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The Book Report Newsletters and Friends of the Library Newsletters
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 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 assist in evaluating library services and collections in comparison to peers. Examples of these comparisons can be found on pages 16 and 17.
### Statistical Summary

#### Personnel
- **Personnel (FTE)**
  - Faculty: 7.82
  - Professional staff: 7.11
  - Classified staff: 5.04
  - Total staff (FTE): 20.07
- **Library student employees**: 3.49
- **Copy Center student employees**: 1.96
  - **Total student employees (FTE)**: 5.45

#### Access Services

##### Circulation
- **Material Checkouts**
  - Items checked out (excluding reserves and in-house)
    - Books: 45,610
    - Serials: 423
    - Media: 4,585
    - Special Collections: 1,113
    - Reference: 130
    - Total check outs: 51,863
  - Reserve items checked out
    - Two hour reserves (includes media reserve): 8,361
    - T-Bird texts: 9,403
    - Electronic reserves: 26,295
    - Total reserve check outs: 44,059
- **In-house use**
  - Books: 9,403
  - Serials: 4,171
  - Media: 488
  - Total in-house use: 14,062
- **Study rooms**: 12,334
- **Tablets (beginning Spring semester 2012)**: 147
- **Calculators/Lockers**: 119
- **Renewals (includes all categories above)**: 7,788
  - **Total Items Used**: 130,372

#### Library Use
- **Patrons in the library—annual total***: 464,348
- **Patrons in the library—monthly average**: 36,196
- **Patrons in the library—typical week**: 8,353
- **Students FTE—Fall Semester 2012**: 6,430
- **Student use of collections (average)**: 20.05
- **Number of hours open per week**: 96
- **Reader stations**: 1,200

*The previous year patron count reflects visitors to the Shakespeare Folio exhibit. This may account for the drop in numbers.

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### Copy Center

- **Copies made (copy machines and printers)**: 229,731
- **Total number of patrons**: 129,327

### Interlibrary Loan

- **Lender (provided to other libraries)**
  - **Copy requests filled**: 217
  - **Book requests filled**: 1,587
  - **Total requests filled**: 1,804
- **Borrower (received from other libraries)**
  - **Copy requests filled**: 770
  - **Book requests filled**: 798
  - **Total requests filled**: 1,568

### Reference

- **Questions**
  - Reference: 2,485
  - Directional: 1,117
  - Chat: 615
  - LM 1010: 1,914
  - Special Collections: 3,602
  - **Total questions**: 9,733
- **Consultations**
  - Reference: 231
  - Special Collections: 197
  - **Total consultations**: 428

### Special Collections

- **Patrons***: 6,409
- **Items used**: 1,115

*The previous year patron count reflects visitors to the Shakespeare Folio exhibit. This may account for the drop in numbers.

### Digital Collections

- **ContentDM collections**: 33
- **ContentDM images**: 25,609
- **EAD collections**: 60
- **EAD images**: 10,167
Internet Usage

**Library Website**

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<thead>
<tr>
<th>Device</th>
<th>Visits*</th>
<th>Page views*</th>
<th>Total page views*</th>
</tr>
</thead>
<tbody>
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<td>Desktop</td>
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<td>339,635</td>
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<tr>
<td>Tablet</td>
<td>3,565</td>
<td>6,781</td>
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</tr>
<tr>
<td>Mobile</td>
<td>6,135</td>
<td>8,505</td>
<td>16,640</td>
</tr>
</tbody>
</table>

**Internet Usage**

**Desktop**: 136,722 visits, 339,635 page views, 584,140 total page views
**Tablet**: 3,565 visits, 6,781 page views, 13,346 total page views
**Mobile**: 6,135 visits, 8,505 page views, 16,640 total page views

**Website Visits**: 147,422 visits
**Total Page Views**: 384,140
**Web Page Visitors**: 64,287
**Average Pages per Visit**: 2.36

---

**Database Usage**

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<tr>
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<th>Searches*</th>
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<th>Downloads*</th>
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</thead>
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<tr>
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</tbody>
</table>

**ContentDM page views**: 5,855,149

---

**Special Collections Website**

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<tr>
<th>Device</th>
<th>Visitors</th>
<th>Page views</th>
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<th>Sessions</th>
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<tbody>
<tr>
<td>Desktop</td>
<td>4,871</td>
<td>17,042</td>
<td>86,442</td>
<td>5,846</td>
</tr>
</tbody>
</table>

---

**Technical Services**

**Collections**

- **Volumes added (includes eBooks)**: 11,550
- **Volumes deleted**: 8,683

**Cataloged volumes in the collection April 30, 2013**

- Books, serial backfiles and other paper materials: 248,124
- eBooks: 12,159
- Microforms: 31,649
- Audiovisual: 11,406

**Total cataloged volumes**: 310,358

**Volumes per FTE student**: 47.82

**Journal titles**

- **Print and microform**: 775
- **Electronic Full-text**: 46,200

**Total serial titles**: 47,475

**Active titles**: 331

**ERIC titles**: 745

**Databases (electronic reference sources and aggregate services)**: 232

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**Academic Support**

**Library Instruction**

- **Library instruction groups**: 282
- **Students instructed (excluding LM1010)**: 5,422
- **LM1010 Students**: 1,174

**Library Media Program**

- **New applicants accepted**: 54
- **Active minor students**: 6
- **Active minor students**: 56
- **Inactive students (2+ years)**: 6
- **Minor completed**: 0
- **Endorsements completed**: 8
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 Strategic Plan

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. 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.

Strategic Plan: 2013-2015
In these challenging economic times, the Gerald R. Sherratt Library is focused on implementing its mission and vision through a conscience effort of applying practical innovations and best practices toward a more effective system of information access and service as articulated below:

Service: Provide Services that lead to academic success.
1. Achieve median level of staffing compared to academic libraries at peer institutions.
   • Add one library faculty position to advance the arrangement and development of digital collections and scholarly communications
   • Restore staffing in access services / interlibrary loan
   • Add student workers for access services, administration, marketing, digitization, technology, and collection development.
2. Promote and encourage open access to scholarly communications.
   • Further develop, establish, and promote an institutional repository for student and faculty exemplary work
   • Consider funding policies that support open access publishing for faculty, including textbooks
3. Seek out opportunities to partner with other entities to increase efficiency.
4. Identify new opportunities for professional development and wellness to further improve the work experience of employees.

Collections: Build an outstanding library collection in suitable formats that supports teaching and learning.
1. Restore collection budgets that approach median level of peer institutions.
2. Beselecrt print journal holdings where possible.
3. Improve the procedures for processing and evaluating licenses and contracts from vendors.
4. Investigate cooperative purchasing opportunities of materials with other academic libraries.
5. Improve local and regional historical collections.

Access: Provide efficient access to accurate and reliable information.
1. Employ technological measures to create more intuitive access to information.
   • Implement new link resolver / ejournal software
   • Establish Drupal as the platform for the library website
   • Improve mobile access to library resources
2. Pursue collaborative purchase of integrated library system (ILS) with other academic libraries.

Education: Educate students, faculty, staff, and the community in developing information literacy skills and the value of library information resources and services.
1. Improve information literacy teaching and training efforts.
   • Consider improvements in the design and delivery of LM 1010
   • Provide increased opportunities for faculty to learn how information literacy can be integrated into their courses
2. Improve reference, instruction, and outreach efforts.
   • Increase Friends of the Library membership and campus support for library initiatives
   • Expand the use of LibGuides
   • Increase training and instruction opportunities across campus on library collections and services for faculty and staff
   • Expand the use of special events, contests, exhibits, and other mechanisms of recognition to promote the library

Preservation and Dissemination: Guarantee the preservation of records and artifacts essential to our cultural heritage.
1. Act more assertively in reaching out to campus and community to collect historical and cultural materials that align with library mission.
   • Library Gala
   • President’s Council minutes and agendas, college and department minutes and agendas
   • Oral histories, photographs, other artifacts
2. Identify opportunities for SUU Press publications.
3. Increase promotion and implementation of digital institutional repository.
   • Scholar archive
   • Faculty scholarship
   • Student EDGE projects

Facilities and Equipment: Create a quiet, safe, comfortable environment for our users.
1. Expand the library to include spaces for a dedicated Shakespeare collection, café, information literacy training lab, additional study rooms.
2. Resume the use of LI 315 (faculty center office) as a study room.
3. Install flat panel monitors in strategic locations of the library.
4. Investigate opportunities to re purpose physical spaces.

Assessment: Library services and collections are evaluated regularly to insure a superior level of quality.
1. Investigate and implement better ways to collect data that accurately portrays the level of service and quality of collections available through the library.
2. Conduct an assessment of the information literacy program through the use of an outside reviewer.

Fundraising: Acquire the funding to support collections and services for faculty and student access to information critical to success in an information economy.
1. Investigate and pursue alternate revenue sources on and off campus.
   • Propose a student library fee
   • Identify foundations and organizations that match the library’s goals and
   • Submit a proposal to Provost’s Office to restore collection funds lost in budget cuts
2. Create a recognition policy and establish a dedicated space to display names of donors.
Library Overview

Library Personnel

The Library's most important resource is its highly qualified and experienced staff. They provide outstanding service to the campus community and beyond.

Library Administration
- Dean of the Library: Professor John Eye
- Library Department Chair: Vik Brown
- Administrative Assistants: Shen Butler, Mikki Shakespear, Christopher Clark
- Special Projects Librarian: Professor Matthew Nickerson

Access Services
- Access Services / Reference Librarian: Assistant Professor Scott Lanning
- Circulation Coordinator: Linda Liebhardt
- Circulation Assistants: Tammy Buehler, Tayce Robinson, Erin Perry, Christopher Clark
- Interlibrary Loan Coordinator: Philip Dillard
- Copy Center Specialist: Trecia Loveland

Technical Services
- Technical Services Librarian: Assistant Professor Loralyn Felix
- Technical Services Analysts: Susan Christopher, Jill Phillips, Timothy Roelofs
- Collection Development Coordinator: Associate Professor Vik Brown
- Serials / Government Documents Librarian: Associate Professor Scott Lanning

Electronic Services
- Electronic Resources Librarian: Assistant Professor Steve Irving
- Network Administrator: Julie Wood
- New Technologies Librarian: Associate Professor Richard Eissinger

Special Collections and Archives
- Special Collections Librarian: Associate Professor Janet Seegmiller
- University Archivist: Paula Mitchell
- Special Collections Analyst: Susan Christopher

Instruction and Outreach
- Library Instruction Librarian: Associate Professor Philip Roché
- LM 1010 Course Designer: Associate Professor Richard Eissinger

Personnel Changes

Retirements
- Ellen Chalmers, library administrative assistant, announced her retirement in October. She had worked in the Library for six years and was replaced by Mikki Shakespear. Mikki, a recent SUU graduate, previously worked in the Library as a student.
- Rodney Batt, long time custodian, retired in June. He had been the Library’s custodian since the new Library opened in 1996. Rod took great pride in keeping the building in meticulous condition and many comments were made about its cleanliness and good repair. Marsha Rowley will become the Library’s new building supervisor.

- Interlibrary loan coordinator Philip H. Dillard passed away March 24, 2013. He began his 25 year career at SUU as a faculty member. He retired from that position in 2000 but came back to work as the evening reference librarian in 2001. In 2005 he became the interlibrary loan coordinator where he worked until his death. Phil loved his job and never considered retirement as an option.
- Phil’s position was replaced on a temporary basis by library assistant Tammy Buehler (middle top right). She will serve in that position until December 2013 at which time the Provost will make a decision concerning its permanence. As a result Tammy’s position in access services could not be filled.

New evening access services assistants Tayce Robinson (bottom right) and Timothy Roelofs (bottom left) began in July. Tim transferred to Technical Services in November and was replaced by Christopher Clark (bottom middle left). In May Erin Perry resigned her position as access services assistant and Christopher moved into her position. His evening position will hopefully be filled.

Facilities Changes

The Betty McDonald Pre-Med Institute was established on campus and moved into the area previously housing the Library’s acquisitions area. A wall was built in the cataloging area to provide a new room for acquisitions resulting in less usable workspace for both areas. A door was built between the two areas to allow easy access between the two departments. This has provided better workflow between the areas and is less disturbing to students studying nearby.

Utilization of the study rooms remained very high with 2,707 turn-away’s reported. The Faculty Development Center, which has occupied one of the study rooms for a number of years, was scheduled to relocate Fall 2013 but will remain until January 2014.

Budgetary Challenges

With the announcement of the LDS Church lowering the missionary age, the University started making plans for anticipated decline in enrollments over the next few years. Estimates of a 10% decline in enrollment required all SUU departments to submit plans on how cuts would be implemented. Since the Library has not recovered the 2008 personnel cuts, it was determined that the $113,508 cut this year would have to be taken from the collection budgets. Although the Library Committee, the Faculty Senate and the Deans’ Council recommended that cuts not be taken from the library’s budgets, the Library was not exempt from the cuts.

Input from all academic departments was requested and library personnel spent Spring Semester determining what cuts would be made. In an attempt to keep as many electronic resources as possible, library subject specialists reevaluated...
the print serials and standing order titles to determine which titles could be deleted. Allocations previously made to SUU academic departments will not be funded this coming year. Library subject specialists will see a 46% decrease in their allocations for collection development.

Three years ago, the Provost's office allocated one-time funds for the purchase of electronic databases. At that time, understanding the challenges one-time funding can bring, the Library purchased three year subscriptions to the following resources: LexisNexis, Serials Solutions 360 Search and Serials Solutions 360 Link, Footnote History and Genealogy Archives PLUS, International Bibliography of Theatre & Dance with Full Text (FT), Twentieth Century Drama, Women Writers Online. Also included were the following EBSCO databases Public Affairs Index, CINahl with FT, SociINDEX with FT, America: History & Life with FT, Communication & Mass Media Complete, GeoRef Online and Journals@OCLC with FT. The usage statistics for the past three years were carefully analyzed to determine which databases would not be renewed. LexisNexis will be replaced by WestlawClassic in an attempt to find databases that match campus needs at a lower price.

Also three years ago, the library administration asked the SUU Student Association (SUISU) to approve a student library fee. A $3 per student per semester fee was approved for library collections and the Library has been saving that money to renew the three year subscriptions purchased with one-time funding. This will lessen the effects of the 10% budget cuts for at least three more years. The President's Council decided that the library fee would be discontinued next year, as there were greater needs for student fees. To lesson the loss of the student fee, an allocation of $37,000 will be given the Library annually. Because this allocation will come from State of Utah Education and General Fund, the Library will not be able to accumulate funds for future needs. The long term effect of this change will not be known for a number of years.

The Library continues to be significantly below peer institutions in key factors associated with library collections and services equal to other peer institutions, even though the size of our University is 12% above the mean. Total library expenditures per FTE at just under 40% below the mean, our students, faculty, and staff are not receiving access to services. With total library expenditures 30% below the mean, total staff per 1,000 FTE at over 40% below the mean, and the Library Comparison top SUU Peer Institutions

<table>
<thead>
<tr>
<th>Library Name</th>
<th>FTE</th>
<th>Library Programs/Pro-Fess Staff</th>
<th>Total Staff</th>
<th>Total Staff/ 1,000 FTE</th>
<th>Library Expenses</th>
<th>Library Expenses/FTE</th>
<th>Paper Materials Held</th>
<th>Paper Materials/FTE</th>
<th>Gate count/ week</th>
<th>Gate count/hour</th>
</tr>
</thead>
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<td>Austin Peay State University, TN</td>
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<td>98</td>
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<td>University of Science and Arts of Oklahoma, OK</td>
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<td>246,545</td>
<td>90</td>
<td>3,155</td>
<td>91</td>
<td>24,060</td>
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</table>
| Library Comparison top SUU Peer Institutions

<table>
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<tr>
<th>Library Name</th>
<th>FTE</th>
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<th>Total Staff</th>
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<th>Paper Materials/FTE</th>
<th>Gate count/ week</th>
<th>Gate count/hour</th>
</tr>
</thead>
</table>
Library Overview

Highlights

Events

Library Gala

Friends of the Sherratt Library held the fourth annual Evening with Friends Gala on October 13. The theme of the Gala, “All Aboard,” commemorated the 150th anniversary of the Union Pacific Railroad and the 89th anniversary of the Utah Parks Company (UPC). In addition, the event celebrated the 50th anniversary of the Sherratt Library’s Special Collections. Over 250 supporters of the Library and former employees of UPC joined together to listen to speakers, watch old video clips, and view vintage photographs as they enjoyed great food and entertainment as well as each other’s company. John Eye, Dean of Library Services, welcomed guests and thanked Friends of the Library for its continuing efforts to raise awareness of the Library’s varied resources and for its donations to the Library, totaling more than $37,000 during the past four years. Walker Wood, Academic Vice President of the Southern Utah University Student Association, thanked Friends of the Library for its help in creating a new group study room for the students as well as continuing the digitization of the Iron County Record. Daniel Harbeke, Director of Public Affairs for Union Pacific Railroad, addressed the audience, speaking of the rich connection between the Union Pacific and southern Utah. Mary Ellen Edmunds and her brother Paul Edmunds spoke of their own experiences working for UPC. The evening ended with the SUU Ballroom Dance Company dancing to hits from the 1940s and 50s played by SUU’s Jazz Band.

LibraryLympics

The Library sponsored the first annual LibraryLympics as part of National Library Week. It consisted of a series of online, Facebook and live events in which students participated to win prizes. A total of 30 contestants entered and student Michael Thompson won the grand prize of a Kindle Fire while Kedrik Hamblin and Shari Skougaard received Kindle Readers as runners-up. The event helped generate more usage of our online portals and library facility.

Iron County Record

The Library’s Iron Country Record digitization program received a major boost in 2012 with the following donations: $1,000 from the Cedar City Council, $2,500 from the Cedar City Rotary Foundation, $4,000 from the Friends of the Library and the first $3,000 of a three year gift from the American Pacific Corporation (AmPac). As a result of these donations, all issues of the Record from 1893 to 1955 are currently online at digitalnewspapers.org. Additional donations received from the Friends of the Library ($6,000) and the Union Pacific Foundation ($2,500) has been earmarked for the years 1955 to 1965 which will be completed during the summer of 2013. Only 15 years of the Record will have to be digitized until the complete run of the newspaper will be available online.
The Sky is an Open Vault: A Presentation of Student Poetry

The library hosted an evening of readings of original poetry by Danielle Dubrasky’s students. The readings were inspired by students’ travels to the local mountains this past summer where they created poems based upon their stargazing experiences. Art work inspired by the poems was also on display for those in attendance to view. The poems and art work were displayed along the walls in the Garden Level throughout the semester.

North Elementary Project Koha Project

The library’s LM program sponsored a pilot project at North Elementary School to assist the school to get all of their library reading collections cataloged into the Koha library system. Volunteers Lorraine Warren and Penny Brown worked diligently on this project. Add if Verlene gives you more.

Blanche Clegg Memorial Scholarship

Natasha Morgan was chosen as the recipient of the Blanche Clegg Memorial Scholarship for the 2013 Fall Semester. Natasha is a student employee for the library administration, as well as a copy center aid. She is pursuing a Bachelor of Science in Communications.

Blanche Clegg 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. Library employees were so excited to have a library scholarship, they have continued this with their own employee donations.

Library Art Gallery Exhibits

Psychedelic Years: This exhibit showcased colorful pop art posters and bandhills advertising major rock concerts in the San Francisco Bay Area, 1966-1971.

Religions of the World: This Utah Arts Council exhibition displayed the illustrations and text from the book A World of Faith which served as an introduction to the remarkable diversity of religion.

Compendium: It’s Art: Compendium presented the art work of SUU students completing Art 3080: Museum and Gallery Practices. The participants showcased some of their favorite pieces of their personal work. Each of the artists displays their unique take on subjects in their preferred medium.

Select Watercolors from the Utah Watercolor Society Annual Exhibit: The Utah Watercolor Society and the Utah Arts Council sponsored this exhibit of selected works from their annual juried competition.

The Sky is an Open Vault: A Presentation of Student Poetry: The original poetry that was written and presented by SUU students in the poetry reading were also showcased in an exhibit in the Library.

LM1010

The General Education Committee continued their examination of SUU’s general education requirements as they attempt to revamp the requirements to support our new liberal arts and sciences role. Although LM 1010 Information Literacy has proven an extremely effective way to teach information literacy skills, the committee examined models that would allow for the course to be required in a general education course as well as recommendations to make a more robust information literacy program.

Awards

This year the University began a Quality Service program and instituted three levels of Quality Service Awards given for recognition of service: The High Altitude Award, given to a department twice annually; The Pinnacle Award, given to an individual twice annually; and the Red-Handed Awards given at any time for recognition of various acts of service. The Library received the 1st High Altitude Award and seven library employees received Red-Handed Awards during the year.

“...no one ever attains very eminent success by simply doing what is required; it is the amount and excellence of what is over and above the required, which determines the greatness of ultimate distinction.”—Charles Francis Adams

High Altitude Award

In January, the Library was presented this award that is given twice annually to a department or office for their exceptional dedication to quality service. The beautiful glass award, created by Professor Carrie Trenholm, was displayed in the library lobby.

Red Handed Awards

• Donna Edleman wrote about Linda Liebhardt and Erin Perry: “I had a random and untested idea...next, I needed buy in. In walks Linda Liebhardt and Erin Perry and with no hesitation and a can-do attitude, the “untested idea” will be up and running by the start of the semester! The outcome will benefit athletes and student athletes in significant ways.”

• Jill Phillips award noted that “A student came to the desk in the copy center in the library with a damaged book cover. I sold her a piece of card stock paper to help her fix the cover, and then I recommended that she go to cataloging and talk to Jill. Jill fixed her book for her even though this is a service we do not provide! She trimmed and cut the card stock, then carefully taped the student’s book. The student was so happy she came back to the copy center to show me the repair!”

• Phil Dillard received the award for helping a deaf library patron understand the Interlibrary Loan Request system.

• Scott Lanning wrote about Mikki Shakespear “At 5 minutes to 5:00pm, yesterday, a gentleman entered the office suite on the 3rd floor of the library. He was looking to re-new his Friends of the Library membership. Mikki was in the office, and helped this gentleman renew his membership, even though it meant staying until after 5:00pm to get it done. And best yet, she was very friendly and cordial while helping him!”

• Trecia Loveland was nominated by Jennifer Hunter who commented, "I had a campus order for the Copy Center. When the folding machine went down she folded by hand to get my order out in time. Taking the time to fold my order by hand I think shows exceptional customer service.”

• Trecia was rewarded a second time when Barbara Rodriguez wrote “I had some laminating done in the copy center. I picked my project up and when I returned to the office, I noticed that there were a lot of loose places that did not laminate properly. I decided to call Trecia and talk to her about it. She was very apologetic and asked me to bring them back so she could make it right which she did. I appreciate her willingness to make things right.”

• Two library student employees, Hannah Skousen and Marina Woodward, also received red-handed awards for outstanding service.
Special Projects

Grants
The Marriner S. Eccles Foundation continues to support the library's collections with grants. A grant ($5,000) was received in support of collection development and another proposal was submitted for continuing support of library collection development efforts ($15,000.)

The library has developed a good relationship with the Union Pacific Foundation who awarded the Library another $2,500 for continuation of the Iron County Record digitization project. (pictured at right)

A USHRAB (Utah State Historical Records Advisory Board) mini-grant of $750 was written by Paula Mitchell to purchase preservation materials for the J.L. Crawford collection that is being digitized. The grant was awarded and all work was completed this year.

SUU Press
The Press prepared two manuscripts for publication through Lightning Press, a print-on-demand publisher. I Am Coming Home by Gwen McGarry tells of her husband’s experiences in the Pacific during World War II. (pictured at right) The appendices to George the Handcart Boy by Howard R. Briggs were updated and a new edition formatted for printing on demand.

The press has accepted two new manuscripts for publication that are now in the process of development: Val Clark by Larry Baker and Won't Quit by Richard Johnson.

Volume 12 of the Journal of the Wooden O will be published in July of 2013 with nine scholarly papers chosen by the review board.

Wooden O Symposium
Thirty-eight presenters participated in the 12th Annual Wooden O Symposium in August. The symposium included a Utah Shakespeare Festival (USF) Actor’s Roundtable featuring the director and select actors from the USF production of Titus Andronicus and the Keynote Address delivered by Susan Frye, director of the Masters in English program at the University of Wyoming. The symposium opened both the Actor’s Roundtable and the Keynote Address to the Cedar City community and USF patrons.

Goals for Special Projects

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publish hard cover version of George the Handcart Boy</td>
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<td>Publish June 28, 2013</td>
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<tr>
<td>Publish e-book version of George the Handcart Boy</td>
<td>Continuing</td>
<td></td>
</tr>
<tr>
<td>Investigate marketing and distribution for George the Handcart Boy</td>
<td>Continuing</td>
<td></td>
</tr>
<tr>
<td>Declined and returned Mormonism: Rumor and Reality to author</td>
<td>Complete</td>
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<tr>
<td>Publish paperback version of I’m Coming Home</td>
<td>Continuing</td>
<td>Publish June 9, 2013</td>
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<tr>
<td>Supervise the review and publication of the 2012 Journal of the Wooden O</td>
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<td>Publication June 28, 2013</td>
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<tr>
<td>Assist in the selection of papers and organizing the 2013 Wooden O Symposium</td>
<td>Complete</td>
<td></td>
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<tr>
<td>Complete and submit 2013 Marriner S. Eccles</td>
<td>Continuing</td>
<td>Due July 1, 2013</td>
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<tr>
<td>Complete and submit 2012 Marriner S. Eccles Grant Usage Report</td>
<td>Continuing</td>
<td>Due September 1, 2013</td>
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<tr>
<td>Explore funding sources for digitizing the Iron County Record</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Lead effort to identify grant projects and funders</td>
<td>Ongoing</td>
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Access Services

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

The Circulation Department continues to evolve with staffing changes and adaptations to equipment and policies to meet the needs of the students and to provide friendly and prompt service. We hope the students of SUU know how much we love seeing them use the great materials we have to offer.

Library hours were expanded beginning Fall Semester. The library is now open until midnight Monday through Thursday during the regular semester. Hours have not been extended beyond that time during finals, but usage of the building is quite low during the last hour.

The night/weekend staff has been very busy, with two new employees in evening positions. Both have library experience, but the night time supervisory experience has changed over the years. There is no longer an evening reference librarian, so the circulation staff helps with “Chat Ref” during their shifts.

Library statistics show that the busiest time of day is from 7-8 pm, when 525 turn-aways were tallied. (See table) October, November, February and March showed averages of about 250 turn-aways. Statistics show that the busiest time of day is from 7-8 pm when 525 turn-aways were tallied. (See table)

Each year, additional T-Bird Texts are purchased with a total of 133 books available. The are held on two-hour reserve and are popular check-out items in the library. Statistics show that the busiest time of day is from 7-8 pm, when 525 turn-aways were tallied. (See table)

There are now fourteen study rooms, including the Honors Seminar Room, which adds to the items that must be checked out at circulation. The number of study rooms has nearly doubled from eight to fourteen in the past five years. All of the study rooms are mediated. Two of the newer rooms recently added are smaller and the comfy “banana” chairs from the media viewing rooms were added to those study rooms.

Study rooms continue to be one of the most popular check-out items in the library. Statistics were kept on how many individuals were turned away because there were no rooms available. The numbers are very impressive, especially when you consider that only one person came to the desk to inquire about availability and one “tally mark” was added to the turn-way count, but that individual probably represented an average group of 3 to 5 students. The total turn-aways for the reporting period (May 1, 2012—April 30, 2013) was 2,767 students. The total turn-aways for the reporting period (May 1, 2012—April 30, 2013) was 2,767 individuals. Months during finals had the highest counts. December 2012 showed 498 student turn-aways, and April 2013 showed a much larger number—744. September, October, November, February and March showed averages of about 250 turn-aways. Statistics show that the busiest time of day is from 7-8 pm, when 525 turn-aways were tallied. (See table)

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Four Apple iPads are now available for check out. Three iPads were funded from money accrued in the calculator rental program and are iPad 2’s. The fourth iPad was purchased by the library for research and then donated for checkout. A USB charging cord and protective carrying case are provided when one is check out. A survey of students helped the library determine apps that should be added to the SUU iPads. A new policy was written and implemented that includes a 24 hour check-out period and a form students are required to sign regarding loss and/or damage. Usage has been fairly steady with 147 checkouts since October. SUUSA has indicated they partner with the Library to acquire more technology items for use by students.

The circulation staff viewed a training webinar on using iPads in libraries. As new technology pieces are added to the equipment in the library, it has been helpful to have these trainings available through the ALA website. A migration to e-mail meant that more training was needed. Several staff members took advantage of the training opportunities offered on campus. All student workers campus-wide were required to attend a public service training meeting this year.

Access Services has met more frequently as a committee this year which has helped create a more cohesive team and allowed time to discuss the many changes that occur over the course of an academic year. With so many new employees these meetings have helped build awareness of the policies and procedures. Staff members have utilized a “Library incident” calendar to which all employees have access, and helps make everyone aware of situations that occur in the library. There have been a few incidents of inappropriate behavior and even a flash mob during finals week.

Copy Center

Copy center students now have early access to the building giving them time to prepare the copy center so it is up and running by the time the library doors open. All student employees attended an on campus Quality Service Training Program to help learn important service skills, the general expectations for performance, and to help create consistency in service delivery. Copy center employees always use the recycle bin located in the copy center when discarding paper waste and recycled paper is purchased when possible.

The door count was down 9% from the previous year meaning the copy center saw 50,400 fewer patrons walk through its doors. Black and white copies were also down by 21,358 copies which is a 9% drop from the previous year. However, there was a huge increase in poster printing, 9,539 more inches were printed than last year with an 86% increase. Lamination was up 4% and the number of scantron forms purchased saw a 40% increase.

The copy center purchased an additional poster printer this year. The new printer is wider (42 inches) to keep up with the needs of our patrons. A 60 inch wide rotary cutter was also purchased to trim the large printed posters. Two new black and white copy machines that are faster and have the ability to scan and save to USB/flash drive or email were purchased for patron use. This has resulted in fewer unwanted copies of documents, cutting down on paper waste. A new numbering machine that is more precise, easier to handle, and makes fewer mistakes, was also purchased. As a result of customer requests, the copy center now sells new items including mechanical pencils and re-fill, sheet protectors and three ring pocket folders. Two fire extinguishers were installed in the copy center as requested.

Interlibrary Loan Services

Interlibrary loan has two aspects to its service: borrowing and lending. Borrowing involves filling requests from SUU students, faculty, staff and community patrons to obtain books, journal articles and other materials not available in the Sherratt Library collections. Lending involves sending loan items and journal articles to other libraries in nearly all fifty states and Canada, with the average number being over 700 libraries. Loan items are mailed and journal articles are sent electronically.

Interlibrary Loan has suffered a great loss this year with the passing of long-time employee, Phil Dillard. Tammy Buehler, who has served as Phil’s backup for 5 years, provided coverage during this difficult time. During this changeover, interlibrary loan did experience some delays that affected patrons who were not able to get their requests as quickly as expected. As of May 1st, Tammy assumed the position on a temporary basis until it can be determined if the position will continue.

As patrons submit their borrowing requests through IILLiad on the library home page, there have been problems with special characters (%!,*,') not working in the title field of a journal article. This that has caused some frustration among ILL users as their requests would not be sent. With a new and simpler request page, this problem has been fixed, and has made the process of requesting items through interlibrary loan much smoother and more accessible. A training guide for IILLiad 6.0, the software used for processing ILL requests has been created. The current software version is 5.5, and the 1000+ page online manual from the vendor has been downloaded and placed in an easily accessible folder for any questions that may arise.

Interlibrary loan statistics are gathered through IILLiad Reports, a web component which provides statistics on all aspects of lending/borrowing. It shows requests filled daily, fill rate, turnaround time, as well as other data and is used to determine what is working well and what might need improvement. There were 4,962 borrowing and lending requests through interlibrary loan and 3,372 of them were filled. The fill rate for lending and borrowing was 68%. Turn-around time for lending items was 19.42 hours. Turn-around time for articles was 1.31 days, which is more than the standard 24 hours. These numbers could improve by having other staff members trained in IILLiad to process requests while the analyst is sick or on vacation. Turn-around time for borrowing items was 19.42 days from the time the request is received from our patrons to when the book is received. Turn-around time for articles was 2.91 days which includes waiting for the lending library to scan the articles and send them to us via e-mail or through Odyssey.

This past year, 219 were collected for late interlibrary loan materials. All patrons are charged 25$ per day for late items, no exceptions. Renewals are still allowed.

Reference

Reference services provide individualized assistance to faculty, students and staff either in-person, on the phone, via chat or e-mail. Reference provides many services some of which include: assisting library customers with accessing the library collections, showing customers how to use electronic sources like the databases and catalog, and helping them find print
Access Services

journals and books. Reference personnel are an essential part of the instruction process as students are served when they have a need, and at a teachable moment.

As technology changes and reference sources become more widely available, electronic formats it is essential that the Library adapt as well. This year the large majority of the reference budget was spent on electronic resources. While access to electronic reference sources remains complex, use of the print reference collection is limited.

This year’s total numbers are down significantly in comparison with last year’s when the Library hosted the Shakespeare folio exhibit, but are up compared to 2010-11. Reference, including Special Collections, saw a 96% drop from 17,730 to 9,036 this year. However, reference questions without Special Collections increased by 16% this year from 3,943 last year to 4,697. There was a drop in directional questions this year from 1,499 to 1,117 which is 34%, but overall the non-Special Collections numbers for both reference and directional questions were up by 6% from 5,814 to 6,131. Chat reference questions saw an increase from 287 to 615 this year, an increase of 53%, and a good sign that our chat service is beginning to reach students. The number of reference transactions is approaching the highest level reached in 2008-09 when the library last offered evening reference hours. Budget cuts at that time required a reduction of 12 hours of reference service each week.

The busiest times this year were 11:00 a.m. to noon, and 1:00 p.m. to 3:00 p.m. Thursdays and Fridays were the busiest days with Tuesdays, Mondays and Wednesdays following closely behind. Friday is a very interesting case with two hours less reference service offered on that day. LM 1010 test out and final exams may contribute to the high numbers on Fridays.

Goals for Access Services

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate easel, and go with something smaller.</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Get emails to load into our patron database when the student records are imported into ILS.</td>
<td>Completed.</td>
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</tr>
<tr>
<td>Do detailed, open case inventory of media collection. Monitor media collection more closely, emphasize with students to check for all parts on check in and get cameras installed in the area.</td>
<td>Inventory done, except for oversize. Report needs to be written and analyzed.</td>
<td></td>
</tr>
<tr>
<td>Train staff on CCC for reserves.</td>
<td>Linda and I tried this out with a couple of examples. Little call for it, but still need to work on it.</td>
<td>Work on eReserves system. Have a trial in place by this fall</td>
</tr>
<tr>
<td>UK training for faculty and staff.</td>
<td>Used the secret shopper data to go over User Xperience with faculty and discuss approachability.</td>
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Reference Statistics

<table>
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<th>2010-2011</th>
<th>2011-2012</th>
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<tr>
<td>Reference</td>
<td>2,857</td>
<td>2,141</td>
<td>2,485</td>
</tr>
<tr>
<td>Reference consultations</td>
<td>n/a</td>
<td>275</td>
<td>231</td>
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<tr>
<td>Chat reference</td>
<td>61</td>
<td>287</td>
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<td>LM 1010 reference</td>
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<td>13,628</td>
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<tr>
<td>Special Collections consultations</td>
<td>214</td>
<td>159</td>
<td>197</td>
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<tr>
<td>Total</td>
<td>7,559</td>
<td>19,229</td>
<td>10,161</td>
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<td>Hours/week</td>
<td>38</td>
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Train evening people on ILL lending. Begun by Phil. When we know what we’ll be able to hire in Circulation, re-examine job descriptions, and re-assign tasks if necessary.

Try something to increase use of Purchase On Demand (POD). Changed year range, interrupted with Phil’s passing. Tammy is now up to speed on the service.

Implement IFM payments in ILL

Gov Docs training Have gone over it with Loralyn.

Investigate further uses of chat reference, including the lab assistant desk. Come up with policy/ideas for staffing chat individually when not on the reference desk.

Update Group Study Room policy to take out room numbers which make the policy too specific. The policy states room capacities. Have requested that room 305 be added to that list with 10 as its capacity. Room numbers are not stated elsewhere.

Linda has started to work on screen casts for training. Discussed using Guide on the Side. This is what we want to use going forward, and will start in spring to write trainings using this software. On hold. Spring was too busy. We’ll see if Linda can get it going this summer.

Goals for Access Services

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate easel, and go with something smaller.</td>
<td>Continue</td>
<td></td>
</tr>
<tr>
<td>Do detailed, open case inventory of media collection. Monitor media collection more closely, emphasize with students to check for all parts on check in and get cameras installed in the area.</td>
<td>Inventory done, except for oversized. Report needs to be written and analyzed.</td>
<td></td>
</tr>
<tr>
<td>Train staff on CCC for reserves.</td>
<td>Linda and I tried this out with a couple of examples. Little call for it, but still need to work on it.</td>
<td>Work on eReserves system. Have a trial in place by this fall</td>
</tr>
<tr>
<td>UK training for faculty and staff.</td>
<td>Used the secret shopper data to go over User Xperience with faculty and discuss approachability.</td>
<td></td>
</tr>
</tbody>
</table>

Copy Center needs to continue to monitor use and trends to identify new services, like the self-adhesive poster paper.

Get price for Oxford Music Online (replaces Grove’s).
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 the Technical Services: cataloging, digitization, collection development, gifts, serials, government documents, network services and electronic services.
Reorganization

The technical services department experienced numerous changes this year including several replacements of personnel and the transfer of the digitization center. After many years of service to the library, both Randy Christensen, head of technical services, and Linda Ahlstrom, a technical services analyst, announced their retirements. A nationwide search was conducted for a new Technical Services Library and Loralyn Felix, a long-time library employee, was hired. These retirements caused a chain reaction throughout the library as Carol Kunzler moved from circulation to replace Loralyn in acquisitions, and Timothy Roelofs, also working in circulation, assumed the technical services analyst position in cataloging. In addition, the digitization center was relocated to the university archives area of special collections, and archivist Paula Mitchell assumed full responsibility of all library digitization projects. This move has resulted in more efficiency in the management of the digitization process.

In order to accommodate the addition of the Betty McDonald Pre-Med Institute into the library building, a reallocation of space in the technical services areas was required. The acquisitions room was remodeled to house the Pre-Med Institute, and a wall was built at one end of the cataloging area to provide a new room for acquisitions (pictured right). As a result, usable workspace for both acquisitions and cataloging was reduced, but the door inserted in the wall between the two rooms has aided in workflow.

Along with the interlibrary loan department, the technical services staff instituted a Purchase on Demand (POD) program at the beginning of the school year. Book requests that met established criteria were purchased from Amazon and added to the library’s collection rather than borrowed from other libraries. The eleven titles that qualified for POD were ordered, received, cataloged, and delivered to interlibrary loan within an average of seven to fourteen days from the date of the initial request.

Cataloging

Part way through the year, the technical services cataloging staff received training on the new cataloging standard Resource Description and Access (RDA) and began making the transition to RDA soon after. Since RDA has been designed to better accommodate the digital environment, the implementation of the new standard will become even more beneficial as additional records for electronic resources are created and imported into the online catalog. Records for 12,159 eBooks are now available in SUU Library’s Online Catalog, a 5.88% increase from last year.

Along with the POD program, the digital environment has aided in workflow. Cataloging was reduced, but the door inserted in the wall between the two rooms has aided in workflow.

Collection Development and Gifts

Because of the increased usage and availability of online resources, library subject specialists continued to use a portion of their collection development funds for electronic materials. A new service provided by EBSCO for the purchase of individual eBook titles sparked the addition of 255 EBSCO eBooks to the library collection. Each eBook is limited to one user at a time and can be accessed from the online catalog both on and off campus.

The library’s print collection continued to increase thanks in part to interest earned from ongoing endowments as well as monies obtained through grants. Sherratt Library received $5,000 from the Marriner S. Eccles Foundation again this year, and books on a variety of subjects were purchased with the funds. In response to a request for grant money from the Union Pacific Foundation, the library was awarded $3,500 for the support of library programs. Fifteen hundred dollars of that amount was earmarked for new business books for the collection which were added during the last two fiscal years.

This year, the Library conducted the fourth annual campaign to encourage parents of graduates to make a monetary donation to the Library in honor of their graduating students. Letters mailed to the parents explained the program and invited donations. With the funds received, the library was able to purchase sixteen books for the education collection, four in business, five in humanities and social sciences, and three in science. Gift plates recognizing graduating students as well as the donors were placed in each book, and the books were displayed in the library lobby at Commencement time (pictured below left).

Although the number of gifts received this year was fewer than in years past, the library did benefit from the receipt of 1,729 items from many different sources including public school adoption samples sent by a variety of publishers. The library received a donation from Mike Putniak of a 14 volume leather-bound collection, The Theatre, Tragic and Comic. The collection of plays was published in Edinburgh in 1776 (pictured below right).

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Raymond T. Grant, Academic Program Officer at SUU gave the library 21 books from various authors who presented at convocations during the year. Barbara Matheson, a longtime library supporter, donated 235 books. In addition, the library received a total of 25 items from Provost Bradley J. Cook.

Cataloging Statistics

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, bound journals and</td>
<td>241,996</td>
<td>245,546</td>
<td>251,436</td>
<td>2.41%</td>
</tr>
<tr>
<td>other print materials</td>
<td>11,075</td>
<td>11,484</td>
<td>12,159</td>
<td>5.88%</td>
</tr>
<tr>
<td>Microforms</td>
<td>37,877</td>
<td>38,720</td>
<td>38,669</td>
<td>-0.13%</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>15,593</td>
<td>11,829</td>
<td>11,406</td>
<td>3.98%</td>
</tr>
<tr>
<td>Gifts</td>
<td>4,724</td>
<td>1,421</td>
<td>1,572</td>
<td>7.37%</td>
</tr>
<tr>
<td>Special Collections</td>
<td>29,757</td>
<td>30,015</td>
<td>30,850</td>
<td>2.76%</td>
</tr>
<tr>
<td>Monographs purchased</td>
<td>4,860</td>
<td>4,890</td>
<td>4,122</td>
<td>-15.71%</td>
</tr>
<tr>
<td>Volumes Added</td>
<td>15,927</td>
<td>10,757</td>
<td>11,550</td>
<td>7.17%</td>
</tr>
<tr>
<td>Volumes Deleted</td>
<td>10,950</td>
<td>10,953</td>
<td>8,683</td>
<td>-16.12%</td>
</tr>
<tr>
<td>Enrollment FTE (Fall semester)</td>
<td>6,254</td>
<td>6,612</td>
<td>6,490</td>
<td>-1.85%</td>
</tr>
<tr>
<td>Volumes per FTE</td>
<td>47.43</td>
<td>44.69</td>
<td>47.82</td>
<td>7.80%</td>
</tr>
</tbody>
</table>

Gifts Statistics

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardback</td>
<td>1,031</td>
<td>684</td>
<td>779</td>
<td>13.89%</td>
</tr>
<tr>
<td>Paperback</td>
<td>1,726</td>
<td>886</td>
<td>743</td>
<td>-16.14%</td>
</tr>
<tr>
<td>Magazines</td>
<td>559</td>
<td>75</td>
<td>58</td>
<td>-22.67%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>877</td>
<td>359</td>
<td>149</td>
<td>-42.47%</td>
</tr>
<tr>
<td>Total</td>
<td>4,243</td>
<td>1,904</td>
<td>1,729</td>
<td>-9.19%</td>
</tr>
</tbody>
</table>
Journals and Government Documents
With the reorganization of special collections, the serials on microfilm were moved from the main floor to the new archives area. The old government document that were on microfiche were discarded and replaced with the electronic version. Cataloging the electronic versions of each title is in process. Conversion to the electronic format will make the government documents more accessible to patrons and the management of the collection much easier.

Goals for Technical Services

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update Symphony and OCLC Government Document Records</td>
<td>Complete</td>
<td>Continue updating Symphony and OCLC Government Document Micrrofiche / eBook records</td>
</tr>
<tr>
<td>Update OCLC Local Holdings Records for serials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquire training on the new RDA standard—purchase RDA Toolkit subscription</td>
<td>Complete</td>
<td>Acquire RDA NACO Training for Susan and Tim</td>
</tr>
<tr>
<td>Begin using RDA standard for original cataloging</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Revised in December: Use new RDA standard when doing original cataloging, and whenever possible, select and import RDA MARC records from OCLC when doing copy cataloging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish procedure for handling technical services role in ILL Purchase on Demand</td>
<td>Continue during 2012-13, Carol ordered all of the ILL POD requests and either Tim or Jill cataloged them. Need to decide how to handle in the future—continue the same way or change?</td>
<td>Establish procedure for handling technical services role in ILL Purchase on Demand</td>
</tr>
</tbody>
</table>

Order and process replacement DVDs for weeded VHS
Carol has ordered some replacement DVDs and they are being processed as they arrive
Put on hold while considering streaming options

Become familiar with the cataloging portion of the LM 4200/6200 Library Technical Services course and make revisions as necessary
Complete
Revise cataloging portion of the LM 4200/6200 Library Technical Services course

Cross train employees
Some cross training has been done but will continue to work on cross training technical services staff as time permits and the need arises
Cross train employees

Vacate acquisitions room and reorganize technical services area
Complete

Revise the format and content of the annual cataloging statistics report

Revise the format and content of the annual cataloging statistics report

Develop a method for keeping faculty in the various departments across campus involved in the collection development process and aware of the materials purchased for their areas

Become more knowledgeable about contracts for acquisitions particularly Carol

Journals Statistics

<table>
<thead>
<tr>
<th>Serials Statistics</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serials titles (print and microform)</td>
<td>862</td>
<td>771</td>
<td>775</td>
<td>-2%</td>
</tr>
<tr>
<td>Serials titles (electronic full text)</td>
<td>40,593</td>
<td>43,874</td>
<td>46,711</td>
<td>8.44%</td>
</tr>
<tr>
<td>Total serials titles</td>
<td>41,455</td>
<td>43,845</td>
<td>47,486</td>
<td>8.30%</td>
</tr>
<tr>
<td>Active serials</td>
<td>580</td>
<td>539</td>
<td>531</td>
<td>-2.36%</td>
</tr>
</tbody>
</table>

Journals and Government Documents
With the reorganization of special collections, the serials on microfilm were moved from the main floor to the new archives area. The old government document that were on microfiche were discarded and replaced with the electronic version. Cataloging the electronic versions of each title is in process. Conversion to the electronic format will make the government documents more accessible to patrons and the management of the collection much easier.
Electronic Services

Electronic Services includes all electronic resources, emerging technologies and network services. Electronic services personnel help maintain access to the library website and library electronic resources.
Databases

The library website sees hits seven days a week and 24 hours per day in 119 countries. The number of times the Library and Linksource. and Westlaw SerialsSolutions 360Search, being replaced with Link Resolver will include patrons. Some changes for the next year, receive the most attention from Academic Search Premier, Gale, and ProQuest. article databases and the library catalog. 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, Gale, and ProQuest Newspapers, receive the most attention from patrons. Some changes for the next year will include LexisNexis being replaced with Westlaw and SerialsSolutions 360Search, A-Z, and Link Resolver being replaced by EBSCO A-Z and Linksource.

The library website sees hits seven days a week and 24 hours per day in 119 countries. The number of times the library website is accessed daily and hourly shows that it is a major resource to support this academic community on- and off-campus. Visits are not the same as hits...see below below.

Network Services

Electronic Resources

Library Website

The new library website went live in early July and most pages have been converted. The new website has a much simpler look and feel to it and was reorganized in a way to bring highly used services to the library home page. Google Analytics was also added in August to add the same as hits...see below.

Databases

The Library provides access to more than 230 databases. The following table shows a breakdown of search sessions, searches, and full text article recovery from the Library's top 10 subscription databases:

<table>
<thead>
<tr>
<th>Subscription Database</th>
<th>2012-2013 Searches (May - April)</th>
<th>2012-2013 Sessions (May - April)</th>
<th>Subscription Database</th>
<th>2012-2013 Full Text Requests (May - April)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSCO</td>
<td>968,350</td>
<td>360,705</td>
<td>EBSCO</td>
<td>407,598</td>
</tr>
<tr>
<td>Gale</td>
<td>71,537</td>
<td>20,972</td>
<td>Gale</td>
<td>140,846</td>
</tr>
<tr>
<td>SerialsSolutions</td>
<td>19,013</td>
<td>6,622</td>
<td>SerialsSolutions</td>
<td>7,326</td>
</tr>
<tr>
<td>ProQuest</td>
<td>16,509</td>
<td>5,215</td>
<td>ProQuest</td>
<td>16,866</td>
</tr>
<tr>
<td>LexisNexis</td>
<td>8,091</td>
<td>4,143</td>
<td>LexisNexis</td>
<td>1,283</td>
</tr>
<tr>
<td>20th Century Drama</td>
<td>2,570</td>
<td>2,579</td>
<td>20th Century Drama</td>
<td>3,549</td>
</tr>
<tr>
<td>Ovid</td>
<td>2,460</td>
<td>2,460</td>
<td>Ovid</td>
<td>1,159</td>
</tr>
<tr>
<td>CQ Researcher</td>
<td>2,128</td>
<td>2,128</td>
<td>CQ Researcher</td>
<td>1,159</td>
</tr>
<tr>
<td>ACS</td>
<td>1,791</td>
<td>1,791</td>
<td>ACS</td>
<td>619</td>
</tr>
<tr>
<td>Oxford Journals Online</td>
<td>944</td>
<td>944</td>
<td>Oxford Journals Online</td>
<td>944</td>
</tr>
<tr>
<td>MorningStar</td>
<td>1,719</td>
<td>1,719</td>
<td>20th Century Drama</td>
<td>619</td>
</tr>
<tr>
<td>Totals</td>
<td>1,701,714</td>
<td>479,479</td>
<td>Totals</td>
<td>601,739</td>
</tr>
</tbody>
</table>

Hardware Upgrades

• Archive server The new Archive server finally went live after library consultant Monty Charlton completed the updates to the EAD program. Undeniably the EAD SUuper Search program is much more efficient and reliable now than it had been in the past. Searches work seamlessly, parsing now is quick and stress-free and it also integrates nicely with the Special Collections search forms. This is a virtual server hosted on a new Dell PowerEdge R710 Server.

• ContentDM server A new Dell PowerEdge R515 server was purchased to host ContentDM that replaced the twelve-year-old Promicro server. The new server has 16GB of memory and the capacity to store data, sounds, and images of 6.5TB. It was upgraded using Ubuntu 10.04 LTS operating system. As part of the upgrade on new hardware, a new upgraded version of the ContentDM software was also installed. This was a major fundamental upgrade, from version 5.4 to version 6.1. Highlighted features include a complete redesign of the end-user experience, new configuration and customization methods and new architecture. Additionally, users can now have the ability to share digital items (via e-mail, Facebook, Twitter, Flickr and many more). There is also an enhanced image viewer for zooming and paning, a compound object viewer that is easier to navigate, improved visibility of collections and a nice QuickView option.

• Drupal server: A test Drupal server was created and being testing as a possibility of using it for the library website. Drupal is an open source option for dynamic web design. A test instance of Guide-on-the-Side was also created which is software that allows librarians to quickly and easily create online, interactive tutorials that are based on the principles of authentic and active learning.

• Papercut server: The Papercut Server which resides in the Copy Center, and provides a print release station for the library public computers was upgraded. Papercut print management software has helped the Copy Center reduce paper and ink costs, as print jobs sent from the public computers are held in a queue. Until the patron arrives to pay for the prints, they are not released to the printer.

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<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create/chair library web committee. Meet as needed for changes/updates to the website</td>
<td>Completed and the committee will continue to meet</td>
<td>Survey completed. (Spring 2013)</td>
</tr>
<tr>
<td>Report on research on possible reorganizing the workflows and procedures for Electronic Services and possible changes in staffing within the department</td>
<td>The web committee discussed these options and leave the process as is with soft hiring freeze</td>
<td>Working with Richard on this. (Spring 2013)</td>
</tr>
<tr>
<td>Research possible upgrades/changes for software for digital collections (ContentDM or new)</td>
<td>Special Collections did update to ContentDM 6.1</td>
<td>Delayed due to looking into replacement of SerialsSolutions replacement. (Fall 2013)</td>
</tr>
<tr>
<td>Create DB for faculty to have access to electronic journal statistics and other information to that journal or DB</td>
<td>Using Open Source Access DB (ERMes) and reading through documentation to start inputting data in the Spring semester</td>
<td>Continue for 2013-2014. Automate data extraction.</td>
</tr>
<tr>
<td>Research and report on the possible ILS upgrades or moves to ILS’s from other vendors than Sirsi</td>
<td>Viewed demos of WorldCat Local, EBSCO Discovery Service, Serials Solutions Summon, and Primo from ExLibris. Discovery services seem to be the new trend in academic libraries</td>
<td>Looked at and had demos of EBSCO services. Bid process started with A-Z services and Link Resolvers</td>
</tr>
<tr>
<td>Survey students and create focus group on present website.</td>
<td>I will work with Phil Roche on this in the fall (Fall 2013)</td>
<td></td>
</tr>
<tr>
<td>Switch website over to Drupal and possibly database management. (Summer 2014)</td>
<td>Took Drupal class in Spring and will start drafting website during Summer 2013</td>
<td></td>
</tr>
<tr>
<td>Update LM 3170/6170 class assignments to no longer use a textbook for Spring 2014 semester</td>
<td>Talked with Mark Atkinson and will look into using iAuthor to create text for class (Fall 2013)</td>
<td></td>
</tr>
<tr>
<td>Bootstrap website to make it responsive to different sizes of mobile and desktop screens.</td>
<td>Currently working with Isaac on this (Spring 2015). Contact IT to complete</td>
<td></td>
</tr>
<tr>
<td>Update Special/digital collections homepage in ContentDM to alphabetical listing. Paula is looking at option for how she would like the page to look. (Spring 2013)</td>
<td>About 75% complete and should be completed by Summer 2013</td>
<td></td>
</tr>
<tr>
<td>Create a logo for the library to be introduced with the new website. (Summer 2014)</td>
<td>No Change</td>
<td></td>
</tr>
<tr>
<td>Research possibility of creating a dashboard with current/real time statistical data on DB usage. Work with Richard on this. (Spring 2013)</td>
<td>Nothing available now but I will continue the research on this in the future</td>
<td></td>
</tr>
</tbody>
</table>

New Technologies

With the rapid change of technology, the Library strives to stay abreast of the most current issues. In order to do this librarians are constantly implementing changes and trying to educate students and faculty in the use of these technologies. The following changes were made to maintain currency:

**LM 1010**

Online instruction evaluations were implemented for all Spring 2013 courses with an anonymous survey taken by students prior to taking the test-out and final exams. These evaluations were extracted, reformatted and provided for library faculty at the end of the term. Rubrics were developed for all course tests and assignments from learning outcomes based on SUU Learning Outcomes (LO). Evaluation of Spring 2013 learning outcome data will provide the framework for design of course assessment. A pre-test for LM 1010 was developed, tested and applied to Spring 2013 classes to gather assessment information. The LM 1010 online textbook content was updated and CC video added which makes it possible to download the videos to other formats. The new textbook format is being tested in the Summer 2013 classes.

**GOTS, Guide on the Side**

GOTS, the Guide on the Side software program developed by Arizona State University, was installed and evaluated as an instructional tool. The program allows librarians to quickly and easily create online, interactive tutorials that are based on the principles of authentic and active learning. The program will be used to create library research tutorials for the 2013-2014 academic year.

**Apple TV installation**

Apple TV AirPlay mirroring was added to Library 002, the instruction room, to provide a large classroom for faculty involved in use of iPads for instruction.

Goals for New Technologies

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize Jan, 2013 meeting on what we can and cannot do with ContentDM</td>
<td>Working with Paula M on this</td>
<td>Meet with Paul in Fall, 2014</td>
</tr>
<tr>
<td>Research possible ways of having a secured area for faculty forms. (Spring 2013)</td>
<td>Most forms have been converted over to Google forms</td>
<td></td>
</tr>
<tr>
<td><strong>New Technologies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online instruction evaluations were implemented for all Spring 2013 courses with an anonymous survey taken by students prior to taking the test-out and final exams. These evaluations were extracted, reformatted and provided for library faculty at the end of the term. Rubrics were developed for all course tests and assignments from learning outcomes based on SUU Learning Outcomes (LO). Evaluation of Spring 2013 learning outcome data will provide the framework for design of course assessment. A pre-test for LM 1010 was developed, tested and applied to Spring 2013 classes to gather assessment information. The LM 1010 online textbook content was updated and CC video added which makes it possible to download the videos to other formats. The new textbook format is being tested in the Summer 2013 classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOTS, Guide on the Side</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOTS, the Guide on the Side software program developed by Arizona State University, was installed and evaluated as an instructional tool. The program allows librarians to quickly and easily create online, interactive tutorials that are based on the principles of authentic and active learning. The program will be used to create library research tutorials for the 2013-2014 academic year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apple TV installation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apple TV AirPlay mirroring was added to Library 002, the instruction room, to provide a large classroom for faculty involved in use of iPads for instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special Collections and Archives

Special Collections and 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-Friday, and website resources are searchable 24/7. The Michael O. Leavitt and Grace A. Tanner conference rooms are made available for meetings by appointment.
Special Collections

Special Collections and university archives experienced an exciting and challenging year filled with many changes. All of the archives collection was moved into the space that formerly housed the media and curriculum collections. Additional shelving was added to allow for continued growth of the archives, and work spaces were created for processing materials transferred from departments on campus to be included in the archives. A media viewing room was re-purposed into a conservation/preservation lab where dedicated work space is reserved for those items needing repair and special handling to preserve their existence.

Digitization activities were re-located from technical services to the archives area. Having the digitization center adjacent to the university archives allows for streamlined workflow in digitizing materials to make them available online to our patrons and researchers. Work stations were created where photograph collections can be preserved, processed, scanned, and catalogued all within the same area without transporting the items to other places in the library.

Moving the archives to its own dedicated space left a need to reorganize the Special Collections area. The various book collections that were spread throughout the area were organized into one section and many MARC records for the materials were updated. The manuscript collections were arranged in numerical order for easier access and a holding area for manuscript collections waiting to be processed was created. Moving the microfilm collection to Special Collections will save staff time in future research for patrons who need these records.

With the ever increasing demand on the services and research requests of the department, a half-time position was added in Special Collections. This additional help allowed Special Collections to extend the hours and provide access and research for student, faculty and community patrons.

Following the signing of a gift agreement, the department began accessioning the first books and records of Lyman De Platt and Linda Karen Petty Platt. The “Platt Family Collection” will include many family, community and genealogical records gathered as they have researched and published histories of their families and of Fort Harmony during their careers. This gift will join the Palmer, Driggs, Leavitt and Crawford collections which are the foundation of our Special Collections.

Partnerships are continuing with the Grand Staircase-Escalante National Monument, Zion National Park, Paiute Preservation and Bryce Canyon National History Association. In conjunction with Special Collections, this year four SUU students completed service-learning projects and one Cedar High student finished a work-based learning agreement with the School-to-Careers Program.

Special Collections maintains a blog to help disseminate information about the collection and services available to patrons. Special Collections also has created an online chat service, “Talk to an Archivist,” which allows patrons to ask questions and send messages to the archivist.

Archives

A large collection of significant materials from the Utah Shakespeare Festival was transferred to the University Archives this year. Other departments transferring documents were the President’s Office, the College of Science, and the College of Performing and Visual Arts.

The archives curated a photo exhibit as part of Union Pacific Railroad’s 150th anniversary celebration. The photographs were associated with Union Pacific’s role in the early settlement of Cedar City and southern Utah, and provided a striking backdrop for the anniversary celebration which took place in the Grand Hall of the Union Pacific Depot in Salt Lake City.

The University Archives participated in Homecoming events as well as Founder’s Day activities. Displays were created for both events using artifacts that are housed in the University Archives.

Digitization

Digitization efforts continue as photograph collections and SUU’s yearbooks are scanned and made web accessible. Collections that have been added this year include North Elementary School historical photographs, Spectrum-Daily News photographs, Cedar Sheep Association Ledger Books and Scholar Archives.

SUU is involved in several state-wide collaborative digitization projects.

- **Highway 89.** SUU, Utah State University, the State Archives, Brigham Young University, and Salt Lake County Archives are developing an online aggregator that brings together the stories of US Highway 89 as it travels through the state of Utah. (Right) The intent is to aggregate existing images, texts, and oral histories related to US 89 while simultaneously identifying and digitizing additional relevant collections.

- **Pioneers In Your Attic.** The goal of this multi-year initiative is to locate, digitize and provide access to the private heritage of the pioneer era located throughout Utah.

- **Mountain West Scholar.** Utah’s higher education institutions are collaborating to create a state-wide institutional repository where scholars are search all of the institutional repositories.

### Special Collections Statistics

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (door count)</td>
<td>9,218</td>
<td>12,786</td>
<td>9,406</td>
<td>-47.12%</td>
</tr>
<tr>
<td>Number of materials/collections used</td>
<td>1,129</td>
<td>918</td>
<td>1,113</td>
<td>21.24%</td>
</tr>
<tr>
<td>Patron Reference</td>
<td>2,280</td>
<td>13,628</td>
<td>4,339</td>
<td>-68.16%</td>
</tr>
<tr>
<td>Patron consultation requests</td>
<td>124</td>
<td>159</td>
<td>197</td>
<td>23.90%</td>
</tr>
<tr>
<td>Linear feet of manuscripts &amp; archives</td>
<td>2,350</td>
<td>2,835</td>
<td>2,929</td>
<td>3.52%</td>
</tr>
<tr>
<td>Linear feet of archives</td>
<td>2,074</td>
<td></td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Linear feet of manuscripts</td>
<td></td>
<td>905</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs, slides, negatives</td>
<td>1,294,689</td>
<td>1,298,389</td>
<td>1,303,889</td>
<td>0.42%</td>
</tr>
<tr>
<td>Oral histories transcribed</td>
<td>92</td>
<td>81</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>ContentDM collections</td>
<td>27</td>
<td>33</td>
<td>37</td>
<td>12.12%</td>
</tr>
<tr>
<td>ContentDM images</td>
<td>25,058</td>
<td>25,609</td>
<td>26,381</td>
<td>3.01%</td>
</tr>
<tr>
<td>EAD Collections (online manuscripts)</td>
<td>57</td>
<td>60</td>
<td>69</td>
<td>15.00%</td>
</tr>
<tr>
<td>EAD Images (online photographs)*</td>
<td>12,162</td>
<td>9,012</td>
<td>10,167</td>
<td>12.82%</td>
</tr>
</tbody>
</table>

*2395 images were removed from this website during 2011-2012 because they were duplicated in our ContentDM collections.
Special Collections Materials Accessible Through Online Catalog

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Collections, (incl. Palmer, Matheson and Driggs books)</td>
<td>15,002</td>
<td>15,190</td>
<td>15,639</td>
</tr>
<tr>
<td>Burch Mann Collection</td>
<td>1,856</td>
<td>1,856</td>
<td>1,844</td>
</tr>
<tr>
<td>Dalley Scores</td>
<td>445</td>
<td>445</td>
<td>445</td>
</tr>
<tr>
<td>John Seymour Collection</td>
<td>3,021</td>
<td>3,020</td>
<td>3,095</td>
</tr>
<tr>
<td>Maps</td>
<td>434</td>
<td>434</td>
<td>427</td>
</tr>
<tr>
<td>Oral History Collection</td>
<td>337</td>
<td>337</td>
<td>336</td>
</tr>
<tr>
<td>Performance Library</td>
<td>298</td>
<td>298</td>
<td>298</td>
</tr>
<tr>
<td>Scores</td>
<td>2,490</td>
<td>2,490</td>
<td>2,490</td>
</tr>
<tr>
<td>Special Collections Serials</td>
<td>82</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>SUU Archives</td>
<td>293</td>
<td>293</td>
<td>291</td>
</tr>
<tr>
<td>Tanner Books</td>
<td>3,292</td>
<td>3,382</td>
<td>3,355</td>
</tr>
<tr>
<td>Textbook Collection</td>
<td>1,287</td>
<td>1,288</td>
<td>1,293</td>
</tr>
<tr>
<td>Total</td>
<td>29,737</td>
<td>30,015</td>
<td>30,423</td>
</tr>
</tbody>
</table>

Goals for Special Collections and Archives

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorganize the physical rooms assigned to Special Collections and Archives.</td>
<td>Reorganized Special Collections, Seymour, Mann and Oral History book collections into one physical collection. OH, Mann, and Seymour catalogued as separate collections, physically shelved together.</td>
<td>Weed/shift collections in Archives room to make room for additional Utah Shakespeare Festival photos, recordings, and materials.</td>
</tr>
<tr>
<td>Remove Archives files from Vault to store as many photograph collections as possible. Move map collections to Archives room, creating drawers with fewer maps per drawer.</td>
<td>Completed. New shelving and arrangement in vault remains to be done.</td>
<td></td>
</tr>
<tr>
<td>Create/implement plan to assign metadata to scanned materials. This will be a template students can use.</td>
<td>Continue.</td>
<td>Create a tutorial for accessing the collections in both Special Collections &amp; Archives.</td>
</tr>
</tbody>
</table>

Research and report to faculty the possibility of having audio combined with oral history transcriptions. | Completed | Begin with the audio recordings of William R. Palmer. |

Have 80-85% of the manuscript collections accessible by EAD and inventory all other collections. | Collections up to MS. 95 are catalogued and URLs for the 856 field linked and working. All barcodes work. Completed and continuing. | Susan will be trained to add MARC records and continue to inventory and catalog new collections. |


Create emergency plan/coordinate with SUU Emergency Management Team (Rick Brown) whenever possible. | Completed on our end. | Contact EM Team |

Work with Steve Irving to get changes made on website and new pages established in 2012 | Completed. | |

Write security guidelines for our “tenants” and re-key rooms as necessary. Improve phone system. | Completed. | |

Publicize CCC oral histories and make copies available to families (Janet) | Completed. | Consider website for CCC history with audio. Could be an EDGE project. Will require permission from ZNP. |

Update Special Collections policy. | In process. | |

Work with Scott to improve SC gathering of statistics. | Completed. | |

Record/transcribe oral history of retired faculty members for University Archives. | New. | First interview will be done June 11, 2013 |

Participate in state-wide projects: Highway 89, Pioneers In Your Attic, and Mountain West Scholar. | Continue. | |
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.

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 in 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 us and the services and resources available.
Library Instruction and Orientation

The library faculty members prepared and delivered 282 library instruction sessions during 2012-2013, providing assistance to 5,196 students. The chief recipients of library and information instruction continue to be students enrolled in the LM 1010 Information Literacy course as well as courses in the College of Humanities & Social Sciences, particularly classes in the English Department (41 instruction sessions delivered to 370 students). In addition to working with students, library faculty assisted campus employees in discovering and utilizing our many excellent information resources. Many other academic departments, colleges, and schools participated in library instruction. Instruction numbers rose 14% during 2012-2013.

As increasing the number of students receiving library instruction was the major focus this year, it was rewarding that this particular goal was met and that greater numbers of our students were educated in accessing and using the library’s many high-quality resources and services. For the 2013-2014 year, assessment of instruction activities will be the main emphasis.

<table>
<thead>
<tr>
<th>Library Instruction Statistics</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>223</td>
<td>248</td>
<td>282</td>
<td>15.7%</td>
</tr>
<tr>
<td>Students</td>
<td>4,615</td>
<td>4,538</td>
<td>5,196</td>
<td>14.5%</td>
</tr>
<tr>
<td>By College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>9</td>
<td>240</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>130</td>
<td>4</td>
<td>197</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>39</td>
<td>730</td>
<td>36</td>
<td>618</td>
</tr>
<tr>
<td>Science &amp; Integrated Engineering</td>
<td>7</td>
<td>132</td>
<td>17</td>
<td>337</td>
</tr>
<tr>
<td>Performing &amp; Visual Arts</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>Professional &amp; Continuing Studies</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>8</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4</td>
<td>47</td>
<td>15</td>
<td>215</td>
</tr>
<tr>
<td>Freshman Orientation</td>
<td>100</td>
<td>1,534</td>
<td>102</td>
<td>1,209</td>
</tr>
<tr>
<td>LM 1010</td>
<td>62</td>
<td>1,802</td>
<td>67</td>
<td>1,809</td>
</tr>
</tbody>
</table>

The Library staff continued to participate in the University orientation program in order to join the rest of the campus in welcoming new freshman and providing information to them regarding available library resources and services. Library faculty and staff interacted with 1,395 students who visited the library as part of the orientation program.

The Library also participated in regular campus orientations throughout the year. These orientations are designed to assist potential students with an opportunity to learn more about SUU and the library is able to help by providing greater exposure to its’ services and resources.

Goals for Library Instruction

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streamline Library instruction scheduling and statistics gathering.</td>
<td>Complete</td>
<td>Created and implemented electronic form (via Google Forms).</td>
</tr>
<tr>
<td>Evaluate effectiveness of library instruction program offerings by querying faculty and/or students.</td>
<td>Complete</td>
<td>Evaluate effectiveness of library instruction program offerings by querying faculty and/or students. Create and distribute survey, then assess results.</td>
</tr>
<tr>
<td>Offer embedded librarianship to selected ENGL 2010 courses; assess usefulness</td>
<td>On hold</td>
<td>Several embedded offerings Fall 2012, but no demand Spring 2013. Gauge demand and impact on workload.</td>
</tr>
</tbody>
</table>

LM1010

LM 1010 Information Literacy concluded its thirteenth year as a high enrollment general education, one-credit, online course. As in previous years, library faculty provided instruction to a large number of learners as 1,750 students were enrolled in 60 sections of LM 1010 during 2012-2013.

The class focuses on helping entering students develop foundational information literacy skills and learn to use appropriate library information sources for research required in their coursework. For this academic year 83.5% of students enrolled in LM1010 were freshman and sophomores.

The General Education Committee continued their examination of SUU’s general education requirements as they attempt to revamp the requirements to support our new liberal arts and sciences role. Although LM 1010 Information Literacy has proven an extremely effective way to teach information literacy skills, the committee examined models that would discontinue the course as a GE requirement. The Library collected information to support the continuation of LM 1010 as a general education course as well as recommendations to make information literacy a more robust program.

LM 1010 GE Talking points

- This has been the most efficient method of delivering benchmark information literacy skills to students.
- As a liberal arts college, research should be stressed even greater. Ideal model to teach informational literacy would be LM 1010 course for introductory skills reinforced by later research projects with specific information literacy instruction.
- Southern Utah University is not like USU or U of U so why should we model ourselves after them. We have a better model. LM 1010 is also a great opportunity for students to become acquainted with a well-developed, effective, blended Canvas course with tests and assignments that are graded and not just multiple choice.
- LM 1010 exposes students to more than the basic databases they may have had exposure to in high school.
- How will information literacy be implemented into courses to meet the LEAP outcomes if not with LM 1010?
- Information literacy skills should be embedded into English 1010 and 2010 classes, Information Literacy Breadth classes, EDGE courses.
- Eliminating LM 1010 will not reduce need for number of librarians. If students are not learning skills in LM 1010, more instruction will be need for individual courses and more reference hours will be required for librarians to provide individual consultation to students for their research.
- Other faculty are not information literacy experts so library faculty need to teach these skills to have up-to-date consistent instruction.
- Information Literacy skills are foundational to lifelong learning.

Competency testing

- USU has discontinued competency testing because of questioned validity and difficulty in keeping it up to date.
- Who will administer the test out? Will there be a cost for students? Is the library going to provide instruction for those do don’t reach competency?
- How do we document what information literacy skill levels students have? SAILS or ETS tests for national standards? Expense?

Library Instruction and Outreach
Library Instruction and Outreach

SUU Information Literacy Factor Analysis

<table>
<thead>
<tr>
<th>Factors</th>
<th>USU Model</th>
<th>Current SUU Model</th>
<th>Ideal SUU Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligns with SUU liberal arts and sciences mission (individualized instruction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficient instruction and delivery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficient assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets benchmark level for information literacy in LEAP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitalizes on existing library structure and strengths</td>
<td></td>
<td></td>
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<tr>
<td>Flexible scheduling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G4 core requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student perception of value of information literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty perception of value of information literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Just-in-case learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point-in-time learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective introduction to online learning (Canvas and Turnitin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Milestone and Capstone levels for Information Literacy in LEAP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforces LEAP outcome Ethical Reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforces LEAP outcome Inquiry and Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforces LEAP outcome Life Long Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enriches EDGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower cost for testing administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No need for remediation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No lost program fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More library faculty required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factors</th>
<th>Light Red</th>
<th>Supports factors</th>
<th>Red</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality universities with LEAP outcomes are not letting students graduate without information literacy skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEAP Outcomes

- If we are really going to accomplish LEAP at SUU, information literacy needs to be embedded in the pre-requisite courses for each of the majors. Portfolio. Students need to have an artifact that proves that information literacy has been achieved. The library should express that it is our responsibility to ensure that the information literacy standard is being met for LEAP. It should be mandated that instructors include this in their course.
- Quality universities with LEAP outcomes are not letting students graduate without information literacy skills.

Goals for LM1010

<table>
<thead>
<tr>
<th>2012-2013 Goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library mobile app</td>
<td>Continue</td>
<td>Apply responsive design code using Dreamweaver CS6 to LM1010 textbook for Fall 2013</td>
</tr>
<tr>
<td>Update textbook and add videos with closed captions</td>
<td>Fall 2013: Add quizzes in videos and install textbook on Library Guides page</td>
<td></td>
</tr>
<tr>
<td>Develop online course evaluations for Test-Out and Final Exams</td>
<td>Continue for 2013-2014, Automate data extraction</td>
<td></td>
</tr>
<tr>
<td>Implement SUU ELO learning outcomes and rubrics to course analytics</td>
<td>Continue for 2013-2014, Revise outcomes/rubrics for TracDat harvesting</td>
<td></td>
</tr>
</tbody>
</table>

Library Media Program

The Library Media Program continued to grow this year. Currently there are 62 active students (minor and endorsement) and 24 new applicants. A major focus was to update the student records and create new spreadsheets to provide an glance information about students’ statuses. Many students who have not been active in the program were weeded out which affected the numbers in comparison to previous years, but student numbers are more accurate than before. An accurate number of Library Media minor students is still being determined.

Those students who are falling behind in their coursework or who are slow to get started will be identified and given the support they need to complete the program on time. This will help to eliminate those students who apply to the program, but never apply to the University, or to remind them to do this as needed. The old program application has been converted into a Google form, which is more compatible with the new method of tracking students. A review of the paperwork calls into question the accuracy of previous years’ statistics, but with the revision of the files and procedures a reliable method of tracking students has been created.

A program shell was created in Canvas as another method of communicating with students in the program as contact can be made to all at once rather than developing needed mailing lists. This shell, which went live Summer Session, will also provide general information about the program, faculty, conferences and other information that will benefit the students. Another Google form was created for students to report the practicum hours that they will be doing throughout their coursework. Also, the transition was made to teach LM4100/6190 Managing a Media Center during Summer Session to better accommodate the large number of students who wanted or needed more summer courses.

The Library Media program continued to publish a newsletter three times a year which is sent to current and former students as well as various listserve throughout the state. The newsletters have garnered a lot of positive feedback. See Appendix A.

This year an opportunity presented itself during Spring semester. North Elementary, a local elementary school, to help implement a new cataloging system called Koha. The school library had three book collections all in different check-out systems. The recataloging to the Koha system now enables them to catalog their take-home library and allows those items in their collections to be searched by subject and title for increased circulation. Previously there was not way to tell what was available, who had checked it out, or when it was due. Teachers can now search online and see what materials are available at a glance rather than coming to the library and combing through shelves of books. The Library and North Elementary were grateful to have the help of various volunteers most notably Penny Brown (bottom right) and Lorraine Warren (bottom left), both member of the Friends of the Library, and Chris Haught from SCDC who helped train staff in the Koha system and volunteered several hours herself. We are looking forward to working with other schools in Iron Country School District adapt the Koha program too. Since this program is web-based, it is a possibility that we could work with ICSO to create an interlibrary loan program to improve shared resources between schools.

Library Media Program Statistics

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New applicants accepted</td>
<td>28</td>
<td>25</td>
<td>24</td>
<td>-4.00%</td>
</tr>
<tr>
<td>Active minor students</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>20.00%</td>
</tr>
<tr>
<td>Active endorsement students</td>
<td>79</td>
<td>83</td>
<td>56</td>
<td>-22.53%</td>
</tr>
<tr>
<td>Inactive students (2+ years)</td>
<td>36</td>
<td>34</td>
<td>6</td>
<td>-82.35%</td>
</tr>
<tr>
<td>Minor completed</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>-100%</td>
</tr>
<tr>
<td>Endorsements completed</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td>60.00%</td>
</tr>
</tbody>
</table>

Harvest Pre-Test /Post-test data in Test-Out, Quizzes, and Final Exam questions for assessment
Goals for Library Media Program

<table>
<thead>
<tr>
<th>2012-2013 goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise LM Program curriculum, design and course offerings.</td>
<td>Continue.</td>
<td>Summer courses review, and possible change in course assignment.</td>
</tr>
<tr>
<td>Promote the Library Media Program throughout the state and beyond.</td>
<td>Continue.</td>
<td>Work with Education Dept. to distribute program pamphlets at conferences. Work with UELMA on southern Utah conference, invite Clark County, and develop contacts in southeastern Utah.</td>
</tr>
<tr>
<td>Create e-portfolio examples</td>
<td>Continue.</td>
<td>Create sample portfolios for examples of what students work should exemplify. Evaluate each year.</td>
</tr>
<tr>
<td>Investigate and pursue approved licensure status in Nevada</td>
<td>Continue.</td>
<td>Work with new Continuing Ed. Director to find out options.</td>
</tr>
<tr>
<td>Improve communications with students, i.e. newsletter, info about Praxis, etc.</td>
<td>Continue.</td>
<td>Continue newsletter, work on addressing specific resources to address or emphasize student issues or interests or course content for furthering their skills. Look into creating webinars for students (some based on these same interests and needs) using guest speakers from throughout the state. Continue surveying outgoing students for their top 10 list of things they wish they learned or learned more about. Use to provide additional learning opportunities through webinars, resource lists, or updating curriculum, in newsletters, etc.</td>
</tr>
<tr>
<td>Use program shell to encourage students to keep on track in the program. Continue procedures for tracking student progress throughout the program. Include semester check-ups for student continuity. Identify students who are not enrolling in following semester courses and develop plan to keep in contact with them to maintain accurate records or who is actually pursuing their endorsement/minor. This will allow us to predict class size and other issues that may arise.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Outreach

Outreach endeavors continued to develop and flourish. Listed below are some of the major outreach activities of the past year.

- Highlighted via the library's Facebook page library staff who received a SUU Red-Handed Award as “recognition for unique quality service by an individual.”
- Conducted a New Faculty Library Training/Orientation session.
- Fostered connections 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.
- Functioned as the central library contact point for University Relations, the SUU Journal, SUU Bulletin, and other campus communication outlets.
- Provided assistance in promoting library events including the annual Library Gala and Graduate Book Program.
- Coordinated with Dr. Patrick Clarke and hosted the inaugural SUU EDGE (Education Designed to Give Experience) Celebration in the Sherratt Library, showcasing exemplary student EDGE Projects.
- Designed and distributed bookmarks containing library contact information and available hours to students during Founders’ Week.
- Provided campus training for the newly-acquired NBC Learn Higher Ed database.
- Organized, with the Friends of the Sherratt library, the library's inaugural National Library Week Librarians' Reception designed to honor local library and information professionals.
- Oversaw continued library participation in the summer and winter campus Orientation program.
- Provided a tour of the library facilities for eighty-five fifth-grade students from the Washington County School District.
- Highlighted library resources and outreach endeavors at the Friends of the Library Board quarterly meetings.
- Revitalized and augmented the library's social media outlets via more frequent, scheduled posts to the library's Facebook and Twitter accounts. As a result, our Facebook page now has 118 “Likes” and our Twitter feed has 114 followers.
- With Professor Danielle Dubrasky, staged and hosted The Sky Is an Open Vault: A Presentation of Student Poetry.
- Strengthened connections with other area librarians and library staff by attending and presenting on the topic of information literacy during the district's annual SUMS (Southwest Utah Media Specialists) Conference.
Goals for Outreach

<table>
<thead>
<tr>
<th>2012-2013 Goals</th>
<th>Status</th>
<th>2013-2014 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize poetry readings in the library.</td>
<td>Complete/continue.</td>
<td>Second annual reading was held in late February.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have discussed additional readings with Danielle Dubrasky in 2013-2014.</td>
</tr>
<tr>
<td>Plan and guide EDGE Celebration Event in the library. Also, explore other potential linkages with EDGE</td>
<td>Complete/continue.</td>
<td>Inaugural EDGE Event Fall 2012.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue to work with Patrick Clarke’s Office on future EDGE Celebrations and other connections.</td>
</tr>
<tr>
<td>Connect library with Provost’s Spring Showcase of Research and First-year Read Project.</td>
<td>Complete (established relevant connections with Festival of Excellence)/Continue (augment connection with Shakespeare Studies).</td>
<td>Work with Center for Shakespeare Studies to ensure linkage in Fall 2013 and beyond.</td>
</tr>
<tr>
<td>Offer LibraryLympics during National Library Week.</td>
<td>Complete/continue.</td>
<td>This year’s event was very successful as there were and 50 participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will continue to have this event and look to build upon it.</td>
</tr>
<tr>
<td>Offer Area Librarians Reception during National Library Week.</td>
<td>Complete/continue.</td>
<td>This year, though attendance was small, many members of our FOL attended and were impressed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Will host again next year.</td>
</tr>
<tr>
<td>Survey targeted campus clientele to determine if recent outreach/marketing efforts were successful.</td>
<td>Continue.</td>
<td>Survey targeted campus clientele to determine success of if recent outreach/marketing efforts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore ideas for a marketing survey.</td>
</tr>
<tr>
<td>Investigate opportunities for establishing student focus groups to generate ideas for improving library services and resources.</td>
<td>Complete.</td>
<td>Have discussed with Steve Irving.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We’re planning to work on this during the upcoming Fall Semester.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design ideas for informal Web survey (to be done at Reference Desk?), formal focus group session, and online questionnaire.</td>
</tr>
<tr>
<td>Explore possibilities for student-created library promotional videos.</td>
<td>Continue.</td>
<td>Have inquired with Jon Smith about Communications Students working on this.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No interest Spring Semester, but semester was well-underway before I broached jon.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigate incorporating this in with focus groups and/or upcoming LibraryLympics. Also, consider more modest option (example: student-created bookmark).</td>
</tr>
</tbody>
</table>

Encourage colleagues to create LibGuide for each liaison responsibility. Continue.

Encourage colleagues to create LibGuide for each liaison responsibility. Devote time to create several for my areas; dedicate future Faculty Meeting to demonstrate LibGuides and encourage colleagues to create them.

Continue to work towards completion of miscellaneous Outreach/Marketing projects. Continue.

Gentleman’s Book Club, SUU Story Time, purchase/installation of longboard racks (with SUUSA), scrolling TV information screens, library social media policy, and online suggestion blog/box.

Create library slogan/branding based-upon university slogan/branding. Modify.

Brand not necessary to promote library services, resources, events, etc. Was challenging to incorporate “Experience More” in to our materials.

Resuscitated library Facebook and Twitter accounts in 2012.

Excellent sources for promoting library; will continue to utilize.

Host Banned Books Week event(s) September 22-28, 2013. Have contacted Helen Boswell and Steve Irving about participation.

Create an annual budget request for Outreach and Marketing efforts.
Faculty and Staff Activities

Faculty activities are based on the library leave, rank and tenure criteria for the promotion and tenure of faculty librarians. Staff report activities that have enhanced their position or are beyond the normal scope of their position.
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 sessions 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 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 for 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.
- Actively 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** Associate Professor, Department Chair, Collection Development Librarian

**Teaching**
- Taught two sections of LM 1010 Information Literacy.
- Taught LM 4200/6200 Library Technical Services with Loralyn Felix.
- Taught reference skills four hours a week at the Reference Desk.
- Taught two library instruction sections (59 students) and assisted in freshman summer orientation sessions for 1,209 students.

**Scholarship**
- Wrote Section G. Library and Learning Resources section of the NASAD Art Self-Study accreditation document.
- Completed annual library surveys for academic libraries for American College and Research Libraries (ACRL).
- Completed Academic Library Survey for the National Center for Education Statistics (NCES), U.S. Department of Education.
- Collection development: selected materials ($25,916) for the music, art, and world history collections. Attended departmental meetings: art and music.
- Edited Library Annual Report and numerous other library documents and policies.
- Participant in planning Marriner S. Eccles and Union Pacific Foundation grants.
- Attended SEDC Summer Administrative Conference on Educational Technology, Cedar City, UT.

**Service**
- Served as library department chair and collection development librarian.
- Evaluated by library faculty and staff as department chair and reappointed for another term.
- Oversaw library budgets 2012-13 and planned 10% budget cut to be implemented in 2013-14.
- Member of four library search committees: Tayce, Christopher, Carol, Mikki.
- Member, Dean Selection Committee, College of Education.
- Charter member, SUU Chapter of Phi Kappa Phi Honor Society.
- Participant, LSTA grants regional evaluation meeting, Cedar City, UT.
- Member, Utah State Historical Records Advisory Board (USHRAB).
- Grant reader, USHRAB grants.
- Member, Library Gala Committee.
- Member, SUU Library Committee.
- Member, SUU Program Review Committee.
- Member, Library Budget Committee.
- Member, Library Development Committee.
- Member, Friends of Library Committee.

**Richard A. Eissinger** Associate Professor, Emerging Technologies Librarian

**Teaching**
- Taught eight sections of traditional LM 1010 Information Literacy and two sections for Success Academy.
- Conducted 19 library research orientations to 429 students.
- Conducted three online research webinars to graduate Public Administration classes.
- Provided mediated research assistance, iPad setup and use, Canvas design tips, and Turnitin assistance to six faculty.
- Taught reference skills four hours a week at the Reference Desk.

**Scholarship**
- Collection Development: Selected materials in political science, criminal justice and law, physical science, medicine and agriculture ($18,855).
- Presented Co-Teaching Online Courses in Canvas. A View from the Trenches with Tyree Jensen. SUECON, St. George, UT.
- Presented Resources to Organize and Keep Your Research Current with Scott Lanning, SUU LunchBytes.

**Service**
- Tested and implemented pre-tests, ELO learning outcomes/rubrics, and instructor evaluations in Spring 2013Canvas courses.
- Updated LM1010 Information literacy online textbook and added closed captions to videos.
- Added to LibGuides library guides.
- Tested ASU GOTS (Guide on the Side) to create interactive online active learning tutorials.
- Set up Apple TV AirPlay mirroring in the Library 002 classroom.
- Advisory Committee, SUU Nursing Program.
- Chair, Library LM1010 Information Literacy Committee.

**John Eye** Dean of Library Services, Professor

**Teaching**
- Taught two sections of LM1010 Information Literacy.
- Taught reference skills four hours a week at the Reference Desk.
- Conducted two instructional sessions/workshops to 61 total students.
- Consulted on 475 reference questions at the reference desk.

**Scholarship**
- Collection development: Selected library material for the engineering and technology collections – T-TZ ($?????????).

**Service**
- Chair, Library LM1010 Information Literacy.
- Member, Deans Council.
- Secretary/Treasurer, Friends of the Library Advisory Board.
- Secretary, Library Committee.
- Member, Utah Academic Library Consortium (UALC) Directors Council.
- Member, American Library Association/American Association of School librarians (ALA/AASL).
- Member, Utah Library Association (ULA).
- Member, Utah Education Library Media Association (ULEMA).
- Member, Mountain Plains Library Association (MPLA).

**Loralyn Felix** Assistant Professor and Technical Services Librarian

**Teaching**
- Taught six sections of LM 1010 Information Literacy.
- Co-taught one section of LM 4200/6200 Library Technical Services with Vik Brown.
- Taught reference skills four hours a week at the Reference Desk.
- Taught 14 library instruction sessions to a total of 343 students.

**Scholarship**
- Presented Introduction to MARC Records and RDA, Southwest Utah Media Specialists (SUMS) Conference, Cedar City, UT.
- Applied for and received grant from the Library Scholarly Support Fund Committee to present at the 2013 Utah Library Association (ULA) Conference in Provo, Utah
Teaching

- Taught five sections of LM1010 Information Literacy.
- Taught one section of LM 4160/6160 Library Computer and Reference Skills.
- Taught eight library instruction sessions for 201 students.
- Taught research skills at reference desk five hours per week.
- Participated in a question and answer session for an Eastern Kentucky University library media class on April 30, 2013.

Scholarship

- Presented Resources to Organize and Keep Your Research Current with Richard Eissinger, SUU LunchBytes.
- Presented Determinates of Success in an Online Information Literacy Course with Phil Roche, Utah Library Association Conference May 2, 2013, Provo, UT. Acceptance rate: 58%.
- Collection development: Selected materials for the reference, and business collections ($24,900).

Service

- Head, Access Services and Reference: managed the largest department in the library with seven staff members working in circulation, copy center, and interlibrary loan and coordinated reference services for faculty and students.
- Implemented iPads check-out procedures.
- Trained circulation staff to use the chat reference service.
- Developed databases for tracking turnaways for study rooms, purchase on demand, and ILL referrals.
- Evaluated non-tenured faculty performance at the reference desk.
- Reviewed one colleague’s teaching effectiveness.
- Trained Special Collections staff in use Access database for statistics and reports.
- Presented a library orientation session with Richard Eissinger to New Faculty.
- Chair, College Leave and Tenure (JRT) Committee.
- Member, Library Web Committee.
- Member, Utah Academic Library Consortium (UALC) Professional Development Committee.
- Member, UALC Resource Sharing Committee.
- Member, American Library Association (ALA).
- Member, Association of College and Research Libraries (ACRL).
- Member, American Association of School Librarians (AASL).
- Member, Reference and User Services Association.
- Member, Utah Library Association (ALA).
- Attended a Webinar “Summon the Future” with Dr. Mike Eisenberg.
- Attended a Webinar “Gaming in the Classroom” held by Instructure.

Matthew Nickerson  Professor and Special Projects Librarian

Teaching

- Taught two sections of LM1010 Information Literacy.
- Taught reference skills at the Reference Desk four hour per month.
- Taught five library instruction sessions for 125 students.

Scholarship

- Completed publication of paperback edition of I Am Coming Home by Gwen McGarry.
- Reviewed and selected Won’t Quit by Richard Johnson. Review of second draft and selection of photos is underway.
Phil Roché  
**Associate Professor and Instructional Services/Outreach Librarian**

**Teaching**  
- Taught 61 library instruction sessions for 1,204 students.
- Taught research skills five hours per week at the Reference Desk.
- Taught six sections of LM1010 Information Literacy.
- Taught two sections of LM3120/6180 Children’s Literature/Utilization of Literature in the Classroom.
- Organized library tour for eighty-five Washington County Elementary School students.
- Co-presented with Scott Lanning at New Faculty Library Orientation session.
- Presented two workshops for ESL Faculty Members: academic dishonesty with Professor Richard Eissinger and copyright and fair use guidelines.
- Provided augmented “embedded librarian” services to three English 2010 Intermediate Writing courses.
- Provided campus training for the newly-acquired NBC Learn Higher Ed database.

**Scholarship**  
- Applied for and was awarded tenure and rank advancement to Associate Professor.
- Co-presented Rubber Chickens and Wild West Shootouts: Exploring Creative Activities Designed to Engage Students in Library Instruction with Professor Randy Christensen at the LOEX of the West 2012 Conference.
- Co-presented Determinants of Success in an Online Information Literacy Course with Professor Scott Lanning at 2013 Utah Library Association Annual Conference.
- Presented Information Literacy at the 2013 Southwest Utah Media Specialists (SUIS) Conference.
- Presented Gerald R. Sherratt Library – Some Cool Resources & Services & Other Things (That You Probably Didn’t Know About) at the 2013 SUU Festival of Excellence.
- Created and updated several printed handouts for English Department courses.
- Participated in and completed SUU Leadership Academy Workshop.
- Collection development: selected materials for biology ($7,131).
- Prepared for Marriner S. Eccles Foundation, $5,000 for ongoing improvement of the main collection. 2012. Funded.
- Prepared for Marriner S. Eccles Foundation, $10,000 for ongoing improvement of the main collection. 2013. Submitted.
- Conference Chair and reviewer, 2012 Wooden O Symposium.

**Service**  
- Member, SUU Workplace Harassment Investigation Team.
- Member, Theater Arts and Dance Department Leave Rank and Tenure (LRT) Committee.
- Member, Art and Design Department LRT Committee.
- Interim Chair, University LRT Committee.
- Hiring Committee, Director of the Grace A. Tanner Center for Human Values.
- Chair, SUU Press Board.
- Chair, Review Board, Journal of the Wooden O.
- Presenter, New Faculty Orientation, SUU Center for Excellence and Learning.
- Judge, 2012 Utah Shakespeare Festival High School Competition.
- Member, SUU Press Board.
- Member, Utah Academic Library Consortium (UALC) Public Relations Committee.
- Supervisor, Hispanic Center intern Eliseo Saldivar 20 hours per week during the Spring Semester.

Verlene Schafer  
**Assistant Professor and Library Media Program Director**

**Teaching**  
- Taught five sections of LM1010 Information Literacy. Two sections taught live specifically for international students.
- Supervised five students for LM4890/6190 Library Media Practicum.
- Taught research skills four hours a week at the Reference Desk.
- Answered 536 Reference questions including 43 consultations.
- Taught ten library instruction sessions for 263 students.

**Scholarship**  
- Worked with Iron County School District Librarians on professional development training.
- Applied for and received travel grant from the Faculty Development Support Fund for travel to SUECON 2012.
- Applied for and received travel grant from the Library Scholarly Support Fund Committee to present at ULA 2013.
- Presented All the Bells and Whistle's Mother: tips and tricks to fully using EBSCOhost at the Southern Utah Educators Conference (SUECORN).
- Presented The Re-education of Administration: What Administrators Need to Know about the Role of Libraries, Librarians, and Information Literacy at the Utah Library Association (ULA) Conference.
- Collection development: selected materials for the geology, anthropology, education, juvenile, sociology and library science collections ($20,570).

**Service**  
- Director, Library Media Program.
- Worked with volunteers to catalog books at North Elementary into new Koha system.
- Member, SUU Undergraduate Curriculum Committee.
- Member, Utah Library Association (ULA).
- Board Member, Utah Educational Library Media Association (ULEMA).
- Member, Utah Library Media Specialists Association (ULMSA).
- Member, Mountain Plains Library Association (MPLA).
- Member, American Library Association (ALA).
- Member, American Association of School Librarians (AASL).
- Member, Educators of Library Media Specialists (ELMS).
- Member, Library Leadership and Management Association (LLAMA).
- Mentor, Library Leadership and Management Association working with a school librarian in Toledo, Ohio.
• Member, Library Scholarly Support Fund Committee.
• Member, National Library Week Committee.
• Member, Access Services Assistant hiring committee.
• Chair, Administrative Assistant II hiring committee.
• Volunteer, Library Gala.
• Member, Library Birthday Committee.

Janet B. Seegmiller
Associate Professor and Special Collections Librarian

Teaching
• Taught eight sections of LM1010 Information Literacy.
• Taught reference skills two hours per week at the Reference Desk and ten hours per week in Special Collections.
• Taught library instruction to 285 students in 12 courses.

Scholarship:
• Continued work on manuscript for publication, Sing-Away: 50 Years of Working and Playing for the Utah National Parks.
• Reviewed the draft Cedar Break NM Historic Resource Study for the Cedar Breaks National Monument.
• Edited 60+ oral histories from the Zion National Park Civilian Conservation Corps Conference in 1989.
• Collection development: Selected materials for North and South American history, Communications, and Special Collections ($21,641).
• Reviewed 14 scholarly articles for the Mormon History Association Best Article Awards for 2013.

Service:
• Managed, evaluated and provided guidance to Special Collections and University Archives Department, supervising one full-time archivist, one half-time analyst, four student employees, and one intern.
• Administrator of Regional Repository for Utah State Archives.
• Secretary, SUU Faculty Senate.
• Chair, Library Scholarly Support Committee.
• Chair, Department Leave, Rank and Tenure Committee.
• Member, Library LM1010 Information Literacy Advisory Committee.
• Member, Conference of Intermountain Archivists.
• Secretary-Treasurer, Iron County Historical Society.
• History Committee Chair, Cedar Livestock and Heritage Festival.
• Co-chair, Utah Parks Company History project.
• Member, Utah State Historical Society.
• Member, Oregon-California Trails Association.
• Member, Mormon History Association.

Tammy Buehler
Access Services Assistant/Interlibrary Loan Analyst

• Completed morning reports by putting holds on student accounts, looking up replacement costs for materials, and mailing overdue notices.
• Worked as a backup in Copy Center and ILL.
• Processed or supervised the processing of ILL transactions.
• Kept records of UPS shipping to Utah academic libraries for reimbursement by UALC.
• Completed 90 credits in pursuit of a bachelor’s degree (3.9 GPA).
• Completed 14 credits towards the library media minor.
• Attended campus staff trainings and job-related webinars.
• Working towards the ULA Paraprofessional certificate.
• Chair, Administrative Assistant II Search Committee.
• Member, Utah Library Association.

Sheri Butler
Administrative Assistant IV to the Dean of the Library

• Coordinated the fourth Annual Library Gala for the Friends of the Library.
• Represented the Library at the University Orientation At-A-Glance sessions.
• Helped plan and carry out Friends of the Library National Library Week Reception.
• Helped edit Library Annual Report.
• Completed layout, design and editing for SUU Press publication of I Am Coming Home.
• Past-President, SUU Staff Association.
• Past-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, Search committee for Library Administrative Assistant II.

Christopher Clark
Access Services Assistant

• Completed an additional 19 hours toward Bachelor’s Degree in English at SUU, for a total of 81 completed credit hours.
• Worked in internship with Cedar Breaks to utilize Special Collections research for new informative signage (96 hours, still in progress.) Collaborated with the special collections librarian and National Park Service to this end.
• Collaborated with Interlibrary Loan Coordinator in additional training and in assisting with processing loans.
• Position was modified from 0.5 FTE to 0.54 FTE to incorporate additional ILL duties.
• Assisted with incorporating iPads into regular circulation routine.
• Assisted with the implementation of new semester-long textbook loans for scholar athletes in collaboration with the Athletics department.
• Supervised student workers.
• At various times responsible for both closing and opening shifts, including running various reports.
• During evening shifts and periods without a reference librarian, answered a multitude of reference questions using the chat service.
• Assisted in inventorying the media collection.
• Attended iPad training webinar.
Carol Kunzler Technical Service Analyst
- Completed nine credit hours at Texas Woman's University on-line MLS program.
- Member, Sunshine Library Birthday Party Committee.
- Earned a certificate for a distant and continuing education course through the Medical Library Association.
- Received a SUU “Red-Handed” award for quality service.
- Attended a beginning Excel workshop presented by the SUU Staff Association.
- Selected, processed, and set up a display of books purchased with funds donated to the Library in honor of 2013 SUU graduates.

Linda Liebhardt Access Services Circulation Coordinator
- Member, American Library Association (ALA).
- Member, Utah Library Association (ULA).
- Chair, ULA Para-Professional Certificate Review Board.
- Member, Sherratt Library Disaster Planning Committee.
- Member, SUU Staff Association and Legislative Liaison.
- Co-Chair, Blanche Clegg Scholarship Committee.
- Organized SUU Legislative Forum, January 2013; wrap-up session April 2013.
- Attended/presented one session, UCLA Conference in Salt Lake City, May 2013.
- Attended SUU Women and Gender Studies Conference on Domestic Violence, helped facilitate one session and attended other activities related to the conference.
- Attended two ALA trainings online: LSSC Certification and iPad use in Libraries.
- Presented at the SUU inaugural Festival of Excellence.
- Recipient of two “Red-Handed” awards for quality service.
- Trained four new circulation staff members in a three month period.
- Helped to implement the new Athlete Scholarship Text Book rental program for T-Birds.
- Helped to implement iPad policies and materials for checkout.

Trecia Loveland Copy Center Specialist
- Participated in a campus-wide library training meeting to explain the copy center’s products and services.
- Attended campus Information Security Awareness Training program.
- Completed 25 credits toward a Bachelor Degree in Communications.
- Member, LibraryLympics Committee.

Paula Mitchell, University Archivist
- Taught five sections of LM3101 Information Literacy.
- Taught research skills and assisted patrons 25 hours per week in Special Collections.
- Created displays for the Library Gala, Alumni Banquet, Founders Day, National Library Week, Outstanding Scholar.
- Presented, Conference of Inter-Mountain Archivists (CIMA) regional conference, May 2012.
- Presented, Utah Genealogical Association Conference August 2012.
- Participated in Cultural Night at Shivwits Tribe in February 2013.
- Applied for and received staff development grant to attend and present at AASLH conference in October 2012.
- Participated in ILEAD Training.
- Moved university archives into space vacated by media collections.
- Supervised and provided six Service Learning Projects to SUU students.

Jill Stucki Phillips Technical Services Analyst
- Submitted over 20 NACO authority records on OCLC.
- Attended five day RDA training.
- Mended 40 books.
- Cataloged five SUU masters theses.
- Taught cataloging, RDA cataloging and some authority cataloging to Tim Roelofs and Susan Christopher and taught Loralyn Felix about RDA.
- Taught all aspects of cataloging, discard reports, annual statistic report, and Master’s Theses to Tim Roelofs.
- Member, search committee technical services analyst.
- Cataloged faculty equipment.
- Collaborated with Loralyn Felix to develop method to manage microfiche.
- Made Workflows and Symphony compatible for RDA formatting.
- Received a “Red-Handed” award for quality service.

Tayce Robinson Access Services Assistant
- Taught two sections of LM1010 Information Literacy.
- Continued working on MLS degree at North Texas University (degree to be completed Summer 2013).

Timothy Roelofs Access Services Assistant and Technical Services Analyst
- Completed/reviewed LM1010 Information Literacy and LM4160 Library Computer and Reference Skills.
- Completed LM4200 Library Technical Services.
- Member, iPad/Tablet Committee.
- Attended various campus trainings (Google/Gmail, iPad/iPhone, ADA Compliance, etc.).
- Learned OCLC Connexion.
- Learned basics of MARC authority.
- Organized and cataloged curriculum books.
- Mended 40 books.
- Attended five day RDA training.
- Submitted over 20 NACO authority records on OCLC.
- Collaborated with Loralyn Felix about RDA.
- Taught cataloging, RDA cataloging and some authority cataloging to Tim Roelofs and Susan Christopher and taught Loralyn Felix about RDA.
- Taught all aspects of cataloging, discard reports, annual statistic report, and Master’s Theses to Tim Roelofs.
- Member, search committee technical services analyst.
- Cataloged faculty equipment.
- Collaborated with Loralyn Felix to develop method to manage microfiche.
- Made Workflows and Symphony compatible for RDA formatting.
- Received a “Red-Handed” award for quality service.

Mikki Shakespear Administrative Assistant II
- Member, LibraryLympics Committee.
- Member, Library Budget Committee.
• Coordinated Library Christmas open house for student employees.
• Coordinated Graduate Book Program.
• Attended various campus trainings.
• Assisted in editing I am Coming Home by Wendell McGarr.
• Organized media for faculty/staff check-out.
• Helped plan and carry out National Library week Reception.

Julie Wood  Network Services Administrator III

• Software upgrades: Ezproxy from 5.3.0 to 5.4 GA and later from 5.4 to 5.6.1 GA; Iliad to 8.2—major structural upgrade from 7.4; Iliad to 8.3; ContentDM to version 6—major structural upgrade from 5.4; ContentDM upgrade/patch to the latest version - 6.3; ICON student time clock to v. 1.1.04622; Sawmill to v.8.5.9; VMware on two library virtual servers (version 821926); VMware critical updates (v 914586) on two library virtual servers; Install LAMP server with "guide on the side" software for testing.
• Servers: Updated Samba Server running on ContentDM; went live with new Archive server on VMware; staged new ContentDM server, rebuilt and reinstalled ContentDM 5.4 server after power outage fried the RAID controller; Replaced old Papercut Server (print release workstation) and upgraded to version 13.1.
• Staged new ColdFusion Server. Upgraded the OS from Ubuntu 10.04 to 12.04. Upgraded the CF software to v.10.
• Working with SirsiDynix, got Single Sign on working with our online Catalog. April, 2013
• Updated ILLiad webpages to use HTML 5, fixing special character issues on Article Requests.
• Attended ILLiad Community Webcast: Upgrading your Iliad server to 8.2.
• Attended Utah Education Network (UEN) Tech Summit, Park City.
• Attended VMware Training.
• Attended CES, January 10-11, Las Vegas, NV.
• Attended Customers of SirsiDynix Users Group, Inc (COSUG), Salt Lake City, UT.
Appendix

The Book Report is published once each semester for and distributed to current and graduated students of the Library Media program.

The Friends of the Library Newsletter is published twice annually and distributed to current members of the Friends of the Library.
See Red!

Our lives are getting busier and busier. It is overwhelming sometimes to realize that all we need to do is to find the time and energy to work on something. Whether we are taking classes or teaching them, it can become a lot too easy to make a task list and never know where to begin. Paperwork piles up and there is never enough time in the day to get everything done. So it doesn't happen if it is easy. As school librarians, whether working as one or two (or more) there is a lot of pressure to make your program count and we aren't just working with one classroom of students, we are working with all of them.

May I suggest you take a “red light moment” in your day. Let me explain. I used to get an especially frustrated every time I get stuck at a red light. I started to notice how many other choices it would make me feel the same way. I had just walking in the street every time I arrived at my destination.

I have tried to apply this to everyday things. When I get overwhelmed with things to do and papers to grade and so forth, I take a few moments to just go out and walk around. I can always start a new project when I am ready for it. When I finally realized how much I was affecting me, I tried a little experiment. Every time I hit a red light I would take some deep breaths and try to relax. I felt a little answer to the heat of the day in your day to take a few deep breaths, give your word and remember all the great things about being a librarian, each day. You don’t just work with one class of students, you are working with all of them.

Addressing De-stressing

Give yourself a break. When you are alone with your thoughts, you shouldn’t be arguing.
- Gary Rusch

As a dedicated library knows that the diversity of tasks they may face can be overwhelming, especially during a period when people are evaluating whether school libraries need trained and certiﬁed faculty or if school needs librarians or teachers at all. The idea that there may be one in a time when information and computer literacy are often viewed as synonymous. Don’t let others tell you about another school. And media literacy is becoming an issue.

I. Plan your work and work your plan.

Start each day with a list of tasks that you would like to accomplish. At the end of the day review what you have done. Was the time well spent? Could you have done more/better? If something wasn’t crossed off the list, how important was it? If it wasn’t that important, don’t worry about it. If it was then put it at the top of tomorrow’s list and it will be the first thing you get done. As time goes by, you will learn how much to put on the list that you are not overwhelmed or stressed.

2. Know when to hold em, know when to fold em.

“Must we have a pie. Stress cannot exist in the presence of a pie.”
- David Mamet

3. Just say no!

Faculty and administration can sometimes have an unrealistic view of the responsibilities of the library. They may demand on your time and space that may not be realistic and sometimes impossible for you to complete your work. Don’t be afraid to tell them that they are asking too much. Take the time to educate them on what you are trying to accomplish.

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- The Book Report, Fall 2012

5. There’s strength in numbers.
Library media professionals can help you learn new ideas and
give you an opportunity to be around those who understand your
job and have experienced the same struggles and
snapshots that you have. Whether you choose an informal chat
group or letterhead or find the time to attend conferences or
get out of the library for a day, the support and understanding
of other librarians can be a great help when situations
become stressful.

6. Help me Rhonda!
When we go through tough
times, whether it is a bad day
or a bad semester, there are
times when we really need
help. Don’t be afraid to go to a
friend or family member, or
even get professional help.
When things get too
tough, maybe more than work
stressors are at play. These can
build up at home or in other areas
of our lives and affect everything.
Make sure that you have a safe
and reliable place or person to go
to when you can work through
issues that are stressing you.
You are a vital part of the school
community and what you do is
important to each and every stu-
dent and faculty member even
if they don’t always realize it.
Make sure you are ready to do
and be your best by reaching out
when needed.

De-stressing continued...

Stress is the
teach of
modern life—we
all generate
it, but if you
don’t dispose of
it properly,
it will pile up
and overtake your
life.

— Danase Pace

Poetic Pearls
I decided it was time to high-
light something other than
the over-romanticizing of
fiction available to students. I mean
most of the school library is
generally non-fiction anyway.
So, why poetry? I think poet-
ry has application to every
subject and area of interest
for students as well as just
being plain fun.
Taking information the stu-
dents learn to learn and
having them create poetry out of
it can teach them to
touch others and focus on
what the most important
information is. It is a way
for the teacher to quickly
evaluate whether the students
are learning the essential
information and retaining the
right key words.

Students love opportunities to
be creative and try new things.
You could introduce poetry to
your classroom as a way to
help students’ memory retention or
just to give them a break from
their weekly schedules.

Poetry offers students a chance to
self-expression but it also teach-
them to follow the rules.
Check out the info on the last
two pages of the newsletter for
examples of my favorite poetic
tools,走向经典, and a
chance to win some poet-
ry books for your school’s
library.

Do you haiku?

How can anyone not love
haiku? It is short and easily
readable. It provides unique
images and evokes memories.
It is fairly quick and can
help simplify rules and endless
possibilities.

This poems have taken it’s
directly from the Japanese who
usually write these poems in
three parts though they may
only be one line long. For
this reason most of the transla-
tions of Japanese haiku do not
follow the 5-7-5 syllable count
of English haiku.

It can be a fun way to get
everyone thinking and creat-
ing. Go ahead and try it.

The poets have been
mysteriously silent
on the subject of
cheese.

— Robert E. Chadwick

Keep on Practising

The PRAXIS

Futes and Locations

Location

Registration Code

Location State

Renaissance College of Eastern Illinois
23081
04607
Saratoga State, Southern University
04606
Trinity, Trinity State University
04607
Valencia, Valencia State University
04602
Bragg, Bragg State University
27108
Creswell, College of Eastern Idaho
04604
Price, Price, Brigham Young University
04601
Benson, Benson State, Idaho
04603
Sofia State, University of Utah
04603
St. Lewis, Lewis State University
04602
St. George, St. George State University

Test Date:

Register By:

Nov. 20, 2012
Oct. 8, 2012
Jan. 20, 2013
Dec. 7, 2012
April 18, 2013
March 14, 2013

*—Test date not available at Lewis, Utah Valley University

For more information go to:
http://www.aact.org/praxis/register/camera.html/praxis_5_7_5_cheese.html

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Appendix - The Book Report, Fall 2012
Ellen’s Corner

Voracious and I agree on this. Stress reduction is guaranteed if cats and books are part of the prescription. I wish we could compile all libraries to have soft, fuzzy comfort for cats and patrons – look how popular our Tanka Ranga is in this small town in Iowa. Some university libraries have jumped on the bandwagon and one of my favorites is Addison, who lives in the University of Chile and Latin Black Library in Oklahoma. I heard there is one in the Law Library at the Iowa College and there are libraries in Russia, Greece and Asia. We should, so you have an awareness of nature, green and black leaves, and visit the only tree we have in the library. It's a great source of information and a beautiful view.

I am the library cat.

This is my looking glass. This is my looking glass. This is my looking glass.

Please yourself worthy with your nice, roomy grass and my people are watching you.

I am the library cat.

Poetry is a deal of joy and pain and wonder, with a dash of the dictionary. — Khalil Gibran

We are poring for want of wonder, not for want of wonders.
— G.K. Chesterton

The important thing is not to stop questioning. Curiosity has its own reason for existing.
— Albert Einstein

A Wonder-Filled Resource!

One of my all-time favorite discoveries among the Pioneer resources available is Wonderopolis. Every day you are introduced to a new thing to wonder about. From glasses to phrases to memory tricks and crafts, space and nature, animal and plants. There are so many things to wonder about and Wonderopolis provides a short but thorough look into things we wonder about. Each day’s wonder includes a short video about the topic and links to more information. They provide a list of vocabulary or “wonder words” to know and use that can be a great tool for helping students understand more. These are great discussion starters for any subject area and can be a great lesson lead to show around lunch time but if there is no one thing I have learned about as a librarian, it is that there can be an endless thing. Don’t worry! If you miss the webinar you can always check the archives. Of course, more recently there is a big emphasis on making sure you can support your own Common Core. And on Sept 19th they have a webinar for that! Search it out in the archives but don’t miss out on this great collection development tool! 1998

A Wonderful Resource!

Collection development is a major part of a librarian’s workload. Long hours can be spent trying to find the best resources for a library. You may need books to update a specific section of the nonfiction section or just an update on the latest book fiction.

You might remember in the last newsletter I highlighted the Blue Book List, a great collection development tool when searching for reviews of specific books. But sometimes you need to cover a theme instead of just one or two books. Maybe a teacher would like more historical fiction, the boys want more sports books, and the girls want romance. How do you know what is available for various ages within a certain theme?

I am aware many of you can brainstorm to help with your collection development, but have you ever taken advantage of this? Every week they feature a new theme and these are discussions from various publishers about what is new and coming soon in a specific genre. These one-hour discussions lead to show around lunch time but if there is no one thing I have learned about as a librarian, it is that there can be an endless thing. Don’t worry! If you miss the webinar you can always check the archives.

How to access the WONDERFUL resource:

Go to the Pioneer database.

Under the General Reference Collection go to Factbook, Pioneers.

WONDERFUL is at the top of the right-hand column under PLAY.
Interpreting Copyright Law is an Exercise in Balance

From John Eye, Dean of the Gerald R. Sherratt Library

It is an honor to have a contribution from the Dean of the Library, John Eye. He has studied copyright extensively and has provided us with insightful advice for our readers with some great information.

Now and Zen

Need a moment to let go of the stress and take away from what a wearing you down? I find that the sunsets can calm the heart, taking a deep breath (inhalation deep) and exhaling slowly...really fill those lungs...and out through the mouth..., turning on some music, and dancing.

Then, I am being attacked by a swarm of bees.

Ten minutes of that and I am much more ready to face the rest of the day. Often times I need a little quiet and something to read, because, after all, laughter is the best medicine.

I usually turn to Avid Lil Library Books, which is a blog that highlights books that I've read and the value of various libraries. You have a few books you could review and submit. It is an interesting perspective on how books have changed the way we read as well as a fun look at what should be popular.

Some great news from the archives: Making History: How to Live in Your Home and Love It. It is amazing the things that are still lurking in old libraries. You start to realize how much collections need to be weeded. While some books are timeless, other books take up valuable space and diminish the value of the collection.

Still, it is sometimes fun to read books and remember books that somehow made it onto the shelves in years past.

Letting go of old outdated things in your library can be a great way to find some clarity of mind and room to grow.

Conferences

Take the time to get involved! Know about an upcoming conference? Let me know: worsinralseabar@gmail.com.

CSRTY/KBRT FALL WORKSHOP—Friday, October 13th, 12:00 PM - 4:00 PM, Evendale Center, West Jordan Library. For more information: http://www.ksls.org/content/evendaleworkshop


SUNCON—"Beyond 2012: Creating the Future" The Southern Utah Education Conference is being held October 26th and 27th in St. George, Utah. For more information: http://suncon.org

UEA—October 18-19, South Texas Expo Center, San Ysidro, UT. For more information: http://www.uea.org/uea_convention.aspx

ULA—May 1 – 3, 2013, at the Utah Valley Convention Center. For more information: http://ulaisland.org/
LM570/670 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 enables an 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 lesson for student use.
- Use graphics software (InDesign, Corel, etc.) to create an outline for Web sites.
- 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.

Instructors: LM570 Steve Irving, LM570/670 Richard Essinger


LM420/620 LIBRARY TECHNICAL SERVICES

This is a course designed to introduce students to the basic principles of library technical services. It is divided into two parts: collection development and cataloging. There will be a separate instructor for each part.

By the end of this course, students should be familiar with the theory and practice of collection development and cataloging. They will be able to:

- Analyze community needs.
- Write collection policies.
- Use appropriate selection tools.
- Maintain and evaluate collections.

They will understand the Dewey classification, the formation of subject headings, and the use of major MARC cataloging records. They will learn about tools and resources used in the library and libraries.

Instructors: LK Brown (Collection Development), Loralyn Felix (Cataloging)

Textbooks:

Some Classes to sink your teeth into next semester!

Gerald R. Sherratt Library — Southern Utah University
Tanka Trunks and Renga Rules!

Sequential tanka is called renga (“linked poem”) or a ring of series. The next person’s poem or it can go back to the first then writes another tanka that is connected to the last 7-syllable line but not necessarily connected to the original tanka. Have I lost you yet?

Here are the rules:

- First vortex (7-7-7-5) written by one poet.
- Transitional line (7-7) can complete the first image or create a turn. Written by a second poet.
- Next vortex (7) should be connected to the transition but not necessarily to the first vortex. Written by a first poet or on to a third, fourth or fifth poet.
- Using linking images in a photo album is allowed but not all the same theme. Transition from one person to the next, like turning pages.
- It is not as complicated as it seems and can be a fun and interesting way to connect students and classrooms and schools in an unexpected way.

Getting started is always the hard part and often start students out with a hiku by one of the masters, such as Haiku, Tanka or Bokku, after that it seems to be much easier to let them run with it. But could you imagine the results if you had a whole group working on passing the poem from person to person, or if a class of students each started a tanka and then passed it on to students at another school and then back or on to another.

What interesting results could you end up with. Then you could bind them and add them to your library collection as a keepsake for the next year and on as.

Challenges yourself and see what you come up with. Enjoy the adventure.

Congratulations to all students who recently finished that course work.

Best of luck to you in your future as a literary media teacher.

Jessica Nelson, Zachary Hansen, Jamie Plewe

Are you on the right track or the 8-track with technology?

I recently decided to buy a house. I have never owned a house before and since my parents are getting older I thought it would be a good thing to have a place where I could take care of them when the time comes. Plus I just figured it was time after waiting for so many years. I found a house I really liked and bought it earlier this year.

After a couple of weeks I had my brother, who works in the construction business, inspect the house for me. He quickly noted several major issues that I had not noticed before my initial ex- plore at having a house for myself. Disappointed I withdrew my offer.

Then another extended search I found another house that I loved even more, but it was even more I really wanted to spend. Still I studied my budget and figured out what I could pay and made an offer, after some negotiation the house was on a price that was still more than I wanted to pay but since the seller came down on the price and it was such a great place I felt like I was getting a great deal. Then came the financings paperwork.

Every time I thought we had worked it out another thing would come up. Then we always moved one more thing. Finally, I reluctantly decided to once again withdrew my offer and I decided to stick with what I had for now anyway until I better understood the process and the commitment I would be making in paying a home.

So what does all this have to do with libraries? We live in a world driven by technology, whether it is the latest computer program or the 8-track cassette. It is very easy to get caught up in wanting to get the latest for our libraries. Like the first house I made an offer on it was easy to be overcome and buy the first thing we saw without researching the maintenance, future costs, and whether or not the technology has been tested yet. I like to call this the 8-track Effect. Just because something is exciting and new doesn’t mean we need to invest in it until we are sure that it will really be of use to us in the long run.

How long will it be viable? Does trends indicate that this can be used for years to come or will it be outdated before it is used enough to justify the cost? Is it still a viable library? E-books have had a boost of interest for school libraries do you never now or ever wait until those houses have been washed? What about tablets and ipads? Other times we find technology that is not ready yet but again, do we really need to teach the library course in that. It may be more flashy and fun, but can we afford to spend money on something we might not be able to maintain. Technology isn’t cheap and we need to spend wisely. Will it really improve our efforts to teach information literacy skills to students?

Just because we have all the newest technologies to teach right. Actually, I don’t believe we do. Students get a lot of experience with technology at home in other classes and elsewhere.

When it comes to surviving in the 21st century, it is more about knowing what to do with all the information rather than accessing the information. For most of our students “google” will be one of their first words, but I think many make it to college without knowing the difference between popular magazines and scholarly journals, how to do a boolean search or the criteria for evaluating resources, both print and online. None of this requires the latest technology to learn.

We need to get back to the basics and you can see what you have in house for that. Open a few books! Appreciate what you have and make the most of it still you are ready and financially able to upgrade your library’s resources with technology that has some staying power.
The Changing of The Guard

Last semester our program secretary, Ellen Chalmers, retired and is now enjoying more time with her grandchildren. Many of you current students and graduates remember Ellen as a great student advocate and just generally fun to talk to whenever questions came up. We certainly miss Ellen and wish her the very best and we will miss seeing Ellen's Corner in the newsletter.

We are however eager to welcome Mikki Shakespeare as our new program secretary. She is quickly acclimating to her new role here in the library and is already contributing to the organization of the program. I have asked her to introduce herself to you below and we can all look forward to hearing more from her in future issues of The Book Report.

Mikki's Moment

Hi, all, my name is Mikki Shakespeare and I am the new secretary for the Library Media Programs. I am originally from Gannaway, Utah a small town located about 20 minutes from the beautiful Bryce Canyon National Park. Growing up in this area was a privilege and a blessing. I learned a variety of trades from moving sprinklers to understanding all sorts of foreign tourists hand gestures to picking out geological formations. As I grew and learned I realized that my passion was to learn and what better way to continue learning than to become a teacher.

I came to SUU to pursue a degree in elementary education. While here at SUU, as many college students find, I needed a job. I happened to land one here, at the Gerald R. Sherratt Library, as a student secretary. I grew to know and love the library and its faculty and staff. Having this student job also aided me in my formal education and more than just helping me pay for tuition. I learned of the vast resources that are available here and I tapped into some of those resources to help me receive the kind of grades that I wanted and needed. If you would have asked my family or friends where I was, it would be the library. I was constantly using the education curriculum that is now housed on the 3rd floor of the library, having group meetings in the ever so neat and well-maintained study rooms, searching for scholarly articles on the vast databases and when I wasn’t working or studying I had my nose in a book on the 3rd floor juvenile collection. The library was my second home and I love it.

I hope that you will find that love for libraries, and especially ours, that I found as I pursued my degree. I finished my student teaching this past December and I will receive that piece of paper saying that I have graduated in 2 months, 23 days, 6 hours... Not that I am counting down or anything. My time here at SUU has always been great and in my current position I want to make sure that you have just as great or better experience here as I did. I am learning along with you, as this is a new role that I am filling, but I will help you in any way I can.

If nothing ever changed, there'd be no butterflies.

- Author Unknown

Change is inevitable except from a vending machine.

- Robert C. Gallagher

Time is a dreammaker, specializing in alterations.

- Faith Baldwin

For more Information go to:
http://www.unr.edu/praxis/website/center_date/祉sidi_deadlines
http://www.unr.edu/Media/Tests/PRAXIS/lists/praxis_sc_domestic_UT.html

Page 2
Congratulations to our graduates — WAY TO GROW

Steven Martin Josie Hales
Linda Roundy Julie Hastings

Advice from a recent graduate:

I had considered making a move from the science classroom to the Media Center for a number of years. I had often thought about enrolling in a LM program but as luck would have it, I kept putting it off. In December of 2010 the LM specialist at the school where I teach decided that she was going to finish out her school year and then take an early retirement. A window of opportunity opened but I feared that I was not going to be able to apply for the opening in so much as I didn’t have any applicable schooling to my credit. I quickly contacted several different universities that offer LM programs. SUU was the most accommodating for me as a new student wanting to start at the beginning of winter semester. I am glad that I decided to entrust my education to the LM instructors at SUU. They have been very considerate and flexible as different complicating situations have occurred in my life over the past two years. They have also understood that I was teaching full time and enrolled as a student.

LM studies at SUU are rigorous. The classes cover the information that you will need to know to get started in a Library/Media Center. There is also a factor of getting from the program what you are willing to put into it. If you will dig a little deeper than what is required for each assignment you, and your future patrons, will benefit.

One suggestion that I may offer to you is prepping for the PRAKTS. You will need to take this test if you plan on obtaining the LM endorsement. Do not wait until you are completing the program before you start considering what you may need to know to pass the PRAKTS. My course is to obtain a copy of the LM PRAKTS Study Guide from ETS early in your studies. Also, put your research skills to use and scour the internet for other sources of PRAKTS study information and practice test questions. Become familiar with the questions and the way you can highlight areas of your study where you find information that may be relevant. Doing this may save you from trying to re-read all of the material that you have acquired as you progressed through the LM program. I am not going to say that this suggestion will lead you to every PRAKTS answer. Some questions on the test relate to good teaching practices. However, it should help to reduce at least some of the study load and stress factor as you move toward your testing day.

Good luck in the LM program. I thought that teaching science was a pretty good job and I liked coming to work most days. Now that I am an Library/Media Specialist, I come to work each day and think that I am very lucky to be getting paid for doing something that I enjoy so much.

Steve "Stan" Martin
Library/Media Specialist
Farmington Jr. High
Defending Your Position

The information in this article comes from a presentation at the 2012 IUEMA Conference, presented by John Luke, Vir Brown, and Veneta Slocum.

There are a lot of stories about how school libraries are being valued by administrators. In our state most elementary libraries are run by aides instead of teacher-librarians. And many of those aides do a great job.

Still the job of managing a school library is a big one that is often underestimated by administration, faculty and parents, which makes it difficult to justify keeping the position as a professional. We do not help them understand what we do and why it is important. Then we cannot complain if our jobs are not valued. The first step is to make sure our jobs are valued.

You may be thinking that you have no worries because your job is secure. But the economic climate makes everyone more concerned.

Defining Advocacy

Advocate: This can be a word that is hard to pin down in anyone's terms. It is both a verb and a noun. As a verb, it can be defined as follows: to support, to promote, to encourage, to be in favor of. These are much more familiar terms. And as a noun, an advocate is a supporter, a proponent, a defender, a champion, or one who believes in a cause. Success this can be an easier way to define those who understand the value of school libraries.

The school library media specialist: a collaborative role to design, implement, and evaluate inquiry lessons and units.

Collaborate with teachers, parents, and students to design, implement, and evaluate inquiry lessons and units.

Work with administrators to actively promote, support, and implement collaboration.

Seek input from students on the learning process.

The AASL.roo Advocacy Committee

Libraries and librarians have always been a part of our lives — and the lives of countless other Americans, they deserve the support and assistance of every single one of us who values education.

— Former First Lady

Barbara Bush

For now, we will focus on three advocate groups every library can benefit from: classroom teachers, parents, and administrators. Below are tips on how to work with these groups to develop advocates for your school library.

Partnerships with Administrators

Connect with administrators by:

- Professionalism
- Creativity
- Initiative
- Reliability

If you want administrators to work with you on your program, you need to know that you are a serious educational professional. Think of ways to create your program and goals with those of the school as a whole. Working with administrators to help them achieve their goals will make them more likely to help you with your program. In your planning meetings, invite them to give awards or participate in library activities as they are aware and a part of what is going on in the library.

If someone is impressed with your work, allow them to write a note to your administrator.

For a general outline of a yearly report, check this out: http://www.americanlibrary.org/annualreport/2012-13

Partnerships with Teachers

In working with colleagues librarians can take on various roles:

- Teacher
- Instructional Partner
- Leader

Teacher:

Take a few minutes at each faculty meeting to introduce resources, services, etc. Provide teaching sessions to departments or grade levels. Provide orientations to new teachers, staff, and aides, etc.

Instructional Partner:

Every week, tell a non-library user about something they can find in the library that fits their needs.

Highlight successful collaborative projects. Ask teachers how you can be involved. Create “Welcome to the Library” packets or a web site page for substitute teachers. Student teachers, new staff.

Send a new website link or other resource to support their classes. Create shared folders in Google Drive that share articles that support their curriculum and lessons.

Support teachers taking classes for advanced degrees or lane changes.

Keep a steady stream of new bits and pieces going out to: tweets, QR codes, newsletters, batch emails, blogs.

Leader:

Become the group person for information—on technology, copyright, politics, history, and traditions.

Volunteer to help, or be a member on committees that influence school policies regarding curriculum, planning, accreditation, etc.
Partnerships with Parents

Parents want to be involved but often don’t know how to get involved. First and foremost, we want parents to see the library media program as an important part of their children’s education.

Bring them into the Library:

Library and media specialists are uniquely placed to support and encourage involvement efforts, and particularly technology efforts...

Choose activities based on most parent’s interests and needs, and plan fun elements whenever possible...

Develop tech-specific surveys to find out what parents have at home and work... so you know what skills can be shared and which are needed..."

From the library catalog to the multitude of databases, there are a variety of skills that parents need to develop in order to be able to help their students.

Libraries can "showcase what kids are doing in school and have parents facilitate discussions about how they extend learning at home."

Bring the library to them:

"All student’s parents share positive comments about the students’ library usage and avid reading." Also contact a parent if a student is struggling with a... informational literacy concept. Working with the parent can help you make sure they have someone at home who can help.

Ask for time at PTA meetings to have a library moment. Preparing a quick five-minute review of library program goals or a quick focus on a library standard can inform parents of what is happening in the library and why it is important.

"Committed parents are the most powerful advocate we can have. This doesn’t happen unless your program makes a difference for kids. And it won’t happen unless you have laid the groundwork for others to advocate for you."

Dive into Professional Development

I’ve mentioned them before but I wanted to remind you about the Booklist Webinars that are available to you FREE online. The Common Core is a hot topic right now and Booklist has a whole fair available https://bit.ly/1hH5qJ4, as well as more in the coming months. Also there are opportunities to learn what you can do with reference materials, graphic novels, books for reluctant readers, and specific for getting boys to read or historical fiction, getting more non-fiction off the shelf and so much more. Take the time to check out what’s available. These are great tools for improving your collections and services.

Gear up for summer classes!

LM 4190/6190—Managing a Media Center

Instructor: Verona Schaefer

This class aims to help you break down management tasks to clarify what your duties really are. Topics covered in this course include...

- Mission and vision statements—creating a map of where you want to be and how to get there
- Managing the Physical Facility—The organization of the library can make a big difference in 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 Sources—whether it is teaching, students at school, checking out books or cataloging them, the services you give can influence the value the library has for students. Faculty, and administration.
- All this and more

Textbooks: Selected Readings
Appendix - The Book Report, Spring 2013

The Book Report, Spring 2013

When I put together the newsletters I try to be careful that I use images that won’t violate any copyright laws and so I generally use clipart that I find within the Microsoft Suite. As I go through trying to find items I come across a lot of strange results which sometimes can be unexpected and strange. For this newsletter content I thought I would give you a few opportunities to win books for your library. Here's how:

Opportunity 1—
Whoever comes up with the word that brings up the most unexpected/unusual results in a clipart will win one Beehive Award winning book of their choice for their library.

Opportunity 2—
The person who comes up with the most unusual single image from clipart will win one Beehive Award winning book of their choice for their library.

Opportunity 3—
The person who can identify the word I used to get the image results below will also win one Beehive Award winning book of their choice for their library. And yes, one person can win more than one of the prizes if they come up with the best results!

Email your results to me at: vernenneschifer@usu.edu

Good luck and have fun!**

**or another book which better suits your collection.

** Warning—this can be addicting fun. Proceed with caution!

Fall 2012 Newsletter

FRIENDS OF THE SHERRATT LIBRARY

NEWSLETTER

Volume 8, No. 2

UPCOMING EVENT:
FOURTH ANNUAL FRIENDS OF LIBRARY GALA — OCTOBER 13

Please join Friends of the Library for its Fourth Annual Gala on October 13. This year’s Gala will honor Union Pacific Railroad, Utah Parks Company and the Sherratt Library’s Special Collections for the significant roles they have played in developing and promoting southern Utah.

Union Pacific Railroad was founded 150 years ago when President Abraham Lincoln signed the Pacific Railroad Act of 1862. The Utah Parks Company (UPC), a subsidiary of Union Pacific, was founded in 1923. It was based in Cedar City where Union Pacific trains arrived with tourists who then transferred to UPC buses for tours of the region’s parks and monuments. UPC also owned and operated restaurants and lodging in Bryce Canyon and Zion National Parks, the north rim of the Grand Canyon and Cedar Breaks National Monument from the 1920s until 1972.

The Sherratt Library’s Special Collections is also celebrating an important anniversary this year. Fifty years ago Library Director Tom Chalmers and Special Collections Librarian Ivey Cooper organized Special Collections. In the ensuing years it has become a repository of historic collections highlighting southern Utah, including an impressive collection of Utah Parks Company material.

The Gala will begin at 6:30 p.m. with registration and heavy hors d’oeuvres in the library lobby. A collection of historic Union Pacific photos exhibited at the Union Pacific Depot in Salt Lake City this summer will be on display.

There will also be video clips of the popular UPC Sing-Arounds and Union Pacific Cecil B. DeMille’s 1939 movie filmed in southern Utah. Music will be provided by the SUU String Ensemble.

At 7 p.m. on the Garden Level, there will be remarks by a Union Pacific representative and by Mary Ellen Edmunds and her brother, Paul Edmunds, former UPC employees. Mary Ellen is a popular speaker and author of many books.

At 7:45 p.m. in the Huntsman Reading Room, there will be a live Sing-Away, birthday cake and the SUU Jazz Band playing hits from the 1940s and 1950s.

Invitations will be mailed in September. For further information please contact Sheri Butler, 435-586-7947.

“All Aboard!”

First Utah Parks Special Train, 1934. Digital image ©2009 Sherratt Library.
LETTER FROM THE CHAIR

Libraries are centers of learning. I have been intrigued with the effect libraries and their collective works have had on scientific development. The Ancient Library of Alexandria, founded in the third century BC, has been regarded by many historians over the years as the preeminent library of the ancient world. "All the knowledge in the ancient world was once within those marble walls," the late Carl Sagan once commented. Eratosthenes and Archimedes were among the renowned scholars who worked and studied there. The library's ultimate destruction centuries later, as a result of various attacks, was a great loss to history and science.

A fitting tribute to the lost library and its prescience occurred in 2002 with the opening of Bibliotheca Alexandrina - the New Library of Alexandria. Its mission, as described on its website, biblioke.org, is "to be a center of excellence in the production and dissemination of knowledge and to be a place of dialogue, learning and understanding between cultures and peoples." It seeks "to recapture the spirit of the original ancient Library of Alexandria."

Today we have many other great libraries around the world: the Library of Congress, The British Library, New York Public Library to name only a few. Smaller libraries dot the map and many are found on the campuses of universities. The purpose of libraries today remains the same as in ancient times: to preserve and disseminate knowledge.

As we see large collections in libraries being digitized and placed on the Internet, we see the role of the SUU library change. However, we know the library will always be vital to the task of the University to educate students.

Our library is designed to serve students in this era of computers, Internet, digitized books, and a multitude of new challenges in education. It opened in March 1996, cost $10.4 million, has 82,418 square feet, and is considered a state-of-the-art facility. Databases and indexes connect students to libraries around the world.

I am proud of the SUU library. What a change from the days and nights I spent in the CSU library in the old auditorium building.

Our purpose as Friends of the Library is to help the students by assisting the library financially. We need to help advance services and collections and develop and promote interest. I invite all who read this letter to play an active role in Friends of the Library. Join if you have not already done so. With your help we can succeed. You can donate online at swe.edu/giving.

William Clayton Petty, M.D., Chair.

FRIENDS OF THE SHERRATT LIBRARY
library.suu.edu
William Clayton Petty, Chair
Camille Bradford, Newsletter Editor

THE FUTURE OF LIBRARIES
By John Eye, Library Dean

With the proliferation of the Internet and the popularity of Google, I am often asked about the future of libraries. Will there be a need for libraries in the future if everything can be found through Google? A closer look can shed some light on this.

I do not think anyone would dispute the fact that there is a huge amount of information on the Internet and that Google and other search engines provide a way to find documents very efficiently. But I think we may also have a misguided understanding and assumption of just how much of this information is accessible, not to mention reliable, that’s an article for later.

I did a search for “left handedness” (since I happen to be left handed and care very much what the world is saying about lefties) to see what Google would find for me. It told me there were about 1.53 million results. But as I thumbed through them I found only 100 pages, 10 to a page. Therefore, I could only access 1,000 of the 1.53 million results Google claimed to have found for me. Were there truly 1.53 million results to my query or is Google inflating the concept of how much information it can locate? It is likely many of us have an exaggerated view of the amount of useful information accessible using Google. With this in mind, I believe library resources will continue to be critical for anyone pursuing an accurate accounting of what is known on a given topic.

In my opinion, this helps to support the need for libraries and how they will remain a place where people turn to find important information. Technology will clearly continue to impact how we access information, but I don’t believe our libraries will soon be replaced by Google. In fact, just the opposite seems to be happening. More patrons are utilizing the resources libraries have and using library spaces to work more productively.

I am grateful that Friends of the Library has been so supportive of efforts to improve our collections and spaces for students, faculty, staff, and the community. Without your help, we would not be able to provide the level of services our patrons need.

EXPANSION OF SPECIAL COLLECTIONS AND UNIVERSITY ARCHIVES
By Paula Mitchell, University Archivist

Special Collections and University Archives have had a busy summer moving shelves, boxes, and books into a new space once occupied by Curriculum and Media Collections (right). For years we have needed more space for the ever expanding documents of the University and the growth of collections, both manuscript and book. This move separates University Archives (a collection unto themselves) from Special Collections allowing for continued growth in each area.

Michael Broadbent, a dedicated library volunteer and member of the Friends of the Library Advisory Board, has completed indexing names from the Max Illes Photograph Collection into a searchable database. This will allow much easier access to patrons who are searching for their family photographs. We appreciate all Mike’s hard work on this endeavor.

We are looking forward to the Library’s Gala in October where we will celebrate 50 years of service to SUU, the community, and to our many friends and researchers that have come through our door.
ACADEMIC SEARCH PREMIER
By Phil Roche, Instruction/Outreach Librarian

Looking for good information? Well, look no further as this online database resource is amazing. It contains a lot of indexing and abstracts for more than 3,500 journals and magazines. You can access over 4,600 periodical titles, and availability from as far back as 1975 for more than 100 titles.

What’s more, it covers nearly every subject area under the sun, from academic topics to popular culture matters and beyond. In addition, the Academic Search Premier interface is simple to navigate and easy to use. Simply type some keywords into the available search boxes (sample screen above), press the Enter key, and your results will appear on-screen in a few seconds. Lastly, it’s simple to send information you locate to your printer, your email address, or even your computer’s hard drive as every article contains a menu with these options and more.

Friends of the Library who contribute at the Associate Level and above have access to Academic Search Premier from home. For those who contribute at the Patron and Friend levels, we invite you to drop by the Sherrett Library during any of our available hours to access Academic Search Premier from one of our public computers, which are located adjacent to the Reference Desk on the first floor.

BOARD MEMBER SPOTLIGHT
By Ulik Brown, Library Department Chair

A founding board member, Helen Beatty Englehart has wholeheartedly supported Friends of the Library with her time, expertise and resources. She has been actively involved in every Friends event and volunteers to assist in any way possible.

Helen organized and scheduled the volunteers for the first Festa exhibit the Library sponsored last year for the 50th anniversary of the Utah Shakespeare Festival. Along with her husband Ken, she spent many of her summer evenings hosting the event. She has also contacted local book clubs and invited them to events sponsored by Friends of the Library.

Helen graduated from the College of Southern Utah with a degree in elementary education and received a Master’s degree from Northern Arizona University. She taught in the Clark County School District in Las Vegas for a number of years and later served as a vice principal and librarian until she retired.

Helen and Ken are actively involved in the community and support numerous activities and organizations at Southern Utah University. “Whenever I turn on campus I am so impressed with what’s going on there. I can imagine a better place to go to college,” she stated. The Library is grateful to have such a good Friend!

SPECIAL COLLECTIONS EXHIBIT IN SALT LAKE CITY

The Sherrett library participated in Union Pacific Railroad’s 150th anniversary celebration in Salt Lake City, July 24.

The library provided photographs from Special Collections for an exhibit in the Grand Hall of the Union Pacific Depot. University Archivist Paula Mitchell represented the Library, meeting with visitors and answering their questions about the historic photographs on display.

The photographs were associated with Union Pacific's role in the early settlement of Cedar City and southern Utah, and provided a striking backdrop for the anniversary celebration.

The celebration concluded with a ceremony at which Governor Gary Herbert and Salt Lake City Mayor Ralph Becker expressed their appreciation to all who had contributed to the event.

The photographs included in the exhibit will be on display at the October 13 Gala.

NEW BOARD MEMBERS

The Friends of the Library Advisory Board recently welcomed three new members:

Brian Burrows, a 1968 graduate of SUU, was born and raised in Salt Lake City. He is a pediatrician in Cedar City, practicing in the Color Country Pediatrics Group, which he founded. He has been a strong supporter of Friends of the Library and has also been involved with many community organizations including The Boy Scouts of America, Junior Jazz, Reach Out and Read, Big Brother, Boy’s and Girl’s Club and Utah Summer Games.

Maria Smith was born in Cedar City and grew up in Beaver. She received her bachelor’s degree in nursing from Brigham Young University, and later attended SUU where she received a Bachelor of Science in History and English with a minor in biology. She taught English at SUU for 13 years. She is active in the community and served as President of the Friends of the Cedar City Library for two years. She is the mother of six children and 21 grandchildren. She loves books and libraries and is excited to serve on this board.

Georgia Beth Thompson began her career at SUU in 1957 as Dean of Women and retired in 2007 as Vice President of Student Services. After retirement she remained active in the community, serving on the Cedar City Council and other community organizations. She returned to SUU in 2012 as Interim Director of the Center for Women and Families.
GROUP STUDY ROOMS
By William Clayton Petty

The Sherratt Library presently has twelve group study rooms designated for students to exchange ideas, practice presentations, prepare group projects, and explore other scholarly endeavors. The study rooms vary in size but each is provided with media equipment, tables, chairs, and a white board. The growth of SUU has impacted the availability of the group study rooms. The rooms are often full, allotted on a first come first served basis for a two-hour period.

From January to April 2012 an average of 98 students per week were denied use of the rooms because of non-availability. This amounts to approximately 1,632 students.

In May 2012 the Friends of the Library donated $5,000 to be matched by $5,000 from the SUU Student Association for the purpose of renovating an additional space in the library for a group study room.

The library staff has identified other areas that could be renovated for group study rooms and we invite you to consider supporting projects such as this for the enhancement of the students' education. Studying in groups is a method of challenging convictions, opening minds, and learning how to communicate with others.

Group study rooms have been important from the time of the Ancient Library of Alexandria to the present. Let us support their continuation. If you are interested in learning more about these projects and how to support them, please contact Dean John Eyr.

LORALYN FELIX JOINS LIBRARY FACULTY

After a nationwide search, Loralyne Felix was selected as technical services librarian to replace Randy Christiansen who retired at the end of spring semester. She has over 30 years of library experience. Her career has included positions in the Sherratt Library in circulation, interlibrary loan, cataloging and acquisitions. Loralyne received her Bachelor of Science in Elementary Education and her Master of Education degrees from SUU. She received her Master of Library Science degree from Texas Women’s University. She has also taught LM 1010 as an adjunct instructor. Loralyne has served on various campus committees including the Bookstore Advisory Committee and the Insurance and Benefits Committee.
Spring 2013 Newsletter

FOURTH ANNUAL FRIENDS OF LIBRARY GALA
By Vik Brown, Library Department Chair

Friends of the Sherratt Library held the fourth annual Evening With Friends Gala on October 13, 2012.

The theme of the Gala, All Aboard, commemorated the 150th anniversary of the Union Pacific Railroad and the 80th anniversary of the Utah Parks Company (UPC). In addition, the event celebrated the 50th anniversary of the Sherratt Library’s Special Collections.

Over 250 supporters of the Library and former employees of UPC joined together to listen to speakers, watch old video clips, and view vintage photographs as they enjoyed great food and entertainment as well as each other's company.

John Eyre, Dean of Library Services, welcomed guests and thanked Friends of the Library for its continuing effort to raise awareness of the Library’s varied resources and for its donations to the Library totaling more than $37,000 during the past four years.

Walker Wood, Academic Vice President of the Southern Utah University Student Association, thanked Friends of the Library for its help in creating a new group study room for the students as well as continuing the digitization of the Iron County Record.

“I want you to know that what you are contributing is benefiting student life on campus,” Walker said. “Students enjoy collaborating and getting together to talk about group projects in the study rooms.” He also shared two articles about his ancestors that he had been able to find in the Iron County Record.

Daniel Harbke, Director of Public Affairs for Union Pacific Railroad, addressed the audience, speaking of the rich connection between the Union Pacific and southern Utah.

Continued on Page 5
LETTER FROM THE CHAIR
By William Clayton Petty, M.D.

I am pleased to report that 2012 was a good year for Friends of the Library.

The Gala was a very successful event, enhanced by the celebration of Union Pacific’s 150th anniversary and the historic significance of Cedar City as its hub for passengers connecting to the parks. Many guests were former Utah Parks Company employees who came to reconnect with old friends from Bryce Canyon, Grand Canyon and Zion National Parks. Our library was dressed in memorabilia from past eras at the three parks.

Guests enjoyed displays of historic photos, slide shows, reunion videos, “SingAlongs,” and talks by Mary Ellen Edmunds and Paul Edmunds about their experiences working in the parks. The evening was also enhanced by good food and beautiful music.

The Sherratt Library’s Iron Country Record digitization program received a major boost in 2012 with donations of $1,000 from the Cedar City Council, $2,500 from the Cedar City Rotary Foundation and a three-year gift totaling $15,000 from the American Pacific Corporation. We greatly appreciate this support for the program. Additional funds from Friends of the Library will allow for digitization of about 10 more years of the newspaper.

One study room was added to the Library as a result of collaboration between Friends of the Library and the SUU Student Association. The SUU funded the additional study room.

As one of the original members of the Friends of the Library Board, I have had the opportunity to see the role of the organization expand.

The role of the Library as a center of learning, a service to the community, and an archive of historical collections has been strengthened by the support of Friends of the Library.

We can be proud of our success in helping the Library expand its resources and enhance its ability to meet the needs of those who use it.

FRIENDS OF THE SHERRATT LIBRARY
Library@usu.edu
William Clayton Petty, Chair
Camille Bradford, Newsletter Editor

L-R: William Clayton Petty, John Eye and Caroline Brown, President of the Cedar City Rotary Club. Photograph by Gene Hottinger.

TAKE ADVANTAGE OF LIBRARY RESOURCES
By John Eye, Dean of Library Services

There is a wealth of information available to the community, including friends of the Library members, at the Sherratt Library. Although our collections and services focus on the needs of students and faculty, there is plenty to be found for all ages and interests in the many electronic, print, and special collections.

As an academic library, we have not acquired an extensive collection of fiction, other than the classic literature studied in courses across campus. Although we do not have an extensive number of New York Times bestsellers, our holdings are strong in non-fiction, both print and electronic. For example, if you are looking for the latest research in cholesterol treatment and control or are interested in local history of Iron County, our resources can probably help you.

By walking into the Sherratt Library, friends of the Library members are able to access any of the Library’s electronic databases, check out books, and use inter-library loans. As an Associate or higher level member, you can access several online databases from home using your computer or other internet device. You may wonder, “Why can’t anyone access the library’s databases from home?” The answer is related to limitations in our agreements with the database vendors.

Virtually every database we have is offered by a vendor through a license or contract. These licenses are based on an approximate number of users and govern those who may have access to the databases to make sure that large groups do not utilize a single institution’s subscription. To maintain our license agreements, we have negotiated special permission from our vendors to allow members at the Associate and higher levels to access some of these resources remotely.

We hope to strengthen our bond with the community through Friends of the Library and encourage those with a need or desire for information to visit the Sherratt Library either in person or online.

NBC LEARN HIGHER ED DATABASE NOW AVAILABLE
By Phil Roché, Instruction/Outreach Librarian

One of our newest electronic database acquisitions is NBC Learn Higher Ed. It contains over 12,000 news stories as well as current events and original documents collected from the NBC News archives. The materials and features of this database include:

- Historic news broadcasts and newsreels from the 1930s – present
- Full transcripts of videos
- Closed captioning access
- Easy-to-use search and browse interfaces
- A convenient Clip Card media player containing complete video information

NBC Learn Higher Ed is available via the Sherratt Library home page, library.usu.edu. Simply hover your mouse pointer over the Research button, select the Articles & Journals option, and click the Academic Search Premier link located on the left-hand side of the following page. Friends of the Library who contribute at the Associate Level and above have access to this database from home.

All members are free to access NBC Learn Higher Ed from one of the public computers located on the first floor of the Sherratt Library.
BOARD MEMBER SPOTLIGHT: PENNY BROWN
By Georgia Beth Thompson, Advisory Board member

Penny Brown is Vice Chair of the Friends of the Library Advisory Board. She recently commented, “I see libraries as the great equalizers. They serve the needs of all, regardless of whether you are rich or poor, young or old. Libraries are a passport to enhance your learning, meet your interests and provide a refuge. Libraries are important in passing on culture.”

Penny grew up in Minersville, Utah and recalls using the small library there from her very early years. She loved books about horses and baseball. It was one room with adult books at one end and children’s books at the other. “It had a special atmosphere,” Penny remembers. “The floors were dark oiled wood, and you had to be very quiet. It asked for sort of a reverence. I have always liked the feeling I get in a library.”

While studying at the University of Utah for a degree in elementary education, Penny took courses in library science and enhanced her understanding of what libraries offered. She loved children’s literature and appreciates how much children enjoy a good story found in a book.

She married before completing her degree and after supporting her husband, Scott, through medical school and raising a family, she resumed her studies at Southern Utah University. She completed her degree in elementary education with a minor in history. After she began teaching, she added a media endorsement.

“I have a collection of children’s books that was used in the classroom and rotated throughout the year,” Penny noted. “Students had reading time each day and I need to my class each day. I had loved The Savac Children as a child and found that many generations later my elementary classes loved that story as well. It is always fun to watch children’s faces light up as they read and enjoy what they have learned.”

She acted out Miss Nelson is Missing, a story former students remember when they see her today. Miss Nelson is the kindest teacher in the school but is having discipline problems. She decides not to return to the classroom one day and asks a strict substitute, Miss Swamp, dressed in black to cover her class. Miss Swamp is so strict that the students soon miss the special things Miss Nelson allowed them to do and learn in her class. When Miss Nelson finally returns, the students are so glad to see her, they make an effort to behave better.

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BOARD MEMBER SPOTLIGHT

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One day Penny had a teacher’s aide cover her class while she donned a wig and dressed in black. She returned to her class as the very strict Viola Swamp. Many of her students did not recognize this strict teacher when all was uncovered in the end. The students long remembered this lesson tied to a book they had enjoyed from the classroom library.

After Penny retired from teaching, she volunteered at the Cedar City Public Library and began serving on its board in the late 1990s. She was Chair of the Cedar City Public Library Board when plans were under way for the new Library in the Park. As Chair she oversaw the planning and groundbreaking for this project. She has served as Vice Chair of the SUU Friends of the Library Board since 2002. “I am pleased to see the projects the SUU Friends of the Library are developing and supporting. I believe the Advisory Board can help the SUU Library meet the library and media needs of students as well as the broader community and am happy to be involved in these projects.”

FOURTH ANNUAL LIBRARY GALA

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Mary Ellen Edmunds and her brother Paul Edmunds spoke of their own experiences working for UPC. Paul said, “I worked at Zions. I was a waterboy, woodboy, bellhop, bell captain. I worked at the old Hotel Escalante when I went to school. I got to open Cedar Breaks and was a transportation engineer down at Grand Canyon. It was a great experience for me.”

Displays around the library included Carl Croft’s furniture from a deluxe cabin in Zion National Park and Jim Case’s extensive collection of Union Pacific model trains. Union Pacific photos, video clips of the UPC’s “Sing-A-Longs,” and snippets of the movie Union Pacific, which was filmed in southern Utah, further enhanced the evening. SUU student Jessica Barker wore an authentic employee uniform that UPC cabin masters wore at the North Rim.

The evening ended with the SUU Ballroom Dance Company dancing to hits from the 1940s and 50s played by SUU’s Jazz Band.

In February 2012 the Sherratt Library hosted a reading and exhibit of student poetry inspired by students’ travels to London during summer 2011. The evening was a great success. The Library will host a similar event, Constellation Poetry Reading and Exhibit, on Tuesday, February 28th at 7 p.m. on the Garden Level. SUU students who traveled to our local mountains this past summer have created poems based upon their star gazing experiences and will read their works. Art work inspired by the poems will be on display and refreshments will be served. Friends of the Library are invited to join us for this special evening.
Friends of the Sherratt Library

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Appendix - Friends of the Library, Spring 2013

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Includes gifts to various Library programs from November 2011 to February 2013.

To become a member, please contact:
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