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The President’s Column

The first regional meeting of southeastern librarians took place in November of 1920. That meeting was held to discuss issues and library development. This year marks 100 years of SELA’s professional development for librarians by librarians, i.e., a conference. How fitting that this summer is a solo conference rather than a joint conference! As we have seen, it is vital that we come together to share our struggles, our concerns, our strengths, and our successes. Just today, I shared with my state colleagues the value in face-to-face conferences and meetings. Technology is wonderful, and I love the accessibility it provides for members to communicate and participate. But nothing quite matches the connections and dialogue that come from being together in person.

It is exciting that 2024 is also an award year, so while we come together to learn from each other, we also come together to celebrate the amazing work that southeastern librarians and libraries do each and every day. I recently asked numerous colleagues what they would share with a library worker if they could share anything. The responses varied from a jokingly shared “RUN!” to the common “libraries change lives.” In each case, I immediately thought of how we all stand up for those who cannot stand alone. We stand united in our vision of a better tomorrow. We stand arm-in-arm with those defending our freedoms. And, with our summer conference, we stand together to celebrate the good work being done every single day in libraries all over the southeast.

Please join me and each other in visiting Huntsville, Alabama to Recharge in Rocket City. Join us as we explore better methods, commiserate, and learn from the hits that seem to keep coming, and recharge to return better than ever.
Academic librarians taking active roles in outreach initiatives ensure the viability of their college libraries. Library instruction facilitates student success, therefore outreach to faculty for promoting student interactions with librarians is vital. In my experience, face-to-face interactions with faculty yield the best success with achieving these types of collaborative efforts. Arranging for face-to-face contact can be as simple as stopping by faculty offices to introduce yourself. Be prepared to highlight your willingness to share your expertise assisting their students with analyzing sources, selecting a topic, determining search strategies, etc. Also, ask them what their students are struggling with in their research and be prepared to listen to their response. You may be asked immediately to schedule a visit to their classroom, or it may happen down the road, but the seed that you are ready to help has been planted. They may even share their newfound awareness of your availability with colleagues, and you are on your way to cultivating enhanced relevance and connectivity within your institution. Periodic visits to faculty offices bear continued fruitful exchanges, can spark brainstorming, and initiate further collaborations.

Other methods for achieving face-to-face interactions include participation in workshops, learning communities, and seminars that faculty will also attend. Many of these types of activities now happen online, which should not be a deterrent. Make sure that you contribute meaningful exchanges that communicate your points of view as a librarian or representative of the library. In my experience participating in these types of activities, I almost always can promote library services or resources that fit perfectly with the topic being discussed. Here is one example. During online exchanges when a book or paper is mentioned, quickly searching the library catalog to share in the chat box a link to show that our library owns the item always receives positive feedback.

Librarians proactively promoting library resources and services make a difference. While flyers, posters, and digital promotions can be effective marketing tools, pursuing face-to-face interactions with faculty contributes to the continued strength and vitality of the library within academic institutions.
Government Documents for All: U.S. Supreme Court Opinions

By Tim Dodge, History & Political Science Librarians, Professor, Auburn University
Chair, Government Documents Roundtable (GODORT)

Whether one is a lawyer, a concerned citizen, or simply a curious member of the general public, there are times when one wants a quick and easy way to see the text of a U.S. Supreme Court opinion. Throughout American history the Supreme Court has issued many important opinions and many of them have been controversial and consequential, for example, Plessy v Ferguson (1896) that declared “separate but equal” racial segregation in public facilities was legal; Brown v. Board of Education (1954) that declared racial segregation of public education was not legal; or Citizens United v Federal Election Commission (2010) that, essentially, equated money with free speech thus allowing corporations (but also associations like labor unions) to contribute to political campaigns without any financial limitations. I would like to draw your attention to an authoritative freely available online source for locating the full text of U.S. Supreme Court opinions covering the period 1991 to the present. This would be the “Opinions” link found on the U.S. Supreme Court’s official website.

The first type of document that shows up is what are known as slip opinions. This is a reference to the physical format, literally, a slip of paper (if a brief opinion) or a document consisting of several or many slips (pages) if a longer opinion. These are usually brief summaries that provide the Court majority opinion plus concurring or dissenting opinions of individual justices. The Supreme Court runs on a term lasting from October through October of the following year. Thus, as of this writing, the Court is still in the October 2023 Term. These slip opinions appear in reverse chronological order. To see the text, simply click on the party names, for example, Muldrow v. City of St. Louis decided on April 17, 2024. This case concerned a female police officer suing her transfer from one police department job to another so she could be replaced by a male officer. Despite poorer working conditions, the court “vacated” the decision of the lower court since the officer had not lost pay or rank and “remanded” (sent back) the case to the lower court for further possible adjudication.

You will find the final form of opinions in what is known as Bound Volumes which are available here for the terms covering 1991 through 2015. Opinions for 2016-2022 are in the form of Preliminary Prints (see below for more detail).

A quick note about the publication of U.S. Supreme Court opinions. They appear as temporary printed publications starting with Bench Opinions, usually printed the day of the ruling by the Court. These are followed by the Slip Opinions, described above. In turn, Slip Opinions are followed by Preliminary Prints. These are soft-cover volumes that contain the opinions plus announcements, indexes, tables, and other associated materials to provide a more complete record. Finally, these are followed by the Bound Volumes which are a more formal compilation of the material found in the Preliminary Prints and are intended as a permanent, official record. The U.S. Supreme Court website described here provides access to only the Slip Opinions, Preliminary Prints, and the Bound Volumes. Somewhat confusingly, all of these published opinions except for the Preliminary Prints and the Slip Opinions are commonly known as the United States Reports.

This website is an excellent and convenient access point to the full text of U.S. Supreme Court opinions of the past thirty-three years. The website has many other features and additional important legal information as well. Perhaps I will cover some of this in a future Government Documents for All update or two.

Find out more about the wonderful world of government documents by joining GODORT when you renew your SELA membership.
INTRODUCTION

Although burnout has long been a common experience among workers, many additional triggers for the condition have emerged in recent years, including political and social unrest, financial instability, and, of course, the COVID-19 pandemic. An article from the American Psychological Association’s “2022 Trends-Report” announced “Burnout and stress are everywhere” and cited their 2021 study of 1,501 U.S. workers which found that 79% had experienced work-related stress in the previous month and nearly a third (32%) reported “emotional exhaustion” (Abramson, 2022). Academic librarians have not been immune to these experiences. Starting in summer 2023, a group of library faculty at a mid-sized Southeastern university began to brainstorm about a research project to determine the sources of burnout among academic librarians, how it has affected them and their work, what they are doing to address these feelings, and what support is being or should be provided by their institutions and professional organizations. The theme for the 2023 joint Arkansas Library Association/Southeastern Library Association Conference, “Libraries: Shining a Light in the Darkness,” seemed like a perfect opportunity to begin this discussion with a diverse regional audience. A regional call for participants resulted in panelists from three Southeastern states. This paper is a summary of the resulting conference session, “Keeping the light on: Academic librarians and burnout,” held on October 14, 2023. It includes the original questions addressed by the panelists along with a summary of their responses.

PANEL DISCUSSION

The profession seems on the verge of a precipice. Burn-out, the pandemic, and the political environment are all contributing to feelings of quiet quitting, leaving for new employment opportunities, or people leaving the profession. Have you experienced feelings or the desire to quiet quit, seek new employment, or leave the profession altogether?
Panelist 1:
I was experiencing feelings of profound burnout in 2021 and left my former position after nearly 9 years of employment.

As librarians, it is an unspoken part of our profession that we give 110% of ourselves to our jobs because we believe in the work we are doing. We feel called to help others. But by 2021, I was quiet quitting at work: doing just enough to get by but no longer pushing myself to excel or take on new projects. I was coping with debilitating anxiety brought on by my burnout. I knew it was time to go. I started to search for new employment and accepted a position at another university.

The change in the workplace environment has had a powerfully restorative effect for me and I feel like I have “the wind in my sails” again.

Panelist 2:
My burnout experience has been mixed between both the public library profession and entry into the academic library profession. At times I feel that, simply because of when the pandemic hit and started to lessen, my entire burnout experience was right in the middle of making personal choices to change my work-life balance and finally take care of my own mental health.

During 2019, before the pandemic hit and while I was still working as a public librarian, I was asked by my district representative at the state library service to consider talking about “anything” that I would want at a regional meeting of library directors. I remember walking into the breakroom and realizing that I didn’t really have anything I wanted to talk about or share - which was very odd because speaking to a group of fellow librarians and encouraging them is one of my favorite parts of my job. In fact, the only thing I wanted to talk to these librarians about was burnout. I recognized then that I was doing a lot of work, being asked to make a lot of decisions, and having the weight of my library on my shoulders while feeling little to no support from others. I knew it was time to leave, even when I knew that it would mean I would have to leave comfort to gain clarity. When I finally made the decision to walk away from a directorship in public libraries after 9 years, it was mixed with a lot of personal apprehension, simply because the feelings of burnout were over-exhausting and impacting my sleep, mental health, and overall life enjoyment.

I came into the academic world with a sort of burnout hangover, on edge and worried constantly about what the next requirement or request in the library would do to trigger those feelings.

While no library adventure comes without its set of moments, so to speak, I can say that taking that leap and just trusting that it was time to take care of me over my career has really been the best thing.

Panelist 3:
My experience with burnout has manifested differently. If I had to categorize what’s been happening, I would say it falls under the umbrella of quiet quitting, but unintentionally. I have experienced mostly cognitive issues including inability to concentrate, heightened anxiety, indifference, and time management problems. With the exception of anxiety—which had been successfully managed for over ten years—I have never experienced these problems before.

I do not want to leave the profession, but sometimes I do feel like I’m not being a “good” librarian. I don’t know that anyone else would say that, but it’s often how I feel.

What role did the pandemic play in your feelings of burnout? Were you experiencing burnout before the pandemic, and what was the source of that burnout?

Panelist 1:
I was feeling some burnout before the pandemic. My previous institution is a public regional university with an understaffed library, so I carried a heavy load of responsibilities in the library on top of active campus outreach and service.

Anemic pay raises did not keep up with healthcare contributions, changes in prescription cover-
age, or increasing retirement contributions. I started to adjunct teach in 2020 to help make ends meet by the end. The stress of financial insecurity that stagnant salaries create starts to eat away at your attention at work and it was mine.

The pandemic upended my work/life balance. I worked remotely from March – December 2020 and no longer had the separation from work that a drive home brings. I often found myself working as late as 9:00 or 10:00pm. We had so much work to do to support the pivot to online learning. For example, our previous library website would not support embedding Springshare’s LibChat product on the homepage, so we built a new website... with a two-week turnaround. The pandemic accelerated feelings of burnout and as a former colleague put it: My fumes are running on fumes.

Panelist 2:
While my burnout started before the pandemic, I think the events of the pandemic, especially the role that public libraries were asked to play at the time, heightened it. While a public library director, trying to make sure staff were safe, your own family was safe, and that the patrons you would see each day were safe, while having to balance the echoes of library boards, city officials, or other people with “opinions” in general really escalated the anxiety of the role. My source of burnout was a complete feeling of the lack of support and understanding about library services and the role they play from other people. There was also a level of expectation that I had built for my community regarding the library and when the pandemic hit and that expectation level changed, even dwindled, I felt there was little to no compassion for the state of the world and how we were all trying to just survive and navigate it.

When I left the public library world and entered the academic world, I realized that some of my new colleagues were coming off of similar situations, but that they were fortunate enough to have been in a place with support, not only with people in their departments but others across the campus. I have since seen that when I feel overwhelmed with something, my colleagues are willing to listen, lend an ear or coffee and just take care of each other.

Panelist 3:
There was certainly a lot going on before the pandemic, but I don’t think I was experiencing burnout. There was pressure, particularly because my tenure review year was coming up, but nothing I would have named as burnout. In fact, I wouldn’t say I began experiencing burnout symptoms until later in the pandemic or after it was “over.”

At the beginning, there was so much to do. We first had to figure out how to be a library while not being in the library. Then we had to figure out how to serve our community when they couldn’t come in the building or weren’t on campus. Then we had to figure out how to deal with folks returning to campus. And even though pretty much every other library was going through these exact experiences, it was a time when we couldn’t really get together and commiserate.

However, referencing my particular burnout symptoms, I do attribute those to the pandemic. Like many, I had relatives pass away from COVID-19, and the atmosphere of fear, anxiety, and isolation took a toll on my mental and physical well-being. I also had COVID-19 myself—thankfully after being vaccinated—and while I’ve not been diagnosed with long COVID-19, I do wonder if some of my cognitive issues could be attributed to the virus.

What factors external to the library (institutional, political environment, etc.) are a source of your burn-out?

Panelist 1:
When the pandemic started, my previous university was coping with declining enrollment. The financial impact of the pandemic left the university scrambling to shore up its finances, and at one point, the library was facing a mid-year budget cut of $50,000. Then in November 2020 the university experienced the loss of a major source of funding when voters rejected an extension of a local ¼ cent sales tax. This created a feeling of job insecurity. (The financial situation has only worsened and now whole
programs are under review for potential cuts.)

Like many universities, there was pressure by the administration to “return to normal” as soon as possible. To this end, employees returned to work in June 2020. I continued working remotely until December due to underlying health conditions until all employees were ordered to return in January 2021. This process was callously and unevenly handled, and greatly demoralized employees concerned about the health and safety of themselves and their families before the widespread release of vaccines. If the pandemic was an exam, then many university administrators would not receive a passing grade. The pandemic and financial stresses put on display other causes of burnout such as: toxic administrators, lip service to shared governance, the absence of transparency and communication from the university administration, and poor treatment of employees.

Panelist 2:
There is a lot of concern in general in my home state about library services, regardless if it's public, academic, or school. The current state of situations happening with book challenges, conversations from state legislation, and what this means for each type of library is certainly something that all library workers have in their mind in one way or another.

When my current academic library sent out an email to ask about reconsideration of materials policy, I was very shocked to think that even an academic library would need to have that policy in place “just in case”. When I think about my future, and the types of library careers I might want to have, I have to realize that each type of library is being challenged differently, but that these concerns with book challenges, censorship are not going away. This external factor is very overwhelming to me, as I wonder what my role can be for the future of this profession. I also am concerned about how the various movers and shakers within a university will be open to understanding these issues and how they could potentially impact library services.

Panelist 3:
I’ll say first that I think my institution has tried to balance what’s best for the university and what’s best for its people. There has been significant pressure to “return to normal,” but there was acknowledgement that “normal” would be different. However, that still meant that budgets were cut, positions went unfilled, and we all had to do significantly more with quite a bit less.

Additionally, there is an increasing amount of hostility towards libraries and librarians in my home state. Much of this is aimed at school and public libraries, and it’s hard to watch it happen. The state library community is not large which means that the librarians who are being threatened and fired are our friends and respected colleagues.

Do you have any strategies for managing burnout?

Panelist 1:
Learning from my past experiences, I had an opportunity to start fresh with my new job. I strive to have a better work/life balance and put some guardrails in place for this. I do a better job of “leaving work at work” by actively pursuing other leisure activities and interests. I try to stick to working just 40 hours a week, but I am a supervisor, so I read and respond to time-sensitive emails. I also only take on new projects as I can feasibly manage them to avoid feeling overburdened.

I will never be that librarian who accrues too much annual leave and finds themselves in danger of losing it. I take time off from work, even if it is just for staycations. When I am out of the office, I do not check my email and I delegate my supervisory responsibilities.

Having a flexible and hybrid work schedule was a major factor of why I accepted the job offer. It has been life-changing for me and greatly aided in avoiding burnout. I work remotely on Mondays and Tuesdays, which I jokingly call my “soft entry into the week.” I can focus on “big thinking” tasks on these days, like working on reports or research that working in an office with the accompanying distractions.
Panelist 1:

A former supervisor of mine passed on to me a good habit: Soon after starting a new job, I schedule appointments to meet one-on-one with all the librarians in the library to learn about them and their role in the library organization. During these one-on-ones at my new library, I picked up on some burnout among my colleagues.

Working with three other librarians, including a library administrator, we formed a taskforce to assess the state of burnout among the library faculty. In summer 2022, we deployed a Qualtrics survey to ascertain how many faculty are experiencing burnout and to what degree. Then another taskforce member and I conducted one-on-one meetings with those willing to speak with us. The results of this effort were anonymized and submitted in a report to the library faculty and administration in November 2022.

We presented findings of sources of library faculty satisfaction such as: good working relationships, autonomy, job stability, and flexibility. Then, we presented potential areas of improvement or concern such as: more transparent, clear communication; clearer expectations; better workloads – remove low-hanging fruit; and fill vacancies more quickly. This is an ongoing process. The library faculty discussed the report at a meeting in October 2023 and there is more discussion and work to come. I hope we can focus on the reasons why people like to work at my library while also making progress toward remedying the causes of burnout, to the best degree possible.

My recommendation is for libraries to offer a similar process for their librarians and for their staff. I also recommend a faculty-led taskforce approach that also includes an administrator. Administrators should listen to feedback without getting defensive. Librarians and staff should ap-
proach the process with realistic expectations that some changes take time, some things cannot be changed, and this is not an opportunity to only vent. Both parties should approach this process professionally and respectfully.

Panelist 2:
I think it all starts by recognizing that burnout is a real thing and that mental health needs of employees are something to not just talk about. With this in mind I think better communication on issues that are pertinent to the facility are important. I also think checking in on employees, not just a “howdy” but a real check-in, which can better develop a feeling of trust, so that when burnout happens, a faculty/staff member feels confident and comfortable laying those cards on the table. Burnout can make a person feel vulnerable, and at times make someone feel less than or as if they are a disappointment. I know for myself personally when I have spoken about my burnout and what has led to it, it has made me extremely nervous and overanxious, worried that talking about what has led to this will impact my relationships at work or my job. It’s important that institutions are willing to engage in these tough conversations to help employees get to the bottom of their need to recharge or change a routine. It’s also imperative that management are receptive to listening to these discussions and take them to heart without feeling attacked or exposed. Sometimes just talking through an issue and having a little bit longer of a lunch break or taking a mental health hour and leaving early can be the difference in productivity from one day to the next.

Panelist 3:
As I’ve mentioned previously, I do think my university does a better job at helping its employees than others. We have access to an employee assistance program. I’m sure administration knows that faculty are feeling symptoms of burnout, but it would be nice to have an acknowledgment that some of the decisions they make contribute to burnout. We have been asked and continue to be asked to do more with fewer resources and stagnant compensation. Oftentimes it feels like the answer to the unasked question of, “How are you going to help us work through this burnout,” is to add some sort of employee engagement program, which is just another thing to add to the list of things we already have to do.

I would like for our institution to look into strategies that truly lead to a balanced work life. Remote workdays are great unless you work in an essential campus building that has to be open when other offices on campus are closed, or you have to create a different schedule so everyone gets a remote work day, or some of your staff are unable to do their jobs from home. Then it just starts feeling like lip service.

Are there any resources you recommend for managing burnout?

Panelist 1:
I want to give a specific acknowledgement to one of my collaborators in the Faculty Burnout Taskforce, Lily Dubach. She met with a consultant and suggested that our one-on-one discussions with the library faculty take on the form of a “stay interview.” According to Robert P. Finnegan (2012), a stay interview is “a structured discussion a leader conducts with an individual employee to learn specific actions the leader can take to strengthen the employee's engagement and retention with the organization” (p. 5). Even if your library does not form a taskforce, encourage your administrators to conduct stay interviews with your librarians and staff to try to get ahead of issues before they result in employee turnover.

Panelist 2:
I have a long two-hour commute to work and a two-hour commute back. That being said, I spend a lot of time listening to books or podcasts about a variety of subjects. I really enjoy the podcasts “Fried. The Burnout Podcast” with Cait Donovan and “Burnout” with Connor Franta. I think being able to hear that I am not alone in this burnout situation is important, but also hearing other experts in a va-
riety of disciplines talk about ways I can manage my own burnout or help others is a game changer.

**Panelist 3:**
I’m far from an expert in this area. I suppose if you’re struggling with your purpose, Simon Sinek’s book *Find Your Why* could be a valuable resource. ACRL also published a book called *Academic Librarian Burnout: Causes and Responses*. I’ve only read a few articles so far, but they seem very good.

**CONCLUSION**
It can sometimes feel like we are suffering on our own when experiencing feelings of burnout. However, in coming together for this panel presentation we have discovered that regardless of our different geographic locations, we are all experiencing variations of the same feelings. Increasing work demands, the challenges and changes resulting from the COVID-19 pandemic, and changing political environments are just a few of the factors that can lead to expressions of burnout such as quiet quitting. It is important for both individuals to feel comfortable expressing these feelings of burnout to coworkers and administration and for administrators to implement proactive measures to support their employees through stressful and challenging times. Addressing burnout symptoms through therapy, using sick and vacation leave, taking advantage of flexible work schedules, establishing work-life balance, and developing a new hobby or engaging in activities that you enjoy when you are away from work are all good methods of addressing feelings of burnout. Find some strategies that work for you and share them with others. Burnout is real, but together we can cope with it and learn to “keep the light on” to move forward.

**REFERENCES**
The Post-Pandemic Job Market for Academic Librarians in the Southeast United States
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ABSTRACT
This study examines the state of the post-pandemic academic library job market in the Southeastern region of the United States. This analysis of academic librarian job advertisements collected from 2022 and 2023 reveals that while some new jobs have emerged there is a continued demand for traditional roles, prior work experience and the ALA-accredited master's degree. Diversity, equity, and inclusion are prominent in job advertisements despite some regional political opposition. Remote work options are limited, signaling a nuanced approach to work modality post-pandemic.

KEYWORDS
Academic Libraries, Librarians, Content Analysis, Job Descriptions, Employment

INTRODUCTION
At the onset of the COVID-19 pandemic, library employees adopted a range of work modalities and libraries adapted services to meet demands, such as offering curbside pickup or home delivery to comply with safety protocols issued from the Center for Disease Control (CDC) and the World Health Organization (WHO). Institutions turned to video conferencing and collaboration software to perform tasks that would have otherwise happened in-person. Online instruction demanded a different approach to engage virtual learners who reported experiencing “Zoom fatigue.” Teaching online required instructors and librarians to develop new skills and abilities. Libraries proactively developed alternate access to materials and resources.

During the height of the COVID-19 pandemic, the American Library Association, as well as universities across the nation published anti-violence and anti-racist statements in response to the death of George Floyd (ALA, 2020; Wesley et al., 2021). Soon after, libraries and institutions alike created diversity statements to demonstrate their commitment to diverse and inclusive practices, including recruitment and retention of marginalized groups. Additionally, institutions and libraries created diversity officer positions and task forces to strategically respond to the history of exclusion and marginalization of underrepresented faculty, staff, and students. In the classroom, instructors and librarians adopted inclusive, affordable, accessible, learning options. What initially looked like a temporary adaptation to the COVID-19 pandemic and the social and political events of 2020 has continued to influence the culture of libraries and institutions.

Within this new post-pandemic environment, this study aims to assess the academic library job market in the Southeastern United States. Using a content analysis of job advertisements collected in 2022 and 2023, the authors focus on academic librarian positions from twelve southern states due to the distinct political, cultural, and socioeconomic factors shaping the region’s job market.

Four areas guide this exploratory study of academic librarian job advertisements in the Southeast region.
1. What job types are present?
2. What job qualifications, including skills and work experience, are present?
3. What institution characteristics, including inclusivity, are present?
4. What job characteristics, including work modality, are present?
To provide context, the authors draw on similar studies, including a 2015 study by Triumph and Beile, “The trending academic library job market: An analysis of library position announcements from 2011 with comparisons to 1996 and 1988.”

**LITERATURE REVIEW**

Using job advertisements as research data is a commonly used method of studying job trends and requirements in the field of library and information science (LIS) (Kim & Angnakoon, 2016). Triumph and Beile (2015) used content analysis to look at academic librarian job advertisements from 2011 and compared the results to previous studies by Beile and Adams published in 2000 and Reser and Schuneman in 1992; they identified job trends over time, suggesting that library positions have become increasingly specialized with computer skills a priority (Triumph & Beile, 2015).

**Job Characteristics**

In addition to providing an overview of the librarian profession, content analysis of job advertisements has been used to study emerging roles for specific library positions in specific areas, such as reference services (White, 2000), electronic and digital services (Croneis & Henderson, 2002), technical services (Deeken & Thomas, 2006), and promotion, marketing, and outreach (Okamoto & Polger, 2012).

In 2017, Reiter and Zabel published a study of job advertisements focusing on flexible work arrangements. They found that many did not mention the issue, and those that did suggested that the employee should be flexible to work when needed, not that the employee had flexibility. A recent study by Petersen (2023) of pre and post pandemic job advertisements found that there was an increase in health science librarian positions advertising remote or hybrid work.

**Institution Characteristics**

Diversity statements in job advertisements can signal an institution’s commitment to diversity and the existence of an inclusive culture to potential applicants. Despite the number of studies examining job advertisements in LIS, there are few published analyses on the presence of diversity statements or inclusive content in job advertisements.

In 2020, Dow et al. studied reference librarian job advertisements from 12 academic libraries in the Midwestern United States for words that reflected diversity and equality; invited applicants from diverse groups to apply; or presented potential barriers for individuals with disabilities or marginalized groups. Bell (2021) analyzed diversity statements in fifty online job advertisements for Canadian academic librarian and archivist positions. Muir et al. (2020) analyzed Australian library job advertisements for instances that invited applications from diverse groups including people with disabilities, members of the LGBTIQA+ community, Aboriginal and Torres Strait Islanders, culturally and linguistically diverse groups, as well as populations experiencing age or gender bias.

**Job Qualifications**

Looking at the evolution of job requirements can help illuminate trends in librarianship. A study by Lynch and Smith (2001) analyzed advertisements to understand job qualifications, finding that by 1998 computer skills and instruction were more integrated across jobs and soft skills like communication had become prevalent as job requirements. Hartnett (2014) tracked the unique role of electronic resources positions over a ten-year period. The results found an increasing requirement for specialized software knowledge and project management skills. The study indicated job requirements for electronic resources positions were ever-evolving due to the heavy reliance on technology.

Detmering and Sproles (2012) and Todorinova (2018) studied requirements for first-year and entry-level academic librarian positions. Hodge, et al. (2021) examined qualities and skills of librarians who advanced to middle management. These studies not only help new librarians understand what skills are important to build, but also help explain how different roles are perceived (Hall, 2013) and what emerging positions entail (Yuan-Ho, 2021). For example, a study (Reed & Carroll, 2020) examined advertisements of health sciences librarian positions to determine job requirements for emerging health-
related research practices, revealing a focus on traditional librarian competencies rather than emerging areas, such as data science, grant support or research impact.

A more recent study by Yadav (2022) analyzed job advertisements for skills and competencies required for librarians in the “digital age.” The results demonstrated that requirements for computer knowledge, technology skills, managerial experience, and other soft skills were increasingly important.

**METHODOLOGY**

For this study, library job advertisements issued in 2022 and 2023 were collected from online job sites and/or listservs hosted by The Chronicle of Higher Education, HigherEdJobs, the American Library Association (ALA), the International Federation of Library Associations and Institutions (IFLA), the Southeastern Library Association (SELA) and Amigos Library Services. Duplicate entries were eliminated with the advertisement with the greatest detail being retained.

The review of advertisements was limited to positions in the Southeastern United States, specifically those twelve states within the coverage of the Southeastern Library Association: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The positions needed to be full-time professional academic library appointments of a minimum of two years. A total of 182 unique job advertisements, published in 2022 and 2023 met the criteria. While this sample is not necessarily comprehensive due to the nature of online and dynamic recruitment systems, it does provide a representative sample of academic librarian jobs advertisements from Southeastern academic libraries.

The authors created a repository of advertisements that tracked a total of fourteen data points, including job characteristics, such as job title, salary, faculty status, tenure-track status, work modality; institutional characteristics, such as institution name, location, and workplace inclusivity; as well as, job requirements, such as ALA-accredited library degree, other advanced degrees, foreign language skills, and work experience.

**Classifications**

Three authors independently analyzed each advertisement’s job title, roles, and responsibilities, and classified each position according to job type (e.g., cataloging/metadata or reference) and primary division of duties (e.g., technical, public, or electronic). Then, the authors compared and discussed each position until at least two of the three authors agreed upon the final categorizations.

Four pre-existing job classification systems were applied, including the ALA Joblist’s job categories (ALA, 2024), the College and University Professional Association for Human Resource (CUPA-HR) Job Description Index (ACRL, 2022), Carnegie Classifications of Institutions of Higher Education (Carnegie, n.d.), and a classification system published by Triumph and Beile in 2015.

**ANALYSIS**

**Institution Characteristics**

**Institution, Classification**

Based on the American Council of Education’s Carnegie Classifications of Institutions of Higher Education, an examination of the size and research scope of the institutions offering library positions found that a majority were large with a high level of research activity. Universities with high research activity constituted approximately two-thirds of the positions, as 91 positions (50 percent) were from Carnegie Classification R1: Doctoral Universities Very High Research Activity and 27 (15 percent) were from R2: Doctoral Universities High Research Activity. Seventy percent (128) of the positions were from four-year large universities (based on Carnegie size classifications).

**Location**
An identification of the geographic location of the job advertisements found that the distribution of advertisements according to state did not necessarily correlate to the population or the number of possible academic librarian jobs of the various states. The largest number of announcements were from Alabama and Virginia (at 26 each) and the fewest were found from Louisiana (3) and West Virginia (1).

### Table 1

**Positions Advertised by State, by Total Number, by Percent**

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>26</td>
<td>14%</td>
</tr>
<tr>
<td>Arkansas</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td>Florida</td>
<td>17</td>
<td>9%</td>
</tr>
<tr>
<td>Georgia</td>
<td>23</td>
<td>13%</td>
</tr>
<tr>
<td>Kentucky</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>Louisiana</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>21</td>
<td>11%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>17</td>
<td>9%</td>
</tr>
<tr>
<td>Virginia</td>
<td>26</td>
<td>14%</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Diversity Statement from the Institution**

The authors searched job advertisements for word occurrences related to the concept of diversity (e.g., diverse, diversity, equity, inclusion, women, gender, underrepresented). Words found in the Equal Employment Opportunity (EEO) policy, which prohibits specific types of job discrimination in certain workplaces, were not counted. Sixty eight percent of advertisements used various wording that referred to diversity in its recruitment process or institutional/library culture.

**Diversity Statement from the Applicant**

Only seven percent of advertisements required applicants to submit a DEI statement as part of the application process while 53 percent did not require a DEI statement and 38 percent did not indicate documents needed for the application process. Two percent of the advertisements indicated applicants could submit an optional DEI statement. In the analysis, DEI statements were considered “not required” if the job posting contained a list of documents required for application and a DEI statement or statement of diversity was not included. If the advertisement did not mention documents, it was considered “not stated.”

Many state legislative bodies in the Southeastern United States indicated having reservations and/or hostility to DEI initiatives (Lu, 2023). It should be noted that many of the job advertisements included in this study were posted prior to much of the legislative and executive action of various states, so it is unclear what impact political action will have on the prevalence of DEI wording and statements in the future.

**Job Characteristics**

**Job Division Classification**

Public service positions accounted for 58 percent of the advertised jobs, electronic service positions accounted for 23 percent and technical service positions accounted for 19 percent. Seven executive leadership positions were excluded from the analysis (e.g., dean, director, etc.).
Table 2
Positions Advertised by Division by Total Number, by Percent (n=175)

<table>
<thead>
<tr>
<th>Job Division</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>40</td>
<td>23%</td>
</tr>
<tr>
<td>Public</td>
<td>101</td>
<td>58%</td>
</tr>
<tr>
<td>Technical</td>
<td>34</td>
<td>19%</td>
</tr>
</tbody>
</table>

Job divisions for the Southeast region were comparable to those reported in Triumph and Beile’s 2015 study. For example, public service jobs were very comparable (i.e., within one percentage point), technical services jobs were a bit less (by approximately four percentage points), and electronic jobs a bit more (by approximately four percentage points). This may indicate a slight transition in technical services positions as collections and delivery methods become increasingly technology driven.

Job Type, Classification
An examination of positions by ALA Joblist categories found the greatest number of jobs to be in the roles of subject specialist/liaison (18 percent), administration/management (15 percent), special collections/archives (13 percent) or information literacy and instruction (nine percent). The liaison role of librarians continued to be of significant importance, as positions in the areas of collections, outreach and instruction, not counted in the liaison category, also had liaison duties included. A closer examination of 33 liaison positions found that a large number of these positions (48 percent) were in the science, technology, engineering, and mathematics (STEM) disciplines. Liaison positions generally also contained instruction, collection development and/or outreach responsibilities. See Table 3 for additional position information.

Table 3
Positions Advertised by Job Type, Using ALA JobList Categories (n=182)

<table>
<thead>
<tr>
<th>Job Type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specialist/Liaison</td>
<td>33</td>
<td>18%</td>
</tr>
<tr>
<td>Administration/Management</td>
<td>27</td>
<td>15%</td>
</tr>
<tr>
<td>Special Collections/Archives</td>
<td>24</td>
<td>13%</td>
</tr>
<tr>
<td>Information Literacy and Instruction</td>
<td>16</td>
<td>9%</td>
</tr>
<tr>
<td>Collection Development/Acquisitions</td>
<td>12</td>
<td>7%</td>
</tr>
<tr>
<td>Scholarly Communication/Copyright</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>IT/Systems/Web</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Instructional Design and Technology</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Medical</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Data Services</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Electronic Resources</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Assessment</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Cataloging/Metadata</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Digital Projects and Initiatives</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Reference</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Access Services/Circulation</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Outreach and Public Programs</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Government Documents</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Resource Sharing/ILL</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Technical Services</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Faculty Status
The majority (67 percent) of the job advertisements indicated faculty status for the position. A
relatively large number of advertisements (31 percent) did not state if the position was faculty status, and only two percent stated that they were non-faculty positions. Faculty status was assumed if the job announcement stated the position was tenure-track.

**Tenure-Track Status**

Of the 122 advertisements for positions with faculty status, 43 percent were tenure-track and 32 percent were non-tenure-track. There was no mention of tenure status in 25 percent of the advertisements.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Faculty Status by Total Number, by Percent (n=182)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>122</td>
</tr>
<tr>
<td>Non faculty</td>
<td>4</td>
</tr>
<tr>
<td>Not stated</td>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Tenure Status by Total Number, by Percent (n=122)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non tenure track</td>
<td>39</td>
</tr>
<tr>
<td>Not stated</td>
<td>31</td>
</tr>
<tr>
<td>Tenure track</td>
<td>52</td>
</tr>
</tbody>
</table>

**Salary**

Of the job advertisements reviewed, 92 listed salary information. Most frequently (54 percent) the advertisements included a minimum/starting salary; salary ranges were provided in 46 percent of the advertisements. Where salaries were not listed, there was often a generic statement, e.g. salary commensurate with qualifications and/or experience.

<table>
<thead>
<tr>
<th>Table 6</th>
<th>Minimum Salaries by Total Number, by Percent (n=92)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $50,000</td>
<td>8</td>
</tr>
<tr>
<td>$50,000 - $59,999</td>
<td>30</td>
</tr>
<tr>
<td>$60,000 - $69,999</td>
<td>23</td>
</tr>
<tr>
<td>$70,000 - $79,999</td>
<td>16</td>
</tr>
<tr>
<td>$80,000 - $89,999</td>
<td>8</td>
</tr>
<tr>
<td>$90,000 - $99,999</td>
<td>1</td>
</tr>
<tr>
<td>$100,000 -</td>
<td>6</td>
</tr>
</tbody>
</table>

**Salary, Classification**

An examination of position advertisements, using the College and University Professional Association for Human Resources (CUPA-HR) classifications, identified some general trends in librarian salaries. The majority (58 percent) of minimum salaries were between $50,000 and $70,000. The highest paid job type was administration/management. For the 19 jobs classified as administration/management (below dean/director level), the average beginning salary was $79,050.00. For the seven systems/digital resources positions the average beginning salary was $72,849.37. In the eight emerging positions in scholarly communication, open education resources (OER), and data the average beginning salary was $65,051.88. For the seven technical services positions (e.g. cataloging, metadata, or serials/e-resources) the average beginning salary was $60,750.00. For the 32 public services librarian positions
(e.g., reference, instruction, or subject liaison) the average beginning salary was $59,027.31. For the 12 special collections and archives positions, the average beginning salary was $53,901.58.

The lowest advertised salary was for an archivist position with a minimum of $38,319. The highest was $115,000 for two associate dean positions.

**Table 7**  
Job Type by Total Number, by Minimum Salary (n=85)

<table>
<thead>
<tr>
<th>Job Type</th>
<th>Number</th>
<th>Minimum Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration/Management</td>
<td>19</td>
<td>$79,050.00</td>
</tr>
<tr>
<td>Systems/Digital Resources</td>
<td>7</td>
<td>$72,849.37</td>
</tr>
<tr>
<td>Scholarly Communication</td>
<td>8</td>
<td>$65,051.88</td>
</tr>
<tr>
<td>Technical Services</td>
<td>7</td>
<td>$60,750.00</td>
</tr>
<tr>
<td>Public Services</td>
<td>32</td>
<td>$59,027.31</td>
</tr>
<tr>
<td>Special Collections/Archives</td>
<td>12</td>
<td>$53,901.58</td>
</tr>
</tbody>
</table>

**Work Modality**

Job advertisements indicated that librarian positions were predominantly on-site. Only eight percent of the advertisements indicated that the position offered a hybrid work option; no positions indicated a completely remote option. The few announcements that indicated a hybrid work option included positions in all areas; 27 percent of the jobs were electronic services, 53 percent were public services, and 20 percent were technical services. This breakdown matches the overall division of positions, suggesting that the hybrid option was not based on job type.

The issue of remote and/or hybrid work has not been widely studied in the library profession. However, Petersen (2023) found that for health science librarians, remote/hybrid work was offered in only 1.2 percent of national job advertisements in 2018–2019 but 16 percent of advertisements in 2021–2022. The smaller percentage of remote/hybrid options (eight percent) found in recent Southeastern advertisements may be an indicator of an evolving view on remote work, post-pandemic, with less continued support for remote/hybrid options.

Recent data from WFH Research (Hansen, et al., 2023) indicated that 8.9 percent of job advertisements in the education sector offered remote/hybrid options in 2022 and a similar 9 percent of job advertisements in 2023 offered the options. For all occupations nationally, Hiring Lab reported 8.3 percent of advertisements featured remote options in late 2023 (Culbertson, 2023). It is worth noting that Reiter and Zabel (2017) reported libraries provided more flexible work options than were mentioned in their job advertisements. This may be the case for hybrid/remote work post-pandemic.

**Job Requirements**

**Work Experience**

Job advertisements were coded for the presence of work experience and then further classified into required or preferred. If work experience was not mentioned, then positions were coded as not stated. There were very few jobs that did not prefer or more commonly require prior experience. An examination of the available positions found a scarcity of what might be deemed “entry-level” jobs. Only two percent of positions in electronic services and three percent of public services appeared to be available to candidates with no experience. All positions in technical services either preferred (nine percent) or required (91 percent) prior experience.

**Table 8**  
Prior Work, Experience by Division (n=182)

<table>
<thead>
<tr>
<th>Prior Work Experience</th>
<th>Electronic</th>
<th>Public</th>
<th>Technical</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not required</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Not stated</td>
<td>10%</td>
<td>3%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Preferred</td>
<td>15%</td>
<td>23%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>Required</td>
<td>73%</td>
<td>72%</td>
<td>91%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Education, Degree

Educational requirements examined included an American Library Association (ALA) accredited master’s degree, another advanced degree and knowledge of a foreign language. The ALA-accredited master’s degree was required for 85 percent (155) of the positions; only seven percent (13) did not require the degree while the requirement was unclear or unstated in eight percent (14) of advertisements. For the advertisements where the minimum educational requirements were clear, the master’s degree was required 92.3 percent of the time.

This percentage of jobs requiring the ALA degree was less than the 94.8 percent found in 2015 by Triumph and Beile and 98 percent found in 1992 by Reser and Schuneman. While the days of the ALA-accredited master’s degree being an almost universal requirement may have passed, it appears that the degree is still maintaining importance as a minimum requirement for academic librarian positions.

For the 14 job titles that did not require an ALA-accredited degree, most involved working with archives and special collections or specific technologies. Titles included the following:

- Archivist
- Assistant Archivist
- Assistant University Archivist
- Collection Services Coordinator
- Data Scientist & Visualization Specialist
- Data Services Specialist
- Digital Capture Specialist
- Digital Publishing Manager
- Director of Moving Image Research Collections
- Instructional Technology Librarian
- Manager, Library Technologies
- Systems and Website Librarian
- Web Applications Developer

While the requirement for an ALA-accredited master’s degree remains high, the study identified a decline in the need for a second advanced degree and/or foreign language skills. Only ten percent of advertised positions listed an additional degree in the qualifications with two percent requiring and eight percent preferring additional credentials. The small percentage of positions requiring an additional advanced degree is striking given the relatively large number (18 percent) of subject specialist/liaisons in the job advertisements. In Triumph and Beile’s 2015 study, 23.1 percent of position announcements listed other academic credentials as either preferred (16.6 percent) or required (6.6 percent).

Foreign Language

Job announcements were also coded for any mention of foreign language skills, whether required or preferred. Only four percent of positions preferred applicants with foreign language skills. The decline in importance of language skills is notable as past studies found significantly higher demand. Reser and Schuneman (1992) reported 24 percent of advertisements listed the qualification; Beile and Adams (2000) found 16 percent, and Triumph and Beile (2015) found ten percent listed foreign language skills as a required or preferred qualification.

CONCLUSION

An analysis of job advertisements posted in 2022 and 2023 provides insights into the post-pandemic job market for academic librarians in the Southeastern United States. This study, which draws on similar research, examined job types, salaries, job requirements, and working conditions.

The majority of job advertisements were from large research universities. Public service posi-
tions with subject specialist/liaison roles constituted the majority of jobs advertised. While the demand for an ALA-accredited master’s degree remains high, there is a decreasing trend in requiring additional advanced degrees or foreign language skills. Salaries varied across positions, with administrative and systems/digital roles generally commanding higher starting salaries. The scarcity of entry-level positions and the consistent demand for prior experience highlight the competitive nature of the job market.

The limited prevalence of remote work options, compared to the widespread adoption during the pandemic, suggests a nuanced approach to flexible work arrangements in academic libraries. Notably, DEI considerations were prevalent in job advertisements, signaling a growing awareness of diversity and inclusion issues within academic libraries in the Southeast United States.

This study indicates that while roles and responsibilities continue to evolve, many traditional positions, expectations and priorities remain. The content analysis not only provides a snapshot of the post-pandemic job market for academic librarians in the Southeast but also offers insights for both job seekers and institutions seeking to navigate the evolving landscape of academic librarianship.

REFERENCES


Use of Newly Acquired Materials: An Analysis of Print and E-book Acquisitions
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\textsuperscript{a}Auburn University at Montgomery, Montgomery, Alabama, USA

ABSTRACT
The Auburn University at Montgomery (AUM) Library examined its current acquisitions circulation rate over a period of five years (from 2017-2021) to determine whether materials being added met student and faculty needs as demonstrated by circulation patterns, and if there was a difference in circulation patterns between acquired print and e-books that might help the library determine where to better focus its resources: print or electronic.

KEYWORDS
Acquisitions; Academic Libraries; Circulation; E-books; Print Materials

INTRODUCTION
Auburn University at Montgomery is a regional university located in Montgomery, Alabama. The campus consists of five academic colleges (College of Business, College of Liberal Arts and Social Science, College of Education, College of Nursing, and College of Science), employing more than 200 faculty and enrolling 3,872 FTE students, undergraduate and graduate. The University offers 26 undergraduate degrees and 14 graduate degrees.

The AUM Library maintains a collection of over 500,000 volumes and provides access to more than 120 databases holding approximately 90,000 individual journal, magazine, and newspaper titles. The library is a member of the Network of Alabama Academic Libraries, a resource sharing group of academic libraries within the state. Additionally, the Library participates in license agreements with Lyrasis.

The acquisition method for the Library involves firm ordering faculty requests, supplemented by acquisitions by library staff to prevent gaps in the collection. No approval plans are used. An examination of Library circulation patterns by LC classification raised questions about circulation patterns for newly acquired books. The desire was to see if the books being acquired were being utilized, if a significant difference between usage of print and e-books occurred, and if gaps were beginning to appear in collection holdings due to concentrations of purchasing in specific areas. To answer these questions, an examination of the newly added titles during the period from 2017 to 2021 was conducted.

LITERATURE REVIEW
Analysis of circulation patterns in libraries has a long history. One of the earliest theories regarding usage was developed in the 1960s. The 80/20 Rule was coined by R.W. Trueswell (1969) and stated that “approximately 80% of the circulations are accounted for by about 20% of the holdings” (p. 458). The University of Pittsburgh followed with a study of usage in the 1970s which at the time was considered to be the most comprehensive of institutional studies measuring collection usage (Kent, 1979). The Pittsburgh study showed an increase in usage of the collection over the years since the first acquisitions, with the greatest increase occurring in the first two years (Kent, 1979). However, numerous complaints about the overall accuracy were described by Schad (1979) in a symposium on the Pittsburgh study published in the \textit{Journal of Academic Librarianship}.

Britten (1990) noted that every library’s circulation statistics reveal a mean ratio between percentage of total items and the percentage of circulations. “Furthermore, portions of the collection (represented in this article by LC classes) deviate substantially above and below this mean ratio” (p. 184).
While these were point-in-time studies lasting a relatively brief period, Lingnan University (Cheung et al., 2011) measured monographic circulation over a 15-year period. This study observed that books that were added and used during their first year or second year tended to be continually checked out, and those which had not been checked out during those years mostly did not circulate. While the studies cited above focused upon a single institution, O’Neill and Gammon (2014) conducted a usage study for the institutional members of the Ohio-Link Consortia. The holdings of more than 100 institutions were included and circulation was evaluated for only a single year (2007). The collections evaluated included those of ARL libraries, university libraries, college libraries, two-year school libraries, and depositories. O’Neill and Gammon noted that “The percent of non-circulating items in the ARLS and University collections at 20 percent, was particularly high.... Only the items that are allowed to circulate are considered in computing the circulation rate” (p. 796). Because of the duplicative holdings in the consortia, usage was described as being “far less scattered with 7.2 percent of the manifestations accounting for 80 percent of the circulation” (p. 801). The OhioLINK study covered the universe of monographs held by institutions in Ohio. One element not considered was e-books. As noted by O’Neill and Gammon, “…the importance of e-books is rapidly increasing; and a better understanding of their usage patterns would assist in the effective development of e-book collections” (p. 804).

Littman and Connaway compared circulation rates between print books and e-books at the Duke University libraries (2004). The study compared 7,880 books that were duplicated in both print and electronic formats and measured the circulation patterns between the two formats. The study did not, however, correct for print books that were used in-house and not checked out potentially undercounting the print circulations of the books examined. In citing previous research that examined studies at the California State University Libraries, the University of Rochester, and the University of Pittsburgh, the e-book collections that were used were all netLibrary titles (Littman and Connaway, 2004). In comparing the result of usage between print and e-books, Littman and Connaway determined that the e-books in the study received 11% more usage than the comparable print books.

Carrigan (1996) noted that simple collection evaluation was insufficient, and that proportional use as a tool for evaluation would be valuable. Danielson (2012) noted that two elements needed to be considered in evaluating a collection: first, how well did the library acquire materials that were used, and second, what material was not collected but should have been. Unfortunately, the AUM Library does not retain Interlibrary Loan data for the periods in question, so it was not possible to compare monographic loan requests to determine if print or e-copies of the borrowed materials had been ordered.

Danielson’s (2012) approach is beneficial for libraries who have access to off-site storage, where materials with low use can be housed. For smaller libraries at regional institutions, pressured by decreasing budgets and inflated costs, the importance of interlibrary loan remains a staple as students and faculty may request materials held by other libraries. Quick turn-around has benefited students and faculty in making article requests but the borrowing process for book loans remains problematic.

**METHODOLOGY**

A list of titles requested by faculty members and librarian liaisons were compiled by year from 2017 until 2021. No effort was made to determine when materials were added to the collection, except in so far as the year was concerned. The analysis consisted of both monographic and video titles which had LC classes assigned. In evaluating usage of e-books, researchers followed Counter 4 and Counter 5 protocols for the reports on access. Researchers counted access as including both a title request for access, as well as for chapter level access. For 2017 -2020, Counter 4’s Book Report 1 was utilized for the number of successful title requests. For 2021, researchers moved to Counter Code 5 protocols for reports TR_B1: T Master Report for unique title requests. This report is most closely related to specific title circulations. More details can be found in the Introduction of **COUNTER 4 versus COUNTER 5** as posted by SPARC (Levay, n.d.). The library operates on a fiscal year of October 1st through September 30th, during the months of August and September little ordering is done due to budgetary limitations. The usage rates for materials acquired late in the fiscal year may be affected.
While the Library collects data on in-house usage, these “browsing” figures were not used in the determination of circulation as no date for the browsing could be determined. Only items which physically circulated or, in the case of e-books, were accessed, during the time periods were analyzed to determine circulation rate.

**ANALYSIS AND FINDINGS**

To begin the analysis, the collection of titles ordered for each year was determined. See Table 1 for the number of acquisitions by year and category. For ease of analysis and to provide more detail, materials were divided into the following categories:

- Humanities – consisting of LC classes A, B, BJ-BX, C, D, E, F, M, N, P-PT
- Social Science- consisting of LC classes BF, G-GV, H-HX, J, K, L, T, U, Z
- Science- consisting of LC classes Q, QA, QB, QC, QD, QH, QK, QL, QM, QP, QR, S
- Medicine / Healthcare- consisting of LC classes R-RT

**Table 1**

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>394</td>
<td>542</td>
<td>124</td>
<td>89</td>
<td>100</td>
<td>1,249</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>115</td>
<td>289</td>
<td>114</td>
<td>119</td>
<td>164</td>
<td>801</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>104</td>
<td>11</td>
<td>13</td>
<td>25</td>
<td>166</td>
</tr>
<tr>
<td>Medicine / Healthcare</td>
<td>20</td>
<td>35</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>542</strong></td>
<td><strong>970</strong></td>
<td><strong>256</strong></td>
<td><strong>225</strong></td>
<td><strong>300</strong></td>
<td><strong>2,293</strong></td>
</tr>
</tbody>
</table>

**Analysis of Newly Acquired Circulated Titles**

As can be seen in Table 2, e-books represent 2.4% of the titles ordered and received from 2017-2021. Humanities represents 28% of the e-books total, with Social Sciences equaling 43.8%, Science 12.2%, and Medicine / Healthcare 15.7%. For print, Humanities are 55% of the total, Social Sciences 34.7%, Sciences 7.1%, and Medicine / Healthcare 3% of the total number of print titles acquired. Due to rounding, the numbers do not equal an even 100%.

**Table 2**

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Print</td>
<td>EB</td>
<td>Print</td>
<td>EB</td>
<td>Print</td>
<td>EB</td>
</tr>
<tr>
<td>Humanities</td>
<td>389</td>
<td>5</td>
<td>541</td>
<td>1</td>
<td>122</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>111</td>
<td>4</td>
<td>286</td>
<td>3</td>
<td>114</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>13</td>
<td>0</td>
<td>103</td>
<td>1</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Medicine / Healthcare</td>
<td>17</td>
<td>3</td>
<td>30</td>
<td>5</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
<td><strong>12</strong></td>
<td><strong>960</strong></td>
<td><strong>10</strong></td>
<td><strong>254</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

**Circulated Print Titles**

As Table 3 indicates, the Humanities and Social Sciences comprise a majority of the print titles ordered and received during this period. Using the formula of X / Y, where X equals the circulations of a single category and Y equals the total number of circulations in all categories, the circulation rate for ac-
quired titles was calculated for each subject category. The print Humanities titles ordered circulated at 57% (319 / 558 = .57), the Social Sciences circulated at 31%, Science titles circulated at 5%, and the Medicine / Healthcare titles circulated at 6%.

Table 3
Print Circulation by Category, 2017-2021

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>113</td>
<td>129</td>
<td>43</td>
<td>14</td>
<td>20</td>
<td>319</td>
</tr>
<tr>
<td>Social Science</td>
<td>39</td>
<td>45</td>
<td>42</td>
<td>26</td>
<td>21</td>
<td>173</td>
</tr>
<tr>
<td>Science</td>
<td>17</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Medicine / Healthcare</td>
<td>20</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>189</strong></td>
<td><strong>190</strong></td>
<td><strong>95</strong></td>
<td><strong>40</strong></td>
<td><strong>44</strong></td>
<td><strong>558</strong></td>
</tr>
</tbody>
</table>

Circulated E-book Titles

E-book usage was determined by receiving reports from vendors showing the number of times titles ordered during recent years were accessed. For e-book usage, most areas took four or five years to begin seeing growth. The major exception was 2017, where Guide to the Cosmology of William Blake was assigned by a faculty member for a paper. A total of 12 e-books were acquired in 2017, but as seen in Table 4 only one had usage, and a significant usage at that. Using the same formula as in the preceding paragraph, the circulation rates for acquired e-books were Humanities titles ordered circulated at 69%, the Social Sciences circulated at 21%, Science titles circulated at 9%, and the Medicine / Healthcare titles circulated at 0%.

Table 4
E-Book Circulations by Category, 2017-2021

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>75</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td>98</td>
</tr>
<tr>
<td>Social Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Medicine / Healthcare</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>22</strong></td>
<td><strong>44</strong></td>
<td><strong>142</strong></td>
</tr>
</tbody>
</table>

Out of the 57 e-books acquired by the library during the 2017 to 2021 period, the overall average circulation for an e-book was 2.49 times during this period, while a print title circulated approximately 0.25 times. One surprise was the lack of usage of e-books in the fields of Nursing and Health Sciences. It would be expected that recent pharmacology books would be utilized by the students, but this does not seem to be the case. For the e-books acquired during this period, 28 out of the 57 titles were used at least once (49.1%).

COVID-19 Impact

An interesting area to note is the 2020 academic year, during which the impact of the COVID-19 virus was felt. The AUM Library continued normal operations until the Spring semester, 2020, when the library ceased being open to the public from January until March. As can be seen in Table 4 above, e-book circulations jumped from one to 22, though not all usage can be attributed to the period of the li-
library operations being changed. Print circulations more than halved during the 2020 year, and this may be an effect of COVID-19, as many students have historically preferred print materials as opposed to electronic items.

Analysis of All Newly Acquired Titles

As seen in Table 5, the newly acquired titles in the library’s collection have a total of 700 circulations (558 print, 142 electronic). The total number of circulations were made by 624 unique titles in both e-book and print formats as seen in Table 6. With 2,293 total titles in the newly acquired titles collection, the 624 titles used comprised 27.2% of the total number of titles acquired. The 624 individual titles which have circulated show print circulations comprising 79.7% of the total number of circulations, with individual e-book titles accounting for 20.2% of the total number of e-Book circulations.

Table 5
Combined Print and E-Book Circulations

<table>
<thead>
<tr>
<th>Year</th>
<th>Print Circs</th>
<th>E-Book Circs</th>
<th>Total Circs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>189</td>
<td>75</td>
<td>264</td>
</tr>
<tr>
<td>2018</td>
<td>190</td>
<td>0</td>
<td>190</td>
</tr>
<tr>
<td>2019</td>
<td>95</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>2020</td>
<td>40</td>
<td>22</td>
<td>62</td>
</tr>
<tr>
<td>2021</td>
<td>44</td>
<td>44</td>
<td>88</td>
</tr>
<tr>
<td>Total</td>
<td>558</td>
<td>142</td>
<td>700</td>
</tr>
</tbody>
</table>

Table 6
Circulation Percentages

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Titles</th>
<th>Total Titles Circulated</th>
<th>Percentage Titles Circulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>1,249</td>
<td>351</td>
<td>28.1%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>801</td>
<td>199</td>
<td>24.8%</td>
</tr>
<tr>
<td>Sciences</td>
<td>166</td>
<td>65</td>
<td>39.1%</td>
</tr>
<tr>
<td>Medicine / Healthcare</td>
<td>71</td>
<td>9</td>
<td>12.6%</td>
</tr>
<tr>
<td>Total</td>
<td>2,293</td>
<td>624</td>
<td>27.2%</td>
</tr>
</tbody>
</table>

While e-books represent a small portion of the materials acquired during the period from 2017-2021, their accounting for only 2.4% of the newly acquired collection circulation is surprising given the impact of COVID-19 on libraries. The influence of a significant amount of circulation by a single title can influence the resulting percentage of use for the entire collection. In analyzing the data, it became obvious that the influence of one title being used for a classroom setting had a predominant influence on the usage of e-books in this study. In 2017, Guide to the Cosmology of William Blake, by Kathryn Freeman, was used 75 times as an e-book. This represented 52.8% of the use of the entirety of the e-book collection added during the five-year period. The remainder of the e-book collection saw no usage during that year. Following years showed few items circulating more than twice.

With the discovery that the library’s newly acquired titles collection had an overall circulation of 30.5% from 27.2% unique titles, it was determined that this was an appropriate percentage and aligned with the reports of other libraries in the literature. To carry this further, researchers examined the rates
by category, using the number of titles circulated divided by total number of titles by category, to deter-
mine the usage percentage. The results are as follows:

During the five-year period 624 titles showed circulation at least once with only 27.2% of the
newly acquired titles circulated to patrons. The percentage of Science titles (mostly in mathematics) that
circulated was higher than the other subjects. Ultimately, a majority of the titles, 1,669 or 72.7%, failed to
circulate at all.

**DISCUSSION**

In examining rates of acquisitions, Humanities were the most heavily acquired area at 54.4%,
with emphasis upon literature and history. The Social Sciences were acquired at the rate of 34.9%, the
Sciences (biology and mathematics primarily) at 7.2%, and Medicine / Healthcare (primarily nursing), at
3.3%. The rates of acquisitions in the Humanities and Social Sciences are not surprising. Many of the
titles acquired are interdisciplinary in nature and provide resources for classes across the curriculum.
The faculty of Sciences and Medicine / Healthcare rely primarily upon journals for their re-
search needs however, additional support for the book collection might want further exploration. The
areas of environmental studies and computer programming are two new areas of focus for the university.
The library is working to build a base collection to support the growth of these subjects. Medicine /
Healthcare, specifically nursing, demonstrate a need for additional resources, especially electronic access
to titles. To aid in the development of the collections in this area, the library has entered into a PDA ar-
rangement with Rittenhouse to access the R2 Digital Library focusing upon nursing care. To date four
titles have been added through the PDA arrangement which has been in existence for approximately 18
months.

Topical considerations affected this study – with a predominance of titles in the humanities
(over 54%), the potential impact for the Sciences and Medicine/Healthcare were, by default, limited in
terms of circulation opportunities. This is due in part because the disciplines in those fields rely more
upon journals than upon monographic titles.

**CONCLUSION**

In examining the data for the 2017-2021 period of acquisitions, researchers determined that an
acceptable proportion of books acquired were being used. It was also determined that some gaps were
appearing in the collections due to curricular changes. Focusing upon particular subject areas helped
identify topical areas where new programs had changed curricular needs. Efforts have been made to al-
ter selection options to assist in bringing available titles in the new subject areas to the selectors’ atten-
tion. The discovery of the limited use of the newly acquired titles raises questions about the selection
process for materials. Since faculty selections play a predominant role in the materials the library pur-
chases, it may prove necessary to request information from the faculty on which class they are using the
requested titles. The findings of this study will assist in helping to identify material selection by format
for the future.

**REFERENCES**


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Danielson, R. (2012). A dual approach to assessing collection development and acquisitions for academic
www.tandfonline.com/doi/full/10.1080/14649055.2012.1076633


An important point made by Nooe is that many of these violent incidents became the basis for white Southern grievance and justification for the larger expulsion of Native Americans from the region. An early example was the murder of several members of the family of Anthony Hampton by Cherokees in South Carolina in 1776. The Hamp-tons were just one of many white settler families that ignored the colonial border established by the British. Remaining members of the Hampton family joined with the South Carolina militia and the newly-formed Continental Army of the brand-new United States to raid and destroy Cherokee homes and property in the short-lived Cherokee War of 1776. As Nooe describes it, “memory of the 1776 Cherokee War resonated among white South Carolinians for generations” (p. 5).

After the American Revolution, efforts by the federal government to limit white settlement to areas agreed upon with Native American tribes by treaty were often ineffective and came too late. In Georgia, Tennessee, and the Mississippi Terri-ory, “white communities in southern states lever-aged their position as victims to sound alarms of an impending Indian war” (p. 34). These settlers criticized the federal government for a lack of pro-tection despite themselves being the precipitating agents of Native American reprisals as settlers continued their encroachment. Such understand-ings among white Southerners helped precipitate major Indian wars in the early 19th century, in-cluding the Creek Indian War of 1813-1814 and the Seminole Wars of 1817 and 1835-42.

Nooe relates both the white Southern sense of grievance against Native Americans and the sense of taking part in a justified and heroic action, demonstrated by the great enthusiasm of volunteers to form militias and/or to join the federal forces organized by General (and future President) Andrew Jackson. By no means were the Na-tive Americans who were being hounded out of their own lands simply hapless, passive victims, but this reader felt a growing sense of outrage at the provocations of the white settlers backed up by the military action of the militias and federal forces. The settlers essentially flipped the narrative and made aggression and violence of Native Americans the justification for displacement, mili-tary conflict, and—starting in 1830 with the Indian
Reviews

Removal Act—the mass displacement of the Trail of Tears.

There were some atrocities committed by Native Americans too, and it is possible to feel some sympathy for some of the white victims. One of the most sympathetic is Jane Johns. She and her husband, Clement, were attacked in their home near Jacksonville, Florida, by Seminoles in 1836 who were resisting removal to the West. Her husband was killed, but Jane survived being shot, slashed by a blade (the precise weapon is not specified), scalped, and left for dead. While she recovered from her horrendous wounds, her ordeal was publicized by newspaper accounts, a book, and speaking tours throughout the eastern coastal South, with Johns becoming somewhat of a celebrity (pp. 146-148). The unfortunate woman lived until 1874. Not surprisingly, the story of Jane Johns was used to mobilize action against the remaining Seminoles of Florida.

*Aggression and Sufferings* provides thorough documentation via numerous endnotes. The bibliography of primary sources—such as manuscript collections, federal government documents, and a truly large listing of historical newspapers and periodicals—and the extensive listing of secondary sources by scholars is impressive and indicates considerable research went into the writing of this book.

*Aggression and Sufferings* is strongly recommended to academic libraries and public libraries collecting in the areas of Southern and Native American history. White persons of conscience might find themselves both angered and informed by this work. D. Evan Nooe makes a convincing case as to how the South coalesced into identifiable Native American Southerner and white Southerner social and political entities with implications for the present day.

Tim Dodge, Auburn University

*Charleston Horse Power: Equine Culture in the Palmetto City*

Christina Rae Butler
Columbia: University of South Carolina Press, 2023
ISBN: 9781643364025
248 p. $27.99 (Pbk)

In this work of social history, author and historic preservationist Christina Rae Butler recounts the lived experiences and contributions of Charleston’s urban horse and mule populations from the colonial era to the 2020s. Diverse topics explored include equine apparel, animal cruelty and welfare, and the emergence of carriage tourism. Using Charleston as a case study, Butler ultimately wrote this monograph to “help residents and visitors understand that equines played a key role in building the city, bringing supplies into and out of the city, and conveying humans through it daily for hundreds of years” (p. 172).

The book is organized thematically into 10 chapters devoted to various facets of Charleston’s equine past, including streetscapes, occupations, and architecture. In their heyday, horses entertained residents at local races, and beloved fire horses like Russia kept the city safe by deploying fire engines so that their human counterparts could extinguish the flames. Though less celebrated, mules also provided essential services, hauling raw materials or carting off the city’s waste. More than a mere mode of transportation, equines once touched virtually all aspects of everyday life in the Palmetto State’s capital. By the end of the book, readers will gain a greater understanding of and appreciation for how ubiquitous horses and mules once were in Charleston and how thoroughly the city’s past human population depended on them.

Though not the first monograph to explore urban equine history, *Charleston Horse Power* builds on the foundation established by earlier works such as Clay McShane and Joel A. Tarr’s *The Horse in the City: Living Machines in the Nineteenth Century* (2007), which primarily focused on developments in Northern cities. In chronicling Charleston’s urban equine history, for instance, Butler not only expands the geographical scope of the literature, but also sheds light on unique regional dynamics, such as Southern dependence on mules and how Jim Crow era segregation affected African Americans employed in equine occupations.

Arguably the greatest attribute of *Charleston Horse Power* is the author’s enthusiasm for the subject. The author consulted a surprisingly long list of primary and secondary sources to inform the study. Though this corpus of textual sources alone provides an ample foundation for the book, Butler enriches this research by incorpo-
rating scores of visual sources (namely photographs and maps) and her own personal observations from driving equines. General readers without an intimate knowledge of horses or mules (presumably most readers in the 21st century) will particularly benefit from definitions of equine-related terminology found throughout the work.

There is one minor critique of the book. Butler’s enthusiasm for equines is rivaled only by her avid interest in architecture. As a preservationist, she is most in her element in the eighth chapter, “The Buildings Where Equines Lived and Worked.” While thorough and informative, the author regretfully loses sight of the horses and mules at times in discussing their facilities. This criticism, however, does not detract from the quality of the book. Well researched and well written, Charleston Horse Power: Equine Culture in the Palmetto City is a worthwhile contribution to the growing body of animal history literature. Academic libraries, particularly those with Southern history, animal studies, and urban history collections, should consider adding this title to their stacks.

A. Blake Denton, University of Southern Mississippi

The Cuban Sandwich: A History in Layers

Andrew T. Huse, Bárbara C. Cruz, & Jeff Houck
Gainesville: University Press of Florida, 2022
ISBN: 9780813069388
180 p. $24.95 (Pbk)

The Cuban Sandwich: A History in Layers by Andrew T. Huse, Bárbara C. Cruz, and Jeff Houck from the University of Florida Press is a historical look at the relationship between Spain, Cuba, the United States, and the people who come from those nations. It combines social, economic, and political history as a way for the reader to see the complexity that lies in the Cuban-American experience. At the center of this story is the Cuban sandwich. It is a clever way to draw the reader in and connect them to an essential piece of the American experience.

Each chapter examines the Cuban sandwich, considering a particular element in this complicated story rooted in independence, revolution, and conflicting ideas about the political and economic direction of this island just 90 miles south of Florida. The authors also profile individuals in each chapter who have a connection to the Cuban sandwich and to the theme of the respective chapter. The profiles give the reader a true sense of how this complicated history connects directly to the lives of everyday entrepreneurs and their desire to share a part of their story through food, specifically the Cuban sandwich.

In its seven chapters, the book gives the reader a journey through the geographical locations where this story unfolds—not just across America, but globally. One chapter highlights the story of a Cuban living and working in Ireland and his success bringing the Cuban sandwich to an island nation nearly 7,000 km from Havana. Carlos Arguelles’ story is used as an example of what it means to live in exile as a Cuban: “Others pointed out that the sandwich, ‘despite its name, since the 1960s has been practically only eaten in the geography of exile’” (p. 98).

It is hard to imagine that a single sandwich and its origin story could take up more than a handful of pages. Yet the authors of this book do just the opposite, giving the reader a story of a sandwich, a people, nations, and a desire to feel at home in a place that is not quite home. Food is often a great unifier within the story of humanity. It can connect people who might otherwise be at odds with one another. From its humble beginnings in Cuba and South Florida, to failed attempts by McDonald’s to give its spin on this cultural phenomenon, the Cuban sandwich is an essential artifact in understanding the Cuban-American experience.

Public and academic libraries will find this book a great addition to their collections. While written with an academic voice, the prose is accessible to the general reader, and the book tells an intriguing story for the armchair historian or for the professor looking for supplemental texts to draw their students into the beauty and benefit of historical narrative. It is beneficial for collections seeking to tell the immigrant story and its deep connection to the American story, and in particular, the story of Florida and its profound and sometimes divided ties to its Cuban neighbors less than 400 km away.
Andrew Huse is a curator at the University of South Florida Libraries. Bábara Cruze is a professor of social science education at the University of South Florida. Jeff Houck works in marketing for the Columbia Restaurant Group, having also previously been a food writer.

Austina McFarland Jordan, University of North Georgia

The Foxfire Book of Appalachian Women: Stories of Landscape and Community in the Mountain South

Kami Ahrens, Eds.
Chapel Hill: University of North Carolina Press, 2023
ISBN: 9781469670034
268 p. $25.0 (Pbk)

Seldom is the origin story of a book as compelling and inspirational as that of the book itself. The Foxfire Book of Appalachian Women is one of the rare exceptions. In 1966, a high school English teacher from Rabun Gap, Georgia, decided to create a literary magazine focusing on the poetry, stories, and personal accounts of Appalachia. As the popularity of the magazine grew, it was the interviews—first with relatives and neighbors and then branching out to individuals living in the wider region—that caught the imagination of the Foxfire Magazine readers. These stories became the basis of the dozens of books in the Foxfire series. The Foxfire Book of Appalachian Women, edited by Kami Ahrens, mines the Foxfire publications and chooses 21 narratives which Ahrens believes reflect the complex lives of the women interviewed by the Rabun Gap students all those years ago. The book encompasses women of different ages and regional cultures, and each chapter concentrates on a particular individual, with multiple interviews spanning several decades. Stories and mythologies of Appalachian ancestors are woven into the women’s personal narratives, creating a continuous tale of Appalachian history and folklore. Ahrens endeavors to preserve the syntax and dialect of the interviewees, establishing a sense of their specific time and space. Photographs of the subjects and their homes provide the reader with an invaluable glimpse into the rich environment of the region.

Margaret Burrell Norton (1910-1983) from Betty’s Creek, Georgia, was the first to be interviewed by the students in 1967. Norton planted crops as dictated by the signs of the zodiac and the phases of the moon, as was the local custom. She explains what it was like to raise her own food and livestock, which grazed the land without the limitation of fences. She demonstrated to the students how she churned butter, spun wool, and cooked in a traditional wood stove. Perhaps inspired by her involvement with the project, Margaret went on to pen a column in the Foxfire Magazine from 1967 to 1972 which featured her own recipes as well as those of neighboring women. The chapter ends with Margaret’s recipe for carrot pudding or cake.

As the reader moves through the interviews, life in Appalachia begins to take shape, incorporating a mix of past and present mountain life. Another chapter focuses on Mary Carpenter (1912-2002) of Scaly Mountain, North Carolina. Her Southern heritage harkens back to an antebellum lineage of smart, strong, working-class women who led food protests and took a stand against hard times and harsh conditions. She recounts tales of hunger during the Civil War and seeing Halley’s Comet shoot across the mountain skies. She is also not shy about expressing her skepticism about events such as Watergate and the moon landing. Carpenter regales the reader with ghostly Appalachian tales, including a personal experience with a spirit horse that would run up the dirt road at night, stop at her window and stomp loudly, then disappear. Adding to her stories are wonderful photographs, which bring the reader even closer to Carpenter’s mountain life.

A completely different perspective is given by Anna Tutt (1911-2008), an African American woman who was born and raised in Georgia during the Jim Crow era. Her father was a sharecropper. By experiencing this post-Civil War system firsthand, Tutt describes a system in which tenants farmed lands that were not their own, essentially trapping them in a never-ending cycle of oppression and poverty. After her father died, Anna and her siblings scattered until they were finally united to live with their beloved grandmother in Cornelia, Georgia. Tutt’s charismatic personality shines through in her reflections on social dances, church gatherings, dating, and why she never
married. She ends her story by sharing a few thoughts on the impact of segregation in Cornelia.

The book also contains stories of Native American women of Appalachia, including Amanda Sequoyah Swimmer (1921-2018), a member of the Eastern Band of the Cherokee Indians of North Carolina. Amanda, a prominent potter, was named a “Beloved Woman,” a title considered the highest honor bestowed upon a Cherokee woman (p. 177). Her life was committed to preserving the language, ceramics, and culture of her tribe. Although the Cherokee once occupied vast lands over the states of Tennessee and Georgia, all but a few Cherokees had been forced out of the region and into Oklahoma. Those who could hide or return formed the Eastern Band in Western North Carolina where Swimmer was born and raised. Her father, Running Wolf Sequoyah, was a farmer. He also hunted and fished for their family and made furniture used in their log home. Swimmer describes a happy childhood going to school and playing outside with her many siblings, although they were too poor to own toys. She married Luke Swimmer and had nine children of her own, to whom she gave both Cherokee and English names. Her interview focuses on the many changes that she has seen for her tribe, including the influx of tourists into the region, which gained recognition for its history and crafts. She also talks about the loss and reemergence of the Cherokee language in some areas.

In writing this review, it was a struggle to choose only a few stories to feature, as each was more fascinating than the next. It must have been even more difficult for editor Kami Ahrens to select just 21 from the entire Foxfire series. The personalities of the women popped and sparkled in every chapter as they spoke of their love and commitment to the Appalachian region, the changes that they had seen, and their hopes for the future. Also fascinating are the perspectives of the student interviewers who had such unique experiences with these women. The reader hears their personal accounts about what it was like to see an automobile, hear a radio for the first time, or watch demonstrations of traditions passed down from their ancestors, such as weaving, planting, and canning. Before this project, it is unlikely that the students had ever heard of “granny witches” and their importance to the lives of the local people, or how locals lived, worked, and even died in this mountain environment.

Yet be assured, The Foxfire Book of Appalachian Women does not read like a history book. The stories continually question what it means to be an Appalachian woman. The answers are given through 21 distinctively different experiences, but also with a thread of commonality of the land, the traditions, and of the uniqueness of the region. This book would be ideal for those who are interested in the history of Appalachia, women’s history, and regional crafts, as well as for teachers who might be inspired by a class project that provides a life-changing experience for students.

Kathelene McCarty Smith, University of North Carolina at Greensboro

Eudora Welty and Mystery: Hidden in Plain Sight

Jacob Agner & Harriet Pollack, Eds
Jackson: University Press of Mississippi, 2022
ISBN: 9781496842718
252 p. $30.00 (Pbk)

Jacob Agner and Harriet Pollack’s edited collection, Eudora Welty and Mystery: Hidden in Plain Sight, showcases Eudora Welty’s appreciation for and adaptation of the mystery genre in her own works. Welty’s love of mystery is evidenced by her large personal collection of popular and historical mystery novels, which far outnumbered other genres in her collection. A record of Welty’s personal collection was made in June 2021. The collection contained over 5,000 books, 6% of which were mysteries. Along with her expansive personal collection, many chapters comment on her relationship with Ken Miller, a popular hardboiled mystery writer who wrote under the name Ross Macdonald. The two corresponded for over 10 years and were very influential in each other’s work, often exchanging ideas for each other’s writing in their letters. Only a few of Welty’s early works are out-and-out mysteries, and these attempts were made when she was in college. It takes a well-tuned eye to see the mystery genre conventions at work, but once this is accomplished, you can see the heavy influence
of the genre in Welty’s writing. Namely, she used these conventions to point out injustices and prejudices in her stories, making sure to never end up with a perfectly explained or solved crime and leaving the reader to grapple with unsatisfied and uncomfortable feelings with her endings.

Welty’s short stories include classic mystery genre elements like doppelgangers, disappearances, false identities, and informants. These elements are often used to expose white villains and show the evils of white supremacy. In “Reading Eudora Welty’s Petrified Man and Old Mr. Marblehall as Southern Pulp,” Katie Berry Frye states, “Welty pinpoints the Jim Crow South as the cradle of crimes, a place where white men, petrified with fear of being rendered invisible and immobile, are deceitfully unstable” (p. 54). At a time when the “mythic Black rapist” ran rampant in Southern culture, Welty purposefully made the rapist in Petrified Man white to remind readers of white violence. Welty also used mystery genre tropes to poke at the misogyny that was rampant in noir works. Popular/pulp fiction of the time celebrated male fantasy; Welty villainized it. In “Eudora Welty and Mystery: Noir Variations,” Michael Kreyling notes that with the exception of noir, mystery fiction was not considered intellectual in the 1930s and ‘40s. Welty made a point to include elements of both popular (lowbrow) and noir (highbrow) fiction in her stories. This is exemplified in Welty’s evocation of the noir male gaze in her story No Place for You My Love. Welty gives the owner of the gaze no name as he points out the mediocrity of the woman he views, thus displaying male cruelty. Welty also often used real crime as inspiration for her stories. One of her more chilling works is the first-person perspective of a killer on the run in Inside the Mind of a Murderer.

Several chapters reference Welty’s work The Ponder Heart for its crafty manipulation of noir elements, notably Michael Kreyling’s “Eudora Welty and Mystery: Noir Variations” and Rebecca Mark’s “Court’s Opened: The Ponder Heart and Murderous Women.” Mark points out Welty’s play on the femme fatale in The Ponder Heart, saying that Welty’s women have the brains of the femme fatale but not the sexuality, and they are instead butch fatales. Mark later goes on to say that femme fatales are at fault and ultimately defeated, while butch fatales turn the tables on men and are victorious. Kreyling points out several similarities in location, plot, and themes of isolation between The Postman Always Rings Twice and The Ponder Heart. Welty branches out from noir with themes of sexuality. In Postman and other noirs, sexual relationships end with murderous lust, while Welty ends hers with sterility in men.

Welty bends mystery genre staples to both draw in her audience and subsequently turn their expectations upside down by using well-known conventions to point out current societal issues. Welty’s love of mystery has a deep and resonating presence in her work. This book is intended for readers of Southern writers, women writers, and literary criticism. It is best suited for academic and public library collections.

Sarah Grace Glover, University of North Georgia

If you are interested in becoming a book reviewer for the SELn email Teresa Nesbitt, teresa.nesbitt@ung.edu, for more information.
An Interview with Stephen Hundley, Author of The Aliens Will Come to Georgia First
By Melissa Lockaby, University of North Georgia

The Southeastern Librarian, Vol. 72, No. 1

The Aliens Will Come to Georgia First
Stephen Hundley
University of North Georgia Press, 2023
ISBN: 9781940771786
151p.  $19.99  (Pbk)

Are the aliens visiting Georgia because there is such a variety of interesting people? Or are the aliens the people living in Georgia, surviving and making their way through their lives as best as they can? Hundley’s The Aliens Will Come to Georgia First is the author’s first foray into short fiction. If there is an overarching moral to the stories in Hundley’s collection, then it is that the truly difficult, probing questions come from inside a person, and not all answers are clear or even desired.

I had the opportunity to sit down with Stephen Hundley at the Dahlonega Literary Festival this past March.

ML: Are you from Georgia, originally?
SH: Yes, I grew up in Richmond Hill, but whenever we wanted to do anything exciting, we’d drive to Savannah, which was just 20-30 minutes away.

ML: So that’s why you set this collection of short stories in Georgia.
SH: Yes. You write what you know.

ML: And you are wrapping up a PhD?
SH: I’ve spent a lot of time in school! I received my undergraduate degree from Georgia College & State University in Milledgeville (Creative Writing and Literature) but ended up teaching Environmental Science in Charlotte Public Schools.

ML: But you have an undergraduate degree in English?
SH: I somehow passed the science qualifying exams that allowed me to teach science, which is where the school system needed teachers the most.
I then spent a couple of years teaching English to pre-K and kindergarten students in Korea.
When I came back, I went to Clemson to get a Master’s in English, then an MFA from the University of Mississippi, and am now wrapping up my dissertation at FSU in Tallahassee.

ML: What’s next?
SH: I’d like to find a position with a university in an English Department. And, of course, continue writing.

ML: So, let’s talk about writing and your current book, The Aliens Will Come to Georgia First. For those who have not read the book, I don’t want to spoil anything. These are short stories.
SH: I’ve read lots of short stories; however, it isn’t a form that is completely popular, especially for an author starting a career. I was told by one publisher to bury this in the backyard and come back with a novel first. Once I had a couple of full-length books, then I could dig up this book and get it published.

ML: Obviously you didn’t do that. Do you prefer short story form to novels?
SH: I used to be anti-novel and was obsessed with short story form—1,800 to 2,000 words is my preference. It keeps the story moving quickly. However, I’ve changed my mind and am looking toward novel-length books.

ML: Yes, more on your upcoming book. When you write, do you start with the setting? The characters? The plot? Or can you separate the three?
SH: I like starting with the setting. Typically, I start with an image. Here’s a place, what’s the problem, form the plot, then develop the characters. That doesn’t happen all the time. In the short story “Elsohn,” I created the character and then
put him in a situation and place.

**ML:** I like great character development. How do you do that in a short story?

**SH:** In-depth character development is great for novels. Characters can carry the book. In a short story that moves quickly, actors must also keep pace with the story. My characters in *The Aliens Will Come to Georgia First* make mistakes. You’ll see children dealing with issues that they shouldn’t have to confront at such a young age. You’ll read about people who are flawed. I like characters who make mistakes and base decisions on things they think are right based on their own morals, even if they are wrong. They are people who are alienated from their family, community, and life.

**ML:** How many of your characters do you know or are actual people?

**SH:** I don’t like to make my stories autobiographical, but I do know some of them. “Valhalla, Georgia” hits closest to home and was intense to write. It was an indulgence and cathartic to base a character like my father into the story. I was worried it might be too personal for him—after all, the son in the story tries to kill his father (who has a history of alcoholism) with poisonous snakes. When my father read it, his reaction was “good story,” and that was the only response he gave. I almost left the story out of the collection, but friends said that it struck a chord with them, so it stayed.

**ML:** Speaking of snakes, you include a lot of animals in your stories, most of which come to a violent end in cringeworthy ways.

**SH:** I include animals to represent vulnerability and how they are used for emotional and manipulative purposes. It isn’t meant to promote animal violence. Degan in “Godbomb” uses a cat in an effort to feel something—anything—but it’s meant to show progression in his emptiness and illness when nothing else has brought any reaction, positive or negative.

It’s also about proximity to power—characters who fight atheism, death, bad habits—and the human capacity to engage with the environment (power) regardless of their own safety.

**ML:** Pencil, ink, or keyboard?

**SH:** I might scribble notes on paper, but I compose on a computer.

**ML:** You mentioned earlier that you sometimes start a story with an image. Do you draw?

**SH:** [Laughing] I can sketch, but I am definitely not an artist. I do sometimes sketch an idea which leads to a written story.

**ML:** The Aliens Will Come to Georgia First published in 2023. You have a new book that is soon to be released?

**SH:** Yes. It is a novel, *Bomb Island*, which is about a small community of people living on an island that was an old hippie community. It is a coming-of-age story where the protagonist grapples with the decision to stay on the island or grow up and leave behind what he knows. It also includes his pet tiger, which is the underlying power-struggle (proximity to power that I already mentioned).

**ML:** Do you have other stories hidden away in your desk drawers waiting to see the light of day?

**SH:** A few. The working title is *Rodney the Destroyer*, and it is a speculative, eco-horror novel in verse. Then there is *The Lay of Linda*, which is a modern romance where love extends beyond death.

**ML:** Finally, what does it mean to be a successful writer? Is it money, fame, or the one person who understands what you are trying to do as a writer?

**SH:** [Laughing] Oh, absolutely about the money! No, it is knowing that people are reading my books and getting something from my stories that matters.

“And when [the aliens] come, they will float through the clouds with their toes all long and reaching for the tops of trees and the roofs of houses. They’ll latch on to whatever they can…” (p. 140). An assortment of characters facing down vultures, weathering storms, and battling inner demons are the aliens that can be found in Hundley’s *The Aliens Will Come to Georgia First*. This compilation of short stories would fit well in a public library or in an academic library collection that supports the short story form.
SELA Annual Conference & Call for Proposals

SELA’s annual conference will take place July 14-16 on the campus of the University of Alabama in Huntsville. This year’s theme is “Recharge in Rocket City.” For more information about registration and travel, visit the conference website.

Those interested in presenting should fill out the Call for Proposals form.
AUBURN UNIVERSITY

Auburn Investigates Open Access Publishing Models

Auburn University Libraries’ Patricia Hartman and Ali Krzton collaborated with biologist Dr. Laurie Stevison on a research project for Stevison’s computational biology course. Their collaboration resulted in the publication of “Does it pay to pay? A comparison of the benefits of open-access publishing across various subfields in biology” in the journal PeerJ. This quantitative study found that while “gold” open access biology articles (authors pay charges for open access) enjoy more citations than subscription-based articles do, “green” open access articles (authors deposit their work in a public repository) also garner more citations than those behind a paywall without incurring publishing costs for the author.

UNIVERSITY OF SOUTH FLORIDA

USF Libraries to House Archive of Elie Wiesel

The Elie Wiesel Foundation for Humanity has named the University of South Florida and the Florida Holocaust Museum as the permanent homes of the papers and artifacts of the late Elie Wiesel, Holocaust survivor, esteemed humanitarian, and recipient of the Nobel Peace Prize. Wiesel’s physical and digitized papers, including correspondence with world leaders, unfinished manuscripts, photographs, and video and audio recordings will be housed and cataloged at the Nelson Poynter Memorial Library’s Special Collections Department on the USF St. Petersburg campus.

With this trove of historical documents and research materials, USF plans to create the Elie Wiesel Center for Humanitarian Ethics. The new center will feature an historical archive and searchable database, allowing researchers and educators to delve deeper into the Holocaust and apply Wiesel’s teachings to contemporary genocides, crimes against humanity, and assaults on human rights.

UNIVERSITY OF ARKANSAS

Arkansas Recognizes Sexual Assault Awareness Month

The University Libraries, in coordination with the office of Academic Initiatives and Integrity, have created a research guide titled “AI and Academic Integrity” that is free and open to the campus community and beyond online. As the use of AI becomes increasingly common, this guide serves to provide definitions, ethical considerations, instructions for citing AI sources and precautions that should be taken when using AI in an academic setting.
**UNIVERSITY OF GEORGIA**

**UGA Offers Free Home Movie Digitization**

The University of Georgia Libraries’ Brown Media Archives and Peabody Awards Archives sponsored a free digitization service event for the public. Anyone with old tapes of home videos, ranging in formats ranging from Super 8 to Betamax, was encouraged to drop off up to five movies at the local public library or UGA Special Collections Libraries in late March. The tapes and digitized files will be delivered during an event on April 20th. During the “Free the Tapes: Home Movie Edition” celebration, the community will have the opportunity to learn about and engage with various audiovisual formats and equipment.

**UNIVERSITY OF KENTUCKY**

**UK Digitizes Rare French Revolution Publications**

The University of Kentucky Libraries’ French Revolution Publications Collection, which consists of approximately 5,000 political bulletins printed from the beginning of the French Revolution through the ascendancy of Napoleon Bonaparte, were recently digitized and made available to researchers everywhere. This multivolume bound set represents all sides of the conflict and is the only known surviving copy in the world.

**LOUISIANA STATE UNIVERSITY**

**LSU’s Jen Cramer Receives Community Engagement Award**

LSU Libraries’ Jen Cramer is one of 10 recipients of this year’s Happy Awards. The awards are bestowed annually by the LSU Center for Community Engagement, Learning, and Leadership to faculty, staff, students, and community partners who represent the highest ideals of reciprocal service-learning partnerships. Cramer is the director of LSU Libraries’ T. Harry Williams Center for Oral History, the largest and most comprehensive oral history repository in the state of Louisiana, and one of the largest in the South. She was nominated for this award by Jennifer J. Baumgartner, an associate professor in the School of Education and a 2023 Happy Award winner, for her work on Baumgartner’s service-learning courses and other courses on campus.

**UNIVERSITY OF SOUTHERN MISSISSIPPI**

**2024 Ezra Jack Keats Award Winner Announced**

The Ezra Jack Keats Foundation, in partnership with the University of Southern Mississippi’s de Grummond Children’s Collection, has announced the 2024 Ezra Jack Keats Award. The EJK Award celebrates exceptional early career authors and illustrators for portraying the world’s multicultural nature in the spirit of Ezra Jack Keats. The award ceremony will be held on Thurs-
day, April 11, 2024, at 12:30 p.m. eastern time during the Fay B. Kaigler Children’s Book Festival on USM’s Hattiesburg campus.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

UNC Chapel Hill Develops All-Digital Watergate Exhibit

University of North Carolina at Chapel Hill Libraries’ new digital-only exhibit, “A Southern View of Watergate: Tar Heels’ Impact on a Nationwide Scandal,” preserves and shares papers donated by three alums who played significant roles during the investigation. Among other things, this exhibit spotlights key documents now housed in the Wilson Library: two Nixon subpoenas, Nixon’s written refusal to comply, and a copy of the president’s infamous “enemies list.” The digital-only exhibition brings together for the first time these rare items that have been digitized for preservation.

UNIVERSITY OF SOUTH CAROLINA

USC Data Visualization Awards

Three University of South Carolina Ph.D. candidates won the University Libraries’ inaugural Graduate Student Data Visualization Awards. The awards reflect the growing importance of data visualization and celebrate excellence in research by graduate students across the university. The Data Visualization Awards invite students to submit work they’ve completed for classroom assignments or ongoing research projects.

VANDERBILT UNIVERSITY

Edible Books Festival Returns to Vanderbilt

For the first time since 2019, Vanderbilt University’s Jean and Alexander Heard Libraries hosted the Edible Books Festival. Campus community members were invited to create their interpretations of a favorite literary work in edible form. More than a dozen entries were made from edible materials, including cake, cookies, pie, crackers, gelatin, fruit, vegetables, and candy. Following a public viewing of the entries, a panel of judges determined who would take home the top prizes. Kayce Gill, health sciences collections librarian, won Judges’ Choice and People’s Choice for her Ghostbusters II-inspired entry “Slimer’s Lunch.” Heard Libraries joins other libraries around the globe in celebrating Edible Book Day with events held on or around April 1.

VIRGINIA TECH

Virginia Teach Data Expert Named Maintainer Community Lead for the Carpentries

Virginia Tech’s Professor Erin Hopkins has published Sustainable Property Management, the first open textbook focused specifically on property management and green buildings. Released through the Open Education Initiative
and Virginia Tech Publishing, housed in University Libraries, this pioneering work fills major gaps that existed in sustainability resources for undergraduate and graduate college property management programs. Hopkins’ collaboration with University Libraries highlights the essential support libraries provide in bringing scholarly works to fruition.

**UNIVERSITY OF WEST VIRGINIA**

**WVU’s Health Sciences Library Hosting Art Therapy Exhibit**

The University of West Virginia’s Health Sciences Library is hosting an exhibit titled “The Art of an Art Therapist” through August. Art therapists often use their own art-making practice to combat burnout and remain creatively engaged outside of their work. In this exhibit, Dr. Annie McFarland, assistant professor of Art Therapy shares personal artwork consisting of a variety of media including collage, drawing, painting, and sketchbook work.
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