genealogy.

It began publication in 1893, founded by William C. Higgins. In 1921 A. H. Rollo became editor and manager. His family published the newspaper until 1980, providing news coverage, publicity of social and cultural events, editorial comment, and local advertising. Subsequent owners later consolidated the newspaper with the Cedar City Spectrum.

SUU has previously funded digitization of the issues published from 1923-1940. The complete issues for those years may be searched through Utah Digital Newspapers at www.digitalnewspapers.org. Many people have located important family information and are asking when more years will be available. With support from the National Endowment for the Humanities, the years up to 1922 have also been digitized and will soon be available to search online.

How to support this project
You can support this meaningful project with a gift, in any amount, to: SUU Library, Iron County Record Project, 351 West University Boulevard, Cedar City, Utah 84720. If there is a specific year you would like to make available for online searching, please let us know.

The Friends of the Library are supporting fundraising efforts that will allow the remaining years of the Iron County Record to be digitized. It costs approximately $800 to digitize each year of the Iron County Record which will, from now on, be available to the general public through this effort.

The library recently received a donation from the Cedar High School Class of 1946. This gift has been allocated to help digitize the 1946 editions.

We look forward to making this unique community resource available online.

Photograph from the Frontier Homestead State Park Collection. Iron County Record office on Main Street, Cedar City. © Sherratt Library, Southern Utah University.

The most dramatic change, according to Randy, “has been the use of technology and the availability of information.” He remembers the days when all that was available was a typewriter that used a magnetic card to print multiple cards without the need to manually type each one from scratch. Later, in the late ‘80s when computers were emerging in libraries, he used his computer science minor that he earned from SUU to write a program that managed how books were checked in and out.

In 1990, the library bought its first commercial library system from Dynix which he administered. Through all these changes, Randy worked to keep up and developed a strong appreciation for technology. He was an early adopter of Apple’s iPhone and continues to experiment with new opportunities to access information using technology.

Among Randy’s top accomplishments has been the design and planning for the new BLANCHE CLEGG MEMORIAL SCHOLARSHIP
By Ellen Chalmers, Library Department Administrative Assistant

Blanche Clegg (right) was the Special Collections Coordinator at the SUU Library from 1987 to 1997. She was a teacher, writer, social activist, mother and humanitarian. In her will, she left $500 to be used as a scholarship for an SUU Library student employee. A library committee has chosen Megan Stephens, a student employee in the Copy Center pursuing a Bachelor of Arts in Psychology, to receive this award for the 2012 Fall semester.

The Sherratt Library subscribes to many high-quality online information databases. Friends of the Library at the Associate level and above have remote access to some of these excellent resources, including:

- Academic Search Premier: Contains indexing and abstracts for more than 8,500 journals and magazines including full text for more than 4,600 of those titles.
- Fold3 (formerly Footnote): Provides convenient access to U.S. military records, including stories, photos, and personal documents of service members. Over 70 million original records.
Friends of the Sherratt Library
January 1, 2011 through February 15, 2012

Annual Membership Benefits

Patron $35
- Newsletter
- Borrowing and interlibrary loan privileges

Friend $100
- All Patron benefits
- Invitations to special programs and lectures

Associate $250
- All Friend benefits
- Invitations to training sessions

Sponsor $500
- All Associate benefits
- Use of study rooms

Fellow $1,000
- All Sponsor benefits
- Membership in the SUU President’s Club

Benefactor $5,000 and above
- All Fellow benefits
- Six indoor weekday Shakespeare tickets
- Other benefits as negotiated

To become a member please contact
Sheri Butler: butler@suu.edu
(435) 586-7947